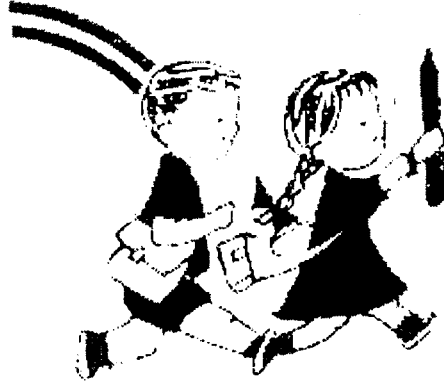

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part 2

State Reports

13th Joint Review Mission

(April-May, 2001)

- **The information given in the State Reports is as on January 31st, 2001. However, the latest information has been provided wherever possible.**

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ANDHRA PRADESH

1) Project Cost

DPEP Coverage:

(Rs. in Crores)

Particulars	Districts covered	EFC approved project cost
		1996-2003
DPEP – I 5 districts	I. State Component	16.44
	1. Karimnagar	32.28
	2. Warangal	31.69
	3. Kurnool	29.71
	4. Vizianagaram	28.73
	5. Nellore	33.87
	Total baseline cost	172.72

(Rs. in crores)

Particulars	Districts covered	EFC approved project cost
		1998-2003
DPEP-II Expansion Districts 14 districts	I. State Component	1506.30
	1. Adilabad	3986.51
	2. Ananthapur	4002.265
	3. Chittoor	4000.837
	4. Cuddapah	3975.485
	5. Guntur	3984.500
	6. Khammam	3957.755
	7. Mahaboobnagar	3969.210
	8. Medak	3995.474
	9. Nalgonda	3936.847
	10. Nizamabad	3933.829
	11. Prakasam	4000.006
	12. Ranga Reddy	3931.659
	13. Srikakulam	3970.899
	14. Visakhapatnam	3998.809
Total baseline cost	57150.385	

2) Project Structure

a) Vacancy position in SPO and DPO

All positions in the State Project Office except the following (shown in the table) are filled. Besides, one consultant to look after the civil works is in position.

Table – 1

Vacancy position

DPEP-I

S. No	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
1.	Vizianagaram	23	15	8	Typist Junior Asst Junior Accountant Data Entry Operator Drafts Man
2.	Nellore	31	25	6	Drafts Man G.C.D.O Dy. E.E Asst. Engineer
3.	Kurnool	23	19	4	Typist Drafts man C.M.O
4.	Karimnagar	23	17	6	A.A.O Asst. Programmer- cum- Training Officer J.Es Draftsman Junior Accountant
5.	Warangal	29	23	6	Dy. E.E Asst. Engineer Data Entry Operator
Total		129	99	30	

DPEP-II Expansion districts

S. No	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
1.	Srikakulam	24	18	6	Typist Attendar Draftsman Jr. Accountant
2.	Visakhapatnam	23	22	1	Jr. Accountant
3.	Guntur	25	22	3	Junior Asst. GCDO Junior Acct.
4.	Prakasam	26	20	6	Dy. E.E Attenders Asst. Programmer-cum Trg. Officer Draftsman
5.	Chittoor	24	12	12	Dy. E.E Jr. Asst. Typist Attenders AAO

S. No	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
					Jr. Acct. 1 Asst. Programmer-cum-Trg Officer 1 J.E 1 Draftsman 1 GCDO 1
6.	Cuddapah	22	15	7	Sr. Asst. 1 Typist 1 Attender 1 Sr. Acct. 1 Data Entry Operator 1 Draftsman 2
7.	Anantapur	23	17	6	Junior Engineer 2 Typist 1 Draftsman 2 Attender 1
8.	Mahabub Nagar	25	18	7	Jr. Asst. 1 Typist 1 Attender 1 Jr. Acct. 1 Draftsman 1 J,Es 2
9.	Ranga Reddy	24	17	7	Jr. Asst. 1 Typist 1 Sr. Acct. 1 Draftsman 1 J.Es 2 Data Entry Operator 1
10.	Medak	26	16	10	Attender 2 Sr. Acct. 1 J.E 1 Draftsman 1 GCDO 1 AMO 1 Jr. Acct. 1 Dy. E.E 1 Data Entry Operator 1
11.	Nizamabad	23	16	7	Data Entry Operator 1 J.Es 2 Draftsman 2 A.A.O. 1 A.M.O 1
12.	Adilabad	33	18	15	A.P.C 1 A.A.O 1 J.E.s 2 Draftsman 1 C.M.O 1 Dy. E.E 8 Data Entry Operator 1

S. No	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacan
13.	Khammam	28	21	7	Dy. E.E J.E. Draftsman
14.	Nalgonda	25	19	6	APC Typist GCDO J.Es Draftsman
	Total	351	251	100	

3) Function Of Executive Committee / General Committee

- 8th Executive committee meeting was held on 31.10.2000.
- Necessary proposals for nomination of members (to be nominated by GOI) in EC have been submitted to Government as the tenure of few members is over.

4) Submission Of Annual / Audit Report

- Audit of accounts of DPEP I & II for the year 1999 – 2000 is completed.
- Annual Report for the year 1999 – 2000 is under preparation

5) Expenditure

DPEP – I

	<i>Rs. in Crores.</i>
Total Expenditure up to February 2001	: 115.083
Expenditure up to October 2000	: 107.978

<i>(Rs. in Crores)</i>			
Expenditure Details	Govt. of India Share (85 %)	Govt. of A.P Share (15%)	Total Share (100%)
Out of Total Expenditure up to February 2001	97.820	17.263	115.083

DPEP – II

	<i>Rs. in Crores.</i>
Total Expenditure up to February 2001	: 339.571
Expenditure up to October 2000	: 324.849

<i>(Rs. in Crores)</i>			
Expenditure Details	Govt. of India Share (85 %)	Govt. of A.P Share (15%)	Total Share (100%)
Out of Total Expenditure up to February 2001	288.635	50.936	339.571

6) Progress In Functional Areas

1. Civil Works

Under civil works programme, out of 2324 works sanctioned, 2322 (99.77%) works have been grounded and 2175 (93.58%) works were completed. Remaining works are at various stages.

i) Abstract of DPEP – I Civil Works

S. No	Item of work	No. of works sanctioned	No. of works grounded	Works completed	Works in progress	Works not started
1.	New Primary Schools	903	903	861	42	0
2.	New Buildings	325	325	295	30	0
3.	Additional Classrooms	842	842	798	44	0
4.	Mandal Resource Centres	254	252	221	31	2
	Total	2324	2322	2175	147	2

ii) District Wise Abstract - Progress of Civil Works

Sl. No.	Item of work	No. of works sanctioned	No. of works grounded	Works completed	Works in progress	Works not started
1.	2.	3.	4.	5.	6.	7.
1.	Vizianagaram	421	421	414	7	0
2.	Nellore	555	555	504	51	0
3.	Kurnool	424	422	412	10	2
4.	Karimnagar	433	433	380	53	0
5.	Warangal	491	491	457	26	0
	Total	2324	2322	2175	147	2

iii) Innovations:

An amount of Rs. 50.00 lakhs is provided to construct prototype school buildings using alternative technologies. The progress and the alternative technologies used in the construction are given below:

DPEP I Districts

Sl. No.	Name of the district	No. of works taken up	No. of works completed	Type of Alternative Technology proposed / used
1.	Vizianagaram	3	3	Stub foundations
2.	Nellore	6	1	Arch foundations
3.	Kurnool	10	5	Rat-trap bond walls
4.	Karimnagar	5	1	CC blocks, RCC doors & window frames
5.	Warangal	5	4	Filler slabs for roofs.

DPEP – II Expansion Districts

Abstract Of Civil Works

Sl. No.	Item of work	No. of works sanctioned	No. of works grounded	Works completed	Works in progress	Works started
1.	New Primary Schools	3937	3840	3159	681	9
2.	New Buildings	2199	2163	1501	662	3
3.	Additional Classrooms	3442	3420	2978	444	2
4.	Mandal Resource Centres	736	718	537	181	1
	Total	10316	10143	8175	1968	1
Additional Works :						
1.	Building to Building-less Schools	1191	1168	756	412	2
2.	Additional Classrooms	10047	9857	7767	2090	19
	Total	11238	11025	8523	2502	21

In DPEP II expansion district under civil works programme, out of 10316 works, 10143 works (98.32%) were grounded. 8175 works (79.25%) were completed. 1968 works (19%) are in progress.

Out of 11238 additional works 11025 (98.13%) works are grounded. 75.84% of the works i.e., 8523 (75.84%) are completed and 2502 works (22.26%) are in progress.

District Wise Abstract Of Civil Works : Progress

Sl. No.	Item of work	No. of works sanctioned	No. of works grounded	Works completed	Works in progress	Works started
1	2	3	4	5	6	7
1.	Srikakulam	1555	1535	1431	94	30
2.	Visakhapatnam	1553	1553	889	664	0
3.	Guntur	1389	1343	969	374	46
4.	Prakasam	1555	1514	1065	449	41
5.	Chittoor	1251	1250	1026	221	1
6.	Cuddapah	1524	1482	1420	53	51
7.	Ananthapur	1524	1524	1455	69	0
8.	Ranga Reddy	1773	1609	1091	519	163
9.	Medak	1635	1615	1225	390	20
10.	Nalgonda	1575	1545	1350	196	29
11.	Mahaboobnagar	1500	1496	1234	266	0
12.	Khammam	1562	1562	1233	329	0
13.	Nizamabad	1769	1769	1709	60	0
14.	Adilabad	1389	1381	601	783	5
	Total	21554	21178	16698	4470	386

2) Pedagogical Improvement

2.1 *Teacher Training - Workshops*

a) *Handbook to teachers on "Thought for the day".*

A workshop was organized to finalise the handbook entitled "Sukti Sudha" from 28.10.2000 to 04.11.2000. The book was released by the Hon'ble Chief Minister on Children's day i.e., 14.11.2000. These handbooks were printed and supplied to all schools with instructions to read one item per day during the school assembly and ponder over the issue (value) during school hours whenever possible.

b) *Development of Training Package to MEOs.*

A workshop to develop a module for MEOs on 01.11.2000 to 07.11.2000 was organised. The module comprises

- Job chart of MEOs
- Habitation Mircoplan, Mandal Education Plan
- UEE
- Quality Education
- Monitoring and Supervision
- School Committees
- Family Survey
- Registers and Records
- Child Labour
- Meetings with teachers, School Committee members etc.

c) **Training package to newly recruited teachers**

A workshop was organised to develop training package to the newly recruited teachers during Feb. 2000. The components in the package are

- Innate abilities
- NLE (Natural Learning Experience)
- MGT (Multi Grade Teaching)
- Approaches to teaching Telugu, Maths, EVS
- Education and Society
- Habitation plan + Mandal Plan

- **Meeting with MRPs**

Selected MRPs were invited to SPO on 01.11.2000 to discuss the implementation of DPEP interventions. Emphasis was given on cross validation of data of 'Out of School Children' and Quality Education.

2.2 *Strengthening of Language skills at Primary Stage*

1. *Workshops :*

A one-day workshop was organized on 18.12.2000 to finalise the modalities of strengthening of Language skills.

A two-day workshop was organized from 29.12.2000 to 30.12.2000 to develop a pre-test to measure the language skills.

A three-day workshop was organized from 04.01.2001 to 06.01.2001 to finalise the pretest to measure the language skills.

A three-day workshop to develop a module for training teachers on strengthening of language skills was organized from 29.01.2001 to 31.01.2001.

2. *Field Testing the pre-test:*

The pre-test was field tested in 20 primary schools of Hyderabad, Krishna, Nellore and Ranga Reddy districts from 07.01.2001 to 28.01.2001.

3. *Final test :*

After analysis of the answer papers of students, a few items which were found vague were deleted. The order of questions was also changed as per the difficulty level.

4) *Administering the test :*

It is proposed to administer the test to all the Primary School children on sample basis initially taking all the schools in two mandals and 10 schools in the remaining mandals in each district. It is also proposed to administer the test to all the children in all the mandals of Vizianagaram and Khammam districts.

2.3 *Capacity building to DIET Lecturers :*

- ◆ Training programme to newly recruited DIET Lecturers was organised on child centred pedagogy during Nov, 2000
- ◆ Orientation was given to DIET staff on Academic Monitoring of schools.

A two day orientation programme to all the faculty members of DIET was organised in three spells during 19-20, 21-22, 23-24 December, 2000. In this programme the purpose of improving the 'B' grade and 'C' grade schools was appraised and DIET faculty requested to visit the identified schools frequently and to provide guidance to the teachers for academic improvement of the school.

2.4 *Mobile Libraries :*

Mobile library is functioning in Chowdepalli Mandal of Chittoor district on pilot basis. Children's literature forms the major part of the mobile library. Books are

being issued to schools on rotation basis. The main objective is to improve language skills among school children.

5. Book Van :

A mobile Book van of National Book Trust, New Delhi toured the districts in A.P. from January 22 to March 24 the mobile book van is covering the districts of Anantapur, Kurnool, Mahaboobnagar, Rangareddy, Hyderabad, Medak, Karimnagar, Khammam & Visakhapatnam

5. Alternative Schooling

- Complete and comprehensive habitation action plan have been prepared for schooling of all the school aged children (6-14 years) in that habitations where Alternative schools / Maabadis are functioning.
- Construction of 'Vidya Kuteers' for Alternative Schools is in progress, with community participation in needy habitations.
- A School Grant Rs. 500/- to all Alternative Schools for School development and Rs. 200 - as TLM grant has been provided for the preparation of Teaching - Learning Material.
- 108 Transitional Classes are functioning for out of School Children (6 – 14 years) in Nizamabad, Khammam and Ananthapur districts. These schools are opened on demand from community.
- Good linkages have been developed between Alternative Schools and near by primary schools for admitting the children after class II from Alternative Schools in to class III.
- School mapping exercise is in progress for upgrading Alternative Schools i.e., starting classes III,IV & V wherever necessary.

Residential Bridge Courses

- Long term residential bridge course camps are running in selected UEE mandals in Khammam, Chittoor and Nalgonda districts for out of school children.

Development of Bridge Course Material

- Development of Bridge course material is under progress.

1. Community Mobilization

Constitution of School Committees and other Education Committees.

As per amendment issued in Act No. 31/2000 to the Andhra Pradesh School Education (Community Participation) Act 1998, 50% School Committee Chairperson positions are reserved for Women.

Schedule of Elections :

School Committees and other Education Committees were formed as per schedule given below:

1.	Formation of School Committees	4 th - 9 th December 2000
2.	Formation of Panchayat Education Committees / Municipal Education Committees	12 th - 16 th December 2000
3.	Formation of Mandal Education Committees	29 th - 30 th December, 2000
4.	Formation of District Education Committees	10 th & 11 th January 2001

Number of committees formed :

As per the above schedule 99,618 (Primary + Upper Primary + Secondary) School Committees, 20,436 Panchayat Education Committees, 1,017 Mandal Education Committees, 47 Municipal Education Committees, 14 District Education Committees have been formed.

Training to School Committee Members :

It is planned to provide training to the School Committee Chairpersons and Members, PEC members etc., at Mandal Level.

5. Girl Child Development & Early Childhood Education

1. Girl Child activities

a) Training

- Training was conducted for GCDOs on "Amma Nenu Badiki Potha" module.

b) Review meeting

A review meeting of the DGCDOs was conducted on 30.01.2001. The agenda items of the meeting :

- Identification of Villages for adoption.
- Information regarding conduct of Vidya melas.
- Identification of habitations and villages with Girl Child Specific problems.
- Reading out the list of Out of school children in Grama Sabhas for enrolment with a focus on Girl Child.
- Submission of Tour Diaries by 10th of succeeding month.
- "Amma Nenu Badiki Potha" module
- Monitoring of selected model villages for girls enrolment etc.

c) Other activities

- Sensitization of DWACRA groups + Youth Groups on Girl Child activities.

- Exposure visits arranged to MVF camps for DWACRA groups & youth groups.
- Exposure visits to MVF camps for DGCDOs.

2. Early Childhood Education

The enrollment of boys and girls during the year 2000-01 is 33,246 and 32,533 respectively.

Training

State Level

Refresher training on “Chinnarulu Vikasa Kendram” was conducted from 2-5 Oct. 2000.

District Level

Training on ECE was conducted to DRG, MRG and MRPs during the month of November, 2001 in all the districts except Guntur and Cuddapah.

Sub - District Level

- 3-days Joint Training was organised during December 2000 and Jan 2001 to Instructors and H.Ms of School where new ECE centers were opened.
- 3-day Refresher training to old ECE instructors was organised during Jan 2001.

Meetings

- A Review meeting was conducted on 31st Jan, 2001. The functioning of ECEs is reviewed.
- Information is collected through regular monthly meetings for APCs DGCDO.
- District wise review was conducted to have better understanding about the sector field by the APCs / District incharges.

Convergence

- As per G.O.Ms. No. 49 AWC are supported by DPEP from October, 2000 onwards in all districts, except in Guntur, Cuddapah and Nalgonda.
- Combined review meeting are planned for ECE & Anganwadi Instructors at District and Mandal level.

6) Media

- Co-ordinating with Distance Education Programme in procuring Educational TV programmes for Educational Channel.
- ‘Chaduvu’ magazine is being printed and supplied to schools.
- DPEP Diaries were got printed.

- Video documentation of seminar held on the theme “Education For All”
- Newspaper clippings on the progress of interventions in various districts are collected and compiled.
- Newsletter is introduced in DPEP Net.
- All the Districts are connected through dialup network.
- Internet and intranet systems using latest Information Technology are in place.
- An 18 ½ minutes multi-media package was developed on DPEP activities in the state.

7) **Research & Evaluation**

1) *Cohort analysis on dropouts at Primary Education Stage*

- The findings of the report on the study “Cohort Analysis of dropouts conducted in 2 mandals in each of Visakhapatnam and Medak districts was shared with the 12th JRM, NIEPA and concerned district level functionaries.
- A further study on Cohort Analysis of dropouts has been taken up in 115 mandals at the rate of 5 mandals in each of the 23 districts in the state. The data are now being collected.

2) *Pupil Assessment in Primary Classes*

- The modules prepared on Pupil Assessment procedures in primary classes in scholastic and non-scholastic areas were got printed and sent to all districts for distribution among all schools having primary classes in the state. The modules will provide guidance to the teachers in assessing pupils in classrooms as well as in developing tests suited to activity based teaching.

3) *Research Studies*

- Reports of three Social Assessment Studies were received from the Researchers and final installments of study costs were released to them. The studies are on schooling of scheduled castes, scheduled tribes and working children. 3 more social assessment studies and other research studies which are in progress are being monitored for early completion.

4) *Documentation*

- Abstracts of Research and Evaluation Studies of the 3 Social Assessment Studies were prepared and furnished to Ed.CIL for documentation.

8. *Education Of Children With Special Education Needs (SEN)*

- Normal School teachers are given Sensitization training in four disabilities for two days in 25 mandals, Khammam (3), Karimnagar (5 mandals), Warangal (4 mandals), Srikakulam (3 mandals), Kurnool (10 mandals).
- Handbooks on Integrated Education were developed and distributed to schools.

- Door-to-door survey reports of 438 mandals are collected and being computerized to list out children with SEN.
- Six resource persons are identified to work in Khammam and Srikakulam.
- Medical Assessment camps are conducted in Karimnagar, Warangal, Srikakulam, Kurnool and Khammam.
- Orientation programme for IED teachers was conducted at SCERT.
- A plan was drawn to provide training to teachers working in normal schools for 45 days in three disabilities as suggested by G.O.I.

9. Distance Education

1. Workshops

A two-day workshop was organized to lecturers of DIET (ET branch) to analyse various aspects of Teleconference held on 08.09.2000 on Universalisation of Elementary Education. DEP Newsletter highlighting the questions and responses on Teleconference is in progress.

2. Support to Educational Channel

Video Programmes for 104 hours duration for Classes 1, 2, 3 and 4, 5 are encapsulated at SIET and handed to I and PR Department for transmission through A.P. Educational channel.

3. Training

- ◆ Two lecturers from each DIET were provided training on various components of 2 year D.Ed curriculum. The issues pertaining to different subjects of two year curriculum were discussed as a prelude to proposed Teleconference on '2 year D.Ed curriculum'.
- ◆ Training to Lecturers of DIET, Sub-DIET, SCERT, SIET, SPO on "Effective operation of equipment and organisation of teleconference" was held from 10 to 13 Oct. 2000. Resource Persons from Bangalore provided first hand experience on the functioning and operation of D.R. System

2. Teleconference

- One day teleconference on Universalisation of Elementary Education was organised from IGNOU, New Delhi for the benefit of MEOs, Dy.IOS, Lecturers of DIET on 8th Sept, 2001

3. Other material produced

- Audio cassette with songs for mobilising campaigns
- Audio cassette on songs / poems from Telugu readers
- Educational TV programmes for enriching the knowledge of primary teachers are developed on sample basis.

4. Conversion of analog to digital

- Conversion of DR Systems from analog to digital is in progress

5. Participation in workshops / Seminars at National level

- Participated in International workshop on "Information and Communication Technology for professional development of Primary Education Personnel" held from 14 - 16 Feb, 2001 at New Delhi.

10. MIS

Equipment Procured

The following items procured

- IBM server to maintain data base
- Line Matrix Printer
- Two Laser Printers

Other activities

- Maintenance and use of DPEP NET
- Family Survey data processed (0 – 15 age group children)
- DISE forms collected and data entry is in progress
- Attendance Monitoring of the children, analysis of data and providing feed back to districts to improve regularity of children and to identify the children who are irregular to school and the reasons for it.

11. Tribal Education

- *Development of bilingual material for 4 tribal dialects*

4-day workshop was organised at WALAMTARI from 12.12.2000 to 15.12.2000 to develop bilingual material for the following 4 dialects to accelerate the learning rate among tribal children and to help the teachers working in tribal schools in the material.

The following 4 modules were developed

- i) Telugu Bharathi – Gond Bharathi
- ii) Telugu Bharathi – Kolani Bharathi
- iii) Telugu Bharathi – Banjara Bharathi
- iv) Telugu Bharathi – Savara Bharathi

Each bilingual module consists of the following 4 parts

- | | |
|-----------------|---|
| Part I | Introduction of letters using both home language and school language. |
| Part II | Translation material |
| Part III | Popular songs and stories in tribal language. |
| Part IV | Instructional material to maintain class-room transaction. |

12 Text Books

The Ultimate objective of DPEP is to achieve “Quality Primary Education for all children”. Quality Textbooks for both teacher and taught are the pre-requisite input in the system, to strive to achieve the said goal.

a) Workshops conducted

State Level

Two-day workshop from 03.11.2001 to 04.11.2001 and 7-day workshop from 26.02.2001 to 04.03.2001 was conducted at State Level to decide the approach to develop class III Maths textbook and an approach paper was prepared.

Some unique features of this approach are as follows:

- Giving added importance to the thinking capacity of the children.
- More stress to intelligent learning than by-hearting.
- Creating opportunities to come to terms with the various mathematical concepts and conclusions by the children themselves.
- Importance to interactive learning process.
- Account on problem analysis and solving.
- Additional stress on the methods to arrive at the answer rather than the answer itself.
- Replacing mechanical and tedious exercise methods with interesting and needful learning.
- Extra emphasis on activity oriented learning.
- A fresh perception of the Teachers role in the learning process.

The chapters have been distributed among the authors to develop the textbook material on the above guidelines. The final workshop will be conducted in the month of April 2001.

ASSAM

1. Project Cost

DPEP Coverage

Total No. of Districts in the State	:	23
Districts Under DPEP, APSAP, Assam	:	9

District covered	Revised EFC approved Project Cost (Rs. in Lakhs)
DPEP -I (1994 – 2001)	
State Component	904.01
Darrang	3141.67
Dhubri	3006.63
Morigaon	2922.76
Karbi Anglong	2976.08
Total :	12951.15
DPEP -II (1996 – 2002)	
State Component	1294.51
Barpeta	3272.80
Bongaigaon	2711.03
Goalpara	2528.84
Kokrajhar	2687.98
Sonitpur	3138.27
Total :	15633.43

2. Project Structure

Details regarding vacancy position

At SPO Level

Name of the Post	Present Position	Remarks
Phase-I, Total vacancy :2		
Superintendent (DPEP-I)	The Post is lying vacant since May, 1998	At present, post is planned to be kept vacant as the existing staff is sufficient to meet the demand at the moment.
Media Officer (DPEP-I)	The post is vacant since October, 1998	At present, post is kept vacant as the Consultant (Teachers Training) is felt to be competent to handle the job.
Phase-II Total vacancy :5		
Junior Engineer	The Post is vacant since 1997.	The post will be filled up when the construction of SIEMAT building will be started. As and when in

		SIEMT building construction will be started the post will be filled-up.
Accounts Personnel	Two posts are lying vacant since May '99	Presently there is no need to fill up the posts.
Stenographer	One post is lying vacant since 1997	Post will be filled up when need arises.
Assistant Research Officer	One post is lying vacant since October, '99	The work has been carried out by one of the programmer, MIS and hence kept vacant.

At district Level

Name of the Post	Present Position	Remarks
Phase I Districts: Total Vacancy: 17		
1) Associated District Project Co-ordinator	One post is lying vacant.	The post has not been filled-up in pursuance of the decision of EC.
2) District Project Engineer	Two post is lying vacant in Morigaon and Darrang Districts.	In consequence of near completion of the civil works in the district, the post is decided to be kept vacant.
3) Junior Engineer	Ten posts of JE/SA are lying vacant in Darrang, Dhubri, Morigaon and Karbi Anglong Districts.	The vacancies arise due to completion of civil works in the blocks.
4) Consultant, IED	Two posts of Consultant one each in Morigaon, Dhubri Districts.	The posts could not be filled up as no candidate could be found with RCI qualification
5) Research Asstt.	Two post at Darrang and Morigaon is lying vacant	
Phase I Districts: Total Vacancy: 19		
1) Associated District Project Co-ordinator	All the five posts in the DPEP-II Districts are lying vacant.	The posts are kept vacant in pursuance of the decision of Executive Committee.
2) IED Co-ordinator	Three posts one each at Barpeta, Bongaigaon and Kokrajhar are lying vacant.	The posts are vacant for not having candidates with RCI qualification
3) Research Asstt.	One post is vacant at Sonitpur	Post has been given for advertisement.
4) Junior Accounts Officer	One post is vacant in Sonitpur.	Posts have been given for advertisement
5) Junior Engineer	Three posts, one each at Sonitpur, Goalpara and Barpeta vacant.	The posts will be filled up by transferring JEs from Phase-I districts, where works have been

		completed.
6) LDA UDA	Two posts, one each at Goalpara and Sonitpur is lying vacant.	The post are given for advertisement.
7) District Programme Officer	One for CP at Sonitpur and one at Barpeta for NFE One each for TT at Barpeta and Bongaigaon are presently vacant.	Steps have been taken to bring personnel from the GOA

3. Functioning of Governing Body / Executive Committee

- So far one Meeting of Governing Body was held on 2/7/99.
- The 22nd E.C. meeting and 22nd special E.C. meeting held in the month of December,2000.

4. Submission of Annual Audit Report

- The Annual Reports upto 1999-2000 have been submitted to GOI. The report for 1999-2000 is being processed by GOI for laying before parliament.

5. Expenditure

[Rs. in Lakhs]

	Total Planned upto 2000-01 (under AWP&B)	Cumulative Expenditure upto 28-2-2001	AWP&B 2000-2001 (incl. Spill over)	Expenditure up to 31.12.2000(from 28-2-2001)
DPEP-I	12614.07	9665.63	3008.18	1644.74
DPEP-II	14532.06	7791.59	5500.62	2817.77

Disbursement

Cumulative: Actual during the year:

[Rs. in Lakhs]

	Cumulative Upto 28-2-2001	During The Period From 1.4.2000 to 28-2-2001
DPEP -I	8151.96	1208.18
DPEP-II	6543.80	2265.59

Utilisation Certificate

- Utilisation Certificate upto 1999-2000 submitted to MHRD, GOI.

6. Progress In Functional Areas

A. Civil Works

i. Progress Overview Of DPEP-I Districts

[as on 31/12/2000

Sl.No	Activity	Target	Work Started	Work Completed	Work In Progress	% Of Completion	Work Initiated After T Visit C 12th JF
1	BRC	25	22	13	9	52%	
2	CRC	353	320	288	32	82%	
3	EX. SCHOOL	528	518	347	171	66%	
4	ADDL. CLASSROOM	145	117	105	12	72%	
5	REPAIRING	246	191	185	6	75%	
6	TOILET	581	581	486	95	84%	
7	ECE CENTRE	106	106	106	0	100%	
8	CHAR SCHOOL	26	26	25	1	96%	
9	70 BEDDED HOSTEL	3	3	3	0	100%	
10	RESIDENTIAL SCHOOL	4	0	0	0	0%	
11	URC	3	2	2	0	67%	
12	ADDL. WORK FOR BRC AND SBH	5	5	5	0	100%	
TOTAL		2025	1891	1565	326	74.50%	

ii. Expenditure Overview

Area	Expenditure (Rs. In Lakhs)	Revised Efc Cost (Rs. In Lakhs)	% Of Expenditure
DPEP-I	Rs. 2,366.76	Rs. 2,891.31	81.86%

iii Progress Overview Of Dpep-Ii Districts

[as on 31/12/2000,

Sl.No	Activity	Target			Work Started	Work Completed	Work In Progress	% Of Completion	Work Initiated After T Visit C 12th JF
		1998-1999	1999-2000	Total					
1	BRC	29	0	29	28	4	24	13.79%	
2	CRC/ADDL. CLASSROOM	417	282	699	622	169	453	24.18%	
3	EX. SCHOOL	142	159	301	269	23	246	7.64%	
4	REPAIRING	828	540	1377	1101	559	542	40.60%	
5	TOILET	411	364	775	696	295	401	38.06%	
6	70 BEDDED HOSTEL	3	1	4	4	0	4	0.00%	
7	DRINKING WATER FACILITIES	561	396	957	766	513	253	53.61%	
TOTAL				4142	3486	1563	1923	25.41%	

iv Expenditure Overview

Area	Expenditure (Rs. In Lakhs)	Revised EFC Cost (Rs. In Lakhs)	% Of Expenditure
DPEP-II	Rs. 1968.25	3441.34	57.19%

B. Pedagogical/ Teacher Training/ Textbooks

- State Academic Resource Group has been established.
- Need Assessment Test and training for the targeted teacher had been completed in three DPEP-I districts (Excluding Karbi Anglong)
- A targeted number of 10537 teachers were trained.
- Mass teachers training on Whole School Approach in DPEP-II districts in 1998. the training was provided to all the teachers.
- 6-day MTT on transaction of Resource Materials in DPEP-I districts in Jan. Feb 1999.
- 2-day MTT on Class-I, Integrated textbook in 1999.
- 5-day orientation programme for Head Teachers of Model Schools in 1999 in both DPEP-I and II.
- Special orientation for CLRG, BLRG (3-day and 5-day respectively) in 1999.
- Workshop at State Level to activate DIET.
- 6-day MTT on Resource Materials in both DPEP I and II (in Dec'99, Jan 2000)
- 4-day MTT in both DPEP I and II (on going).
- New Integrated textbooks for Class II and I introduced in 1999 and 2000 respectively.
- Resource materials (Part-I) for Class I, III and IV prepared and distributed.
- Resource Materials (Part-II) for Class I and IV is under process.
- Workbook (Part-I) for all the subjects of Class III & IV developed and distributed to children.
- Preparation of Learning Book for NGT is under process (for all classes).

Activities Conducted After the visit of 12th JRM

State Level Training cum Workshop:

- Manuscript for Class-III textbook are being made ready for printing.
- Workbook Part (I) for all subjects of Class-III & IV in Bodo and Bengali medium are ready for printing.

District Level Training cum Workshop:

- Need assessment of teachers and training thereupon is being conducted in all districts.
- 4-day MTT on efficient classroom transaction completed.

C. Community Mobilisation:

- VEC have been re-constituted / oriented about DPEP.
- 3 days training completed for all VEC members of Nine DPEP Districts
- VECs are engaged in documenting local knowledge
- One evaluation study on the functioning of VECs in Darrang, Dhubri and Morigaon completed in 1998.
- Sishu Mela held at Sub-Cluster level and Sishu Sadans are being formed for every schools catchment area.
- NGOs are mobilised, for instance Moina Parijat.
- A team of committed Resource Person has been formed in each District to organise and conduct Health Awareness camp with the help of local Health Department functionaries. Linkages are being set-up with the Health Department for school health programmes in Districts.
- A 'Health Awareness Manual' has been developed with the help of Voluntary Health Association of Assam.
- Environment Week held at village and at Cluster level to encourage enrolment and retention in schools..

Activities conducted since the visit of 12th JRM.

- Sishu Mela conducted at Cluster and Block level in all the DPEP districts.
- Re-orientation of VEC members conducted.
- Sishu Sadan in Schools strengthens by way of counselling by BLRGs.
- Survey for new centers planned in DPEP districts under AWP&B 2000-01 has been conducted through BLRG with active involvement of VEC members.
- Follow-up rigorous supervision and monitoring of activities in the villages concerning the schools are done.
- Under Women empowerment programme, BLRG and DLRG has been associated the SHG and other women groups for implementing the micro projects taken-up by the

D. Alternative Schooling

- State /District Co-ordinators are in position in all Nine DPEP Districts
- SRG/ DRG constituted
- Textbooks for 1st and 2nd semester NFE centres are developed. For 3rd and 4th semester of NFE centre Formal schoolbooks are given. Formal School textbooks are given to the learners of Alternative Schooling Centres.
- Supplementary book, one on 'Drawing' and the other on ' English Rhymes Book' are developed for all learners of NFE, Makatbs and AS centres. Another book on 'good hand writing' is also given to all these learners.

(As on 30th September 2000)

Districts	NFE Centres (Amar Kendra)			Makatbs			Alternative Schooling (A Kendra)		
	Target	Achievem ent	Functional	Target	Achievem ent	Functional	Target	Achievem ent	Func
Darrang	120	120	120	-	-	-	437	437	4
Dhubri	45	45	43	-	-	-	270	270	2

Morigaon	240	193	193	60	57	57	242	242	226
Karbi Anglong	100	100	93	-	-	-	200	57	57
Barpeta.	30	28	28	-	-	-	465	420	404
Bongaigaon	50	50	44	-	-	-	302	302	280
Goalpara.	50	50	44	30	30	27	285	237	237
Kokrajhar.	30	30	30	-	-	-	235	225	225
Sonitpur.	100	100	100	30	30	27	204	196	196
Total	765	716	695	120	117	111	2640	2386	2332

- Selection of New AS workers
- Two-day orientation of DLRG members on pre-centre opening activities held in DPEP Districts (except for Karbi Anglong).
- Three day induction training on pre-centre opening activities on AS workers completed.
- Seven day DLRG orientation for 21 day pre-service training of AS workers held in three venues Guwahati, Barpeta and Bongaigaon.
- 21 day pre-service training of AS workers held.
- VEC level monthly meet of Siksha Mitra's and Parents are regularly held.
- BRC level AS workers meet are regularly held in all DPEP Districts.

Activities Conducted After the visit of 12th JRM

- As per the 12th JRM recommendation, the AS Centres are now functioning from 10 AM TO 3 PM..
- In Karbi Anglong 7-Day Need Based Training Of Workers Of Alternative Schooling Centers Conducted.
- 5-day training for AS co-ordinators (Supervisors) has been conducted in Karbi Anglong.
- Training on Natun Path, and Lam-Chilli (language book in Karbi language) including the Kabri language Grammer conducted (4-days) in Karbi Anglong.

E. Micro Planning

The following steps comprise the Micro-planning exercise:

- Identification of villages with low enrolment, Low Female Literacy and also villages lying within project cluster for micro-planning to be conducted
- Training of Resource groups to function as animators facilitating participatory research and planning during the exercise
- Conduct of the PRA exercise with the active participation of interested members of the community and VEC and identification of key issues and priorities through rigorous consultations with local community
- Development of village/ school development plans and micro-projects indicating issues, strategies, activities/ key action points, resources and implementation schedule

- Implementation of plans/ micro-projects and evaluation based on a the premise of experiential learning
- Incorporation of key issues and action points into the Annual Work Plans of the respective Districts

Coverage:

- Micro-planning has been extended to all districts except Karbi Anglong where the field exercise has been delayed by the law and order situation
- Over four hundred villages covered so far
- Micro-planning is being carried out on an ongoing basis in select project clusters and is to be extended to the remaining project clusters on a priority basis

The Learning so far:

- Micro planning gives a clearer understanding of communities and the issues relevant to them through the consultative processes.
- It is a participatory exercise that has the potential of generating awareness and organising communities around the crucial issues.
- A pre-requisite for micro planning is greater convergence with other development agencies as the issues affecting education are varied and concern almost every aspect of community development.
- It is a time intensive exercise and hence up scaling is a slow process.
- Micro planning demands the development of good analytical and facilitation skill in animators that takes time to develop.
- PRA exercises generate great expectations in local communities that are difficult to fulfil while on the other had rapid survey based micro-planning is not always contextual and issues remain unascertained.

Future plans

- Analyse of collected data and integrating the data from different sources.
- Capacity building at various levels.
- Expansion of resource team and constitution of a core team at the district level.
- Involvement of NGOs.
- Cover one block in each district on pilot basis.
- Linkage with other development agencies to develop comprehensive action plans.
- Starting regular activities for monitoring and implementing the action plans through cluster level resource groups.

Activities Conducted after the visit of 12th JRM

- **Identification of out of school children has been done through resource group and community has been mobilised to send their wards back to school**
- **Micro project has been identified in discussion with the community and appropriate advice has been given to the community for their self-sufficiency**
- **Special needs of schools have been identified and community has been mobilised to contribute towards fulfilment of the needs.**

F. Media

- Drama for Theatre Group/ (Abahan Group) sponsored
- A Film on DPEP theme by noted film Director Shri Jahnu Baruah.
- Documentation of DPEP activities done by Video Filming of Workshop / Training of DPEP.
- Meeting with NGO working in the field of Education, Nature, Environment arranged.

Activities Conducted after the visit of 12th JRM

- 20 nos. of AIR programme have been conducted in the field of AS, CP, ECE , TT and IED components.
- Film shows for Street children.
- Visit of Media persons comprising All India Radio, DAVP, Janasanyog.
- 7 nos. of Video programme (on VEC, ECE, IED, AS, Pedagogical process, successful teachers. Women empowerment developed.

G. Gender

- Gender Co-ordinators at State/ District level in position.
- A State Level Workshop was organised for DLRG/BLRG/Programme Officers with the help of consultants from Ed.CIL.
- Indicators (PMIS) on Gender related issues were analysed and an action plan prepared. As follow up action, field visit were undertaken in Darrang District by RPs.
- Awareness Campaign in Char, Tea Garden and SC/ST area conducted to sensitise people on gender equity.
- A comprehensive Module was prepared for taking up of campaign of girls were identified and situation specific preventive measures are being undertaken.
- Workshop for orientation DLRG/BLRG conducted to conduct special drive for girls enrolment and women empowerment.

Activities Conducted after the visit of 12th JRM

- Survey for new centers planned in DPEP districts under AWP&B 2000-01 has been conducted through BLRG with active involvement of VEC members.
- A total of 1456 nos. of ECE workers who are weak in the methodology are re-oriented in the district of Barpeta, Goalpara, Kokrajahr and Sonitpur.
- Refreshers training of Mother Group members conducted.
- Comparative study of Achievement of students of L.P School having ECE background with those of non-ECE background completed in the district of Darrang, Dhubri and Goalpara.
- 35 ICDS centers in Nilip and Chinthong Block of Karbi Anglong district and 75 ICDS centers of Goalpara district has been strengthened by way of providing training to ICDS workers.

H. SC/ST Minorities

- For Char area (Religious minority dominated) Makatbs have been identified to be the centre of learning. In addition to already existing 200 Makatbs, advocacy and other related pre centre opening activity have been completed for additional 360 Makatbs in the districts of Darrang, Dhubri, Morigaon, Barpeta, Goalpara and Sonitpur.
- One additional Jonabs (teacher) achieving minimum educational qualification of HSSLC Passed is provided to each Moktab.
- Teacher Training Modules Translated in Bodo (Tribal) Language.

Activities Conducted since the visit of 12th JRM:

- **In Karbi anglong 7-day need based training of workers of alternative schooling centers conducted.**
- **5-day training for AS co-ordinators (Supervisors) has been conducted in Karbi Anglong.**
- **Training on Natun Path, and Lam-Chilli (language book in Karbi language) including the Kabri language Grammer conducted (4-days) in Karbi Anglong.**
- **Samal Sambhar in Bodo language for Class-III (Lang. Sc, Mathes, Evs) is under preparation.**
- **Workbook for Class-III & IV in Bodo language for all subjects is under preparation.**

I. Children With Disabilities:

To fulfil the statutory obligation to comply the provisions of the Central Govt. Act. "Persons with Disability (Equal Opportunities, protection of Rights and Full Participation) Act, 1995, and as per directions received from MHRD, GOI DPEP Assam introduced the component of Integrated Education for Disabled Children from 1998-99 and following activities were done:

- One State programme Co-ordinator having requisite qualifications and experience of working for disabled Child in the state of Assam has been appointed in December'98 to look after the Component of Integrated Education. Similarly, District Level Consultants on IED was also placed in Sonitpur, Goalpara and Darrang districts and was oriented including an exposure trip to Andhra Pradesh.
- A State Resource Group comprising faculties of SCERT (dealing with disability), Deaf & Dumb School, NGOs (Sishu Sarathi, Sahayika, Mon Bikash Kendra), faculties of Guwahati Medical College has been formed and now fully operationalised.
- District Level Resource Group (12-15 members) has also been formed in three districts (Darrang, Goalpara and Sonitpur) and fully operationalised. In the district, district level Resource group and NGOs are members besides some young, educated and willing to work for disabled child. The group has been given twelve days orientation on the line of thinking of DPEP Assam. Physicians

dealing orthopaedics, ophthalmology, ENT, Mental Retardation etc has been associating the Resource group whenever needed.

- A comprehensive module has been prepared for the orientation of VEC, HM BRCC, CRCC and other community members.
- Five Clusters from one Block has been identified in all the above three districts for initial implementation of the IED component. Survey for identification of disabled children done in all nine DPEP districts through House-to-House Survey, held in 1998.
- Medical Camps has been organised in the selected five clusters of the identified Block in the districts of Sonitpur, Darrang, and Goalpara) for detail examination of extent of disability of the identified child.
- The number and type of Aids & Appliances to be distributed among disabled children is being worked out and Ministry of Social Empowerment & Justice, GOI is being requested (through the Social Welfare Department of GOA) for supply the same.
- In the General Community Mobilisation Programmes under the component of Community Mobilisation & VEC, VEC members have been oriented on various disabilities and need of special attention towards disabled children.
- The issue of inclusion of at-least one parent of a child with disability in the Village Education Committee has been taken up with GOA and instructions to that effect has already been issued.
- All the selected Block Resource Centre Co-ordinators, Cluster Resource Co-ordinators numbering 50 BRCCs and CRCCs and 151 Head Teachers under the selected Clusters have also been oriented on IED. Special Teachers and Resource Persons have been sensitised.
- Five numbers of school readiness of centres has been planned in each of selected blocks. Already interventions have been initiated in 57 schools of Darrang District, 50 schools of Goalpara District and in 57 schools of Sonitpur District.
- In the Module for Mass Teachers Training scheduled to be held during the current year inputs on Integrated Education have been included for general awareness of teachers on IED.
- Daylong inputs on IED have also been included in the Module for 21days training of Alternative Schools Workers already completed in May-June-99 and are instructed to include all disabled children in the centres.
- Daylong inputs on IED to ECE workers.
- A Brochure & Information Booklet on IED has been developed, printed and distributed among BRCCs, CRCCs, and Head Teachers.
- Bi-Monthly meeting of State Resource Group Members is held regularly to discuss various pros & cons of IED.
- Advocacy, liaison, and convergence with other components of DPEP and other concerned departments and organizations have been initiated.

Activities conducted since visit of the 12th JRM

- **Preparation for holding 45-day training of IED workers (RCI foundation course) in progress.**
- **Medical camps have been organised in Four DPEP districts.**
- **Survey of identification of disabled children (2nd round) completed in all DPEP districts.**

- **Booklet on success stories is being compiled.**
- **10-day training of District level RPs held at SPO.**
- **Up-scaling of the activities of IED component is proposed under AWP&B 2001-02 for all districts.**

J. Distance Education

- Distance Education Co-ordinator appointed and participated in the orientation meeting at Delhi.

Activities conducted since visit of the 12th JRM

- **Workshop for finalisation of Audio Script.**
- **Distribution of reading materials on Action Research prepared by Distance Education Programme.**
- **Workshop for development of SIM on various disabilities to generate awareness.**
- **Distribution of discussion papers for CRC meets.**
- **Planning meet for 3rd Tele conferencing on Community Participation.**

K. MIS

Activities conducted since visit of the 12th JRM

- **Sharing of EMIS data 1999-2000 completed**
- **Financial Accounting software has been developed and testing is going on.**
- **EMIS 2000-01 data collection going on.**

EMIS related Issues: It was felt that due to certain limitations in the data collection process and its authenticity, a fresh exercise should be initiated for collection of last five years data under the same data capture format. And accordingly while collecting the data for EMIS '99-2000 additional Performa has been incorporate for the earlier years. All the nine DPEP districts have carried out the exercise and the compilation process is completed.

PMIS related Issues: district and the state representative have attended National level workshop on PMIS. The findings have been shared and accordingly a state level workshop on finalization of the proforma to be used has been organised. Development of software is scheduled to start from Dec 2000 after field-testing of the performas at the Project Clusters.

As a part of the National IT Policy and the decision to introduce IT Education in schools, a Pilot project has been thought for the DPEP-I and II districts. Under the process it has been decided to select the best school in the district where the necessary IT infrastructure and trained manpower will be provided. The project will be in close collaboration of TT and MIS component, resources like Computerised Teaching aids and TLM materials with 3D Animation and visual effects will be used to capture the classroom transaction and use it as substitute teaching learning mechanism. A detailed introductory discussion with

the state and district Programme Officers were held at the state level. School selection is under process.

L. Research/Evaluation

- A steering Group for Research at SPO and a Research Advisory Group set up by SIE Jorhat.
- Assam-DPEP has developed its own strategy and agenda for research and evaluation activities. Priority areas were identified and widely disseminated.
- Three State Internal Mission on Effectiveness of Project Structure, functioning of ECE and NFE Centre conducted and report compiled. One Evaluation Study on the functioning of VECs in three DPEP-I district conducted and report compiled.

Activities Conducted After the Visit of 12th JRM

- **A comparative study on Class Transactions in the district of Darrang and Morigaon completed.**
- **Mid Term Assessment for six DPEP districts completed.**
- **Two studies on SFG area are under way.**

7. Capacity Building:

- One workshop on Research Methodology has been conducted for DIET faculties & BTC instructors for five districts consisting of DPEP-I & DPEP-II (Bongaigaon, Barpeta Dhubri, Goalpara, Kokrajhar) districts conducted at Dhubri. A total of 34 faculties & instructors participated.
- At the end of the workshop, Action Research Project have been developed by the participants which are being scrutinised and finalised for conducting Action Research Project.
- The final report of evaluation study of Moktabs as Alternative School submitted by NSDRT, Moossurie.
- Five day training on action research and research methodology for BTC instructors of 19 BTCs of Assam held in Samaguri DIET conducted by SIE, Jorhat under the auspices of DPEP Assam. .

8. Systemic Issues:

Position of overall teachers vacancies in the districts

- On record there are no single teacher school. However EMIS data shows there are still 1058 schools having single teacher.
- The EMIS data 1999-2000 shows the Pupil teacher ratio is within the State Norm of 40:1 but abnormal PTR exist in certain pockets.
- Vacancies based on teacher pupil ratio were required to be filled up through State Govt. own funds.

Functioning of DIETs including Vacancy Position:

DIET's not yet established in Bongaigaon and Karbi Anglong Districts.

Name of DIET	Sanctioned Post	Filled up Position
Kokrajhar		
Principal	1	1
Vice Principal	1	-
Sr. Lecturer.	6	4
Lecturer	17	16
Biswanth Chariali (Sonitpur)		
Principal	1	-
Vice Principal	1	1
Sr. Lecturer	6	6
Lecturer	17	16
Howly (Barpeta)		
Principal	1	-
Vice Principal	-	-
Sr. Lecturer.	6	1
Lecturer	14	14
Dalgaon (Darrang)		
Principal	1	-
Vice Principal	-	-
Sr. Lecturer.	6	4
Lecturer	14	13

Dudhnoi (Goalpara)		
Principal	1	-
Vice Principal	-	-
Sr. Lecturer	6	3
Lecturer	14	12
Golokganj (Dhubri)		
Principal	1	-
Vice Principal	1	-
Sr. Lecturer	6	-
Lecturer	17	9
Morigaon		
Principal	1	-
Vice Principal	1	-
Sr. Lecturer.	6	2
Lecturer.	17	11

Functioning of SCERT including vacancy position

SCERT building is yet to be completed. However, shortage of staff has been met through placement of Consultants.

Functioning of SIEMAT including vacancy position. ~~ASSAM~~

SIEMAT is to be set up at Guwahati. Construction not yet started.

SEIMAT has been envisaged to be developed as an independent institution in Assam to look after the Educational Management and Training in the elementary sector. The present status of the institution is as follows:

- *Decision taken to shift SEIMAT from Jorhat to Guwahati.*
- *Site for construction finalized at SCERT Campus, Guwahati.*
- *Modalities and status being finalized with Government of Assam.*
- *Process of Appointment of Staff initiated.*
- *SPO Staff providing support to planning and management activities; trained in micro planning and school mapping, data analysis and interpretation, project and annual plan preparation.*
- *Training's of HMs, BEEOs / SIs on Supervision and inspection and on school mapping and micro-planning for project staff.*
- *Construction to start soon.*
- *The mode of selection of personnel of SIEMAT is yet to be decided. Independent consultancies to be arranged till formal appointments are made.*

Status of SIEMAT as on 30th September 2000

- As per decision of the Executive Committee, post are to be filled up taking personnel from Govt. however, till date nomination has not been received from GOA. The post of Lecturer, Training Co-ordinator and LDA is presently manned by officials of DPEP on a part time basis.
- The site for construction of building for the Institute (SIEMAT) has been finalised near to the SCERT building at Kahilipara. An amount of Rs. 99 lacs has been kept under AWP&B 1999-2000 for construction of the building.
- Two planning meeting and two EC meeting held
- As per decision of EC the work for preparation of Institutional Development Plan of SIEMAT has been assigned to an individual consultant.
- Draft Report of Institutional Development Plan of SIEMAT has been submitted by the Consultant and shared with all the EC Members.
- Draft Report of Institutional Development Plan of SIEMAT sent to NIEPA for comments, which are yet to be received.
- EC Meeting to considered the Draft Report will be organised shortly on received of comments from NIEPA and EC Members.

Position regarding DPEP experiences impacting the overall system.

- State Government has taken a decision to introduce the revised text-books developed under DPEP in the entire States. It has also been decided to set up

DLRG/BLRGs in the non-DPEP districts also through State Government funding.

- DLRG & BLRG as in DPEP has been constituted in all non-DPEP districts by SCERT
- **Taking a cue from DPEP, the Govt. of Assam in Education Deptt. Is also planning to conduct House to House Education Survey including Micro Planning and School Mapping all over the state.**

9. Innovation

- A Core group for cost Effective Technology has been formed for Civil Works
- Appointment of Science Volunteers to popularise Science in primary level
- Development of Activities Bank for class I & II
- Development two pictorial Story Books and colourful wall magazine for schools.
- Setting up of 3-4 experimental clusters based on the experience of Columbia.
- Mail Boxes at Schools.
- Publishing of colourful wallpapers for schools.
- Model School
- Project Cluster

10. Concerns

Delay in obtaining approval of State Government on Sustainability Plan.
Non rationalization of teachers posting.

Delay in release of State share by the Govt. of Assam and keeping only Rs. 50.00 lakhs in the state budget as state share of DPEP in the financial year 2001-02.

BIHAR

DPEP Coverage & Project Cost

No. of districts covered under DPEP : 11

Particulars	Districts covered	EFC Approved Project Cost (Rs. in lakhs)	EFC approved Civil Works cost	EFC approved management cost
DPEP-III 1998-2000	1. Rohtas	3707.908	863.500	218.519
	2. Muzaffarpur	3247.643	775.000	194.860
	3. Sitamarhi	3280.667	780.000	196.840
	4. West Champaran	3589.499	860.000	215.380
	5. Bhojpur	3719.315	892.000	209.660
	6. Gaya	3928.926	900.254	151.375
	7. Vaishali	3673.007	880.000	213.260
	8. Bhagalpur	4000.000	915.903	205.459
	9. Darbhanga	3586.012	860.000	215.169
	10. Munger	4000.000	903.375	210.209
	11. Purnea	4000.00	952.525	216.206
	12. SLO, Patna	2802.350	45.413	490.278
	TOTAL	43535.327	9627.97	2737.215

Project Structure :

1. Vacancies position in SPO and DPOs. (in respect of key posts only)

Sn.	Name	No. Planned	No. Filled	Vacant
01	S.P.O.	20	17	9
02	D.P.Os.	246	162	84

2 Functioning of E.C. and G.C.

EC/GC are in place and functioning. The 40th EC meeting was held on 23.02.2001. 5th GC meeting was held on 23.11.1999.

3 Submission of Annual/Audit Report :

Annual Report & Audited Accounts for the year 1998-99 & 1999-2000 not laid in Parliament. C.A. has audited the account for 1998-99 and audit report submitted to GOI. The Audited report for the financial year 1999-2000 is under preparation.

4 Utilisation Certificate :

Utilization Certificate upto financial year 1998-99 submitted & settled. Utilization Certificate for the financial year 1999-2000 is under preparation.

5 Position of GOI and State Share releases : (Rs. in lakhs)

Year	Fund released by GOI	State Share Release	UNICEF contribution
1997-98	2717.950	480.005	0.000
1998-99	1094.000	0.000	314.770
1999-2000	4000.000 *	2847.000 **	261.780
2000-2001	4300.000	0.000	402.590
Total		3327.05	

* Includes Rs. 2400 lacs sanctioned in financial year 1998-99 but received in 1999-2000

** Includes Rs. 1347 lacs sanctioned in financial year 1998-99 but received in 1999-2000

6. Expenditure

(Rs. in lakhs)

Year	Total Planned during the year	Expenditure
1997-98	3198.000	358.03
1998-99	10235.751	4765.50
1999-2000	15903.355	6356.35
2000-2001	13666.191	3425.23 (Feb. 2001)

- Untimely & low level of fund flow to SIS is a cause of concern. The expenditure in 98-99/99-2000 and 2000-01 is hampered due to statewide teachers strike, closure of schools during early summer, floods , non-availability of fund in time, General & State Elections.

7. Disbursement

Total planned during the year :

Particular	(Rs. in lakhs)
2000-2001	2648.52

Plan Implementation Review Of All Functional Areas :

8(a) Pedagogical Renewal :

- Pedagogical improvement activities being implemented.
- SRG formed. Pedagogical Improvement Unit in place. Strengthening in process.
- Curriculum development in process.
- 16 Text Books in Language for Classes I and II (Hindi, Urdu and Bangla), EVS (two parts) for Class III (Hindi) and Maths books for Class I and II (Hindi, Urdu and Bangla) and for Class III and IV in Hindi developed and adopted by GOB.
- Teachers Guidebook on preparation and use of TLM developed by the name of "Sikhana Aasan Hai"
- Development of other books is in process. 11 more titles developed & trialled sent to GOB for approval.
- Three textbooks developed and printed and are under trial. These are Hindi III, Urdu III, Bangla III.
- 16 text books have been developed by the project and approved by the Govt. 10 books introduced in all schools from 1994.
- **The 6 books have been introduced from the school year 2000 in the DPEP schools. The books for are Class-II language books in Hindi & Urdu, Mathematics books for classes III & IV in Hindi, and, EVS books for Class-III (life sciences & social sciences).**
- **Eleven more titles of textbooks have been submitted to the GOB for approval and they are to be 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 & Bangla, EVS-III (Social Sciences) in Urdu & Bangla.**
- Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption.
- A TLM guide for teachers by the name of "Sikhana Aasan Hai" developed, printed & **distributed to every teacher in the project districts for use.**
- **Three textbooks developed, printed and are under trial. These are: Hindi-III, Urdu-III & Bangla-III.**

(b) Teacher Training

- UJALA-I Training module with emphasis on Classes I & II developed. 83.043 school teachers trained in Ujala-I
- CRC Coordinator's Training module developed and training of CRC Coordinators is in progress.

- UJALA-II Training Module with emphasis on classes III, IV & V developed, trailed and adopted. About 34190 teachers trained. BRC Resource Persons identified and in place.
- Training Module for BRC Resource Persons developed. Training started by SCERT.
- One round of teachers training by the name of Ujala-I imparted to all teachers. Ujala-I is a 10 days residential teacher training programme focussing children of class I & II.
- **So far more than 29581 teachers imparted Ujala-II training in current FY. This module covers the need of students of Classes III to V.**
- Regular reflection of BRC-RPs at the district level taking place.
- One-day monthly reflection of teachers at CRC level.
- The training of CRC coordinators initiated in the districts. **1477 CRCCs have been trained.**
- **BRC-RPs are being imparted 5 days re-current training by SCERT.**

(c) Media

- 5 films have been developed.
- Publicity materials like pamphlets, folders, posters, newsletter etc. developed.
- Audiocassettes of songs in local dialects developed.
- Theatre Workshops organised.
- Four Drama books in local dialects developed in the theatre workshop and printed and distributed. Four more finalised.
- Muniya Beti Padhati Jaye (MBPJ) campaign launched.
- Padyatra/ wall paintings Bal Mela/ Ma-Beti Mela organised.
- Media Coordinator in place at SLO/DPO
- Pamphlets, folders, posters, newsletter, Calender published. Quarterly magazine BEP Ahwan at state level being published.
- Audio Cassettes of songs in local dialects developed; 5 films developed each of 30 Minutes.
- Study tours to other states organized. Regional Theatre workshops being organized regularly for capacity building of cultural groups.
- Four plays developed printed and disseminated for impromptu performances by local cultural groups.
- The private T.V. channel, – Patna city news, has covered events organized under DPEP.

(d) Community Mobilisation

- State level Resource Persons/ Master trainers training programme for micro planning based on micro planning training module organised.

- State level Resource Persons/ Master trainers training programme for VECs based on VEC training module organised .
- State level Workshop on different strategies of VEC formation and its implementation by districts/ DLOs was organised.
- District wise identification workshop of Utpreraks (Catalysts) for VEC formation campaign and their training undertaken in all the 17 DLOs.
- District wise identification workshop of Abhipreraks (Facilitators) for Micro Planning and their training have been undertaken.
- VEC formation campaign launched. Approx. 32,000 VECs constituted/reconstituted.
- Orientation/ Professional trainings of VECs initiated .
- Micro planning exercises being carried out in the project districts.
- Core team on Community Mobilization & VEC functional in every DLO.
- SRG/DRG formed.
- Following materials have already been developed;
- Village Education Committee – concept, process of formation training of utprerak
- Microplanning – concept process, etc.
- 4 plays developed, printed and distributed
- **Material for capacity building through Distance mode developed & distributed in different colloquial languages.**
- On Teacher Training (**Hum Honge Kamyab**)
- Alternative Schools/ECE (**Nai Dagar**)
- Enrolment Drives/Bal Mela etc.
- Environment building and mobilisation activities with VEC formation. Orientation and Microplanning activities.

(e) **Research & Evaluation :**

- State Resource Person, R&E in place in SPO.
- State Resource Group for R & E formed.
- Action Research Training imparted.
- Evaluation being undertaken for assessing impact of Ujala, school efficiency, NFE, MLL based learning.
- Pupil Evaluation undertaken.
- No. of studies undertaken and completed.
- State Evaluation Team formed, trained and concurrent evaluation completed.
- SIEMAT established & functional.
- State Resource Persons in place in SPO.
- SIEMAT, SCERT, Universities and Research Institutions are being involved in Evaluation.
- State Evaluation Team constituted and trained. The NIRD, Hyderabad provided resource support for the training of SET members.
State Resource Group in place.

- **38 Action Research Studies underway in districts.**
- **District level Action Research Group formed & trained.**
- At state level 6 studies (including baseline) completed. 12 studies planned in current year of which three completed.
- Study on the education of minority girl children and culture of marginalised communities completed.
- **Research based on the findings of EMIS Data.**
- **MLL evaluation (1999) completed.**
- **Evaluation of Programmes by State Evaluation team initiated.**
- Five research studies completed at SIEMAT.

(f) Gender

- Gender Co-ordinator in place at SPO/DPO level.
- Gender intervention permeates all activities.
- One Block selected in each district for focused intervention and activities initiated.
- Mother Committee formed to manage ALS and ECCE activities.
- State Gender Coordinator and ECE coordinator in place.
- Highly motivated state and district core teams of MS in place.
- **Women constitute one third of VEC members.**
- **One post of chairperson/vice-chairperson of the VECs earmarked for the women.**
- **The State Govt. has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000. New VEC will be constituted as per this act.**
- Gender sensitization forms part of all training modules.
- A special women issue of SPO quarterly magazine
- Mahila Shikshan Kendras for adolescent girls.
- **Study on problems in education of Muslim girls completed.**

(g) Alternative Schooling

- ALS Coordinator appointed at SPO/DPOs.
- SRG and DRG have been constituted.
- ALS centres opened and functional, number more than 2250.
- Curriculum, textbooks and teachers training module for ALS developed.
- Free textbooks and learning materials distributed to all children studying in ALS schools.
- Additional learning materials developed for Angana vidyalaya.
- Apana Vidyalayas in small habitations and for **working/dropout/out of school children of 6 to 11 yrs age group.**
- Angana Vidyalaya for 9+girls (dropouts as well as illiterates) on the pattern of Mahila Samakhya programme.
- Mata Samitees fully involved running the schools.

- Concurrent evaluation of the programme through in-house State Evaluation Team undertaken.
- The effort is being made to mainstream ALS children in different classes of primary formal schools.

(h) Integrated Education Of The Disabled.

- One Block in each district chosen for I.E.D.
- Identification of children in progress/place.
- Sensitization of teachers for I.E.D. initiated.

(I) Civil Works

Progress report of Civil Works under B.E.P. & DPEP during 1996-97, 1997-98, 1997-98 and 1999-2000, 2000-2001.

Under B.E.P.			Under DPEP			
Type of building	Nos. of schemes taken up	Nos. of completed schemes	Transit ion into DPEP	Schemes planned	Completed	Total in progress
Cluster Resource Centre	355	333	22	1026	203	532
School Building & Additional Class Room	292	268	24	736	139	263
BRC	07	06	01	187+11 PTEC = 198	111 + 1	82 + 4
Total	654	607	47	1960	454	883

(J) MIS

- Hardware/Software procured in SPO and DPOs.
- Additional Programme Officer and one ACP in place at SLO
- ACR in place.
- EMIS of 97,98 & 99, 2000 completed. Data being used for planning/monitoring.
- Student Attendance MIS developed and put to use in DLOs.

(K) Micro Planning

- Modules and materials prepared by the SPO; micro planning training for Master trainers complete.
- Mirco planning exercises initiated in all Project Districts. Micro Planning completed in approx. 2183 villages.

(L) Distance Education

- Perspective Plan prepared
- Activities under AWP&B started.
- Need assessment completed.
- No. of briefs prepared.
- Video cassetts identified for Distance Education, copied and being distributed to BRCs/CRCs.

(M) ECCE

- ECCE Coordinators in place. Separate ECE Coordinator in all districts.
- State Resource Group and District Resource Group constituted.
- Training Modules developed- (I) ECE/AW workers (ii) ECE Programme Personnel, ICDS Supervisors and AWTC Instructors. ECE trainers trained.
- Module for ECE Mata Samiti developed.
- Training Module for Helpers of ICDS developed.
- Training of ECE/AWW started.
- ECE Centres opened in selected pockets.

(N) Tribal

- Audio cassettes on educational songs containing songs in “Nagpuri” sung by singers belonging to Ranchi has been prepared and distributed in tribal areas.
- Theatre workshops organised at Jamshedpur and Bhagalpur where scripts in tribal languages were developed.
- Awareness material on “Munia Beti Padhati Jaya” campaign developed in the form of calender of 1999 where slogans in all the tribal languages have been depicted. The calendar is distributed in villages.
- Emphasis laid on opening up of Apna/ Angna vidyalayas in tribal dominated villages of tribal districts. The process of developing textbooks in Ho, Mundari, Santhali, Kuruk languages has been initiated.
- A research study on culture of Birhors, a nomadic tribe completed.
- **New schools sanctioned in the tribal areas and started in most of the cases with the help of community teachers called Sahyogis.**
- In the teacher training, emphasis on sensitization with the tribal culture is being given

Systemic Issues :

9. The vacant teachers posts are being filled up by GOB.

10. DIETs

GOB appointed 4-5 faculty staff & principal of DIETs in DPEP districts.

11. SCERT

Strengthening of SCERT in process. SCERT is actively involved in material development for ALS modalities and training of BRC-RPs.

12. Functioning of SIEMAT

- One Additional Director, One Lecturer, 2 Research Associates and 7 non-academic positions filled.
- Training module developed for BEOs/DSEs & others.
- SIEMAT made functional as an unit of SCERT
- Training of educational administrators taking place.
- SIEMAT involved in the training of AWP&B preparation & appraisal.

BIHAR STATE REPORT
12th JOINT REVIEW MISSION: FOLLOW UP OF RECOMENDATIONS

RECOMENDATION	STATUS AND PROGRESS
1. Preparation by BSPP for the mid-term review to include:	
Mid-term assessment studies	Draft Report ready and being shared at National Level, State Level & District Level.
Evaluation of the ALS studies	Being Planned
Evaluation of the Pedagogical renewal process	Being Planned
Analysis of trends in enrolment and retention for each block	Trends in enrolment and grade transition for each block are under progress
Realistic adjustment of physical and financial targets	Process has been initiated.
Proposals for restructuring project management	Process has been initiated.
Proposals for reallocation of resources between Bihar and Jharkhand	Process has been initiated.
Proposals for restructuring the loan	Process has been initiated.
2. GOB to ensure the completion of the schedule for filling teacher posts	GOB has been appraised with the concern of JRM and has been requested to expedite
3. SLO and DLO to accelerate implementation progress.	Efforts are being made.

GUJARAT

Total No. Of Districts in the State : 19 (Now 25)

Districts under DPEP : 3 (now bifurcated into 5)

Project Structure

District Covered	EFC approved project (1996-2002) Cost (RS. In lakhs)	Current year AWP&B (2000-01) (RS. In Lakhs)
Banaskantha (And part of Patan Dist)	3942.5	1265.41
Panchmahal (NOW Godhara and Dahod)	3980.9	1376.04
Dangs	912.99	288.94
State Component	731.66	421.98
Total	9568.05	3352.37

A. Vacancies Position in SPO and DPO

	Post Sanctioned	Post Filled up
SPOs	56	50
DPOs District	98	83
BRCC	23	23
Add.BRCC	23	23
CRCC	482	482

B. Functioning of GC/ EC : Whether fully constituted, whether due for reconstruction, whether meeting regularly (Annually/Quarterly, Whether participation by all members:

Both GC and EC have been fully constituted. The first meeting of the Governing Council, chaired by Shri Keshubhai Patel, chief Minister of Gujarat, was held on April 6, '99. EC has been meeting at regular quarters. The Twelfth meeting of EC was held on March 2, 2001.

C. Submission of Annual Reports

The Annual Report and Audit Report for the year ending March 1999-2000 have been prepared and sent to DPEP Bureau, MHRD, New Delhi.

D. Utilisation Certificate

Utilisation Certificate up to December, '2000, has been sent.

Expenditure

- Total Planned during year 2000-01 Rs.3352.369 lakhs
- Cumulative from April' 2000 to February '2001 Rs.1787.37 lakhs

Sl.No.	Month	Expenditure (in Lakhs)
1.	April-2000	62.95
2.	May-2000	85.46
3.	June-2000	186.73
4.	July-2000	148.38
5.	August-2000	147.35
6.	September-2000	174.37
7.	October-2000	121.97
8.	November-2000	123.10
9.	December-2000	296.05
10.	January-2001	234.40
11.	February-2001	206.61
Total		1787.37

Disbursement

1. Total planned during the year 85% of AWPandB
2. Cumulative from April-August,2000 **Rs. 1472.35 Lakhs**

Sr.No.	Month	Disbursement (in Lakhs)
1.	April-2000	53.94
2.	May-2000	73.75
3.	June-2000	160.27
4.	July-2000	124.67
5.	August-2000	122.83
6.	September-2000	150.44
7.	October-2000	89.51
8.	November-2000	93.12
9.	December-2000	247.45
10.	January-2001	188.55
11.	February-2001	167.82
Total		1472.35

Plan implementation and review of Functional Areas

A. *Planning and Management (P and M)*

- A fully staffed P and M unit is in place at the State Project Office.

B. *Micro planning*

- Micro planning, initiated in a total of 90 villages of three districts on a pilot basis, has been completed.
- Microplanning for 500 villages in all the three districts is under progress.
- **Orientation and training of district level officers engaged in planning and management of elementary education was carried out. A two day workshop was held in Banaskantha and Panchmahal districts during February 2001. Participants included BRC, Addl. BRC, CRC Co-ordinators, OICs from districts and Planning and Management personnel from GCERT and DIET. The major objective of the workshop was to orient the participants on decentralised and**

local level planning concepts, approaches and methodology of micro-planning. This workshop equipped the PandM functionaries with skills to undertake micro-planning exercises.

Additional BRC Coordinators recruited to assist BRC Coordinators, as a move to strengthen the BRCs.

Draft Proposal Plan for the new districts

Submission of Draft Plan for new districts

DPEP is going to cover 6 more districts i.e. Jamnagar, Junagadh, Sabarkantha, Kutchh, Bhavnagar and Surendranagar. The revised State and District Draft Plan was submitted to MHRD, New Delhi on June 2000. AWPandB 2000 - 2001 for the three existing districts have been prepared. Both the Plan Proposals have used participatory planning process and documentation method. Preparation of State Plan and District Plans has involved an elaborate sequence of activities, involving both data gathering/analysis and wide scale consultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and District Primary Education Officers. The reflection of the findings of both BAS and SAS are also evident in the State and District Plan.

The appraisal mission from World Bank to assess the preparation activities and the implementation readiness for establishing the District Primary Education Project (DPEP) in three districts in Gujarat visited the state during July 1-7, 2000. The following documents provided to the mission by GOI and GOG were reviewed by the World Bank and the Netherlands Embassy: a) State and project Implementation plan, b) District Plans for Surendranagar, Sabarkantha, and Kutchh, c) Baseline Assessment Study (BAS), d) Social Assessment Study (SAS), e) Updated Financing of Education Study, f) Construction Manuals, g) GOI Pre-appraisal Report and h) Revised Annual Work Plan and Budgets. The mission reviewed the plans and put forth its recommendations.

C. *Community Mobilisation*

- During the year 2000-01, 22009 VEC members have been given orientation cum training programme. During the same year about 65197 MTA and PTA members were trained. During this programme they were oriented on how they could organise enrollment drive and work towards 100% enrollment, improving retention and reducing drop-outs.
- They were oriented on other thrust areas of the project, e.g. education of the girl child, SC/ST children, disabled children, etc. The concept of alternative schooling was explained to them. They were also trained on preparing Village Mapping and School Improvement Plan. The local CRC Coordinators provided the training support.
- **The VECs, MTAs, PTAs have been meeting regularly. The focus of the meetings was on improving retention, especially of girls. The members actively participated in the meetings and discussed the problems and strategies related to retention.**
- Large contributions, both in cash and kind have been received from the community in all three districts for building school's physical and educational infrastructure. A sense of ownership is evident in the involvement of community, parents and teachers in school construction and management activities.
- **Workshop for women and Anganwadi workers organised at the cluster level to orient them on strengthening community participation.**

- Convergence with Panchayat has been achieved. The Panchayats are diverting funds towards construction of school boundary walls, urinals and storage tanks for drinking water.

D. Pedagogy/Teacher Training/ Textbooks

- The position of the BRC/CRC Coordinators appointed in the DPEP districts at present is as under:

District	No. BRC Co-ords.	No. of Add. BRC Coordinators	No. CRC Co-ords.	Total
Banaskantha	11	11	225	247
Panchmahal	11	11	225	247
Dang	01	01	032	034
Total	23	23	482	528

- All Coordinators are in place.

TEXTBOOKS

• New textbooks for STD. I

The new textbooks, which were introduced for first phase trial during the year 1998-99 in 400 selected schools of DPEP districts (one block from each district), received encouraging feedback from teachers, academicians, pedagogic experts and parents. After incorporating necessary changes, the new textbooks were introduced in all the schools of DPEP districts during the academic year 1999-2000. At present (2000-2001), after making some minor changes the new textbooks for STD. I have been introduced in all the schools in Gujarat. The total cost was borne by the Govt. Of Gujarat.

• The new textbooks for Std. II.

The new textbook for std. II completed the first phase trial, during the academic year 1999-2000, in the same selected 400 schools of DPEP districts, where the Std. I textbooks were tried out. In 2000-2001, the new textbooks of Std. II have been introduced in all the schools of DPEP districts. After incorporating the suggestions of teachers, academicians, pedagogic experts and parents statewide implementation will be done.

• The new textbooks for Std. III.

Gujarat State Board of School Textbooks (GSBSTB) and Gujarat Council of Educational Research and Training (GCERT) have prepared the new textbooks for Std. III, which have been put into trial in 2000-2001 in those 400 schools of DPEP districts where the text books of Std. I and II were tried out.

- English has been made compulsory in Std. V in all schools of the state. The English Workbook Part I and Part II have been currently undergoing some modifications and will be introduced in all DPEP schools during academic year 2001-02. By March 2001, 2000 Master Trainers (MTs) and 20,000 primary teachers from non-DPEP districts will be provided with the final versions of both the workbooks.

- The Workbook I focuses on developing the listening and speaking skills, while Workbook - II focuses reading and writing English. Workbook – II is activity based containing songs, rhymes and activities to be done in groups and pairs. A set of 80 flash cards have been developed for oral work.
- **Recruitment of Vidyasahayaks**

A large number of primary teachers' posts were vacant all over Gujarat, thereby raising the Pupil Teacher Ratio (PTR). To reduce the PTR and fill the vacancies, the Govt. of Gujarat introduced Vidyasahayak scheme. Under this scheme, 7795 Vidyasahayaks were appointed, viz., 4332 in Banaskantha, 3119 in Panchmahal, and 344 in Dangs.

Teachers Training

- All the newly appointed Vidyasahayaks were trained for 7 days at CRC level. The Resource Persons (RPs) and Master Trainers (MTs) were trained by DIET. The training module was also prepared by DIET. The module has been provided to the newly appointed Vidyasahayaks to help them understand their role and act effectively.
- **A month long workshop was held at H. M. Patel Institute of English Training and Research at Vallabh Vidyanagar for training Resource Persons (RPs) from non-DPEP districts, who in turn will train all the teachers. The RPs comprised DIET personnel, primary teachers and CRC Co-ordinators. Participants were trained on effective use of English Workbook (Part I and Part II). By March 2001, the final version of workbooks will be handed over to trained Master Trainers.**
- **In district Dangs, BRC, CRC Co-ordinators and primary school teachers were given training for five days during January 8-13, 2001 on Std. V English. A total of 55 participants were trained in the workshop. The focus was on acquiring proficiency in speaking English and teaching skills.**
- **DIET – Santrampur, district Panchmahal, organised Special Orientation for Primary Teachers (SOPT) training of Std. V on hard spots of subjects viz., Mathematics, Science, Gujarati and Social studies. A total of 2575 teachers were trained.**
- A comprehensive 3-day training programme on 'Child Health and Sanitation' was organised for teachers, head masters and CRC members of three districts. The training was conducted in five phases (3 days each). Experts from Safai Vidyalaya imparted training and offered valuable suggestions on keeping the classroom clean and maintaining child hygiene and health that is important for improving attendance and reducing dropouts. 110 teachers from BK, 93 teachers from PM and 30 teachers from Dangs participated in the programme.
- During July 6-9' 2000, a 3-day training programme on 'Activity Based Joyful Learning' was organised at the BRC level in all three districts. The intent of the training was to orient the teachers on methods of teaching of Std. I new textbooks which were introduced in all DPEP schools early this year. As of August 31, 2000, 868 teachers have been trained. Currently the training is going on in all three districts.

Preparation and Use of Teaching Learning Material

- TLM workshop was held at the block level in Panchmahal district in which 225 CRCCs and 25 TLM experts participated. During this workshop, about 105 different types of TLM were developed.

- Science fairs were held in all the three districts during December 2000. Variety of teaching learning material and educational aids prepared by teachers using low cost materials were exhibited. The fairs provided the guidance to students for conducting various Science experiments.
- Metric Mela was held in Dangs to educate students about the fundamentals of weights and measures. Posters on weights and measures developed by CRCCs and teachers were displayed during the Mela.

Multigrade Teaching

The Multigrade Pilot Project is being implemented in 50 selected schools in dist. Banaskantha, since last year. As the teachers facing multigrade situation have to teach more than one class simultaneously, there is a need for constant upgradation of their skills to cope with the situation. They require to be oriented about how to manage teaching of different subjects, keeping in view the M.L.L to different classes. Special awareness materials for Multigrade Teaching are being developed.

Training for Multigrade Teaching

The second phase training on Multigrade Teaching was held successfully during May-June, 2000.

Multigrade Teaching

- **Development of Awareness Material**

Awareness material on Multigrade Teaching for teachers, BRC and CRC Coordinator was prepared. Development of audio and videocassettes is underway, the context of which would be demonstration lessons of handling classes, concepts and practices of Multigrade teaching etc.

- **Infrastructure Facility for Multigrade School**

10 Multigrade Schools were provided with infrastructure facility. An additional classroom for each of these school is under progress.

E. Alternative Schooling

- Under the Back-to-School programme by February, 2001, 810 centers in Banaskantha, 1103 in Panchmahal and 60 in Dangs have been opened. The programme has provided access to 43712 students, out of which 24467 are girls.
 - 138 Bridge Course centres opened covering 2347 working children and children of migrant labourers.
3. The Training Centres for Alternative Schooling at Vav and Warahi in Banaskantha have become fully operational.
- As on February, 2001, 2022 AS teachers have completed pre-service training out of which 388 are female teachers.
 - During the same period, 1413 AS teachers have received In-service training at Vav and Warahi centres, out of which 247 are female teachers.

- After the devastating earthquake, the AS training centers at Wav and Warahi in district Banaskantha have been temporarily shifted to 4(four) BRC i.e. Godhra, Limkheda, Halol and Jambughoda in Panchmahal district. The first pre-service training(45 days) of 200 AS Balmitras is presently going on in the centre. The second, third and fourth phase trainings, which are scheduled to begin from 1st March 2001, will be continued at Wav and Warahi in Banaskantha district.
- A special training kit has been developed on the basis of textbook content and Minimum Levels of Learning (MLL) which includes Lesson Card, Activity Card, Progress Card and Evaluation Card.
- Competency and Activity based Lesson cards on Language, Maths and EVS have been developed
- An article on Alternative Schooling system in Gujarat has been published regularly in the Gujarati monthly ' Prathmik Shikshan Saravani ' from June 2000 onwards. The magazine will be circulated to all the AS centers. This will provide regular academic input to AS Balmitras.

F. Media and Documentation

- Stalls were set up at Haats in Dangs for environment building
- Folk media "Bhawai" used to mobilise parents and community people to retain the children in school.
- A State level Media and documentation workshop held at Gandhinagar from August 29-31'2000. OIC-Media, BRCCs, Addl.BRCCs and CRCCs from all three districts were oriented on effective media and documentation techniques. This was followed by block level media workshops in all three districts, where CRC Co-ordinators were trained on reporting and documentation skills.
- The monthly issues of Prathmik Shikshan Sarvani, the magazine for DPEP functionaries and primary teachers of the project districts regularly published from State Project Office.
- To provide continuous educational support to ICDS, and social welfare Balwadis, a monthly Gujarati periodical "Balmandir" is being published since Oct.1999. The periodical covers support materials, like articles on health, nutrition, activity based learning, 'Balgeet', stories, gender issues, flash cards and fiction.
- Major events, Seminars and Workshops were projected through Newspapers and Doordarshan.
- Major processes and events under all the interventions in DPEP were documented. Photo and Video documentation were done.

G. Gender

- State and District Gender Coordinators in place.
- Materials Poster, Handbook, brochures have been prepared and used in community mobilisation.
- **Retention of girls in Gender focus areas was one of the top priorities during the period from November-December 2000, during which 62 women's group - meetings were organised. Identification of never enrolled children, putting up of proposals for opening AS centres and promoting awareness among mothers about the responsibilities towards their daughters were some of the major issues.**
- **In December 2000, Maa-Beti Mela was organised in Panchmahal district. Two blocks with poor retention rate were chosen, viz., Khojalvada in Sehera and Vav in Jambughoda block. Besides, mothers and daughters, Mahila Sarpanches, MTA**

members also participated in the Mela. This mela was greater in dimension embracing mother and child health, pre-primary education and, TLM related issues.

- During this period, the volunteers have conducted several women's group meeting at the village level and convinced the parents to send their children regularly to school. They conducted classes for Bridge course. Due to their effort, 13 boys and 10 girls were enrolled under Back to School programme. As many as 70 students got promotion to the next class.
- One day Gender sensitisation training of Mahila Sarpanches and Panchayat members held at CRC level in all three districts.
- Meeting of BRG held to decide on strategies for enrolment drive in three districts.
- Special VEC/MTA/PTA meetings held in all three districts to decide on strategies for improving retention of girls.
- Gender awareness training imparted to 3897 female teachers in Panchmahal, 2699 in Banaskantha and 447 in Dangs districts.
- Teachers support material on gender awareness, gender sensitive curriculum and gender sensitive attitude of teachers on classroom transaction etc. distributed in every school.
- Adoption of Gender Focus Area approach in plan formulation and budget.
- Opening girl specific AS centres, viz., 160 in Banaskantha, 96 in Panchmahal and 48 in Dangs with capacity of 1802, 581 and 175 girls respectively.
- By the end of February 2001, there were 20 ECCE centres – 15 centres in Panchmahal and 5 in Banaskantha districts enrolling 660 children (3 to 6 years) in ECCE and 220 girls at the AS centres. More than 30 ECCE-AS centres proposed in the current budget.
- Refresher training and kit have been provided to ECCE workers. For regular academic support "Balmandir" -the Gujarati monthly has been provided.
- Gender training modules for teachers, Master Trainers, BRCCs and CRCCs.
- SRG review meetings and training held regularly.
- Linkages with Government departments, such as Women and Child Welfare, Mahila Samakhya and ICDS.
- Collaboration with Early Child Development Learning Resource Centre, MS University, Baroda for developing training module and kit for Anganwadi workers.
- The Anganwadi workers of ICDS have been given handbook in Gujarati and an educational kit. A module for pre-primary education for ICDS officers and master trainers has been prepared. As of February 2001, around 3200 ICDS Anganwadi workers and supervisors have been trained on activity based pre-primary education at the block level in Panchmahal and Dangs districts.
- Formation and strengthening of Mahila Mandals for economic empowerment of women. Starting of Std.V in 'Focus Area' village schools have been started as a result of which a substantial number of dropout children have been re-enrolled. These are some of the innovations.
- Gender sensitisation training was imparted to male teachers at Saputara, Dangs. The objective of the training was to orient the conduct and attitude of the male teachers towards the girl students in classroom transaction. The focus was on changing the gender-bias attitude, including a deem view of the abilities and potentials of the girl child. To begin with, master trainers were prepared, who later imparted training to the male teachers.

H. SC/ST/Minorities

- To mainstream the never enrolled and dropout children as many as 894 tribal - specific AS centres have been opened under Back to School programme. Due to the intense mobilisation, 19516 children have been enrolled of which 10304 are girls.
- In district Dangs, 138 centres have been opened for conducting Bridge Course. A total of 2282 migrant students have been regularised under Bridge Course (April-June 2000). Examination was held after 90 days during the month of August. A total of 1960 students appeared in the examination of which 1706 passed successfully.
- At the end of the Bridge Course, the focus during September 2000-March 2001 was on Tent School to enroll the migrating children. A meeting was conducted at district level of AS supervisors and Balmitras. District officers sought the cooperation of sugar factory managers in this direction.
- As in Dangs, dictionaries were compiled for local dialects (Bhili) in Panchmahals. A local word glossary in Dangi dialect prepared for class I-IV textbooks in Dang and a local word glossary in Adivasi dialect is prepared for class I - IV in Banaskantha district and distributed in schools.
- A cassette on cultural activities has been developed in Dangi language. It contains 'Dhak Vadan', and 'Thali Katha' - tribal dramas in local language. The cassette is shown in Cluster Resource Centres in district Dangs.
- During December 4-8, 2000, a workshop was held at Saputara, in district Dangs, for developing TLM and contextual literature for class 1-4 in tribal area schools. Around 50 BRC, CRC coordinators and expert teachers participated in the workshop. In district Banaskantha, the TLM workshop was held at Sarvodaya Ashram, Sanali. Similar workshop was held in Panchmahal district during January 9-13, 2001.
- TLMs were prepared from locally available resources. Content based contextual literature was developed. While explaining concepts, illustrations and examples have been drawn from tribal festivals, ceremonies and tribal culture and their socio-economic environment. Tribal songs, folk tales, legends and riddles from tribal oral tradition are increasingly used in classroom transaction. For instance, to elucidate examples of valour, courage and spirit of nationalism, stories of local heroes were incorporated in the study literature with whom the children can associate and identify.

I. Disabled Children

- SRG in place
- IED Coordinators at the district level in place
- Applications for the post of resource teachers for VI, HI, MR disability have been invited for all the 23 blocks of BK and PM; interviews will be held in April 2001.
- Awareness posters in Gujarati, Danti and Dangi (local dialect) developed by resource teachers and IED officers with messages appealing the parents of disabled children to change their negative mindsets
- Trainer's training module and Teachers training module for all the three disabilities have been developed. These modules will be printed and distributed in schools soon.
- Parents of disabled children nominated as member of VEC in 2511 villages in three DPEP districts, all of who have undergone intensive training. To mobilise the parents and teachers, a bunch of posters has been developed by the Resource Teachers and IED officers. These posters carry messages, both in Gujarati and corresponding local dialects, exhorting parents to understand the problems of children with special needs.

- In a Parent Council meeting organised on February 15, 2001, at Ahwa BRC, dist. Dang, it was declared that the Social Welfare Department, Govt. of Gujarat, will be giving scholarships to children with special needs.
- On the eve of World Disabled Day i.e. December 8, 2000, awareness rallies were launched in district Banaskantha and Dangs, using posters and banners. The slogans stressed community awareness of children with special needs; establishing coordination between the school and society; improving the attitude of the teachers towards disabled children and working with local NGOs, etc., besides ensuring 100 percent enrolment and retention.
- VEC, MTA and PTA members pledged to motivate the parents to send the disabled children to school. In Dangs, they organised meetings with Parent Councils to discuss various disability related problems and their remedies. Teachers expressed their willingness to help the disabled children in acquiring special aids. The event drew adequate local media attention.
- The week starting on the eve of 'Birth of Braille', - January 4, 2001, was celebrated as an awareness building week. Competitions for essay, posters, songs and slogans were organised on issues related to special needs of the children in all three districts.
- Posts of Resource teachers for all 23 blocks of BK and PM have been sanctioned and applications invited; interviews will be held soon. Modules of Teachers Training and Trainers Training for MR, HI, VI and OH children have been developed. Presently, it has gone for printing and will be soon distributed in every schools. Specific learning aids and TLM for various types of disabilities are under development.
- A one-day workshop was held during December 19-23, 2000 in which Cluster Resource Centre Coordinators in district Banaskantha were given orientation training on the IED programme and its strategies. The objective was to equip the grassroot functionaries to play a meaningful role in getting the disabled children into the mainstream education. Technical support has been sought from IEDC cell of GCERT and local NGOs. viz., Mamta Mandir, Palanpur and Andhajan Mandal, Ahmedabad. The Resource Persons shared their understanding and expertise in dealing with children with special needs. Similar orientation / training programmes were organised for the CRCCs of Dangs on January 17, 2001 and during February 12-16, 2001 in Panchmahal district.
- The Third Regional Workshop on "Promotion of Basic Education for Children with Special Needs" was held under the auspices of UNESCO in Ahmedabad from December 11-16, 2000. The participants included dignitaries from the countries of Asia-Pacific region. Appreciating the role of UNESCO, it was urged for greater coordination and joint effort of member countries and international bodies in meeting the special needs of the disabled children and integrating them to the mainstream education. The state showed its total commitment towards the cause of ensuring basic right to education to children with special needs.
- A comprehensive strategy has been developed for identifying various categories of disabilities all over the state. A questionnaire for each kind of disability (VI, HI, MR, OH and LD) has been prepared by Ed.CIL. The questionnaire will be given to the disabled children through which the exact nature and extent of disability could be identified. Camps will be organised in every district where the medical consultant will check the disabled child. 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 Government agencies and NGOs. For those with below 40% disability, DPEP will provide the necessary aids and appliances.

- As per the guidelines of Rehabilitation Council of India (RCI) and MHRD, a 45 days teachers training programme is planned. The training would help the teachers in TLM development and its use and equip them with other specialised skills and bring about an overall change in approach of teachers towards children with special needs.

J. Distance Education

- DEP-DPEP Gujarat has developed six Self-Instruction Materials (SIMs) based on Language, Mathematics, Environment, Classroom Management, Community Mobilisation and Activity Based Teaching -Learning, etc., The drafts of which are ready for printing. It has also prepared manual for the effective use of audio cassettes in classroom teaching. A workshop on preparation of Audio Cassette Manual was held during May 29-30, 2000, at Din Dayal Institute, Gandhinagar. The participants included BRC, CRC coordinators, DIET lecturers, project officials from both State and District levels.
- The national workshop for training Distance Education Programme Coordinators was held on October 18-19, 2000 by DEP-New Delhi. In this participatory workshop, DEP coordinators from 15 DPEP states, presented the status report and made planning for next six months. Besides presenting the status report, the DEP Coordinator from Gujarat, presented a brief note on Self-Instructional Material packages. The workshop proved beneficial as it brought forth the innovative distant learning activities and experiences of participant states.
- A 94 minutes video cassette, compiling the contents of Mathematics and Science has been developed and sent to DEP-Delhi for duplication. This cassette will be given to DIETs and BRCs for innovative classroom teaching of Maths and Science.
- **Video Script Writing Training workshop was organised during January 9-11, 2001 at Din Dayal institute, Gandhinagar. The objective of the workshop was to train DIET personnel, primary teachers, SPO officials and CRC co-ordinators in the development of Video Scripts based on content briefs of Mathematics, Science and English of Class V. The Director of DEP joined the workshop to provide necessary guidance. Nine Video scripts were developed. Based on these scripts, three cassettes will be developed and distributed to BRCs and CRCs which will be used during the teachers training programmes.**
- An International workshop on "Introduction and Communication Technology for Professional Development of Primary Education Personnel" was held at New Delhi during February 14-16, 2001. 185 participants from India and abroad attended the workshop and presented 62 papers. The DEP Co-ordinator from Gujarat presented a paper on "Case study of Manjibhai B. Prajapati's use of educational toys in teaching". The workshop was a learning experience and would provide basis to evolve sustainable strategies for professional development of Primary Education.

K. MIS

MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.

Staffing

SPO	Officer	1
	Programmer	1
	Data Entry Operator	2
DPO	Officer	1 (Dang)
	Data Entry Operator	2+1+1(4)

Equipment

SPO	Pentium Computer	6
DPO	Pentium Computer	3+3+2 (BK, PM, Dangs)
BRC (All)	Pentium computer	23 (11+11+1)

- The software for the database management of the AS Balmitra has been prepared.
- Installation of DISE software at BRC level. Training was given to concerned BRCCs. Additional BRCCs and office clerks on generation of reports at Block level, with the help of DISE data and to use the reports for planning the activities and identifying the performance indicators.
- Updation of Web site.
- Continuous support to BRCCs by the state and district MIS personnels with regard to day – to - day use of computer in the office work. The state team also supervised and monitored the computer usages in the routine as well specific works.
- In continuation of the MIS workshop organised on, September 1, 2000, at state level, block level workshops were organised. The intent was to address the problems, confusions that arise in filling the DISE forms. The DISE manual was discussed in detail and the participant CRC co-ordinators put forth the difficulties they face in filling the forms. The OIC- MIS from SPO and the respective BRC co-ordinator provided the necessary clarifications and directions. Emphasizing the importance of data accuracy, the participants were urged to correctly fill the DISE forms so as to avoid discrepancy in enrolment, retention, drop-out, PTR and educational infrastructure figures.
- The DISE data collection for 2000-2001 in all three project district is completed. In Dang, the data entry has been completed and the report has been generated. In Banaskantha the entry is completed and consistency check is in process. In Panchmahal the data entry is in process.

L. Research and Evaluation

- Research and Evaluation Asst. in place. SPO set up SRG for R and E.
- Till date 70 action researches have been already carried out. 100 more will be taken up.
- 12 areas announced for research through newspaper advertisement. Proposals being received. Application for 8 more subjects for research and further details have been invited from the scrutinized institutes. After discussion and evaluation of their proposals, various research works have been assigned to particular institutes and individuals.
- The Revised Mid-Term Assessment Study Report submitted to MHRD after adding supplementary information.
- The revised Baseline Assessment Survey Report has been submitted to the MHRD after incorporating supplementary information.
- The final report of Social Assessment Study has been submitted to MHRD.
- A study on Student Achievement Profile in all subjects (Class III-VI) conducted throughout the state. The final report was submitted during the last academic year.

Case Studies of DIETs, ICDS/ECCE schemes, migrating tribes, Multigrade teaching, teacher laziness, social activities and gender bias, optional schooling, out of school children, low retention of girls are under progress.

During December 13-15, 2000, NCERT, New Delhi organised an International workshop on "Transformation of Schools into Successful Schools and role of the State and local community in school governance". All DPEP states including Gujarat participated in the workshop. Hon'ble Minister for Human Resource Development, Govt. of India, inaugurated the workshop. Representatives from Bangladesh, Netherlands and UK shared their experiences. As many as 25 papers were presented on Indicators of "Quality Education at Elementary Stage".

1. Civil Works

Staffing

PO	State Engr. Asst.Engr (AE)	1 post 3 post	1 filled 2 filled
Amchmahals:	District Engr. and AE	2 posts	2 filled
	TRP	9	9 filled
Banaskantha	District Engr, and AE	2 posts	2 filled
	TRP	8 posts	8 filled
Dangs	District Engr. TRP	1 post 5	1 filled 5 filled

i) *Land and Site Acquisition*

For the BRC's, most of the sites have been acquired and site surveys have been completed and the details have been sent to the consultants for site specific designs. The remaining 3 out of 23 sites are being finalised.

Repair Works

The progress in repair is as follows:

District	Targeted	Completed	In-Progress
Banaskantha	348	298	50
Amchmahal	354	304	50
Dangs	128	108	20
Total	830	710	120

ii) **Innovation fund**

Use of pre-fabricated technologies for remote locations where basic materials/water/labour not available.

Research and planning for all the 3 districts for cost effective technology using locally available materials.

Engineer training for use of cost effective technologies.

Any Other Nil

Systemic Issues:

A. Position of Overall Teachers' Vacancies in the Districts:

The overall position of the teachers in the three project districts is as under:

District	No. of Post of Teachers		No. of posts of Vidya Sahayak filled in
	No. Sanctioned	No. of Posts Filled in	
Banaskantha	11380	10111	4332
Panchmahal	15479	13403	3119
Dangs	1322	1088	344

See annexure 1 and 2

B. Functioning of DIETs including vacancy position:

- * There are three DIETs, one each in the DPEP districts of Banaskantha (Palanpur), Panchmahal (Santrampur) and Dangs (Waghai).
- * All the three DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- * The lecturers are oriented about the role and functions in their respective branch.
- * The DIETs are working intimately with the respective DPOs and SPO with good coordination.
- * Rs. 1 crore received from State Govt. for building of the DIETs.

C. Functioning of SCERT including vacancy position:

- The staffing position at GCERT / DIET is attached herewith.
- The land for GCERT Campus has been allotted by the State Govt. of Gujarat.
- GCERT has been granted autonomy formally by the State Govt.

D. Innovation: Nil

Concerns:

- Vacant academic posts in DIET

HARYANA

DPEP Coverage

Number of districts covered under DPEP : 7

(Rs. in lacs)

Particulars	Districts covered	EFC approved project cost (Rs.In lakhs)	Civil Works 24%	Management 6%
DPEP – I				
1994 – 2002				
	(1) Hisar	3969.75	952.74	238.19
	(2) Jind	3282.92	787.90	196.98
	(3) Kaithal	3044.74	730.74	182.68
	(4) Sirsa	3623.68	869.68	217.42
	(5) State component	891.35	213.92	53.48
	Total		3554.98	888.75
DPEP – II				
1997-2003				
	(5) Bhiwani	2912.04	698.40	111.89
	(6) Gurgaon	3323.31	757.36	111.89
	(7) Mahendergarh	2716.80	642.80	111.89
	(8) State Component	595.11	0.00	230.00
	Total	9547.25	2098.56	565.67

Project Structure

- Vacancies position in SPO and DPO as on 28-02-2001:

Phase - I

S.No.	Name	No. Sanctioned	No. Filled
1.	SPOs	51	47
2.	DPOs	99	80
3.	BRC coordinators	28	25
4.	CRC coordinators	266	251

Phase – II

S.No.	Name	No. Sanctioned	No. Filled
1.	SPOs	4	4
2.	DPOs	96	64
3.	BRC coordinators*	25	20
4.	CRC coordinators	277	238

* BEOs are working as BRCs in DPEP – II districts.

2. Functioning Of EC/GC

- ◆ EC meeting are to be held at least once in each quarter of the year. Last EC meeting was held on 13th September, 2000.

- ◆ Nominations to the Society were made in August 94 in accordance with the rules of the Society the term of non-official is 3 years. The term therefore expired on 31.7.97 and the new members have already been nominated.

3. Submission Of Annual/ Audit Report :

- ◆ Annual Report for the year 1999-2000 has been laid before Executive Committee in the meeting held on 13th September, 2000..

4. Utilisation Certificates :

- ◆ Utilisation Certificate for DPEP – I & II issued.

5. Whether Level Of Expenditure Maintained At 1995-96 Level

Yes

6. Whether 15% Contributed By The State:

DPEP – I		(Rs. In lacs)	
AWP & B (including spillover)	Funds Released by GOI	State Share due	State Share received
Upto 1999 – 2000	6798.11+ 50.00 * * For pre project activities entirely borne by Government of India	1199.67	1164.38
2000-2001 (till date)	1550.00	273.53	229.40
Total	8348.11	1473.20	1393.78

Note : A balance of rupees 79.42 lacs is due from the State Government against the Government of India releases made during the year 2000-2001 till date.

DPEP – II

		(Rs. In lacs)	
AWP & B (including spillover)	Funds Released by GOI	State Share due	State Share received
Upto 1999-2000	2069.84	365.27	224.09
2000-2001 (Upto 28-02-2001)	1450.00	255.88	370.60
Total	3519.84	621.15	594.69

Note : A balance of Rs. 26.46 lacs is due from the State Government against the Government of India releases made during the year 2000-2001 till (28-2-2001).

7. Expenditure

Total planned during the year

	(Rs. in lacs)	
	DPEP-I	DPEP – II
Total planned during 2000-2001	Rs. 3987.36	Rs. 3341.88

(AWP&B) including spill over		
Expenditure during 2000-2001 (upto 28-2-2001)	Rs. 1846.43	Rs. 1770.09

- ◆ Cumulative expenditure upto the end of February, 2001 for DPEP-I is Rs. 9421.55 lacs which is 63.61% of total approved EFC cost. For DPEP – II, the cumulative expenditure is Rs. 3784.97 lacs which is 39.64% of total approved EFC cost .

8. Disbursement

Total planned during the year

	DPEP – I	DPEP – II
Total planned during 2000-2001 (Upto February, 2001)	Rs. 1443.48	Rs. 1455.45

- ◆ Cumulative disbursement upto February, 2001 is Rs. 8092.54 lacs for DPEP-I & Rs 3189.84 lacs for DPEP – II.

9. **Plan Implementation review of all functional areas**

Pedagogy

(a) Teacher Training

- In the first round of ten-day-long training programme for all the teachers focussed on Class I & II textbooks approximately 10,000 teachers were trained.
- In the second round of ten-day-long training programme focussed on Class-III, IV, V text books about 9,000 teachers have been trained.
- Refresher course held for teachers of schools where the new class I & II text books have been introduced.
- Four-day-long national level TLM production cum exhibition workshop was organised at SCERT, Gurgaon.
- In the first round of ten-day-long training programme for all the teachers focussed on Class I & II text books approximately 10,000 teachers were trained.
- In the second round of ten-day-long training programme focussed on Class III, IV, V text books about 9,000 teachers have been trained.
- Refresher course held for teachers of schools where the new class I & II text books have been introduced.
- Four-day -long national level TLM production cum exhibition workshop was organised at SCERT, Gurgaon.

(b) Text Books

- Textbook for class V has also been developed.
- Text books for class I & II have been reviewed, redesigned and introduced in all the schools under the purview of DPEP-I & II.

- Newly developed class V text books has already been introduced in 850 schools of DPEP-I & II districts for trial.
- Teachers hand book for class-IV has been published.
- Process of developing the text book for class-IV underway.
- Three-days-long tele-conferencing demystifying “Hanste Gaate” and “Antrang” and orientation about ALS, through tele-conferencing was organised in collaboration with IGNOU and ISRO.
- A series of workshops were organised on TLM. The material is based on new text book.
- Training has been given to teachers for “HUMJOLI” (Textbook class-III).

(c) Alternative Schooling

- Six meetings of SRGS of Alternative Schooling were held to take stock of the progress and implement the programme. The volunteers of fifty centres of district under DPEP and 20 volunteers each in Jind, Hisar, and Mahendergarh districts participated in the proceedings.
- A manual has been developed for volunteers and other Alternative School functionaries. It has already been circulated.
- Two workbooks have been developed. These books deal with the context in language and arithmetics.
- A day-long-teleconferencing on Alternative School was organised on June 30th 1999. VTs and APCs from all districts under DPEP-I & II took part in it.
- The proceedings of tele-conferencing have been printed and circulated to the all concerned persons.
- Alternative Schools are meant for educationally disadvantaged children. The number of Centres has been launched every year since March 1997 and at present the number of Alternative Schools Centres which are operational is 1580. The purpose of these Centres is to provide school equivalency education so that mainstreaming may be made possible.
- The Children are mainstreamed to Class V after 2-3 years education to drop-outs in different areas .
- The process of appointment of Supervisors for every cluster of 12 Alternative Schooling Centres is in progress. These Supervisors provide not only academic support to the Centres but they also work as a linkage between hierarchy of Centres and formal schools, Centres and community, centers and Distt. Project Coordinators.
- A vigorous exercise of preparing a Training Module for instructors and Supervisors has been undertaken and its final draft is ready and the module shall be available in print form by the middle of April 2001.
- Lately another 50 A.S. Centres have been allowed to be opened in Bhiwani Distt.

(d) Community Mobilisation

- There are 3125 VEC members in seven districts of DPEP and women representation is 30% to 40% in each of the VECs in the various districts.
- Maa-Beti Melas and Prabhat Pheris held.
- Four hundred Maa-Beti Melas have been organised in DPEP-I &II districts.
- Five types of books on DPEP and civil works in Haryana have been prepared, printed and circulated in the field.
- A training module “Abhiyan” for VEC as evolved through BRCs, CRCs, NGOs, VECs. in April, 1999 module.

Abhiyan training module and its transactions have been imparted to master trainers and similar training is also being imparted to VECs in selected districts.

A massive enrolment drive has been launched by celebrating Namankan Pakhawara with the help of mother and female members of VECs.

Training has been given to VECs on community mobilisation for retention of children in general and girls in particular.

State Level Workshops have been organised regarding the role and functions of blocks in DPEP.

Data and other crucial information related to girls education and empowerment of women has been updated, printed and distributed to VECs, Mahila Mandals. Mother Teachers Association have organised a series of mobilisation campaigns to enroll children and Anganwaris in the age group of 3-6 years.

Master Trainers for VECs have been trained in the districts of Jind, Sirsa, Mohindergarh & Gurgaon. They are imparting five days training to VECs.

VCC module printed and distributed

Planning and Management

Participation in National workshop on school mapping held.

Haryana DPEP has participated in two day long workshop on EMIS held at NIEPA (New Delhi).

Four day-long review workshop have been organised to assess the progress made by all districts in micro planning.

Two training programmes of 3 days duration each were organised for the benefit of CRC coordinators of Bhiwani District.

Participation in the National Workshop on planning held at Hyderabad in January, 2001.

Planning teams have been oriented to skills in decentralised, micro level planning techniques and processes.

During the current year training programmes in school mapping and micro planning attended by DPEP functionaries.

Two training programmes have been organised on micro planning for DPC, PC, APC's, BRCs and CRCs at State level and district level.

Participation in the ten days training programme on planning by NIEPA, New Delhi.

Media/Mass Mobilisation

DPEP guidelines JIPRASHIKA has been published.

Three years of JIPRASHIKA KI UDAAN, ASTHA KE AYAM, BADHTE KADAM have been developed and published which is based on the GOIs guideline DPEP MOVES ON.

Two monthly magazines names "Utkarsh" and "Humjoli" have been published at the State Level. "SAHCHARI" as new name for "HUMJOLI".

Many posters, brochures and fact folios have been developed and printed and distributed by the districts.

Massive enrolment drive was launched by celebrating "Namankan Pakhawara" through frequent personal contacts especially with mothers and female VEC members of the village.

An audio cassette of Jingles based on DPEP was developed and is being used in the field.

- A State Level workshop on technique of Kathputli making, its presentation, toys and other teaching material was organised in the month of April. 99 to make the teachers self sufficient in preparing teaching aids.
- Participation in National Workshop on Media and Mobilisation held at Bangalore in September, 1999.
- Three State level Workshops – two at Gurgaon and one at Jind have been organised during the months of November 1999 and January 2000, to inculcate self confidence in teachers and to strengthen their sparking powers.
- About 125 cycle rallies have been arranged at different places in the DPEP districts to make the people aware about the need of education.
- 275 Puppet shows have been arranged at different places to give impetus to girls education.
- Kala Jathas and Nukkad Nataks have been organised at different places.
- Meetings of State Level Media Resource Group were held – D.M.R.G. and D.A. R.G. have been merged into a single multipurpose Block Mobilisation Resource Group (BMRG) to look after the educational needs.
- Teleconferences have been convened in the months of September 1999 and January 2000 to enhance knowledge of teachers and VEC members in respect of pedagogy and their role towards girls education.
- Short films and clippings in the field of pedagogy, girls education and VECs have been developed and showed to keep the people in touch with the educational activities.

(g) Gender

- The gender sensitisation training has been imparted to approximately 8969 JBT teachers, 1582 VEC members, 63 education administrators and DIET staff using “DASHA” and “DISHA” training package.
- Dholak Manjira, Abhibhavak Shala Samagam Samaroh packages relating to women empowerment and promotion of girls education have been reviewed, finalised and distributed at BRC level.
- About 4066 new Anganwaris are proposed to be set up in DPEP-II district in convergence with ICDS.
- Material for celebration of girl child day, legal literacy package and package for improving the health of children and women is being developed.
- Flexible timings have also being introduced in State schools to promote participation of girl child.
- DPEP has conducted a five day long training programme for all the Anganwari workers in the state. The training modules focussed on pre-primary students, role of workers, community and creative activities.

(h) Children with Disabilities

- Nineteen thousand general teachers in seven blocks have been trained.
- Formal Medical check-up of 14535 disabled children has been undertaken in all seven districts.
- A five-day long training programme has been conducted for all the CRCs.
- A Two-day long training programme has been conducted to equip teachers with skills in Integrated Children.
- Training has been given to three VECs of Gurgaon Districts regarding Integrated Education for Disabled Children.

Disabled Children have been enrolled in regular schools
6535 children have been provided with helping aids in collaboration with NGOs and DPEP.

Survey have been done in all the districts to identify disabled children.

Two-day long orientation programme has been organised for VECs and parents of disabled children at Gurgaon.

Photo Identity Scheme for children with Disabled Children.

Sports meet(State/District/block) level for integrated children.

Teleconferencing has been organised on IED from 18th-19th December, 2000.

All CRCs have been trained.

Reading material for teachers have been developed.

Distance Education

HPSPS organised a three-day-long teleconferencing programme for seven centres of DPEP-I & II. The programme was structured into presentation sessions and question-answer sessions focussing on specific topics related to text books, teachers hand books, TLM of alternative schooling.

Training of text book has been given to all primary teachers, DPCs, APCs, BRCs through video tapes in 10 days teacher training programmes.

A day-long text book training programme have been conducted for BRCs, DPCs, APCs, primary teachers with the help of video presentations.

Audio Cassettes on 'Prerna Geet' based on 'Abhiyan Geet' of DPEP have been developed by primary teachers.

A number of teleconferencing have been organised with the help of IGNOU, New Delhi.

Folders on 'Balika Shiksha' with focus on 'Maa-Beti Mela' have been printed. The folders printed in collaboration with IGNOU are aimed at improvement in retention of girls.

Audio Cassettes on 'Prerna Geet' based on 'Abhiyan Geet' of DPEP have been developed by primary teachers in their own voice. The cassettes are yet to be released.

Video programmes Clipping have been developed on proceedings of training of Master trainers few field experience in the area of girls education. These were edited and used in the teleconferencing programme.

Teleconferencing on introduction of English from Class I in Haryana, action research, alternate schoolings, training of VECs through teleconferencing, integrated education for disabled children have been organised through Gyan Darshan with the collaboration of IGNOU, New Delhi till December, 2000.

Management Information System

Computers have been installed and operationalised at all seven DPIUs and SPO .

EMIS 2000-2001 submitted.

A State Level training programme on use of DISE organised.

CRCs in the districts have been provided training for filling of school data form being collected from each recognised school in the district.

Research and Evaluation

A State Resource Group in research has been set up by SPO and APOs. District Resource Groups have been established.

- Ten studies were carried out on assessment of training needs of primary school teachers and future projections. The data provided by these studies were not only help evaluate the training programme but also to facilitate and further improvement required in the training packages.
- Thirty-two In-depth studies related to training, gender, monitoring and evaluation of Anganwaris ECCE in DPEP-I and other equally crucial areas have been completed.
- Of these four studies focussed primarily on gender issues including gender bias material existing in primary school text book in Haryana. These studies have undertaken in Hisar, Sirsa and Jind districts.
- Further Action Research Project on universalisation of primary education among girls in Kalayat block of Kaithal district has been undertaken. It has helped in assessment of the impact of strategies adopted by DPEP at the block level.
- In addition an evaluation of the on going training programme has been conducted by the Institute for Development and Communication (IDC) to improve competency of primary school teachers.

Civil Works

Physical Report for Civil Works ending January, 2001

DPEP-I

S.no	Component	Planned upto 2000-2001	Completed	In Progress
1.	Construction of toilets	2106	1991	21
2.	Installation of hand pumps	828	808	15
3.	Repair of school building	648	415	35
4.	Construction of B/Wall	244/274	269	5
5.	Const.of Addl. Single room	287	281	5
6.	Addl. of two classrooms (Set of two)	235	223	4
7.	Addl. three class rooms (Set of three)	17	15	--
8.	Computer Room	3	2	--
9.	Cluster room	266	268	--
10.	New school building	132	126	5
11.	B.R.C.	28	28	--
12.	E.R.S.B.	42	42	--
13.	SIEMT	1	1	--

DPEP – II

Physical Report for Civil Works ending January, 2001

S.No	Component	Planned upto 2000-2001	Completed	In progress
1.	Construction of toilets	1700	738	357
2.	Water facilities	872	315	169
3.	Repair of school (minor)	250	74	29
4.	Repair of school (major)	800	107	25
5.	Boundary wall	212	92	31
6.	Additional single room	345	95	135
7.	Additional two class rooms	40	11	17
8.	C.R.C	278	105	146
9.	N.S.B	55	16	10

10.	E.R.S.B. (3 class room)	23	11	12
11.	E.R.S.B. (3 class room)	40	15	5
12.	B.R.C	25	9	14
13	DIET auditorium	1	--	--
14	Matching grant for additional single room	60	--	--

umber of Alternative material and cost effective technologies are being used in DPEP-II.

Systematic Issues

3. Position of overall teachers vacancies in the districts.

PEP – I

Districts	Total planned for 7 year	Appointed	Remarks
Primary School Teachers	2134	1662	Appointments of 472 teachers is under process
Cluster Resource Coordinator	266	251	--

Source : PPI (MIS Unit)

DPEP – II

Districts	Total planned for 7 year	Appointed	Remarks
Primary School Teachers	1866	1788	Appointments of 78 teachers are under process
Cluster Resource Coordinator	277	238	

Source : PPI (MIS Unit)

Note : New Primary school teachers and CRCs are to be appointed by Government of Haryana.

c) DIET

DIET members have been given training through workshops in various aspects of pedagogy and are working as resource persons in their respective district.

(d) SCERT

- Training programme for class III, IV and V in all DPEP-I & II districts was organised.
- Out of master trainers then gave training to the class III, IV, and V teachers of DPEP districts.
- Out of the 9278 total teachers 7937 teachers were trained from 27th May to 5th June.

- Additional staff has been given to the textbook, teacher education, girls education, alternative schooling and ECE units in the SCERT.
- A training module has been developed by DPEP staff at SCERT based on child centred approaches. play way methods, use of teaching aids, models, diagrams, TLM and self learning methods.
- Identification of multi grade schools in the State through survey was made and strategies evolved to impart training & develop competencies in the teachers to handle multi grade classes.
- Collaborated with SPIU in the development of curriculum for class –V keeping in view the pedagogical changes and latest trends, developed class-V integrated textbook(s) and teacher guide on the basis of this curriculum.
- Developed question bank in Maths, Hindi and EVS for class-IV children.
- Developed diagnostic tests and remedial exercises in Maths, Hindi and EVS for class-IV children

(e) **Functioning of SIEMT** HARYANA

- Four one-day-long review workshops have been organised to assess the progress made by districts in micro planning.
- Two research studies have been conducted. The analysis of these studies is underway.
- For the first time SIEMT has organised a workshop for pre-appraisal of AWP & B for the year 1999-2000.
- State Appraisal Reports have also been prepared by SIEMT.
- A five-day-long training programme on action research activities have been conducted at SIEMT, Allahabad for select members of DIETs and SIEMT.
- Draft of awareness and training material for SIEMT, Khand Sansadhan Kendra, Sankul Sansadhan Kendra has been finalised by SIEMT.
- Seven training and orientation programmes have been organised from October, 1998 to August, 1999 to help the districts conduct micro planning exercise.
- Village Education Plans for Mauji Khera, Kotli, Sahuwala villages was prepared by DPIU Sirsa from August 23, 1999 to August 25, 1999.
- Training of 312 teachers/CRC Co-ordinators in seven batches.
- Monthly review workshops at the DIET/Block level to review the progress of research studies and to provide guidance.
- Report writing workshops at DIETs in January/February 2001.
- **Establishing Links with GETTI's**

All the seven Govt. Elementary Teacher Training Institutes (GETTI's) were linked to DPEP and their Principal and Lecturers attended orientation programmes.

- **Publications**

Following publications have been brought out.

- Mukhay Shishak.
- Shiksha Men Shikshan Ayojan.
- Prakshan Sabha.

Sustainability

The State of Haryana came into being on 1st November, 1966 as a result of the bifurcation of the State of Punjab. The State was committed to the Directive Principles contained in Article 51 of Constitution to provide free and compulsory education for all children upto the age of 14.

During the past three decades expansion of primary schools followed by recruitment of teachers took place on a large scale. The State became a master builder and master employer.

The Department of Primary Education could not provide facilities, guidance and academic support on many technical and pedagogical issues. As a result qualitative changes in the system of education could not take place. The DPEP programme was launched in the State of Haryana in 1994 and was a step towards overcoming the limitations and imbalances and to ensure proper working of the system of education. It was specifically responsive to :

- Development of programmes of school improvement with required multilevel and multi dimensional planning.

- Involve the stake holders in planning and curriculum renewal process.

- Centrality of the child.

- Schools of good quality.

- Academic and material support on continuing basis.

- Research and development.

- Content and process of school improvement.

- Holistic approach to include education of minorities, working children, street children and disabled children.

- Academic support to the teachers

We propose to retain the following structures, methods and procedures besides maintenance of Cluster Resource Centre and Block Resource Centre buildings.

543 Cluster Resource Coordinators

55 Block Resource Centres to be merged with Block Education Office under the supervision of Additional Block Education Officer (Academic and technical).

At the level of the District Project Office to sustain one District Project Coordinator and three member team of MIS unit. The officer shall be designated Deputy Primary Education Officer (Academic and technical).

4992 additional teachers posted under the DPEP programme to be retained and the cost shall be borne by the Government of Haryana.

The maintenance cost of school buildings developed under the DPEP programme shall be borne by the Community.

At the level of the State DPEP Bureau a small cell comprising of two Deputy Directors, 4 technical (Computer personnel) and two administrative and supporting personnel shall be sustained to provide guidance and maintain the programmes.

The following methods and processes shall be sustained.

Training : 7000 teachers shall be given training in pedagogy and other academic issues every year. It is proposed that all the teachers shall be given inservice training of at least 10 days at least every three years.

- **Gender** : Programmes for achieving a basic change in the education of girls and a positive interventionist role in the empowerment of women.
- **Decentralisation** : Involvement of the community through the Village education Committee to implement the programmes of good general education.
- **Alternative schooling** : Provision of education for working children, street children and socially disadvantaged groups on part time basis with the involvement of Panchayati Raj Institutes and Voluntary agencies
- **Disabled children** : Provision of education for children with mild to moderate disability, common with all children shall be sustained in 55 Blocks with the assistance of one Resource Person for each block.
- **Media** : Selected activities for mobilization of community and to ensure the participation of parents in the education of their children and school improvement programme.
- **Research and development** : Action research studies to improve the class room practices at grass root level shall be sustained.
- **Consultancy** : Some sort of consultancy services from experts shall be required in the area of action research, alternative schooling, gender, disabled children at the level of the district. One consultant per district may be provided.
- **TLM grant** : TLM grant of Rs.500 per teacher is recommended on continuing basis so as to produce instructional material relevant to changes in the context and processes of primary education.

ESTIMATED EXPENDITURE FOR SUSTAINABILITY OF DPEP PROJECT
Maintenance of Buildings

Maintenance of buildings	<i>OLD DISTRICT</i>		<i>NEW DISTRICT</i>		
	Number	Expenditure 2001 onwards per year	Number	Expenditure 2002 onwards per year	Total (Rs. In Lacs)
1. CRCs	266	10.50	277	11.50	22.00
2. BRCs	28	30.00	27	30.00	60.00
Sub Total	294	40.50	304	41.50	82.00
Structures (Salaries)					
1. CRC Co-ordinators	266	211.95	277	216.57	428.52
2. BRCs	28	22.31	27	25.69	48.00
3. MIS Unit DPIU(3 per districts)	21	12.74	9	9.53	22.27
4. MIS Unit of SPIU	4	4.89	3	3.23	8.12
5. Drivers of vehicles SPIU	4	3.22	--	--	3.22
SPIU Staff(2+4+2)	8	5.97	3	2.23	8.20
DPIU	4	7.50	3	5.55	13.05
6. Additional Teachers	2950	192.00	2042	128.00	320.00
Sub Total	2966	460.58	2042	390.80	851.38
Programmes and Processes					
1. Training(7,000 teachers per year)		40.00		28.00	68.00
2. State Bureau		--		8.00	8.00
3. Alternative Schools		46.00		25.00	71.00
4. Media		4.00		3.00	7.00
5. VEC		2.00		1.50	3.50
6. Gender		2.00		1.50	3.50
7. IED (Asst. Coordinator (55 blocks) & Aida etc.	28	22.30	27	21.11	43.41
8. Consultancy		4.00		3.00	7.00
9. Action Research		4.00		3.00	7.00
10. TLM grant(20,000 teachers) @ Rs. 500/- per teacher		53.65		38.62	92.27
11. Distance Education Infrastructure (5 Lacs)		20.00		15.00	35.00
12. Early childhood education		4.00		3.00	7.00
		2.00		0.80	2.80
Sub Total	28	203.95		151.53	355.48
Grand Total		705.03		583.83	1288.86

NEXT STEPS

1.1 Issues for the State Government to address :

1	Mission suggests that Government of India and States might intensify efforts to enrol and retain all categories of out of school children	<ul style="list-style-type: none">• Enrolment campaigns in the form of cycle rallies, puppet shows, Kala Jathas and Nukkad Nataks. IED camps, Jhankies, Maa-Beti Melas, short film campaigns will be intensively undertaken with more vigour.• Provision of Alternative schools for rag pickers, for children of migratory workers, brick kiln workers, for children doing odd jobs in dhabas, restaurants & even for those working in household industries, for children residing in excessless habitations will be more vigorously made.• Provision for incentives in the form of mid day meals, free text books, free uniforms, free learning material stationary and stipends to be made.• Play way material, equipment drinking water, separate toilets for girls, pucca buildings will be provided in all the schools .• Schools will be made more attractive by providing them additional play way equipment for the children.• Teachers will be intensively and rigorously trained and oriented from time to time to adopt joyful, child centred, activity based play way teaching learning practices.• Text books have been made competency based beautifully designed & made attractive with illustrations. Additional efforts will be made to make them more attractive.• No retention policy has been adopted upto class II. It will further be extended for the entire primary stage.• Examination system has been done away with at the primary level though pupil evaluation practices exist for attaining the mastery level in learning by the children. This will be further extended and pursued rigorously.• English has been introduced from Class I.• Anganwadis have been opened in every village and urban slums to prepare the child for enrolment and schools.• Timings of Anganwadis and primary classes have been synchronised so as to make the senior girl child free from the care of siblings.• Schools environments have been made cogential to attract the children in schools.• VECs, Mahila Mandals have been empowered and awareness created in them to ensure that every child in
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	<p>the village cluster is enrolled and leaves the school after completing his primary education. This will further be pursued</p> <ul style="list-style-type: none"> • Women constitute 50% of the teachers in all the primary schools so as to encourage the parents to get their girls admitted in these schools. Percentage of women teachers in primary schools will further be increased and incentives provided to them for working in rural areas. • In Mewat area, liaison has been made with the Madrasas and religious institutions for the enrolment of children. Secular instructions in addition to religious knowledge is imparted in these Madrasas which have been mainstreamed in the State educational system. Urdu is also taught in these Madrasas and Government primary schools in Mewat area. • Newly developed competency based textbooks Hanste Gaate, Tarang, Hunmoli have been translated into Urdu to encourage the parents to get their children enrolled in primary schools. • Primary schools is available in Haryana within 1Km. reach of the child's residence. Functional primary schools will be provided in every small habitation.
<p>6.2 Mission recommends that DPEP should focus more directly on raising completion rates.</p>	<ul style="list-style-type: none"> • English has been introduced from Class I in the State with a view to enable the school to retain the children of all categories till they complete their primary schooling. • Primary schools have been handed over to Panchayati Raj institutions with a view to generate the ownership of the community in the management of these schools. • VECs have been fully sensitised towards the benefit of completing their children primary schooling • No detention policy has been adopted upto Class II and the Government is seriously considering to extend it upto Class V. • Work experience, physical and health education, medical check up, recreational activities have been introduced in the schools with a view to attract the children. • All children and the parents of children belonging to weaker sections and disadvantaged groups are provided various incentives for ensuring the completion of primary schooling by their children. • Disabled children are given various incentives in the form of free uniforms, textbooks, aids & appliances, transportation allowance etc.
<p>6.3 Mission recommends that there is a need to compile an information based on</p>	<ul style="list-style-type: none"> • Steps have already been taken to compile all the data pertaining to the economic and social status of children admitted in Alternative Schooling Centres

	AS comparable to regular schools. States be encouraged to review their strategies for UPE with respect to equity and quality.	<p>along with the data pertaining to their parents and family background.</p> <ul style="list-style-type: none"> • Local unemployed but qualified teachers have been employed at these centres. • Equivalency has been established between primary schools and alternative schooling centres with regard to curriculum, textual and co-curricular activities. • Flexible timings have been adopted at these centres with variety of activities suiting to the children and their parents. • Provision has been made for the exit and entry from these centres to the primary schools and vice versa at the convenience of the children and their parents. • It has been ensured through various strategies that A.S centres conform to the principals of equity and quality in the area of primary education.
6.4	Mission suggests that State needs to take cognisance of the extent to which multi grade classes prevails and develop strategies whereby schools and teachers can apply pedagogic processes that can be affected.	<ul style="list-style-type: none"> • Multi Level/Multigrade teaching is a fact of life. in our primary schools practically in far flung areas. • A survey for the identification of multi grade schools has already been undertaken in the State. A training package for the training of multi grade teachers with a view to handle their classes most efficiently and proficiently has also been developed. • Master Trainers for giving training to teachers from these multi grade schools have already been imparted training in the principals and techniques of teaching under multi grade situations. • Training of such teachers based on the aforesaid training module by these Master Trainers will be organised during summer vacation, this year. • It will be ensured that quality of teaching in these multi grade school remains at par with other primary schools in the State.
6.5	Mission suggests that EE Bureau and the States analyse the hard spots in the slow and uneven implementation and expenditure by the districts and determine reasons for slow expenditure, take action as appropriate and report to the next JRM.	<ul style="list-style-type: none"> • Efforts have been continuously and consistently made to accelerate the pace of expenditure under various components and create evenness in expenditure across the districts. Creation of human, physical, tangible, intangible, assets commensurate to the expenditure is aimed at. • Funds for civil works have been fully incurred. • Expenditure on pedagogical activities including development of textbooks, TLM, training and on equipment etc. is being accelerated by adopting innovative practices and streamlining the purchase procedures.

HIMACHAL PRADESH
(Report for the period ending 10.3.2001)

DPEP-Coverage

No. of districts covered under DPEP : 4

Particulars	Districts covered	EFC approved project cost	Civil Works	Management Cost
DPEP-II	1. State Component	1502.5	254.00	293.84
1996-2002	2. Chamba	3889.4	913.66	189.52
	3. Kullu	2965.7	704.20	112.62
	4. Sirmour	3423.6	813.30	127.45
	5. Lahaul-Spiti	1146.3	268.20	141.00
	Total	12928.1	2953.36	864.43

Project Structure:

1. Vacancies position in SPO and DPO

Phase-I

S.No.	Name	Sanctioned	No. Filled	Vacant
1	SPOs	45	37	8
2	DPOs	165	153	8
3	BRC Coordinators	33	32	1
4	CRC Coordinators	399	230	169 *
5	DIET	12	12	-

* Note:- Instead of appointing more CRCCs, the central head teachers (CHTs) who function at the cluster/centre level are being entrusted the responsibilities of CRCCs

2. Functioning of EC/GC

- Last EC meeting was held on 23.12.2000.
- 2nd GC meeting held on 8.11.2000.
- EC reconstituted after expiry of initial two years term on 18.6.99.
- Governing Council constituted formally by the State Govt. on 7.7.99.
- Official nominees for EC/GC from GOI communicated in September, 99.

3. Submission of Annual / Audit Report

- Annual Audit Report for 1998-99 prepared laid in the Parliament.
- Audit for 1999-2000 completed in December, 2000.
- Annual Report 1999-2000 printed and submitted to GOI.

4. Utilisation Certificate:

UC for 1998-99 settled.

Conditionalities :

5. Expenditure on Primary Education in Himachal Pradesh

(Rs. in Lakhs)

Year	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000
Plan	1444.34	2762.06	2763.47	4186.59	8245.23	10802.25
Non-Plan	8407.21	10149.08	11790.70	13609.18	19000.00	22455.69
Total	9851.55	12911.14	14554.17	17795.77	27245.23	33257.94

6. Whether 15% contributed by the State.

(Rs. in lacs)

Year	GOI release	State share due	State Share released
1996-97	729.22	128.69	128.69
1997-98	1874.46	330.79	246.31
1998-99	1476.00	260.47	172.24
1999-2000	1000.00	176.47	172.71
2000-2001	1100.00	194.12	247.06
Total	6179.68	1090.54	967.01

Note : The Govt. of India has sanctioned a sum of Rs. 500 Lacs to HPPES vide its letter No. F-5-3/2000-DPEP dated 22nd February,2001. The State Govt has also sanctioned a sum of Rs. 123.53 lacs to be released to the HPPES vide its letter no. EDN-1/2-6/98 dated 26th February,2001. Another sum of Rs. 300 lacs have been sanctioned by GOI during March 2001.

- *A sum of Rs. 600 lacs has also been proposed to be spent for DPEP implementation in H.P. during 2001-02 in the State Budget presented to the State Assembly on 9th March,2001.*

7. Expenditure

Expenditure against AWP&B

(Rs. in Lakhs)

Year	AWP&B	Expenditure	% Expenditure
1996-97	1498.45	156.49	10.73
1997-98	3330.64	1492.58	44.81
1998-99	3602.98	1735.21	48.2
1999-2000	3605.97	1972.26	54.69
2000-01	4274.81	1764.75 *	41.28

* as on 8.3.2001

- Cumulative expenditure upto 8.3.2001 is Rs. 7126.40 lakhs which is 55.12% of EFC approved cost of Rs. 12928.1 lakhs.

8. Disbursement

- Reimbursement claimed w.e.f. April, 2000 to 8.3. 2001 is Rs. 1405.63 lacs.
- The reimbursement admitted upto. January, 2001 is Rs. 1241.95 lacs

Plan Implementation Review of All Functional Areas.

9 (a) **Improvement in Access**

Schools opened under DPEP:

District	Proposed	Notified
Chamba	235	235
Kullu	250	250
Sirmour	300	300
Lahaul-Spiti	23	23
Total	808	808

(b) **Quality Improvement (Teacher Training)**

- Following training modules were developed:
 - Module on school readiness
 - Module on activity based teaching.
 - Module on preparation and use of TLM.
 - Module on VEC training.
 - Module on gender sensitisation.
 - Module on IED for RPs and teachers.
- About 7500 teachers in the DPEP districts trained for minimum of 15 days in-service training.
- Emphasis laid on school readiness, activity based teaching and use of TLM during first half of 1999-2000.
- 10 days teacher training module, general pedagogical issues developed by SRG involving teachers appointed under voluntary teachers schemes who have now been absorbed into the mainstream.
- Workshop to review the curriculum for pre-service JBT trainings conducted with effect from January 5-7, 2000 by the HP Board of School Education.
- Capacity building of BRG at Kaza in the field of pedagogy, gender and IED was taken up by the SPO in June, 2000.
- The DRG of Lahaul-Spiti was trained in conducting VEC trainings by RPs from Kullu district during July 12-13, 2000.
- 30 members of DRG of Lahaul-Spiti and BRG of Pangi were trained on pedagogical issues by the SRG at SPO w.e.f. July 24-29, 2000.
- Capacity building of DRG and BRG of Lahaul-Spiti district in the field of Research and Evaluation, Educational Planning and Microplanning was undertaken by the SPO during September 25-30, 2000.
- Resource materials on National Policy of Education, DPEP Objectives, Child-centered activity based classroom processes, developmental

psychology developed by the pedagogy unit at SPO was shared with the districts, DIETs and BRCCs and CRCCs.

- Chamba district took up capacity building of BRG and CRG of remote and inaccessible area of Pangi block in September 7-10, 2000. 28 persons were trained in this workshop.
- **Pedagogy unit from SPO attended 3 days workshop on classroom process study at Delhi w.e.f. 23rd- 25th, January,2001.**
- **Pedagogy unit from SPO attended National Level Workshop (2nd round) for capacity building of state level resource persons at Udaipur w.e.f. 31st, December,2001 to 11th February,2001. (12 persons from State participated in this workshop).**
- **The MTs from Block resource Groups of Banikhet, Sihunta, Sundla and Chowari blocks in Chamba district were oriented in the teaching of EVS for primary classes using TLM activities and involving the students in a state level workshop held at BRC Banikhet w.e.f. November 11-13, 2000.**
- **Kullu district took up the capacity building of CRG in the field of teaching of mathematics (handling hard spots) at the BRC level during November, 2000.**
- **Kullu district organised workshops at the BRC level for building capacity of teachers on the use of science kits at primary level in November,2000.**

Formation and documentation of Cluster Resource Groups.

Primary school teachers with interest in the field of mathematics, EVS , languages, community mobilisation etc. alongwith other persons from within the cluster have been identified and documented by the districts to function as cluster resource groups (CRG). The capacity building of CRG personnel is being taken up during November, 2000 to March, 2001 so that they are able to take up teachers training at the cluster level effectively in the next academic session. Chamba district conducted one such training in August 17-21,2000 at DIET Chamba.

- A 21 days duration induction training module for Vidya Upasaks (para-teachers) developed at the SPO.
- Vidya Upasak induction training manual titled " Samarth" developed by the SPO with the help of DIETs and provided to all the Vidua Upasak trainees.
- A 45 days long resource teacher training module for Integrated Education of Disabled developed by the SRG with resource support from RCI, NIMH , NIHH, NIVH and MHRD.
- Training module for ALS instructors and ECCE workers also developed.
- 15 units of Self Instructional Material (SIM) titled "Samvridhi" developed, printed and shared with the teachers with the resource support from DEP-DPEP.
- 36 MTs trained by the SPO on the revised integrated teacher training module.
- 1414 Vidya Upasaks (288 from DPEP districts) trained for 21 days induction training module developed by DPEP, H.P. during August, September, 2000.

- 37 RPs and 1643 teachers from all the education blocks in Chamba district were trained in school readiness and use of library books in April and May, 2000.
- Kullu district conducted a workshop of DIET faculties, BRCCs and teachers to identify hard spots in the teaching of mathematics for primary classes in April, 2000.
- Kullu district further trained the master trainers in May 15-18, 2000 in the teaching of mathematics effectively for the primary classes on the basis of hard spots identified earlier. It was followed by development of SIM in mathematics in June 13-17, 2000 and training of teachers.
- Sirmour district also identified hard spots in teaching of mathematics in primary classes in April, 2000 which was followed by training of 35 Math Teachers on school readiness and teaching of mathematics in five blocks of Paonta, Sataun, Sarahan, Bakras and Shillai. They also took teachers training at the cluster and block level.

Capacity building in multigrade-multilevel teaching

The SPO initiated work on handling multigrade-multilevel teaching by organising a 4 days brainstorming workshop at SPO in August 25-28, 2000 for 26 members of SRG and DRG with resource support from Sister Cyril from Loreto Convent, Sialdah, Calcutta and Vipasha Agnihotri from Ed.CIL.

Training of SRG in MGT/MLT was taken up through exposure visit to Digantar, Bodh, Rishi valley and MG schools of Mysore district w.e.f. 18th February to 4th March, 2001. (25 Persons from H.P. were trained in this exposure visit).

Capacity building to improve learning standards in primary education

10 persons from the state participated in the National level resource camp on capacity building to improve learning standards in primary education organised by MHRD at SCERT, Gurgaon, Haryana w.e.f. August 29 to September 6, 2000

Kaza education block in Lahaul-Spiti district took up capacity building in the preparation and use of chapter specific TLM during May and June, 2000.

Text Books and Curriculum Development

- SRG reconstituted and enlarged to include experts from national level and NGOs.
- DRG constituted at district level.
- BRG being constituted and oriented at the block level.
- The SPO initiated a process to build the capacity of districts (especially DIETs) to take up work on curriculum development in the field of EVS and Maths in Kullu and Sirmour districts respectively during January, 2000.
- Curriculum for I & II developed.
- Curriculum for class-III language Hindi developed.
- Draft curriculum in language in class-IV developed.

- Draft textbook for class -I developed and being edited.
- A task force on the development of textbooks has been trained for class I & II at the SPO level.
- Work on draft textbook for class-II initiated. Two workshops of 7 days duration conducted in January/ March 2000 wherein 16 units have been completed.
- A teacher guidebook for class I, II & III developed.
- Supplementary reading material based on folk tales developed by Chamba.
- Supplementary reading material in mathematics for class- I developed and trialled.
- Supplementary reading material for class I & II developed and being edited.
- Curriculum development work now taken up by the DIETs in the districts of Sirmour, Kullu and Solan.
- Training of 43 master trainers for trialling of integrated text book for class I taken up by SPO in May 9-12, 2000.
- An integrated text book for class I (Bachche Sikhen Khel Khel Meina) developed and draft printed 15000 copies in July,2000.
- Training of class I teachers for trialling of class I text book taken up at Sirmour (September 12-13, 2000), Solan, Shimla (September 15-16, 2000), Chamba (September 19-20,2000), Kangra, Una, Hamirpur and Bilaspur (September 22-23, 2000) Kullu, Lahaul and Mandi districts (September 27-28,2000) taken up by the MTs.
- Class I text book sent for trialling in the about 500 primary schools all over the state in October,2000.
- **The feed back on the trialling of class I text book compiled and draft being updated.**
- **Draft text book for class II developed and draft printed and being put for trialling in the coming academic session.**
- **Workshop for the finalisation of EVS Curriculum for Class-III held at SPO, Shimla w.e.f. 4th – 7th December,2000.**
- **Workshop of expert group for the critical review and finalisation of curriculum developed for Class-III in the subjects of Hindi, Mathematics and EVS held at SPO w.e.f. 11th –12th December,2000.**
- **Follow up workshop of expert group for the critical review of curriculum development for Class-III, EVS, Maths, Hindi held at SPO w.e.f. 29th- 30th December,2000.**
- Text book development for class III taken up at DIETs Sirmour (Mathematics), DIET Kullu (EVS), DIET Solan (Hindi).
- **Ind phase training module for Vidya Upasaks (Para Teachers) 30 days duration has been developed.**

Alternative Schooling

The Clientele for AS in Himachal Pradesh

- With the opening of 808 formal schools under DPEP in the four educationally backward districts of the state the Net Enrolment Rate (NER) for all students has reached above 97 % and there is no unserved population of school age children in these districts. The ALS have however been visualized to cater to the educational needs of 6-9 yrs (grade I-III) children in those habitations which are isolated due to adverse

geographical features like dense forests, steep climb, glaciers, avalanche sites, rivulets etc. from the formal schools and the younger children are unable to cross these geographical barriers.

- **The AS Teacher**

The policy and procedure for the appointment of AS teachers is under consideration of the state government. These centres are to be managed by one AS instructor who is to be selected locally. The state policy regarding the recruitment, training and salaries of AS instructors shall be communicated shortly after receiving the final policy from the state government.

- **The pedagogy followed in AS in the State**

The AS centres in the state shall be catering to the needs of Grade I-III children and will follow the curriculum, text books and TLM being followed by the formal schools.

- Perspective plan provides for 378 ALS in Himachal Pradesh.
- 52 ALS already notified for Chamba district.
- Executive Committee approved 125 ALS centres to be started initially.
- State Government notified 74 ALS for Chamba. 25 ALS for Kullu and 25 ALS for Sirmour district on 7.3.2000
- Visioning workshops organised at Chamba 4th –6th June, 1999 and Sirmour district.
- Workshop to vision the strategy for implementation of ALS in Himachal Pradesh at State Project Office Shimla on 6th –7th January, 2000
- Gender Coordinator, State, DIET lecturer Chamba and Evaluation Expert Chamba attended five days national level workshop at Bhopal on 18-22 January, 2000
- Sirmour district experimented with providing schooling facilities to migratory Gujjar children in Nohradhar education block by deputing teachers to teach the children of Gujjar families during their stay in the pastures of Nohradhar.
- Procedure for establishment and functioning of ALS under consideration of the govt. ALS likely to be made functional from next academic session on experimental basis.
- Module for the training of ALS instructors prepared.
- A state level workshop for the capacity building of Master Trainers for the training of ALS instructors conducted at SPO w.e.f. April 17-20, 2000, in which 30 MTs trained.
- **The State Govt. has now decided to activate 25 ALS centres each in Sirmour, Kullu and Chamba districts w.e.f. 2001-02 academic session. The selection process for ALS instructors has been completed by Kullu district while Sirmour district has initiated the process.**

(c) **Community Mobilisation (including training of VEC members and other community leaders)**

- MTAs activated all over the state to ensure their help in participation of girl children.
- VEC training taken to cluster level.
- The BRCs and Engineers trained in dealing with community.
- Sensitization of PRIs has also been taken up by the district.
- The microplanning exercises used as a tool to sensitize the community.
- 2922 schools specific VECs constituted.
- 2745 Mother Teacher Association formed in schools.
- VECs being made responsible for universal enrolment and retention of children in their respective areas.
- The community has provided rent free accomodation for running the schools till the completion of school buildings. School buildings being constructed through communities and land for construction of school buildings being donated by community.
- Audio material script namely Gramin Shiksha kee bhumika, Aikikrit Shiksha Aivam viklang Bachche, Hema parahai Mein Aage Barhi were developed under DEP component at the SPO.
- June 5 , 2000 was celebrated through out the primary schools in the state. The school premises were cleaned in the morning followed by cultural programme focusing on Universal Elementary Education and Environmental Protection. In the afternoon session the children alongwith VEC/ MTA members visited the nearby villages to clean the water sources and identify the unenrolled out of school children and motivate their parents to get them enrolled in the schools.
- Sirmour districts took up VEC trainings in Nohradhar education block in April, 2000. 75 VEC members including 22 women were trained during this period.
- Lahaul-Spiti district organised training of MTs for VEC trainings with the help of Resource persons from Kullu district in August, 2000.
- The central head teachers and engineers from the non-DPEP districts were trained at the State level in May, 2000 in the field of school constructions with the help of community for replication of DPEP initiatives in the Non-DPEP districts under Sarswati Bal Vidya Sankalp Yojna.
- **Kullu district put up a DPEP exhibition during Buddi Diwali local fair at Nirmand in November, 2000.**
- **Chamba district organised MTA meetings at GPS Manjir and GPS Khadet in November,2000.**
- **VECs re-organised with the change of Presidents on account of Panchayti Raj elections in the State.**

(d) **Gender and ECCE**

- MTAs activated all over the state.
- Block level Mahila Sammelans organised.
- Gender sensitization package for teachers training developed and being integrated into general teachers training module.
- Training modules developed involving SCERT, DIETM BRCs AND CRCs.

- Districts took up sensitization of women teachers.
- Mahila Sammelans, Maa Beti Melas, Balika melas organised.
- One day Mahila mandal camp organised in Chamba district.
- 175 ECCE centres to be made functional during 1999-2000.
- Gender issues in the curriculum and textbooks being developed.
- NER for girls 95% more than for boys (94%).
- NER for SC girls 96% and ST girls 97%.
- Girls enrolment increased from 75596 in 1996-97 to 91964 in 1998-99.
- 34% of the teachers in DPEP districts are female.
- 29 women teachers inducted as Cluster Resource Coordinators.
- Convergence meetings with Secretary and Director, Social & Women Welfare held in December, 1999 where in it was decided that :
 - ECCE centres will be established in the DPEP districts as Auxiliary centres of existing ICDS centres to increase the coverage of the beneficiary children.
 - While mapping for the ECCE centres, the microplanning data of Welfare Department will also be consulted and the exercise will be completed by 15th January.
 - ICDS will provide for nutrition and immunization in these centres and preference will be given to absorb these auxiliary centres during expansion of ICDS programme in the DPEP districts. ,
 - The possibility to develop model ECCE / ICDS centres will also be explored in the locations where surplus accommodations is available in the primary schools.
 - Services of ICDS Supervisors will also be utilized for the ECCE centres established under DPEP.
- Workshop to vision strategy will also be utilized for the ECCE in Himachal Pradesh was conducted on 6-7 January, 2000.
- Meena week was organised in Kullu district w.e.f. September 22-29,2000 with focus on girl child.
- Kullu district organised 26 Mahila sammelans to mobilise the women folk for the cause of education.
- A block level Mahila sammalen was organised in September,2000 at GPS Nehog in Surla education block of Sirmour district .
- District Chamba has printed pamphlets highlighting role of mother teacher association.
- The gender issues were deliberated upon for 5 sessions in the capacity building workshop of the BRG at Kaza in Lahaul-Spiti district w.e.f. June 5-10, 2000.
- A state level workshop on development of training material for MTA was organised at State Project Office w.e.f. August 17-19, 2000. 24 participants attended this workshop.
- A district level workshop for the training of DRG in gender issues has been proposed at Sirmour district w.e.f. October 10-11, 2000.
- The MTA in GPS Jogiban in Sirmour district donated ceiling fans to the schools. They also got a hand pump installed in school premises.
- The MTA in GPS Bathri in Chamba district collected funds to provide slates and pencils to all the children in the schools.
- Smt. Guro Devi President of MTA GPS Brahi-II got nineteen girls admitted to the school. Sh. Govardhan Lal Shastri and Sh. Jodh Singh

teachers in this school paid the funds in respect of these girls from their own pocket.

- In case of GPS Bhujnoo in Naggar block of Kullu district MTA collected funds to provide a community teacher to the school as the only teacher posted in the school was transferred on promotion.
- Three persons from the state attended the national level workshop on gender issues w.e.f. June 11-14, 2000 in Nainital.
- Procedure for establishment and functioning of ECCE under consideration of the Govt.
- A state level workshop for the capacity building of Master Trainers for the training of ECCE workers was organised at SPO w.e.f. May 29-31, 2000. 25 participants attended this workshop.
- **Kullu district took up capacity building of DRG in gender issues at DIET Kullu during December, 2000.**
- **Gender Coordinator attended 3 days National workshop on classroom process study from the Gender Perspective at Delhi w.e.f. 23rd to 25th January, 2001.**
- **A 4 days workshop was conducted for material development for the conduct of Bal Mela and related activities w.e.f. 19th – 22nd, December, 2000.**
- **Exhibition cum study stall was put up at the State level celebrations at Shimla on the eve of International Women Day on 8th March, 2001.**

(e) **Children with disabilities**

- Identification of children with disabilities in the following age group has been initiated in convergence with the IEDC.
3-6 years Pre-school disabled children
6-11 years School going disabled children
6-11 years Out of school disabled children
- A tie up has been made with the Health Department to arrange for the medical assessment of the disabled children.
- The resource persons for the IED training of the teachers are being prepared to convergence with RCI through Bridge Courses. Bridge course on MH and LH have been conducted.
- 4 days module for teacher training in IED prepared.
- State level Committees for the implementation of IEDC notified by the state govt.
- A comprehensive survey of disabled children was launched in the 33 Education Blocks in all the 4 DPEO districts with the help of teachers and the survey revealed that there were a total of 1977 disabled children in the age group of 5-11 years. Out of which 1849 were in the schools, while 128 were out of schools.
- A special education teacher with diploma in the education of disabled from NIMH, New Delhi has been appointed as IED Coordinator.
- The Aid and Appliance are being provided to the eligible children through the District Authorities in convergence with IEDC 1992.
- The engineering staff in the districts was oriented towards creation of barrier free environment in the schools.
- IED Coordinator for Sirmour district appointed in August, 2000.

- The districts have been directed to take up the regular health screening of the primary school children vide State Project Office letter No. HPPES(DPEP) HO IED /1572-74 dated 15.5.2000 for the identification of Learning and other Disabilities.
- Revised and updated survey (2000-01) of disabled children in Chamba district has identified 2429 (5-11 years old) children
- **Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level w.e.f. 2000-2001.**
- Three persons from the state participated in National level workshop for Special Need Group Children at Hyderabad, August 2-4, 2000
- **Revised and updated survey (2000-01) of disabled children in Chamba district has identified 2429 (5-11 years old) children**
- **Convergence with ALIMCO branch at Delhi is in process to provide prosthetics and orthotics aids to the orthopaedic handicapped children – AliYavar Jang National Institute for the Hearing Handicapped, New Delhi was approached to provide hearing aids to 35 hearing handicapped children. The institute agreed to send a team of audiologists to provide hearing aid to these disabled children (Newly assessed) in DIET campus at Nahan on 10th & 11th March, 2001. District authorities of Sirmour have been issued instructions to approach the health department to provide spectacles to the visually impaired children under the National Blindness control programme or through IEDC funds. The work shall be over by the end of April, 2001.**
- **During 2000-2001 benefits to the disabled children shall be given under the scheme of IEDC. A new sanction to the tune of Rs. 51,03,500/- have been received by the directorate of Primary Education. In district Sirmour benefits to 479 disabled children have been distributed in other districts, it is in process.**
- **The first batch of the inservice Training of the Resource Teachers in IED was conducted at DIET Nahan w.e.f 4.1.2001 to 28.2.2001. 36 Participants from Chamba, Kullu, Sirmour & Bilaspur took part in it. Resource Persons from NIMH, New Delhi, NIHH New Delhi, NIVH Dehradun, Tammana Institute, Association for the welfare of the hearing handicapped, DPEP Gurgaon, ED CIL, RCI, Aastha Special School, IED cells have been used to build the capacities of the primary school teachers to enable them to handle teaching learning process of disabled children effectively in inclusive school settings and also to enable them to take up community mobilization and parental counseling. The following teachers were trained in the first batch.**

Maintaining the profile of the disabled child

Himachal Pradesh primary education society has planned to maintain the profile of each disabled child. This includes the general information, identification form, case history, medical assessment record, psychological assessment, educational assessment, individual educational programming and benefits record profiles of all disabled children have been completed in all the 10 education blocks of district Sirmour.

Medical assessment of the disabled children

Tie up for the medical assessment of disabled children were made with the Directorate of Health and Family Welfare in June, 99. The Director of Health Service issued instructions to all the Chief Medical Officers for the assessment of disabled children. Sirmour district completed medical assessment of disabled children in all the ten education blocks in December, 2000, nine medical camps at each Education Block headquarter were arranged in December, 2000. Wide publicity and awareness activities to ensure the presence of all the disabled children were arranged. This exercise resulted in increase of 116 disabled childrens in the districts. In 9 medical camps 932 newly identified disabled children were registered. 734 disabled children were medically assessed in these camps

On the basis of this successful experience, similar exercises are in process in 13 educational blocks of Chamba district and six educational blocks of Kullu district. The data of new identification shall be available by the end of March, 2001 and medical assessment camps shall be arranged in April-May, 2001 in these district. In May & June this exercise shall be carried out in the 4 educational blocks of Lahaul-Spiti district.

Psycho-educational assessment of disabled children

Clinical psychologists are very rare in Himachal Pradesh. Therefore, it was decided to orient the psychology lecturers of DIETs in the psycho-educational assessment of disabled children. Since it is a lengthy task and needs a lot of theoretical and practical training for which resources are lacking in Himachal Pradesh. To start with the State Project Office (DPEP), Shimla took the initiative to build the capacity of Psychology lecturers for two purposes in October, 2000:-

- (i) Identification and placement of children
- (ii) Instructional intervention and programming under IED.

These trained psychology lecturers were used for psycho-assessment of disabled children. In Sirmour district, psycho-assessment of disabled children is complete and in other districts it shall be completed by the end of June, 2001.

Workshop on Dyslexia and Mental Retardation

- IED co-ordinator, Teacher Training Incharge, Gender Co-ordinator and Distance Education Co-ordinator participated in two days workshop on dyslexia and mental retardation held on 25-26 March, 2000 at Bishop Cotton School, Shimla where Mrs. Priyo Lall from Bajaj Institute of Learning trained the participants.

Preparation of Resource Teachers Training Module

- With a view to strengthen the skills of primary school teachers in handling the teaching learning process of disabled children effectively, an in-service teachers training module has been developed by the State Project Office, DPEP, with the resource support from Sh. Lal Advani, President, Indian Association of Special Education and Rehabilitation, Dr. K.N. Ojha from NIMH, New Delhi, Dr. J.C. Gupta from NIHH, New Delhi, Ms. Anupriya Chadda IED Consultant, Ed.CIL., Ms. Anusuya Sharma and Ms. Shobhna special educators from NIVH Dehradun in a workshop held at State Project Office, DPEP w.e.f. June 14-18, 2000.
- It is a 190 sessions long module (each session with 90 minutes duration) spread over 45 days. We intend to train at least 5 primary school teachers from each education block on this module initially so that they are able to take up the IED activities effectively in their respective blocks.
- Planning and Management training of key personal 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.

(f) Distance Education

- **DEP visualized to supplement and support the ongoing training activities of pedagogical improvement.**
- **Work on Distance Learning Materials SIM initiated.**
- **17 draft SIMs on hard spots in the subject areas of Maths, EVS and Hindi developed and edited with the resource support of IGNOU.**
- **DEP has identified 16 video programmes produced by CIET, New Delhi in various subjects to use as supplementary materials during teacher's training.**
- **Dish Antennas provided to DPEP districts DIETs by IGNOU.**
- **Orientation of 4 DPEP district functionaries and State functionaries regarding DEP was held in the month of November- December, 1999.**
- **State level planning meeting for teleconferencing was held in State Project Office on 20-21 January, 2000 to identify teleconferencing theme and the academic inputs. The theme was selected as " Role and Functions of CRCCs in DPEP".**
- **A State level workshop was held at State Project Office on 2-3 February, 2000 in which 10 persons participated for consolidation and finalisation of reading material for teleconferencing.**
- **Final form of reading material was printed and distributed among DIET faculty, BRCCs and CRCCs of DPEP during teleconferencing.**
- **State level workshop held on 4-5 February, 2000 in which training to panelists, facilitators and observers from State Project Office, District Project Office, DIET Principals along with DIET faculty was imparted.**
- **A tele-conferencing on the role and functions of CRCCs conducted on February 16-17, 2000 with the help of IGNOU's DEP component.**
- **The deputation of Distance Education Coordinator has further been extended by the parent department upto June 2001.**

- Workshop on final editing of Self Instructional Material (SIM) was held in Delhi w.e.f. April, 3-6, 2000. The outcome of this workshop resulted in the material ready for printing.
- **DEC and DPO Sirmour attended International workshop on Information and Communication Technology for Professional development of primary teachers in New Delhi w.e.f. 14th-15th February,2001. In this workshop papers on ‘Gyan Kalash – Capacity building of primary teachers through Radio’ had been presented.**
- **Two days workshop on consolidation of material on Mathematics regarding the queries asked during Tele-conferencing was organised in the month of December,2000.**
- **A workshop on finalisation of radio script was organised at SPO w.e.f. 6th-9th February,2001, in which ten scripts were finalised.**
- **From Nov.,2000 to Jan.,2001, twenty programmes on Integrated Teachers Training Module under “Gyan Kalash” recorded and broadcasted from All India Radio, Shimla.**
- **A workshop on evaluation of teacher’s responses under Gyan Kalash was organised in SPO w.e.f. 23rd- 25th Nov.,2000. 15 participants participated in this workshop.**
- **Target audience for Gyan Kalsh has been enlarged by involving parents, Anganwari workers and teachers teaching to class I.**
- **Process of supplementing AIR broadcast on school readiness through a brief up of weekly programmes with questions in weekly newspaper “Giriraj” under ‘Gyan-Surabhi’ has been initiated.**
- **For the package of sixteen programmes on ‘school readiness’ through AIR, workshop on script development was organised at SPO w.e.f. 29th-31st January,2001 in which eighteen participants from DPEP districts participated.**
- **Training through AIR under Gyan Kalash on School Readiness initiated w.e.f. 7th March,2001.**

Printing and sharing of Self Instructional Material (SAMVRIDHI)

- 8000 copies of Self Instructional Material (SIM) titled "SAMVRIDHI" were printed by DEP-DPEP, New Delhi and District Primary Education Programme, Himachal Pradesh as a joint venture in May, 2000. These materials have further been shared with the districts to supplement the on-going teacher training programme. The SIM is intended to be shared with every teacher and teacher trainers in the DPEP districts.
- DR system was also installed at State Project Office, Shimla in August, 2000.
- Preparatory activities for Second Tele-conferencing on teaching of mathematics for primary classes proposed for October,2000.
- For 2nd Tele-Conferencing, material on teaching of mathematics was developed by DIET faculty members, primary teachers (35 persons) in a workshop w.e.f. June 19-21, 2000 at State Project Office, Shimla.
- Two days workshop on consolidation and editing of material on teaching of mathematics for tele-conferencing was organised in July 21-22, 2000 in which five units were finalised and computer processed version prepared for use during tele-conferencing by participants at the learning end.

- Resource Persons for the teaching end identified.
- To supplement the training of primary education personnel in the state, workshop on training and development of Audio scripts was organised at DIET, Kullu w.e.f. May 3-6, 2000. 30 Participants developed six audio scripts namely Gramin Shiksha kee bhumika, Aikikrit Shiksha Aivam viklang Bachche, Hema parahai Mein Aage Barhi. Resource support for this activity was provided by Dr. S.S. Jena, Programmer Officer, DEP-DPEP, IGNOU, New Delhi, Professor Chander Bhushan, Retd. Prof. NCERT, New Delhi, Dr. S.V.S. Chaudhary, Sr. Prof. IGNOU, New Delhi. Crude recording was also made by them.
- In the workshop on May 26-27, 2000, these Audio scripts were tried out among 24 primary teachers in District Sirmour in which important issues and suggestions provided by them were noted and considered.
- Workshop on editing and finalising of Audio scripts was held in Shimla on June 22-24, 2000 in which participants from SCERT, DIET Institutions and Audio script writers participated. Final version of Audio scripts was developed under the guidance of Dr. O.P. Dewal, Sr. Producer, IGNOU, New Delhi and have been sent for production by DEP-DPEP.
- Himachal Pradesh is a state with difficult geographical terrain and one of the DPEP district- Lahaul-Spiti remains snow bound for six months. In such difficult situations to supplement the academic support to the primary teachers at their native places, Radio has been identified as an important component of multimedia approach.
- District Primary Education Programme, H.P. with the active support of DEP-DPEP, IGNOU and AIR, Shimla has started " GYAN KALASH" (Radio prashikshan pathshala) from October 5, 2000. This programme is based on the integrated teachers training module developed by the DPEP, H.P. and targets the primary school teachers in DPEP as well as non-DPEP districts. This programme is aired at 19.05 hrs for fifteen minutes by AIR, Shimla station on MW and SW frequencies on every Thursday and Saturday. It is a twenty eight schedule long programme and will last on January 6, 2001. This programme has a built in mechanism for teachers' response in the form of an answer to the question asked after every programme.
- Process of registering primary teachers from DPEP as well as Non-DPEP districts has been initiated; and the response has been overwhelming.
- Radio scripts for these programmes are procured from subject experts and presented to the primary teachers mostly in panel discussion, interview, talks etc.
- The state received 52 sets (312 cassettes) of video programmes from DEP-DPEP, New Delhi in September, 2000. These videos are being shared with the districts for supplementing the on-going teachers training programmes.

(g) MIS

- **State level workshop on the collection and use of DISE data conducted with the help of NIEPA and TSG in July 23-25, 1999 at Shimla.**
- **Hardware at the state level being upgraded to take up STEPS.**
- **5% sample checking has been completed and data made available to the Bureau.**

- **PPI completed upto 31.3.99.**
- **PMIS completed upto 31.3.2000.**
- EMIS reports for 1996-97, 1997-98, 1998-99 and 2000-01 completed.
- **Two districts viz. Kullu and Chamba selected for 5% sample checking.**
- **EMIS implemented in all the eight non-DPEP districts from the current academic year as a DPEP innovation.**

Internet connection installed at State Project Office.

- **E-mail address > SPODPEP@NDE.VSNL.NET.IN**
- State level MIS workshop at SPO on 27-29 April, 2000 to review the implementation and use of EMIS. The DISE DCFs fully adopted for use in H.P. Format for additional information regarding school age children, disabled children, MTAs and Transition to upper primary added to the DCFs. Availability of the different EMIS reports was also shared with the different area coordinators to encourage them to use the DISE for planning.
- MIS Incharge from State Project Office attended the National level workshop on Analysis of DISE data for four years conducted by NIEPA in July 26-27, 2000.
- PMIS data upto 4th quarter (March,2000) shared with the Bureau.
- Preliminary work to develop state specific PMIS taken up at the state level MIS workshop conducted during April, 2000.
- DCFs for collection of EMIS data for 2000-01 printed and circulated to the districts in advance so that data collection starts immediately after 30.9.2000.
- Implementation of EMIS extended to four non-DPEP districts (Una, Hamirpur, Bilaspur and Solan) from the current academic year as a DPEP innovation.
- Capacity building for introduction of DISE in four non-DPEP districts scheduled for 1st week of October,2000.
- Availability and usage of EMIS data discussed with BPEOs and Centre Head Teachers during the capacity building workshops conducted by SIEMAT during April, 2000 at SPO 22-26 April , 2000, Chamba 22-24 May,2000, Nahan 4-8 September,2000 and 25-30 September, 2000 at Lahaul-Spiti.
- **Feasibility study by Regional Computer Centre (RCC), Shimla to develop comprehensive MIS for teacher record management in the Department of Primary Education completed in August,2000.**

(h) Research/ Evaluation

- State level workshop with the help of NCERT to build capacity in Action Research conducted in September, 99 at Kullu.
- Study on DPEP and its effectiveness by an NGO RUCHI, study on role of BRC-CRC by RIE Ajmer, study on community participation in DPEP completed.
- 16 new action research synopsis finalised.
- 9 Action Researches launched. 9 completed.

- 303 teachers /BRC/CRC/DIET Lecturers trained in the field of Action Research.
- 150 Action Research Synopses developed and research work in progress.
- 9 Action Researches have been completed.
- Workshop on Action Research conducted at Sirmour district w.e.f. June 23-28, 2000. 37 participants were trained in this workshop.
- A district level workshop on action research was organised at Keylong in Lahaul-Spiti district w.e.f. September 25-27,2000. 30 participants were trained in this workshop.
- A state level workshop on pupil evaluation with special focus on Continuous Comprehensive Evaluation was organised at SPO w.e.f. May 3-6, 2000. Prof. Lokesh Kaul, Dr. Y.K. Sharma and Dr. Satish Bhadwal from the Department of Education, H.P.U. acted as Resource faculty. 32 participants were trained in this workshop.
- A district level workshop on Continuous Comprehensive Evaluation w.e.f. September 28-30, 2000 was organised at Keylong (Lahaul-Spiti district). 30 participants were trained in this workshop.
- **An Internal Review Mission was launched to review the implementation of DPEP in Lahaul-Spiti and Pangi areas w.e.f. September 11-18, 2000.**
- The studies completed are
 - (i) Participatory research study on community participation in DPEP.
 - (ii) Universalisation of Primary Education in Himachal Pradesh: Case study of Tissa (Chamba district).
 - (iii) Media support in promoting literacy and education.
 - (iv) Educational problem of children in district Kullu at primary level.
 - (v) Utilization of Non-Human Resources at primary stage of education.
 - (vi) Parental preferences for quality education at primary stage.
 - (vii) Study on declining trend of first class enrolment is at report writing stage.
 - (viii) Study on the achievements in Mathematics in Kullu district as a follow up action of MAS initiated.
 - (IX) **Study conducted on decline in class-I enrolment in district Chamba and Sirmour district in the month of February,2001.**
 - (X) **Sample study conducted on availability and use of library books in primary schools and impact of teachers training in Sirmour district in the month of February,2001.**
- A district level workshop on Continuous Comprehensive Evaluation conducted at Sirmour district w.e.f. 7th-9th February,2001. 45 participants were trained in this workshop.
- A workshop on the evaluation of Text book for Class I & II conducted.
- Research coordinator participated in the National Level workshop on the classroom process study at New Delhi w.e.f. 23rd-25th January,2001.
- Research Coordinator participated in the 7th Research & Evaluation Coordinator meeting w.e.f. 12th- 14th February,2001 at Allahabad.

(i) Civil Works

- A State level workshop on civil works was conducted from 16-20 May.

2000 at Shimla for the engineering staff. 27 DPEP engineers participated in this workshop. Besides sharing the district experiences the workshop focused on use and implementation of Innovative and cost effective designs for primary schools using local materials and technologies; child friendly elements; use of Solar - Passive technology and earthquake resistant designing in construction of school buildings in Himachal Pradesh. Mr. Arunava Dasgupta (ELAN, New Delhi), Mr. Sumit Manchanda (Ed. CIL.) , Mr. Sidharath Wig (Elements, Chandigarh) . Mr. Sidharath Mitra (Costford New Delhi), Dr. S.S. Chandel (SCSTE, Shimla), Mr. Joginder Singh (ELAN, New Delhi) and Mr. Ved Parkash (Ed. CIL.) participated in this workshop as resource persons/experts.

- Three engineers from the state attended the National Cross State sharing workshop on Civil Works from 28th August to 1st September, 2000 at Bhubneswar , Orissa. This workshop discussed issues relating to; Civil Works ceiling enhancement - Infrastructure plans and implementation strategies, School sanitation, Cost effective technologies - Fly Ash as a building material, Repair and maintenance, Cracks in buildings, Buildings under special conditions - BC soil area, earth quake zone, cyclone zone, Climatic considerations in building constructions and Barrier Free environment in School.
- The Chamba district took up orientation of 66 VECs in the remote block of Pangi in February-March, 2000.
- Sirmour district took up VEC trainings in Nohradhar education block in April, 2000 wherein 75 VEC members including 22 women were oriented.
- Lahaul-Spiti district took up VEC trainings in August, 2000 with the resource support from Kullu district. 32 VEC secretaries were oriented in this workshop.
- **Chamba district has taken up constructions of school buildings using rat trap bonds while Kullu district utilized hollow cement concrete blocks for constructions in some schools.**
- **Work on prototypes in Kullu taken up in September,2000.**
- 3 days training on civil works to non-DPEP engineers through community / VECs was provided on cost-effective designs, use of local material and technology in the construction of school buildings, climateological aspects, solar passive features and child friendly elements. 23 engineers from non-DPEP districts were trained.
- 3 days training on civil works to non-DPEP Centre Head Teachers and Head Teachers was provided on cost-effective designs, use of local material and technology in the construction of school buildings; construction procedures with the help of community and maintenance of accounts.
- The manual for construction of primary schools developed at the TSG, MHRD title 'Building Rural Primary Schools ' was shared with all the districts in the state. The material on child friendly elements was also shared with all the districts (including non-DPEP districts) in the state.
- A proposal for development and incorporation of solar passive features in the primary school designs has been received from H.P. State Council of Science Technology and Environment under innovation fund and is being examined at the State Project Office.

Consolidated status of Civil Works component DPEP Himachal Pradesh
as on 28.2.2001

Name of Work I	Project Target II	Taken up so far III	Completed IV	In Progress V					
				Preparatory Stage (i)	Plinth Level (ii)	Lintel Level (iii)	Roof Level (iv)	Finishing Level (v)	Total (vi)
New School Buildings	808	659	274	59	32	40	104	132	385
CRCs	342	171	98	8	14	8	23	39	92
Repair	802	284	236	2	0	0	0	41	43
Toilet	612	439	334	4	0	0	2	89	95
Water Supply	505	353	264	2	0	0	0	82	84
Electrification	375	268	246	4	0	0	0	13	17
BRCs	33	12	5	0	2	0	3	2	7
Add. Class room	50	39	17	0	0	1	1	17	19
Mini DIET	1	1	0	0	0	0	0	1	1
Society office	1	1	0	0	0	0	0	1	1
SCERT building	1	1	1	0	0	0	0	0	0
SIEMAT	1	0	0	0	0	0	0	0	0

(j) Media

- Media coordinators in place.
- Information booklets, calendars highlighting the DPEP objectives, stickers wall writings and hoardings, banners developed and being used.
- Kullu district developed two audio cassettes for mobilisation.
- Hindi press in Chandigarh, Jalandhar and Dharamshah and AIR Shimla being used to disseminate information about DPEP.
- One day slogan writing workshop organised where 200 slogans were developed.
- Kullu district also developed songs related to DPEP to mobilise community. Two cassettes were prepared, one in Hindi and one in local dialect Kullvi.
- District Chamba has developed 2000 copies of pamphlets on gender awareness and 1500 copies of News Letter and 4 video cassettes.
- 2000 booklets on DPEP objectives and VEC formation have been prepared and printed by the Kullu district.
- 6000 Health cards for school children printed & distributed to all the schools by the Kullu district.
- Kullu district has prepared 2000 audio cassettes of Hindi and Pahari songs for mobilisation.

- To supplement the training of primary education personnel in the state workshop on training and development of Audio scripts was organised at DIET, Kullu w.e.f. May 3-6, 2000. 30 Participants developed six audio scripts namely Gramin Shiksha Samiti Kee Bhumika, Baal kavita Kaa Pathan-Paathan, Prabhavshali Shikshan Mein Anushashan Kee Bhumika Mulyakan Padhati Mein Sudhar, Aikikrit Shiksha avam Viklang Bacheche Hema Parhai Mein Aage Barhi. Resource support for this activity was provided by Dr. S.S. Jena, Programmer Officer, DEP-DPEP, IGNOU, New Delhi, Professor Chander Bhushan, Retd. Prof. NCERT, New Delhi, Dr. S.V.S. Chaudhary, Sr. Prof., IGNOU, New Delhi. Crude recording was also made by them.
- **DPEP, H.P. in collaboration with DEP-DPEP and AIR Shimla Station has endeavoured to start fifteen minutes duration bi-weekly teacher training programme (Gyan Kalash) w.e.f. 5th October, 2000.**
- Kalajatha organised in all the DPEP districts.
- The cumulative and individual impact of VECs in the enrolment, retentions and gender sensitization have been overwhelming. VECs have been highly motivated in the construction of school buildings. 90% of land has been donated by the VECs/ individuals for construction
- Success stories have been documented and published in various newspapers.
- Prepared Annual Report for the year 1999-2000 and got printed during the month of February, 2001.
- SPO started participating in the Inter Media Publicity Coordination Committee (IMPCC) meetings at the state level during November, 2000.
- SPO hosted the Inter Media Publicity Coordination Committee (IMPCC) meetings at the state level on 30.1.2001 and made a detailed presentation to the participants.

Celebration of the World Environment day

- June 5, 2000 was celebrated through out the primary schools in the state. The school premises were cleaned in the morning followed by cultural programme focusing on Universal Elementary Education and Environmental Protection. In the afternoon session the children along with VEC/ MTA members visited the nearby villages to clean the water sources and identify the unenrolled out of school children and motivate their parents to get them enrolled in the schools.

(k) Innovation

- **Engineers working for DPEP trained in the use of low-cost technologies with the help of NCB, Ballabgarh.**
- **The innovative process of construction e.g. Matkanda wall in Kaza and Dry Stone (chips) masonry and seismic bands being practised in Chamba were documented and shared with the other districts and TSG.**
- **Mobile schools have been envisaged for Gujjars.**

- Resource mapping for cost effective construction of primary schools taken up by hiring INTACH as consultant. 27 prototypes to be prepared. Work on 5 sites started in Chamba district.
- Rat trap bonds for wall construction introduced in Chamba and Kullu districts.
- Child friendly elements and use of external spaces introduced in Chamba district.
- The District level Engineers were trained in cost-effective technologies through an exposure visit to Costford building centre at Trivendrum in February, 2001.

(l) **Convergence**

- The Tribal area sub plan and special component plan duly cater for provision of books, dress, writing material, stipend/ scholarship for Scheduled Castes and Scheduled Tribe children from the state budget.
- *Sarswati Bal vidya Sankalp Yojna* launched by the state to provide for 3rd class-room in the schools.
- Social and Women Welfare department to extend nutrition and immunization facilities to ECCs.

(m) **Planning and Management**

- 2 from the state were trained in the use of indicators in planning for primary education at NIEPA, New Delhi on February 7-11, 2000.
- 4 persons from the state participated in the National workshop on Appraisal of AWP&B at New Delhi on February 21-23, 2000.
- A planning meeting with the BRCC Sarahan held in January, 2000 to have feed back for AWP & B 2000-01.
- A Workshop to have feed back for AWP& B 2000-01 from the BRCCs and CRCCs was conducted at SPO in February, 2000.
- The world environment day on June 5, 2000 was celebrated in the primary schools through out the state for awareness generation about clean environment. This opportunity was also utilized for identification and enrolment of left-out children in the schools.
- The state and district plans for 2000-01 were appraised at the State Project Office level in April, 2000.
- A state level planning workshop conducted w.e.f. August 7-11, 2000 at the SPO devoted one day for capacity building in AWP & B preparation.
- A capacity building workshop on AWP&B for Lahaul-Spiti district was organised at Keylong w.e.f. September 25-30, 2000.
- The state level workshop on education planning w.e.f. August 7-11, 2000 at SPO: devoted six sessions for capacity building and inter district sharing on Village Education Planning. Dr. S.M.I.A. Zaidi from NIEPA participated as a Resource Person in this workshop. This workshop also discussed the issues of Village Education Register and utilisation of VEP data for AWP&B preparation.
- The Banikhet Education block experience in school improvement planning was shared with other districts at SPO level during State Level workshop w.e.f. August 7-11, 2000.

- Feed back from periodical school inspections introduced by the department of Primary Education to be analyzed and utilized for AWP&B preparation.
- **Workshop for the identification of major thrust areas and training on the preparation of AWP&B for 2001-2002 was organised at SPO w.e.f. 15th- 16th December,2000.**
- **A workshop on capacity building of BRCCs and Lecturers (P&M)-DIET on habitation level planning for UEE at SPO was organised w.ef 26th-28th February,2001.**
- **A district level planning workshop with BRCCs and CRCCs of Sarahan Block of Nahan district was organised on 2nd March,2001.**

Systemic Issues:

10. **Position of overall teachers vacancies in the districts.**

S. No	District	No. of schools	Sanctioned Posts	Filled as on 30.6.2000	Vacant as on 30.6.2000	Para-teachers appointed on 30.6.2000
1	Chamba	1072	3138	2833	305	65
2	Sirmour	967	2893	2636	257	62
3	Kullu	693	2133	1692	441	173
4	Lahaul-Spiti	212	482	437	45	29
	TOTAL	2944	8646	7598	1048	329

Source : Directorate of Primary Education.

11. **Functioning of DIETS**

- DIET faculty from all over the states being groomed to act as resource persons.
- DIETs in DPEP districts have adopted laboratory schools.
- Linkage between BRC and DIETs being strengthened.
- DIETs have been involved in concurrent evaluation: feedback on DPEP implementation.
- DIET Sirmour conducted a State level seminar on teachers empowerment.
- DIET Sirmour, Kullu and Solan to take up work on curriculum renewal in the field of mathematics, EVS and Hindi respectively.
- DIET Sirmour has created a DPEP Cell from amongst the DIET faculties to take up DPEP interventions.
- DIET Sirmour developed draft curriculum in Mathematics for Class III, IV and V which is being finalised on 30-31 October,2000. Now onwards it will take up the work on development of text books for class III in the subject of mathematics.
- DIET Kullu along with the district office Kullu has endeavoured to initiate work on the development of curriculum for EVS for class III, IV and V.
- DIET Chamba is in the process of developing a teacher guide based on the new text book for class I.
- DIET Solan has developed the draft curriculum for class III, IV and V in the subject of Hindi.
- 20 DIET faculty members from the state participated in the development of Vidya Upasaks (para-teacher) induction training manual titled " Samarth" during May 16-20, 2000.

- 90 Faculty members from all the DIETs in the state were trained as resource persons by the SRG for the training of Vidya Upasaks on the induction training module developed by DPEP, H.P during August 2-5, 2000 and August 8-11, 2000.
- The DIETs conducted the 21 days induction training of Vidya Upasaks w.e.f. August 16, 2000 to September 9,2000.
- **DIET Chamba conducted 3 days workshop on Teachers Guide book for class IV w.e.f 13th-15th Nov.,2002. 26 participants participated in this workshop.**
- **A state level Institutional planning sharing workshop was organised at DIET Chamba w.e.f. 13th-15th Nov.,2000. 41 participants were present in this workshop.**

Position of posts / staff in DIET as on 10.3.2001 Created under DPEP funds.

Name of DIET	Post sanctioned Teaching staff	Post filled	Created under DPEP	Post filled
Chamba	25	15	4	4
Kullu	19	17	4	4
Sirmour	25	22	4	4
Lahaul-Spiti	19	10	-	-

12. Functioning of SCERT

- 5 new departments in SCERT have been created which will facilitate in various functional areas of pedagogy.
- Conducted one workshop of MLLs.
- SCERT has taken up the study on decline in class-I enrolment in respect of Chamba and Sirmour district.

Position of posts / staff in SCERT as on 10.3.2001

S.No.	Name of posts	No. of posts sanctioned	Filled	Vacant
1	Lecturers(college cadre for four deptts.)	4	-	4
2	T.G.T. BT for four deptts.	4	2	2
3	JBT teacher for four deptts.	4	-	4
4	Peon	2	-	2
	Total (1 to 4)	14	-	12
<i>MIS Wing</i>				
5	Lecturers	1	1	-
6	System Officer (computer programmer)	1	-	1
7	Computer Assistant	2	-	2
	Total (1 to 7)	18	3	15

13. Functioning of SIEMAT

HIMACHAL PRADESH

- SIEMAT approved by EC to function as a wing of State Project Office for the time being. SIEMAT established in March, 2000.
- Executive Committee has so far allowed to fill up three academic and two ministerial posts, all of which have been filled up.

- Dr. Tilak Raj , Lecturer SIEMAT visited NIEPA in July 2000 to have interactions with the NIEPA faculties in the field of educational planning.
- Sh. Gurudutt, Statistical Incharge, SIEMAT attended the National Level workshop on Computer based project planning and monitoring at NIEPA on July 26-27, 2000 and workshop on implementation of MIS data at NIEPA on August 7-11, 2000.
- The SIEMAT faculty participated in the state level workshop on capacity building in education planning at SPO in August, 2000.
- A state level workshop on school management and financial administration for 12 Block Primary Education Officers of Kullu and Sirmour districts was organised at Shimla w.e.f. April 24-26, 2000.
- A capacity building workshop on school management and financial administration for Block Primary Education Officers and Central Head Teachers of Chamba district was organised at Chamba w.e.f. May 22-24, 2000 in which 42 BPEOs and CHTs participated.
- A state level capacity building workshop in educational planning for Deputy Project Officers, DIET Lecturers, BRCCs and CRCCs of DPEP districts was organised at SPO w.e.f. August 7-11, 2000. 40 persons participated in this workshop which dealt with the issues of house hold surveys, school mapping, village education planning, village education registers and institutional plans.
- A district level capacity building workshop on educational planning and financial administration for Central Head Teachers of Nahan and Dadahu blocks of Sirmour district was organised w.e.f. September 4-8, 2000. 37 persons participated in this workshop.
- A district level capacity building workshop in educational planning and financial administration for the BPEOs and Central Head Teachers of Lahaul-Spiti district was organised at Keylong w.e.f. September 25-30,2000. 26 persons participated in this workshop.
- **One faculty member each from SIEMAT and SCERT were sponsored for diploma in educational planning in Nov., 2000 at NIEPA.**
- **A district level capacity building workshop of Financial Administration and school management for BPEOs and CHTs of Kullu district was organised w.e.f 22nd-24th February,2001.**

Hand Books on Personnel Matters

- The three hand books on personnel matters developed by the Department of Personnel, Govt. of H.P. were procured and made available to the 33 Block Primary Education Offices in the DPEP districts.
- Development of simplified guidelines on Financial Matters for BPEOs and CHTs.
- The financial administration faculty of SIEMAT has taken an initiative to prepare simplified guidelines on financial matters for use by the BPEOs and CHTs. Drafts on pension rules, retirement benefits and conduct rules and disciplinary proceedings have been prepared.

Studies on primary education

- The SIEMAT has taken an initiative to study the drop out rates, transition rates no. of private institutions and sustainability issues in the DPEP districts.

KARNATAKA

Districts under DPEP : 11

The existing districts were bifurcated for administrative convenience as follows:

Raichur	-	Raichur, Koppal
Mysore	-	Mysore, Chamarajanagar
Bijapur	-	Bijapur, Bagalkote
Dharwar	-	Dharwad, Gadag, Haveri

thus taking to 16 districts.

(Rs. In lakhs)

State / District	EFC approved total project cost with 3% of Price Contingency	AWP&B 2000-01 (including spill over)
DPEP-I	(1994-2001)	
State Component	560.22	329.665
Belgaum	2933.45	566.194
Kolar	3657.34	594.185
Mandya	3035.32	670.526
Raichur	3311.65	762.117
Additional outlay approved by Gol vide No. F16-4/99-DPEP dt. 05.04.2000	3524.00	
Total	17021.98	2922.637
DPEP - II	(1996-2002)	
State Component	494.95	254.433
Bangalore (R)	3438.13	1218.386
Bellary	3115.16	1263.355
Bidar	2413.12	949.110
Bijapur	3666.25	1364.778
Dharwad	3643.71	1347.709
Gulbarga	3646.80	1307.676
Mysore	3959.20	1224.992
Total	24371.32	8930.439
Grand Total (DPEP I & II)	37575.31	11853.126

II Project Structure

(A) Staffing

	Sanctioned		Posts filled up	
	DPEP-I	DPEP-II	DPEP-I	DPEP-II
SPO	46	7	38	5
DPO	71*	249	43	86
DIETs (Academic Staff)	100	175	78	150

* 15 out of 86 posts sanctioned for the DPEP-I have been reduced in respect of three districts - Belgaum, Kolar and Mandya at the rate of 5 per district.

(B) Functioning of EC/GC

- Reconstituted in October, 1997. The GC meets annually and EC Quarterly. The last meeting of EC was held on 13.12.2000 and GC on 25.01.2000.

(C) Submission of Annual/Audit Report

- Annual Report for the year 1999-2000 with audited statement of accounts has been submitted to the Bureau. The same has already been sent to Lok Sabha Secretariate & Rajya Sabha Secretariate in March 2001, for laying in both the house.

III. Expenditure

(Rs. In lakhs)

	DPEP-I	DPEP-II
Total allocation (DPEP-1: 1994-2001) (DPEP-2: 1996-2001)	16163.887	21585.639
Total expenditure up to 28.02.2001	15488.830	17448.770
Allocation (2000-01)	2922.637	8930.439
Expenditure during 2000-01 up to 28.02.2001	2247.830	4792.770
Funds released during 2000-01	1900.000	6300.000

IV Disbursement

	DPEP-I	DPEP-II
Reimbursement up to March, 2000	11324.000	10942.000
Reimbursement during 2000-01 up to 28.02.2001	1651.810	3779.980
Total	12975.810	14721.980

V Plan Implementation Review of Functional Areas

A. Pedagogy

i Teacher Training:

- 34594 teachers were provided training of 6-days duration in phase-I districts from 1.4.98 to 28.02.2001.
- 54026 teachers were provided training of 6-days duration in phase-II districts from 1998-99 to 28.02.2001.
- Teacher training has become an on-going process at least thrice a month at BRC.
- Resource Persons at the state level train the BRC faculty who in turn train the teachers. DIET faculty are nominated as nodal officers.
- Focus on activity based teaching practices.

- A 6-day activity based training was provided to the DIET faculty covering all the DPEP districts
- A 3-day film-based training has been conducted for teachers – so far 11726 teachers and 21107 teachers have been covered in Phase-1 and Phase-2 districts respectively.
- A 5-day training programme for the Head Masters / Mistresses has been conducted during 2000-01.

ii 'Nali-Kali'

- Multi level and Multigrade teaching approach on the basis of HD Kote experience has been extended to one Block each in 4 DPEP-I districts.
- Review of Teaching-learning materials for level I & II for the four districts was conducted during January 2000.
- Programme has been extended from standard 2 to standard 3 in Soundatti block (Belgaum district), Chikkabllapur block (Kolar District), Malavalli block (Mandya district) and Lingasugur block (Raichur district) in DPEP Phase-1 and in respect of six blocks of Mysore district in DPEP phase-2 and teachers handling 3rd standard have been trained in preparation and usage of T-L materials.
- Programme has been upscaled to one additional block in each of DPEP phase-I districts; i.e. Raibagh block (Belgaum district), Sidhlagatta block (Kolar district), KR Pet block (Mandya district) and Deodurg block (Raichur district) and in one cluster of each of DPEP Phase-2 districts as given under:

Sl. No.	DISTRICT	BLOCK	CLUSTER
1	Bangalore Rural	Doddaballapur	Basettihalli
2	Bellary	Bellary	Koppanagudi
3	Bidar	Bhalki	Halahalli
4	Bijapur	Bijapur	Trikota
5	Bagalkot	Hungund	Kammatagi
6	Dharwad	Dharwad	Nigadi
7	Gadag	Shirahatti	Doddura
8	Haveri	Hirekerur	Chikkerur
9	Gulbarga	Aland	Chinchanasura
10	Chamarajanagar	Chamarajanagar	Mangala

- Teachers handling 1st standard in these blocks and clusters have been trained in preparation and usage of T-L materials.
- 'Nali-Kali' is being evaluated by UNICEF

iii Work books and Supplementary material

- Activity based textbooks, workbooks and guidebooks introduced in class I-IV in Kannada, Urdu, Telugu, Tamil and Marathi media in language, Maths and Environment Studies.
- Development of similar material for Class V is complete and under trailing.

- **"Kali-nali"** bi-monthly teachers' magazine and a monthly wall newspaper for children are being published from SPO. Districts have also taken lead to publish such supplementary material at the district level.
- Seven module film for training teachers, VEC members and administrators has been completed, and also training conducted using these films at the BRC level with cascade mode and also by SATCOM.
- Printing of Activity cum work books for children of Standards I-IV in Kannada, Urdu, Telugu, Tamil and Marathi medium for the year 2001-02 is in progress.

iv **BRC and CRC**

In Phase – I districts

- **40 BRC Co-ordinators – 32 in position.**
- **Out of 200 BRC faculty sanctioned 103 are in position.**
- **339 CRC Co-ordinators in position.**

In Phase – II districts

- **72 BRC co-ordinators – 56 in position.**
- **Out of 360 BRC faculty sanctioned 239 are in position.**
- **798 CRC Co-ordinators are in position.**

- BRC co-ordinators oriented to their role.
- 40 BRCs in phase I were identified and trained to orient the new faculty of Phase-II.
- BRC co-ordinators are engaged mostly in training of teachers, VEC members, Interactive Teachers meeting, Experience Sharing. BRC faculty also involved in Chinnara Mela, Micro Planning and other activities.
- **'CHAITHANYA' – a new package developed for training of teachers, which is being used in BRCs, with funding from the Department of Public Instruction.**
- **A two-day work shop 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.**
- **Material on 'Multigrade Teaching' has been developed for SATCOM, which is scheduled for April 2001.**

B **Alternate Schooling:**

1. **NFE:**

DPEP-I

- No NFE centres are initiated in DPEP-I districts. However, a cumulative total of 251 are functional.
- 13 VTMs appointed in Raichur district.

DPEP-II

- 28 NFE centres are initiated in DPEP-2 districts. However, a cumulative total of 267.

2. 'Chinnara Angala' – A Summer Bridge Course:

- 77 centres of which 6 were residential, were opened in six blocks (Shahpur – Gulbarga district, Pavagada – Tumkur district, Yelandur – Chamarajanagar district, Mulbagal – Kolar district, City North-3 block – Bangalore City North district and City South-1 block – Bangalore City South district) during the months of April-May 2000 with a view to provide bridge course for the non-entrants of age group of 6-8 and to raise the competencies of dropouts and to bring them back to school and admit to the standard for which they are fit depending on the achievement of the competencies.
- Total enrolment in these centres was 2310 and out of which 1915 children were given lateral entry into formal schooling.
- **Based on the positive impact of this programme, a summer bridge course for 60 days is designed. Integrated workbook and instructional manual to suit the competency levels of IV standard children have been developed.**
- **An instructional manual specifying pedagogical transaction for each day has been developed**
- **An integrated work book for children in the areas of Language, Mathematics and EVS has been developed**
- **Training of Master Trainers and district Resource Persons has been conducted, who in-turn provide training to the teachers and volunteers at the block level**
- **1935 centres are proposed to function from 15th April 2001 to 15th June 2001**
- **59 Residential centres, with a minimum of 2 per district, are proposed to be opened in convergence with the Departments of Social Welfare, Backward Classes & Minorities and Women and Child Welfare.**

C Community Mobilisation:

- VECs have been formed and training programmes conducted. VEC members has been trained as follows:

PHASE	1997-98	1998-99	1999-2000	2000-01	Cumulative 28.02.2001
DPEP-I	25666	26169	1597	-	53492
DPEP-II	2335	27322	15270	6579	51506

- Besides a 4 day training package 3 self reading material have been developed for VEC members.
- Calendars, posters and brochures printed.

- Awareness programmes conducted, Enrolment drives organised and Kalajathas, Chinnara Melas, VEC melas, Ma Beti Melas convened.
- Experience sharing workshops on Chinnara Melas and VEC melas were organised at the State level.
- **'SAMUDAYADATTA SHALE' – a community owned school programme has been launched in the state.**
- **Material for SATCOM with respect to the role of PRIs in achieving UEE has been developed.**

D *Micro Planning*

- Micro Planning is not conducted in DPEP-I districts during 2000-01. However, 888 villages were covered so far, benefiting 69087 children.
- Micro Planning conducted in 144 villages during 2000-01 and taking to 1104 in total. in respect of DPEP-II districts. There was an enrolment of 6747.
- Micro Planning in 33 blocks spread over all the DPEP Districts conducted.
- Micro Planning with gender focus completed in specific blocks.
- Besides 46 experience sharing workshops were conducted.
- The process is the basis for identifying the places to open NFE and appointing VTMs (Village Teacher Motivators)
- 22 Workshops with the core groups at district level, were conducted
- **House-to-House survey was conducted during 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.**

E *Media*

- Media Co-ordinator at SPO is in place.
- 18 issues of "Kali-nali" magazine for teachers and 32 issues of monthly children's newspaper were brought out.
- 'Ratna Pakshi', collection of folk stories and 'Baaro Gijuga' collection of folk rhymes produced.
- 'Malka' film on girl child produced and telecast.
- 'Kathe Kathe Karunda' and 'Huyyo Huyyo Maleraya' Audio cassettes for children produced.
- 'Baa Thangi Kaliyo Ke' audio cassette of songs by eminent writers produced.
- Plays and songs have been developed in collaboration with 'Rangayana' a premier theatre organisation and the district and taluk teams trained. Teams have performed plays in **6543** habitations/villages.
- AIR Gulbarga has broadcasted plays in 13 episodes based on 'Baa Baale Shalege'.
- NGOs were collaborated for awareness generation.
- 'Chiou-Chiou' a booklet based on children's paintings has been brought out.
- **535** VEC Melas and 75 Maa - beti melas conducted.
- 'Hadi badi Ranganatakagalu' created by Rangayana has been published.
- 5 issues of 'Sikshana Samvada', a bi-monthly magazine has been published.

- A state level seminar on '**Grama Sabha and primary education**' was conducted.
- **Metric Mela** conducted in 76 villages.
- **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.**
- **Efforts are being made to provide the audio tapes of the above fillers to broadcast by AIR.**

F Gender

- Gender Co-ordinator in place.
- 985 Chinnara Melas conducted at cluster level with girl child and SC/ST children in focus.
- The gender perspective is integrated in all training modules and materials developed for community mobilisation and awareness creation.
- Micro-Planning with gender focus completed in specific blocks.
- A 7-module film is completed and used for training teachers under Distance Education mode. This module has built in gender concerns.
- Rural folk tales and stories told by elders have been collected. These emphasise the need for parents and community to interact with the growing girl child to help her total development.

G. ECE:

- Since inception, 45 ECE Centres have been established. Though there has been no expansion, those ECE centres already started are being sustained. Government have taken decision to abolish PPCs run by Education Department. Consequently, it was decided to close down these centres at the places covered by Anganwadi Centres.
- Under convergence with ICDS, 2455 Anganwadi Centres have been strengthened. Though there has been no further addition to these numbers after 1997-98, DPEP continues to support them as follows:
 - Provision of monthly honorarium to AWW and Helper for extending the timing of AW centres to match school timings (Rs. 300/- and Rs.250/- respectively).
 - Rs. 2000/- is being provided as one time grant for purchase of materials.
 - **However, some of the districts have taken a decision to shelve the intervention and proposes take up a study on the impact of the activity. Based on this the intervention will be revived.**
- The ECE unit at DSERT operates as a resource centre for ECE. In addition there are Resource Groups and Master Trainers for ECE comprising DIET faculty and teacher training institutes.
- Training module for ECE has been developed in collaboration with CLR, Pune. DSERT and NIPCCD and is to be tried out.

H Tribal Education:

- Gender Co-ordinator at SPO is given additional charge of tribal education.
- Department of Social Welfare is actively involved at both state and district levels.
- Intensive campaigning undertaken in tribal villages. Songs, stories and folk plays organised in tribal language.
- MLL textbooks for class-I in Soliga language developed and introduced.
- Handbook developed for sensitising teachers towards social and cultural specificities of tribal communities.
- **Text book for Class II has been developed and is being field tested.**
- **Soliga mela – convention of tribals has been organised in convergence with Department of Tribal Welfare and ZP of Chamarajanagar district.**

I Integrated Education for disabled children:

- DIETs are providing in-service training to teachers in IED.
- Parent of disabled children included in VEC.
- Linkages established with 'Seva-in-Action' and other NGOs
- **Training package pertaining to Key Resource Persons has been revised**
- **Training of Key Resource Teachers done in one block in each district**
- **RCI approved institutions have been conducting training of teachers**
- **Medical camps have been organised in Gadag district and preparatory work is on in other DPEP districts**
- **ALIMCO has agreed to supply aids and appliances to the identified children**
- **State level work shop has been organised to develop a 'VISION' document and also action plan**
- **Material has been developed at a state level workshop for training of CRC coordinators through Teleconference.**

J Distance Education:

- State Co-ordinator of DEP is in place.
- Workshops for DEP intervention for development of perspective plan completed.
- Video documentation on development process of TLM for use in training at the DIETs / BRCs completed.
- Video recording of gender issues (role play) for use in teleconferencing completed.
- Development of print package on in-service teacher training, action research and cultural issues for use in the teleconferencing programme of DIETs undertaken.
- Training of Teachers at district level was organised from 1-4 August, 1999 through SATCOM.
- Technical committees have been formed.
- Conducted radio script development workshops at Mysore and Gulbarga during 19-24 June, 2000 and 15-19 July, 2000 respectively.

- Training of Master Trainers was organised at Gulbarga who in-turn train the CRC Co-ordinators and then teachers
- ' KALI-KALI' - a programme, first of its kind designed by DPEP, Karnataka, 60 episodes based on the III standard syllabus were beamed through All India Radio, Gulbarga and Raichur
- Documentation of 'KALI-KALI' is under progress
- A study has been commissioned to assess the impact of 'KALI-KALI'
- Audio Conference through Radio is slated for April, 2001.
- Workshop on development of material for SATCOM was conducted and material developed with respect to
 - Role of PRIs in achieving the goals UEE
 - Multigrade teaching
 - Inclusive Education for Disabled
 - Action Research

K MIS:

- MIS units at state and district levels are functional and personnel are in position in all districts.
- Software for AWP & B is developed
- EMIS reports generated for 2000-01 and data shared with Govt. of India and districts. The process of computerisation of Cohort for the year 1999-2000 is in progress in the state.
- EMIS data for the year 2000-01 has been shared with the district administration for using in the preparation of AWP & B.
- PFMS – a software to monitor physical and financial progress has been developed in-house and a software to monitor training component, and civil works is under development.

L Research and Evaluation:

- Faculty from DIETs + DSERT trained in conducting action research.
- Areas for evaluation identified and discussed.
- Separate unit for R & E being set up at DSERT.
- Evaluation study on MLL based curriculum in classes I & II completed.
- Evaluation study on use of activity-cum-workbooks / teachers guides completed.
- Action Research conducted in 16 areas and an abridged version of the reports has been brought out.
- Kannada version of the Action Research reports has been disseminated through 'Kali-Nali' bi-monthly teachers' magazine.
- A compendium on Research studies has been brought out
- Five action Research studies are in progress at DSERT level and 11 in DPEP- I districts.
- An Evaluative study undertaken by NIAS is under progress.
- Mid-term Assessment Survey in respect of DPEP-2 districts has been conducted shared with the districts at a state level workshop

- Material has been developed at a state level workshop for training of teachers on Action Research.

M Civil Works:

- State has appointed one AEE per district for monitoring at district level.
- 4 Prototype school buildings, using cost-effective technology are completed through innovative fund.
- Three-day state level workshop conducted for block level engineers and the concerned architects.
- State is using Karnataka Land Army Corporation (KLAC) in certain districts for construction activities.
- Upscaling of child-friendly class rooms at least 2 per block
- **Consultants have been appointed to evaluate on-going civil works in the districts**

Civil works (Physical Progress):

DPEP-I

Sl.No.	Item	Total Target	Completed as on 31.12.2000	In progress	Not started
1	BRCs	40	37	3	0
2	CRCs	234	228	6	0
3	New School Buildings	461	446	14	1
4	Addl. Class rooms	16	16	0	0
5	Toilets	798	754	38	6
6	Drinking Water	798	754	38	6
7	Repairs	212	206	1	5
8	MIS centres	5	4	0	1
9	SCERT / SIEMT	1	0	1	0
10	Hostels to DSERT	1	0	1	0
11	DPEP office, Mandya and Raichur	2	2	0	0
12	Addl. Toilets to BRCs	12	10	0	2
13	Kitchen blocks	12	10	1	1
	Total	2592	2467	103	22

DPEP-II

Sl.No.	Item	Total Target	Completed as on 31.12.2000	In progress	Not Started
1	BRCs	66	18	23	25
2	CRCs	820	254	405	161
3	New School Building	622	301	204	117
4	Addl. Class Rooms	188	134	29	25
5	Toilets	622	301	204	117

6	Drinking Water	622	301	204	117
7	Repairs	2	2	0	0
8	MIS centres	2	2	0	0
9	Repairs to Guru Bhavans	6	0	3	3
	Total	2950	1313	1072	565

Trends:

DPEP-I	Base Year 1994-95	Year 2000-01*
Enrolment	1088757	1162435
Teachers	9257	28260
DPEP-II	Base Year 1996-97	Year 2000-01*
Enrolment	2003180	2340314
Teachers	58260	76319

EMIS DATA

VI Systematic Issues:

(a) Position of overall teachers recruitment in the district:

	Total Planned		In position	
	DPEP-I	DPEP-II	DPEP-I	DPEP-II
Primary School teachers	2270	2867	2246	2245
Cluster Teachers	339	871	334	798

(b) DIETs

- No additional posts planned under DPEP.

(c) SCERT

- 34 posts are to be created and will be filled up only after Service Regulations. Rules of DSERT are approved by Government. Government have notified draft C&R Rules in the official gazette on 9.7.99. **But these rules are yet to be finalised.**
- **Construction of DSERT building is in final stages.**

VII. Innovation:

- Anthology of folk literature brought out by involving local writers and illustrators, conducting workshops with rural elders.

KERALA

Coverage

Total No. of Districts in the State : 14
 Districts covered under DPEP : 6

Particulars	Districts covered	EFC approved project cost (Rs. In lakhs)
DPEP - I	1994 - 2001	*9189.71
	State Component	1266.63
	i) Kasargod	2362.75
	ii) Malapuram	4039.17
	iii) Wayanad	1521.15
DPEP - II	1997 - 2002	9498.53
	State Component	1016.40
	iv) Thiruvananthapuram	3132.61
	v) Idukki	2291.06
	vi) Palakkad	3058.46

* with 3% of contingencies.

Project Structure

a. Vacancies in State Project Office/District Project Office

Phase - I

Sl. No.	Name	No. Planned	No. Filled	Vacant	Particulars of vacant/progress in filling the same
1.	State Project Office	23	20	3	
2.	District Project Office	84	80	4	

Phase - II

Sl. No.	Name	No. Planned	No. Filled	Vacant	Particulars of vacant/progress in filling the same
1.	State Project Office	40	32	8	
2.	District Project Office	83	80	3	

b. Functioning of EC/GC

- Meetings of EC are being held regularly. Last EC meeting (17th Meeting) held on 09/02/2001. GC meeting was held on 20/04/1999.
- Nominations to PEDSK were made in December 1994/ January 1995. In accordance with the MOA and rules of the Society, the term of the non-official members is 3 years. Reconstitution of GC/EC was, therefore, due in January 1998. Government of India's fresh nominations have been received.

c. Submission of Annual Report/Audit Report

- Annual Report including Audit Report for 99 - 2000 sent to MHRD, Govt. of India. The report is under process by GOI for laying before Parliament.

d. Utilisation Certificates

- Utilisation Certificates for 1999-2000 have been issued.

Expenditure & Disbursement

a. Expenditure

Total planned/actual during the year

Particulars	DPEP-I	DPEP-II
Total Planned during 2000-2001	2283.63	3333.72
Actual Exp. April 2000-Feb. 2001	1101.52	1600.89
Total cum exp. Upto Feb. 2001	7368.44	5744.84

b. Disbursement (including State share)

Total achieved during the year

Particulars	DPEP-I	DPEP-II
Reimbursement upto February 2000	6640.11	5063.89
Reimbursement during 2000-01 upto February - 2001	959.65	1331.37

1. Planning And Management

Process

In the decentralised educational planning, planning process is done taking the school as the basic unit. School plan is on the basis of discussions made at the school level with the participation of members from PRIs, PTA, SSG and NGOs. The needs of each school thus consolidated in a panchayat limit are discussed by the VEC. The plan and budget prepared by all the VECs in the Block Panchayat limit will be consolidated at a block level workshop.

Plan and budget emerged at the workshop at block levels are discussed with the District Panchayat authorities, District Collector, District Planning Officials. Training for DRG is conducted with the participation of Programme Officers, DIET faculties, Coordinators, Trainers, VEC secretaries. The training is further conducted at DRG level as well. Grama Panchayat Presidents, Standing Committee Chairmen for Welfare and Education of Panchayats, VEC secretaries jointly develop strategy for plan preparation at BRC level.

One day orientation is given to Grama Panchayat members, HMs, SSG members and PTA president at VEC level. They in turn review the plan activities of the previous year.

and prepare school specific plan for the current year in three areas namely plans to be implemented by school, plans to be implemented by Grama Panchayat and plans to be implemented by DPEP.

Panchayat level educational plan is prepared based on the school plans. VEC plans are consolidated at BRC level.

The plan and budget prepared by the Block Panchayat are discussed by the district resource group. The district plan and budget thus will be both consolidation of school specific and districts specific plan and budget. The plan prepared by the district are examined and evaluated by the State Plan Appraisal Team (SPAT). The modification/suggestions by the SPAT will be communicated to the respective districts for review of the plan and budget. Plan and budget reviewed in the light of the suggestions/modifications by SPAT, sent again to the SPAT incorporating the same. The SPAT finalises the AWP & B and submit again to MHRD with the approval of the governing body.

Capacity building

- Personal from the SPO and districts attended various training programmes and workshops at National level
- Two days training on plan implementation was conducted for BRC co-ordinators.
- Two workshops on 'accounting and procurement' for the benefit of ministerial staff and officers of SPO, DPCs and BRCs were conducted. One at Kottayam on 27th & 28th February, 2001 for DPEP II districts and the other at Kozhikode on 7th & 8th March, 2001 for DPEP-I district. 115 persons (65+50) participated in the workshop.

Monitoring

- Undertook visits by the State Monitoring Team to monitor district level activities with the help of a monitoring format.
- Conducted monthly review meetings of districts at the State level
- Developed two formats (PMIS-Annexure-I and Annexure -II) for State level monitoring of the BRCs.
- PEDSK President has reviewed the activities of DPEP in districts.
- In districts VEC level monitoring teams have visited schools and CRCs. They have suggested measures for improving quality in education.
- Joint visit of DEO, AEO and BRC co-ordinators were conducted.

2. Community Mobilisation And Participation

Empowering community organization (VEC, MTA, PTA, Panchayats etc.)

- Conducted monthly class PTA in all schools of the project districts.
- MPTA's help sought in many schools in the preparation of TLMs
- Established strong linkages with PRIs and convergence of PRIs with People Plans with DPEP school plans.
- VECs have done school monitoring including academic monitoring.
- PRI's have taken keen interest in conducting Pravesanotsavam, ("School entry festival) and in organizing celebrations of important days during the calendar year. DPEP initiatives in school effectiveness were well understood by PRIs of non-

DPEP districts as well, which is well evidenced by the fact that crores of rupees have been spent by them from the people's plan funds for similar measures aimed at improvement of primary schooling.

- Panchayat Monitoring Committees (PMC) consisting of people's representatives regularly monitor all the activities of the school including academic activities.

Orientation/Training/Workshops for community organization

- Oriented the newly constituted VECs after the new PRIs came into being.
- Conducted training to School Support Group (SSG) members in all schools of the DPEP districts.
- Living together camp (Sahavasa Camp) for students, teachers and parents for three days conducted with the help of PTAs and School Support Group (SSG) which supports the school activities as a members of society.
- VEC have done school monitoring including academic monitoring.

3. Pedagogical Improvement

The major thrust of DPEP Kerala has been quality improvement of primary education. It was with this agenda that a new primary school curriculum was developed through a participatory and democratic exercise in 1996-97. In order to see that teachers are empowered to be professionals addressing/solving the classroom problems, continuous training and on-site-support were given to all teachers. So far 30,000 teachers of the project districts have received training for more than 90 days. Teachers are being given training for taking up action research also. Continuous mid course corrections are being undertaken in teacher empowerment programmes through field level studies and other monitoring activities.

Administrative arrangements

- New State Resource Group consisting of 79 members has been formed ensuring participation of all the fourteen districts so as to conceptualise next programmes collectively. This will go a long way in the sustainability of curriculum renewal process.
- DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principal of DIET and regularly undertakes academic, monitoring and planning activities.

Teacher Training and support activities

- Conducted an intensive 'morale boosting' exercise by the State Project Director by meeting and interacting with all project staff down the line, especially the trainers.
- School Resource Group conveners have been given training and have been activated as an intervention in planning and monitoring of school level activities.
- Changed the one-day on-site-support to schools by trainers for 3 or 4 days of continuous support to backward schools. This change in strategy was done to concentrate on the few backward schools in a concerted manner to help them move towards achieving goal of an ideally visioned school system.
- Conducted a workshop for selecting English books to be used in the Reading Corners of Classrooms of Std IV so that children can use them as a part of their classroom learning.

- Conducted State Resource Group training in Story Telling at State level. Since story telling has been identified as an alternative.
- Conducted study of classroom processes to identify training needs of teachers for the teacher training during 2001-02. This study can ensure that the real academic problems of teachers are addressed during the training.
- Conducted monthly cluster training to all 30,000 teachers.

Evaluation training

- Conducted a workshop for developing activities for grading indicators for English in Second Language Acquisition Programme.

Curriculum Text books and TLM

- Arabic is an additional language learnt by Muslim children from Standard 1 onwards. But during the curriculum revision no attempt was taken to revise the same. SCERT has since revised the same. The project districts have developed some reading materials for Arabic children to be used in Reading Corners.
- Distributed TLM grant @ Rs. 500 per teacher for preparing TLMs to be used in classrooms according to the guidelines given. Some BRCs like Thrithala has used it for developing self learning materials and get it laminated by purchasing equipments for the same.
- Distributed school grant @ Rs. 2000 to all schools to use the amount with the active participation of PTA. Children's blackboard development of garden etc. have been taken up by districts.
- All schools have utilised the Library Grant of Rs.2000/- each to purchase books for school Library/Reading Corners. Schools have purchased children's books to be used in Reading Corners from the Book Fair conducted by DPEP wherein all the major publishers of children's literature have participated.
- Parents Handbook has been printed and released. Class specific parents handbook named 'Amma Ariyan' (For the Information of Mother) has been developed to be distributed to all parents. Now it has already been printed and being distributed.
- Developed three monographs on pedagogical interventions of DPEP, two of which were on theoretical basis of the new primary pedagogy.
- Distributed a trainer friendly trainer's bag to all trainers of the BRCs.
- All BRCs have conducted their own conceptualisation workshops for Pedagogic Park and have started establishing them as a Resource Centre. An amount of Rs. 50,000/- have been given to all BRCs for establishing it.
- DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principal of DIET and regularly undertakes the academic monitoring and planning.
- Distance Education mode has been effectively made use for empowering faculty members of DIET and BRCs.
- Para teachers have been appointed to solve the problem of non-availability of teachers in schools due to long leave or other reasons.

BRC/CRC

In Phase --I

- Out of 476 planned 439 BRC staff is in position. 368 CRCs are functioning.

Phase - II

- Out of 492 planned 442 BRC staff is in position. 322 CRCs are functioning.

Capacity building

- Conducted a 'morale boosting' exercise by the State Project Director by meeting and interacting with all project staff down the line especially the trainers.

Staffing position of BRC and CRC.

Phase - I

District	No. of BRC	Co-ordinators	Trainers		Clerk / Peon	Total	Filled
			Sanctioned	Filled			
Kasargod	7	14	98	90	14	1268	118
Wayanad	3	6	54	34	6	66	76
Malappuram	15	30	224	185	30	284	245
						476	439

Phase - II

District	No. of BRC	Co-ordinators	Trainers		Clerk / Peon	Total	Filled
			Sanctioned	Filled			
Palakkad	11	22	153	129	22	297	173
Idukki	7	14	87	71	14	115	99
Trivandrum	12	24	132	122	24	180	170
						492	442

4. Distance Education

Education component of DPEP has contributed considerably in empowering primary education personal within a short span of time. Different modes of training such as workshops, contact programmes, teleconferencing etc. are being successfully employed. Teleconferencing has proved to be the most effective and fruitful tool in training teachers, teacher trainers, master trainers, Panchayat Raj functionaries and general public over a wide geographical area within a limited time span. Participants gathered at thirty-three centres asked questions to the panelists through telephone and fax. All members actively participated in the group discussion and for focussing questions to the panelists. They have appreciated the teleconferencing as they could clear their doubts about the pedagogical process introduced by DPEP on the spot and share their experiences from distant parts of the State.

Capacity Building

- A State level training programme was arranged for panelists and facilitators in order to familiarize self-instructional materials on 27th & 28th Nov, 2001.

- Conducted teleconferencing workshops to prepare facilitators in teleconferencing centres.
- Participated and presented a paper at the international workshop on "Information and Communication Technology" held at New Delhi from 14th to 16th February 2001.

Production & distribution of DL Materials:

- Self Instructional Materials to support and strengthen awareness of local body members and parents about classroom activities were prepared, printed and distributed.

Video Programmes

- Developed video clippings for creating awareness among parents and Panchayat Raj functionaries about DPEP.
- Cassettes of the teleconferencing were made which are being edited.
- Steps have been taken to purchase computers at all BRCs to facilitate internet connectivity.
- Dish Antennae were installed in 35 centres including all the DIETs, selected BRCs, SPO and DPI Office.
- All necessary measures are being taken to establish a school educational website.

Teleconferencing

- Teleconferences was organized from Ahmedabad for 33 centres in Kerala for three days on issues like classroom practices, awareness of Panchayat Raj functionaries, PTA, MPTA members and parents of disabled children, enlisting participation of 5496 persons.
- Participants gathered at 33 centres asked questions to the panelist through telephone and fax. The facilitators submitted their observation scale based on each day's teleconferencing and collected feed back from the participants.
- An educational website aiming at empowering teachers with curriculum related resources and enabling interactive process among teachers and students is being developed and is proposed to be hosted on a server which can be accessed easily by all the nodes (BRCs) of the network. Computers were provided to all BRCs. Workshop for teachers and master trainers to familiarise the educational website management and utilisation of computers for online training has been conceptualised.

5. Alternative Schooling

After the visit of 12th JRM the alternative schooling provided by DPEP was further extended qualitatively to more areas in tribal, coastal and urban situations for the out of school children of the deprived class. AS/MGLC were served to more remote school-less habitation, working children, street children, slum children, girls belong to minority communities, girls involved in domestic chores or sibling care, children engaged in cattle grazing. A re-organisation were undertaken effectively. Some AS/MGLCs were combined or closed. Care were taken to provide convenient facilities to each pupil. In this process 25 AS/MGLC were decreased and 2358 children were additionally enrolled.

Coverage during the period from August 2000 to February 2001

Total No. of centres			Total No. of children		
17 th JRM	12 th JRM	Decrease	13 th JRM	12 th JRM	Increase
300	325	25	6358	4000	2358

Number of Alternative School and Pupils in DPEP districts as on 01/01/2001

District	Tribal		Coastal		Working Children		Total	
KSD	26	931	4	71	-	-	30	1002
WYD	22	490	-	-	40	773	62	1263
MLPM	26	567	4	144	-	-	30	711
PKD	46	869	-	-	1	16	47	885
Idukki	79	1645	-	-	-	-	79	1645
Typm	10	167	42	685	-	-	52	852
Total	209	4669	50	900	41	789	300	6358

Coverage

An extensive survey was conducted in Attapady Tribal Block, Palakkad district and identified 770 out of school children and selected 16 points to open AS/MGLCs. Similar survey was conducted with the co-operation of Tribal welfare Department and identified about 5000 more out of school children in remote inaccessible tribal areas and coastal and urban areas in six districts.

About 140 pupils of the AS/MGLCs of Phase-I districts completing their fourth year of study. They have completed their SLM tasks and final touches are undergoing to ready them to appear for IV standard test and mainstreaming them in normal upper primary school. We had approached the Tribal Welfare Dept. to consider giving admission to these pupils of MGLC in their hostel during 2001-02.

- Current status - 300
- Total children covered through Alternative Schooling-6358

Administrative Arrangement

- State Advisory Group consisting of 24 members constituted
- First meeting of SAG held on 20/02/2001 at Kanavu, a non-formal Tribal Education Gurukulam.

Capacity Building

A clear-cut strategy was formulated for the effective functioning of AS/MGLC by State Advisory Group. An approach paper on alternative education was developed by SAG.

- Conducted a workshop for SAG to formulate basic approach paper on Alternative Schooling for Tribal and Coastal communities.

Workshop on 'Comprehensive Tribal Education Project' was conducted with the co-operation of Tribal Welfare Department. Sixtyeight persons from various departments, NGOs and other projects attended the workshop.

Exposure visit by SAG

- Exposure trip conducted for SAG to HD Kotte, Karnataka where SLM cards were used in normal schools.

National Seminar

- Participated and presented a paper on training strategies in the 3rd National Seminar on Multigrade Learning held at Rishi Valley on 16th and 17th Feb. 2001.

Convergence with other Departments and Agencies

- Two days workshop on comprehensive tribal education project with the co-operation of Tribal Welfare Dept. Social Welfare Dept, Kudumbasree, Forest Dept., Projects. NGOs were held at KILA, Trissur. Issue on Tribal Education were discussed and an action plan was emerged.

6. Gender/ECCE

The problem of Gender in primary education in Kerala needs to be seen from a different perspective. Girls have to be empowered to break the shackles of negative socialisation and realise their potential to change their own lives. Years of discrimination have isolated them from the mainstream activities and conditioned their thinking process and have built up self-effacing stereotypes. These need to be changed. From quantitative outcomes we have to move on to qualitative processes and performances.

Staffing Position

- Programme Officer and Assistant Programme Officer is in position for Gender.

Resource Group

- District Resource Groups have been set up in all DPEP districts.

Community mobilisation material development

- Developed brochures in districts
- Developed materials for parental awareness and integrated with the Handbook which has been released recently.
- Palakkad DRG developed a booklet for gender sensitisation.
- Women activists attended in these seminars and empowered the women.
- In the exhibitions and seminars held at VEC level, women empowerment was as an important theme.

Pedagogy training for academic staff

- Study conducted about gender bias in classroom practices.
- Developed a module against gender sensitisation programme.
- Gender sensitisation training given for all teachers during 2000-2001
- Programme Officer attended National level meetings
- Attended National Seminar at Delhi
- Conducted one-day regional level seminar at Thiruvananthapuram on "Gender Discrimination Elimination Through Education". The seminar was inaugurated by Smt. Sugathakumari, Chairperson, Kerala Women's Commission.
- To reduce the gender discrimination prevalent in society, DPEP planned gender sensitization training module for all teachers followed by sensitization training in PTAs to sensitize parents "tam\pw tam\pw c-Å" (Son and Daughter are not different) was also included in the Teachers Handbook.
- Prepared and released a study report on girl's education in Kerala.
- Conducted an evaluation study about the changes in attitudes of the teachers towards children.
- A write up on gender issues was prepared and included in parents handbook.
- In districts, training was given to teachers of Primary Schools to minimize the biased outlook which is still prevailing in our primary schools.
- Orientation was given to PTAs in all schools. Parents were made aware of the fact that girls and boys needed to be treated alike and given equal opportunities.
- Free textbooks and notebooks have been supplied to all girl students of primary classes.
- Attended a workshop in Delhi to discuss National Study on Classroom Practices with Gender Perspective.
- Paper presented on Girl's Education Intervention DPEP Kerala at the Gender Coordination meeting held at Ninital.

ECCE

Reorienting ECCE in Kerala is very important as we have adopted a child centered activity oriented and experimental pedagogy. All our efforts in ECCE is to achieve this. A system of education specially meant for the development of children belonging to the stage of early childhood in the various dimensions of development has to be systematically organised. This has paved the way to the concept of Early childhood care and education. ECCE is acknowledged today as a crucial input and as a foundation for life long development. In our country it is also essential to fulfill our goal of universal elementary education. Early childhood care and education has assumed priority in the DPEP primarily as a vital input for preparing children particularly first generation learners for school facilitating participation of girls in primary school.

Training and mobilization

- As part of enhancing the skills of ECCE teachers in the DPEP districts, 5080 Anganwadi workers and 264 other nursery and pre primary teachers were provided training.
- An orientation programme for the teacher trainers of pre-primary teacher training institutes in the private sector was organised for 2 days. The objective was to

disseminate the message of joyful learning at the early childhood period and the harm of formal teaching of three 'R's in this stage.

- District level convergence programme was conducted including district level officers of ICDS and pre-primary.
- In Wayanad district 3 day training to all pre-primary teachers including Anganvadi in the new pedagogy was conducted.
- In Wayanad district orientation to parents of pre-primary children at school level was conducted.
- Orientation to parents of pre-primary children at school level conducted in Wayanad district.
- A study on the role of Anganvadi workers of Kerala is being entrusted to an external agency and is going on now. Objective of the study is to find out ways and needs through which an Anganvadi can be transformed to be a better ECCE centre.
- Nutritious food is supplied by local bodies and voluntary organisations in Thiruvananthapuram district ensuring community participation in ECCE.

Monitoring (ECCE)

- The programmes implemented at districts were reviewed region-wise with the participation of functionaries from ICDS, DPEP and Private Sector.
- DPEP Officials, Trainers and ICDS supervisors, Programme Officers are regularly monitoring the work of Anganvadi workers/Pre-primary and Balavadi Teachers. VEC Chairman and members are also monitoring the functioning of ECCE in DPEP districts.

Details of district level training (ECCE)

Districts	Total No. of Trainer	Anganvadi	Private
Thiruvananthapuram	2607	2287	320
Idukki	1107	1009	98
Wayanad	536	516	20
Malappuram	1884	1884	-
Kasargod	784	626	158
Palakkad	222	214	8
Total	7140	6536	604

Materials

- A handbook for the ECCE workers was developed with the objective to promote learning process and to give the teachers an experience of what active learning should be at early years. It also advocates a learner centered approach and the creation of an environment by teachers through which new competencies can be acquired and applied. The handbook is now ready for distribution.
- The pre-school kit developed at State level was procured by districts and distributed to pre-primary centres.

7. Integrated Education (Iedc)

As part of equalisation of educational opportunities, it recommends integrated education in general schools for children with locomotive handicaps and with other mild disabilities.

'Education for All' means, the system should bring all categories of children in the age group of 6-14 years into the regular schooling. So educational environment in the schools must be created to fulfill the needs of all physical, intellectual, social, emotional, linguistic and other conditions.

The term 'IEDC' refers to the intervention of Integrated Education for Disabled Children, which is an in built programme in the mainstream of school education. Disabled children always deviate from normality either socially, intellectually or physically due to their handicap. So it is essential to make a special educational arrangement in teaching to meet their deficiency in academic works, communicative, social and mobility skills.

IEDC Programme is extending equal opportunities for children with mild and moderate disabilities, which is appropriate to their special needs, in a least restrictive environment along with other normal children. So that extend, it needs supportive services of 'Resource Groups'. Shortly in its strict sense, 'Mild and Moderate Disability Groups' those who are in the regular school system will be addressed with the help of IEDC Programme.

State Specific Progress

- Development of modules for teleconferencing
- As a part of parent education programme, reading materials for the parents of hearing and visually impaired children was developed.
- Behaviour modification course – Materials for learners with special needs, their parents and teacher, were developed.
- Workshop on training programme for the panelists and facilitators for teleconferencing. – To familiarise the modules and give training to the panelists and facilitators of teleconferencing a workshop was organized in collaboration with Distance Education Unit.
- Teleconferencing for the parents of hearing and visually impaired children was conducted as a part of Parent Education Programme.
- Tool development workshop for IEDC – Baseline Assessment Survey (BAS) – In order to assess the baseline status achievement among the children with disabilities, the existing tools for Baseline Assessment survey (BAS) was revised.
- An overview of IEDC intervention till date has been prepared.
- Status Report. - The status report has been presented at the National Review Meeting of IEDC Programme held at JP Naik centre, Pune on 13th and 14th March 2004
- Appointment of Resource Teachers – Appointment of Resource Teachers is in progress. At present 72 Resource Teachers have been appointed (48 RTs are on contract basis and 24 RTs are on deputation basis).

Progress Overview

- IEDC programme is conceived in all 55 blocks in all DPEP district.
- Medical Detection Camps – Medical detection Camps have been conducted in all DPEP districts.
- No. of disabled children identified through survey in 6 DPEP districts.

Total blocks : 55

VI		HI			OI			LD			MR			Grand Total		
G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
179	2778	2032	118	2150	954	58	1012	1056	650	1706	878	135	1013	7519	1140	8659

Details of Beneficiaries of Aids and Appliances

Districts	Speech	Hearing Aid	Orthopaedic appliances
Kasargod	185	81	27
Wayanad	-		70
Palakkad	100	129	-
Malappuram	722	167	-
Idukki	58	23	-
Trivandrum	468	112	7
	1533	512	104

Details of Beneficiaries of Aids and Appliances

Category	No. of children given aids through DPEP
Aids for visual impairment	2425
Aids for hearing impairment	649
Aids for locomotor impairment	220
Total	3294

Convergence

In terms of capacity building, DPEP Kerala needs convergence with external agencies for necessary resource support.

National Institute of Speech and Hearing (NISH) has submitted a proposal for financial assistance to provide resource support to DPEP Kerala. In terms of developing computer assisted learning materials suitable to the children with hearing impairment in primary classes.

DPEP Kerala has also made preliminary discussions with ICCONS. Based on the discussions, resource support will be provided to us from next year.

Sayanthana Vedi (Evening Get Together)

- As a part of community mobilisation.- Sayanthana Vedi (Evening Get Together) camps for the parents and teachers of disabled children are conducted in every BRC.

Remedial Teaching

- As part of Parental Education Programme, remedial teaching to the children with disabilities are conducted with the help of Resource Teachers. This IEP or remedial teaching is prepared on the basis of the learning ability of the child.

Short term courses of RCI

DPEP Kerala needs 165 Resource Teachers. Out of 165 RTs, only 72 Resource teachers are in position.

In order to fill the vacancies of Resource Teachers, candidates with regular teacher training are selected and planning to give 45 days intensive multi category training. After successful completion of the courses, they will be appointed as Resource Teachers on contract basis.

- During summer vacation, the resource teachers plan to conduct detection camps in Anganwadis.
- Field trips – In order to improve the capacity officials at lower levels, field trips were conducted in all DPEP districts.
- Modules for Teleconferencing was developed for parent of visually and hearing impaired children in primary classes.
- A training programme for the panelists and facilitators of teleconferencing was conducted to familiarize the module.

8. Media

Media plays a very important role in giving visibility to the various interventions of DPEP. Media strategy of DPEP is designed to sensitize, mobilize and motivate all the stakeholders of DPEP, in the main, the students, teachers and the community at large. Media packages are devised at the State, district, BRC, CRC and school level, aiming at making the DPEP interventions effective and acceptable to the society.

It is gratifying to note that the unfounded criticisms and the misinformation campaigns against DPEP have been subsided now, thanks to the child centered interventions adopted by DPEP, Kerala as well as the visibility the media provided for all DPEP interventions. Now the media interventions can safely change its mode from a defensive to an offensive one.

Publicity materials developed

- Wayanad district has designed and printed posters on IEDC and ECCE and printed a booklet on VEC monitoring.
- Wayanad district has also published issues of news letter.
- Palakkad district has published one newsletter each at district and BRC level.
- Malappuram district has brought out the 7th issue of its news letter 'Mukkutty'.
- Idukki district regularly publishes its news letter.

Audio, Video materials

- Telecast a video film in Doordarsan on classroom activities highlighting pedagogical improvement under DPEP.
- Two days video filming was done in Malappuram district on the involvement of local bodies in education.
- Doordarsan telecast half an hour video film on MGLCs in Thiruvananthapuram district.

Training and workshops

- Arranged a two-day seminar on “School Education-Trend, Prospects and Problems” in Thiruvananthapuram on 20th and 21st March, 2001.
- Seminar and exhibition were held at VEC level along with Sahavasa Camps.

Press and Mass Media

- Three press conferences were held in Palakkad district for giving visibility to DPEP activities.
- Visit of media persons arranged to MGLCs in the district.

Exposure Trips

- Fifty students of MGLCs from Thiruvananthapuram taken to the city for exposure and interaction with mainstream people and media.

9. Research And Evaluation

Organizational Management

- State level - Assistant Programme Officer - one in position
- Assistant Programme officer - one in position
- District level – District Programme Officers - in position

Activities initiated

a) State level activities

- Research studies

Research is an in built component of all DPEP interventions. It takes a crucial role in the planning process also. In order to ensure quality in Primary Education, DPEP Kerala has proposed to conduct a number of Research Studies and Action Researches in the AWPB for 2000-2001 under State level intervention. To accomplish that, research proposals were invited from individuals and Private Institutions. A State level Screening Committee has also been constituted and thus selected nine studies under the following titles.

- “Integrative Approaches in class room transactions of Poothiri Texts, Sub-Texts, Inter-Texts and Contexts-Problems, Solutions and Practical Models.”
- “Impact of DPEP Interventions on Tribal Education Progress in DPEP, Kerala.
- “Learning environment provided for developing process skills through Environmental Study in Primary Classes.”
- “Multi-Level Status of parents and the academic progress envisaged in DPEP. Kerala – A Critical Study.”
- “Peoples’ participation in the implementation of DPEP in Kerala–A Critical Assessment.”
- “A study on the functional efficiency of schools in DPEP districts.”

- "Community Participation in the Development of Primary Education- Recent experiences and Emerging Issues."
- "Class room climate and student behaviour outcomes—A comparative study of class rooms under DPEP and non-DPEP districts in Kerala."
- "A study on time management practices of Primary School Headmasters."

The above studies will be completed by the end of April, 2001.

In addition to the above, Mid-Term Assessment Study for DPEP-II districts had been conducted and final report submitted to the DPEP, CRG, NCERT, New Delhi.

As a part of women empowerment programme, a study on "Gender Concerns in School Activities and Classroom Practices in Primary Schools" has also been conducted with the following objectives.

- To provide information on the extent of participation of girls in school activities and classroom processes
- To assess the role of the teacher in providing opportunities for girls to develop their potential through participation in classroom activities.
- To find out whether there was discussion against girls and the role of the teachers in this process.
- In the case ECCE programme the following study was initiated.

'The Study on redesigning the Anganwadis in Kerala'. The study report will be submitted by the end of March 2001.

As the Phase-I implementation DPEP will be over by 2001-2002 an external evaluation of pedagogical interventions in DPEP Kerala is essential in terms of the opinion of last JRM. It has been initiated through a team of external experts under the leadership of Dr. Mohan B. Menon, National Open Schools, New Delhi. Title of the study is "External Evaluation of Pedagogical Interventions in DPEP Kerala". The main objectives are:

- To study the improvement in learning achievement of pupils in terms of various skills in different subjects—language, mathematics and environmental science
- To assess the quality of school based changes such as the headmasters academic leadership, daily planning and School Resource Group's, continuous and comprehensive evaluation of children making use of the Teaching Manual, the physical atmosphere etc.
- To evaluate the quality of Teacher's empowerment with reference to the strategies of teacher training adopted in the context of the introduction of the new primary curriculum.

District level activities

Action Research Studies are in progress in all DPEP districts. Nearly 242 studies are being initiated till date. All studies will be finalised by 31/03/2001. Since finalisation of reports, the abstracts of quality ensured studies will be prepared and published for lower level dissemination.

Assistant Programme Officer Research and Evaluation is in place at State Project Office.

Activities conducted

- In Kasargod district a fresh batch of teachers and trainers were invited as participants in the dissemination workshop. They were identified for conducting action research.
- In Wayanad, a district level training to teachers and trainers doing action research was conducted. Five local studies at DIET level is in progress. Action research studies are in progress in all DPEP districts. Nearly 242 studies are being initiated. All studies will be finalised by 31/03/2001.
- In Palakkad district, 2 day orientation was conducted at BRC. A review meeting was also conducted. The selected reports will be printed and will be disseminated through CRCs.
- Reports of 10 research studies by the external experts will be available by March 2001.
- A State level steering committee has been constituted.
- Mid-term Assessment Study for DPEP II districts had been conducted and final report submitted to the DPEP, CRG, NCERT, New Delhi.

Areas in Focus

- 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.

10. Civil Work

All the constructions in civil works in DPEP districts were done through school PTA/VEC. All the activities were supervised by the president of Grama Panchayat who is the head of VEC. The constructions being carried out in terms of cost effective technology and child friendly in nature. Cost ford Nirmithi Kendra and M/s Habitat Technology Groups are the notable institutions which gave up technological support. Expenditure in civil works till date is Rs. 1658 lakhs.

Phase – I Status Report

Sl. No	Item	Target	Kasargod	Wayanad	Malappuram	Total
1.	New class rooms	684	131	83	470	684
2.	Major repairs	13	-	12	1	13
3.	New schools	37	7	24	5	36
4.	Replacement of Dilapidated buildings	138	138	-	-	138
5.	Replacement of rented buildings	48	25	4	18	47
6.	MGLC	30	10	10	8	28
7.	Drinking water	84	7	4	72	83
8.	Toilets	118	1	10	106	117

9.	BRC's	25	7	3	15	25
10.	CRC's	167	79	38	50	167
11.	Walls	501	124	-	377	501
12.	Compound walls	5	5	-	-	5
	Total	1850	534	188	1122	1844

Phase – II Status Report

Sl. No	Item	Target	Palakkad	Idukki	Trivandrum	Total
1.	New class rooms	329	169	60	92	321
2.	Major repairs	220	19	113	54	186
3.	New schools	23	7	10	-	17
4.	Replacement of Dilapidated buildings	4	-	-	-	-
5.	Replacement of rented buildings	20	20	-	-	20
6.	MGLC	7	-	-	7	7
7.	Drinking water	309	9	73	102	184
8.	Toilets	301	-	92	74	166
9.	BRC's	392	36	82	141	259
10.	CRC's	497	13	192	96	301
11.	Walls	30+1	11	7	12+1	30-1
12.	Compound walls	260	72	60	124	256
	Total	2392+1	356	689	703	1748

11. MIS

MIS is an integral part of DPEP, which provides vital data that will help in decision making, monitoring and planning process. In order to improve the quality and effectiveness of the planning and monitoring process, MIS offers integration of various levels of activities.

Training

- Workshop was conducted for the analysis and validation of EMIS 1999-2000.
- A workshop was conducted in September for all district programmers on the analysis of EMIS data.

Materials Developed

- Developed a software for monitoring civil works in the state that will contain site-wise details and produce the progress output required for PMIS apart from other useful reports.
- Developed 2 modules of financial management system.
- State level consolidation and analysis report of EMIS data was generated.
- DCF was translated into Malayalam so that HMs can effortlessly fill up the format.
- The EMIS 2000-2001 was completed and is forwarded to MHRD.

MADHYA PRADESH

Coverage :

Total number of districts in the State: (45 districts further sub divided into 61 of which
15 have gone into Chattisgarh)

Districts covered under DPEP: 34 (28 in MP and 6 in Chattisgarh)

Phase	District	EFC approved project cost (Rs. in lakhs)	Project period
DPEP I (17)			
	Betul, Raisen, Rajgarh, Sehore, Bilaspur, Raigarh, Surguja, Guna, Dhar, Rajnandgaon, Rewa, Satna, Shahdol, Sidhi, Chhatapur, Panna, Tikamgarh, Mandsaur and Ratlam	49875.00*	1994-2001
Bifurcated new districts	Korba, Jangirchampa, Jashpur, Korea, Kawardha, Umaria, Neemuch		
DPEP II			
	Bastar, Bhind, Dewas, Damoh, Datia, Jhabua, Khandwa, Khargone, Mandla, Morena, Raipur, Seoni, Shajapur, Shivpuri and Vidisha	46109.76*	1997-2002
Bifurcated new districts	Dantwada, Kanker, Barwani, Dindori, Sheopurkala, Dhamtari, Mahasamund		

*Figures for undivided MP

- Districts in bold are now in Chattisgarh

Project Structure

Posts	DPEP I		DPEP II	
	Sanctioned	In place	Sanctioned	In place
SPO	52	52	15	13
DPO	315	263	273	234
BRCC	120	114	116	114

3. Functioning of GB/ EC:

Fourth meeting of GC held on 23.10.2000

24th Meeting of EC held on 26.12.2000

4. Submission of annual reports and audited accounts

Annual reports and audited statements for 1998-99 have been finalized and sent to GOI

5. Utilisation certificates

Utilisation certificates upto 1998-99 have been issued

6. Whether level of expenditure maintained at 1995- 96 level

Yes

7. Whether 15% contributed by the State

	Funds released by GOI		Funds released by GOMP	
	In 2000-2001	Upto 2000-2001	Upto 2000-2001	Upto 2000-2001
DPEP I	6300.00	42307.00	7358.00	7358.00
DPEP II	7200.00	25362.00	5042.00	5042.00

Finance

Expenditure/ Disbursement (in Rs in lakhs)

	DPEP I	DPEP II	
	Expenditure	Expenditure	Disbursement
Planned upto 31.3.2000	44178.91	27075.84	27075.84
Actual upto 31.3.2000	39912.25	19241.19	16677.89
Planned during 2000-2001	11168.88	16122.23	16122.23
Actual April to Feb 2001	6511.803	6465.10	5287.06

(includes Chattisgarh expenditure till September 2000)

8. Plan implementation Review of all functional areas

8.1. Pedagogy

8.1.1 Teacher's Training

	AS/SSK/ Jghar	DPEP I		DPEP II	
		FPS Teachers	Gurujis	FPS Teachers	Gurujis
98-99 (12 day)		66430	8182	57404	8303
99-00 (5day, class V- TLM)		32060		20808	
99-00 (QW- TLM for AS)	450/7335		11026		8057
00-01 SLM			27114		
00-01 QW		67275			
00-01 English			22450		

4272 Cluster Academic were trained on SLM developed at the State level.

8.1.2 Monitoring and training

- Monitoring of FPS, AS and EGS entrusted to Jan Shikshak (cluster academic co-ordinators)
- Jan Shikshaks, supervisors and block academic co ordinators formed into groups to provide support to EGS and Gurujis
- Regular cluster meetings for FPS teachers and for Gurujis (separately)
- Monthly district level review at DIET level for all BEOs, BRCs, EPOs and BACs, on academic progress of the district.

a) Training of Jan Shikshaks

- Module developed by State academic group of SPO
- 475 RP given three day training
- Jan Shikshaks from all DPEP districts given three day training
- 4272 Jan Shikshaks trained in 2000-2001, for AS, classroom organization, evaluation & learner process.

b) Strengthening of monitoring system by the formation of District Academic Groups (DAGs) and Block Academic Groups (BAGs)

- Additional group at State, district and block level to provide support to Jan Shikshaks, supervisors and Gurujis.
- Monitor EGS schools, and provide academic support to Gurujis and Jan Shikshaks and supervisors
- Block structure consists of BRC coordinator, one Jan Shikshak & 2 members from supervisors/ teachers
- District structure consists of DPC, EGS incharge at DIET and selected BRCCs.
- DAG monitors & analyses academic weaknesses and prepares training packages to tackle these and to train Gurujis
- Two day training imparted to DAG and BAG

8.1.3 Action Research

- Action research in 4 districts under quality watch: 30 schools, (10 FPS, 10AS & 10 EGS) in each block taken up, to train teachers with reflective practices, after a series of meetings with national level experts
- Training module for Gurujis developed by academic group of SPO, entitled "Guruji Banenge Khoji", focusing on reflective processes.
- Two orientation programmes for core group of each district, followed by orientation programme for teachers by core group and SPO. This was followed up by review meetings at SPO with teachers and core group members.
- Action research programme is being run to assess needs of primary teachers teaching English, in Sehore, Datia, Shivpuri, Jhabua and Vidisha. Selected teachers & CAC trained on methodology & interventions of action research. Final report will be documented and incorporated in the training schedule in May- June 2001.

8.1.4 Textbooks/ Other supplementary Materials:

- Text books for class I to IV under “ Seekhna Sikhana “ package introduced in all schools in 199 & for . Class V in 1999.
- Text books have been developed and improved based on field trail, with close scrutiny by MP Text book standing committee.
- Supplementary teaching material for tribal students in Jhabua in local dialect prepared and introduced in 311 schools.
- All 8 series of textbooks of AS approach revised in 2000-2001.
- Series of 57 SLMs developed involving teachers, Jan shikshaks, DIET and State academic group based on evaluation of all children of EGS schools.
- Gurujis and Jan Shikshaks given 12 days training on SLMs
- The TLM of Seekhna Sijhana package, AS and Khushi khushi of Eklavya were subjected to external (IIM, Ahmedabad) and internal evaluation on the impact on achievement level of children. Following this a unified package was developed, from among the prevalent packages
- The integrated material will be introduced in all schools from academic session 2001-2002.

8.1.5. Headstart

- Programme for computer enabled education introduced at elementary school level. Jan Shikshan Kendras are being used to provide computer enabled education to all children in 594 clusters.
- 1138 teachers have been trained
- Educational software on Hindi, English, Mathematics and EVS developed

8.2 Alternative Schooling:

- State AS coordinator in place
- SRG and DRG formed
- 22661 EGS schools functional including 4402 AS commenced prior to EGS: now recognized as EGS schools
- 6055 AS teachers & 246 supervisors in phase I and 2732 teachers and 76 supervisors in DPEP II recruited
- 8787 AS teachers and Gurujis of 22661 EGS schools trained for 21 days on AS pedagogy
- 12 day training on SLM

8.3 Community Mobilisation:

- 56908 VECs operational
- VECs are now to be elected and habitation based
- Greater role and powers to VECs
- Orientation of VECs on school management
- One day training of VEC members at cluster proposed this year.
- 22661 SMCs formed in habitations with EGS
- IEC material developed and is being used for VEC training
- Mahila Shiksha Abhiyan in 1997,1998 & proposed this year to encourage out of school girls to enroll, with community support

- Lok Sampark Abhiyan II conducted to develop school education plans being consolidated at cluster, block & district level. Shiksha Panchayat during LSK II to involve panchayat & VEC in micro planning.
- PTAs are being formed to monitor school activities on a day to day basis & take decisions for school improvement.

8.4 Micro planning:

- Lok Sampark Abhiyan conducted in 1996-97 & 1997-98 to gather micro level information & plan for village requirements.
- LSA is currently on in EGS/ AS habitations of 34 DPEP districts.
- Village education registers in 25,000 habitations updated.
- Three rounds of Shiksha Panchayat in 4272 clusters conducted, to involve Panchayat for education related problem solving.
- EGS scheme devised on the basis of LSA data.
- Lok Sampark Abhiyan II conducted with HHS survey, to develop school education plans that are being consolidated at cluster, block & district level into district education plans
- Workshop in March 2000 on strategy for community based micro planning. Training modules finalised in the workshop.
- DRGs trained on this module and have conducted trainings for VEC member teachers and Janshikshaks involved in LSA
- Bal mela and pravesh utsav conducted in July at village and school level.

8.5 Media:

- Weekly publication of "Panchayat gazette" on mission activities and mailed to all clusters
- Monthly magazine on mission activities in SCERT, called "Shaikshik Palash"
- Short film " Neev" on improving school premises by developing activity centers in schools with community help.
- Production of 19 short educational programmes
- "Shiksha paati" scheme for direct contact with clusters and schools. Post box number to teachers for writing about their problems and achievements to SPO and to elicit response on specific themes from select teachers on a weekly basis.
- Publications & brochures being developed at cluster/ block levels
- Collation & distribution of audio cassettes of educational songs at district and block.
- Libraries being set up at cluster level, initially in all JSK & EGS schools.

8.6 Gender:

- State gender coordinator & district gender coordinators in place.
- 331 Sahyoginis in place in selected clusters to focus on gender issues.
- 1998 Mahila Shiksha Abhiyan : a drive for girls enrolment organized, focusing on SC- ST girls. MSA- III underway
- Mahila Samakhya in 5 districts. 1000 Mahila Samoohs formed. Workshops in 4 districts for combined training of DPEP Sahyogini & MS sahyogini.
- 30% reservation of posts for female teachers
- 3201 SSKs and 226 Jhoola ghars established

- Model of community run SSK developed & will be piloted.
- Training module of SSK, Jhoolaghar & AWW developed with SCERT
- Teleconferencing for SSK, Jhoolaghar & AWW training proposed
- TLM screened for gender sensitivity
- Convergence with padna badna samiti through SHG formation, at block & cluster level.

8.7 SC/ST/Minorities:

Tribal:

- 15 Ashram schools for tribal children in coordination with tribal welfare
- Supplementary teaching material for tribal students in Jhabua in local Bhil dialect prepared and introduced in 311 schools, based on workshop on special educational needs of tribals. 450 teachers trained and handbook prepared for teachers to enable them to use material developed.
- Material contains folk songs, games etc based on local culture.

Madarasas:

- Modernisation of Madarasas scheme has been launched in 7 districts in phase II, for Muslim minorities especially girls, to incorporate formal school curriculum in Madarasas along with religious education.
- Training of Madarsa teachers on Seekhna Sikhana package

8.8 Children with disabilities:

- Survey conducted in all districts. Children with disabilities (5-14 age) in DPEP district number 64,861 (LSA 1996). Children in school & out of school identified for enrolment & retention strategies by teachers with help VEC, Panchayat members
- 1 block in 19 districts selected for coverage under IED scheme.
- Currently IED scheme in place in 6 DPEP districts, with 58 specially trained teachers.
- Core group SRG at SPO
- Assessment camp in Rajnandgaon in collaboration with Red cross and Panchayati Raj Department.
- Special initiatives in Tikamgarh district . Aids & appliances under Chuanauti scheme with aid from Ministry of Social Justice, GOI; and assistance of Rs 150 per month from Nirashrit pension of state government for children attending school regularly.
- Cell for handicapped children at BRC, in collaboration with DIET to collect data base & monitor progress.
- District core group oriented to develop replicable local specific strategies, models for disabilities.
- 5 NGOs identified to work in 10 districts. Contextual teachers' training programme on IED prepared by them.
- 45 days training to 250 teachers in ten selected blocks to be used as Resource group for training.
- Convergence with SCERT for incentives to disabled children.
- Workshop to develop textbooks in Braille

- Development of SLM to enable teachers to teach children with disabilities along with other children.

8.9 Distance Education:

- State Plan for DEP prepared
- SRG constituted
- Workshops in 5 districts to identify video and audio cassettes for wider dissemination.
- Monthly broadcasting on AIR by SCERT for broadcasting and problem sharing, coinciding with monthly meeting of teachers at CRC.
- Two rounds of teleconferencing with CAC gurujis and state organized.
- Satellite teleconferencing on "hard spots" in EGS schools. Approximately 100 Gurujis and 20 Jan Shikshaks in each of 45 DIETs were imparted this training focusing on Language, Mathematics and Environmental studies.
- Programme recorded in coordination with IGNOU in February 2000 on language, Mathematics & environmental studies.
- 6 Modules prepared this way for Gurujis to be used in forthcoming training programmes.

8.10 MIS

- Fully operational MIS
- Staff in place in SPO, all posts at districts except programmer at Sehore & Rajgarh, Jhabua, Khandwa & Shajapur filled
- EMIS data for phase II (99-2000) & ten districts of phase I transmitted to GOI.
- State is implementing softwares for IPMS, LSA, EMIS and PMIS.
- Process to integrate software into a common monitoring software. To be implemented in 2001-2002
- Graphical information system for Betul developed. To be extended to other districts.

8.11 Research and Evaluation

- The EMIS analysis has been completed till the year 1999-2000.
- The draft report of "Impact Evaluation of DPEP" has been prepared.
- The survey to collect data for "Learner Evaluation and Impact of Classroom process and practices" has been completed and the analysis of the collected data is in process.
- Data is being collected so as to do attendance monitoring in sample districts.
- More than 30 studies have been conducted by independent agencies to evaluate the Primary schooling innovative and community based initiatives -Alternative school and EGS School in M.P.
- Districts have also conducted over 20 studies in the area of Academic improvement, Gender, SSK, and Tribal Education. Rajgarh district has conducted Diagnostic study of plan for UEE. Based on this the other districts are also taking up "Diagnostic study of assess the situation of Elementary Education".
- The Mid team assessment of learners achievement level for the year 2000-2001 has been completed and report has been generated based on the findings of Mid term assessment.
- A review of primary education packages in Madhya Pradesh was conducted by the Indian Institute of Management (IIM) Ahmedabad. The objective of this study was to identify some policy direction for the future. A detailed analysis was made on several

aspects of the packages like the process of curriculum development, the production of teaching-learning materials, the process of teacher training material development, teacher training, observation of classroom transaction of the package, and feedback to improve the original package.

- Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary Education and to formulate further strategies based on the findings to plan for UEE.
- 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.
- A study was conducted to evaluate the factors responsible for enrolment, retention, and achievement of students and of teacher's 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 Chhatarpur.

8.12 Civil Works :

DPEP-I

An expenditure of Rs. 96.16 crores has been made against the total plan of Rs. 108.27 crores in phase-I districts while in phase-II, the total target was 123.78 crores out of which 80.56 crores have been spent till March 2001.

<i>Activity</i>	<i>1994-95 to 2000-2001</i>		
	<i>Target</i>	<i>Completed</i>	<i>In Progress</i>
Primary School Buildings	4543	2618	1925
Additional Rooms	2881	2841	40
Repairs	1006	1006	-
BRC Buildings	120	120	-

DPEP - II

<i>Activity</i>	<i>1994-95 to 2000-2001</i>		
	<i>Target</i>	<i>Completed</i>	<i>In Progress</i>
Primary School Buildings	6877	2120	4757
Additional Rooms	1679	1519	160
Repairs	-	-	-
BRC Buildings	116	106	10

- The State has also come up with a document titled "NEEV". "NEEV" is an effort to use alternative technology for bringing down the costs of construction. The alternative designs and material suggested in "NEEV" has brought down the unit cost of the school buildings from Rs 2 lakhs to Rs 1 lakh. The 1317 buildings of 99-2000 and building of 200-2001 are being constructed under DPEP-II are using the suggested technology and designs.
- "NEEV" also includes the methods for improving the outside space enclosing the school by developing them as activity centers. Many districts have come up with such activity centers in the state.

8.13 School Grant / Teacher Grants :

- The State has released school grants of Rs 3000/- to 42747 schools of phase-I & II districts. TLM grants to school teachers have also been distributed.

8.14 Systemic Issue :

- All vacant teacher's positions have been filled. Most of the Shiksha Karmis have been recruited and are in position.

8.14.1 Functioning of DIETs :

- The staff position in the DIETs across the districts is highly unsatisfactory. The current status of staffing in DIETs is as follows :

As on 30th March 2001

<i>S. No.</i>	<i>Name of Post</i>	<i>Post Sanctioned</i>	<i>Posts Filled</i>
1	Principal	38	22
2	Vice Principal	38	22
3	Senior Lecturer	261	173
4	<i>Lecturer</i>	638	477

8.14.2 Functioning of SCERT:

- No. of academic posts sanctioned 38
- No. of posts filled 38

Achievements :

- SCERT has developed new textbooks for classes I to V. Teachers training modules have been developed by SCERT.
- To bring about the quality improvement in the working of DIETs, a committee has been constituted under the chairmanship of Principal Secretary, School Education. The committee is examining the present structure and working of DIETs and would give suggestions for qualitative improvement pertaining to the management and academic issues of DIETs in the state. The first meeting of the group has been held and draft recommendations have been put up.
- The curricular reforms and integration of text-books has been done in collaboration with DPEP.
- Linkages with the SCERT, DIETs, BRCs and CRCs are being strengthened.

8.14.3 Functioning of SIEMT: MAHUA PRADESH

- As per the decision of Executive Committee, the SIEMT now works as a separate cell in SPO under Rajiv Gandhi Prathmik Shiksha Mission.
- The State Academic Coordinator for SIEMT has been taken on deputation. He along with his core team of lecturers, Programmers and Data Entry Operators has operationalised the SIEMT.
- An activity handbook has been developed which indicates the activities for the year 2000-2001, job charts of various functionaries of RSK, ZSK, JPSK, JSK. This handbook has

been used for the orientation of various functionaries at State, District and Sub district level. The handbook also serves the purpose of planning and monitoring tool.

8.14.4 Impact of DPEP Experiences on the overall system :

- The target of 100% GAR has been achieved in the state as a result of coordinated effort of DPEP and State government.
- **Text books** developed for Classes I and V have been introduced in the entire State.
- **Teacher Training Modules** developed under DPEP being imparted to all the DPEP and non-DPEP districts.
- **Decentralisation of printing** - The printing of text books for EGS schools has been decentralised from the last year in which the Mission has authorised the districts to print and distribute the books on their own to all the EGS and AS schools on time. Decentralisation has created accountability among district functionaries towards timely supply of books to the children. As a result of this operation. Books have reached all the children on time.

8.15 Institutional Reform - The RGPSM has converted the primary education into a Mission Mode in 1994 and after having worked on this Mode for the last 5 years, the State Government has recently initiated wide ranging Institutional Reforms.

- On 30th September 99, the government of Madhya Pradesh has issued instructions for the Institutional Reforms. The main aim of this is to give momentum as well as a Mission Mode programme and management to the activities of Adult Education and School Education upto middle level. This Mission Mode working has been extended to the district, block and cluster level alongwith the state level.
- The new structures are being developed by redefining the tasks of existing organisations and reorganising resources. This will make the programme more effective and economical.
- The state government has already issued a detailed order on institutional reorganisation in the elementary education sector. It has set-up a State Elementary Education Mission to implement all programme to Universalise Elementary Education. The Mission deepens the process of decentralisation and participation right down to the village level. It integrates multiple structures at all levels for holistic planning and convergence of resources, aiming at improving the quality of learning in schools. It also seeks to effect better co-ordination between academic and administrative functions, lack of which has tended to wedge the school into two units one academic and the other administrative the latter domination the former. It also seeks to ensure holistic needs assessment and convergent planning so that all initiatives impact on the quality of schooling. This convergence is also expected to ensure optimum use of resources thereby leading to more efficient planning. Critical management structures at all levels are being accordingly integrated and substantial powers have been delegated to them.
- Separate offices at each level have been integrated to form cohesive units to ensure internal co-ordination convergence of resources and better synergy. This is indicated below.

Rajya Shiksha Kendra

The Rajya Shiksha Kendra has been entrusted with the responsibility of planning and co-ordinating the implementation of all Elementary Education programmes for the whole state.

– **Zila Shiksha Kendra (ZSK) Including DIET**

The Zila Shiksha Kendra brings together critical units entrusted with managing education. The District Education Office, DIET Adult Education Office and the DPEP project unit come together one integral body to work with the Zilla Panchayat. This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

– **Janpad Shiksha Kendra (JPSK)**

The BRC is being strengthened as Janpad Shiksha Kendra for co-ordinating management and facilitating academic intervention at block and sub block level. The JPSK brings together the BEOs office and the BRC.

– **Jan Shiksha Kendra (JSK)**

The CRC is being strengthened as the Jan Shiksha Kendra as the critical unit for school based management. The cluster resource centre, not re-christened as Jan Shiksha Kendra, has been very effective in providing academic and managerial support to the primary schools. Devolution of academic and administrative powers to JSK has been initiated involving Gram Panchayats and teachers in a way that empowers them to manage the school in accordance with a clear plan for quality improvement.

– **Village Education Committee (VEC)**

56908 VECs have been constituted in all the village with primary school facilities. The recent order on institutional reform seeks to reconstitute the VECs to make them more participatory and accountable to the local community. More powers have been vested in the VEC.

– **Parent Teacher Association**

- State govt. preparing Jan Shiksha Adhiniyam to bring institutional reforms within the frame of legislation.

8.16 Innovations :

- The State had experimented with the alternative pedagogy so as to provide non-graded schooling system based on the children's individual pace of learning. The textbooks and the supplementary teaching learning material for the alternative schools have been prepared and put to use. Based on the encouraging response and the impact of the pedagogy on the learning achievement of the students, the pedagogy has been scaled up to cover the Education Guarantee Schools as well.
- In order to get the first hand information from the villages pertaining to the needs and aspirations of the people and children towards primary education an alternative people's information system called Lok Sampark Abhiyan have been put into place in the State. The Lok Sampark Abhiyan as a micro planning exercise has been able to provide the feed back pertaining to the out of school children on the one hand and it has also been able to throw light on the schooling gaps on the other hand. LSA has also been used as a strategy for updating Village Education Registers and bringing the elements of community focus and pressure to push out of school children into the schooling fold.

- Based on the feedback of large scale primary schooling gaps which came from LSA, the State initiated a demand based community centred schooling initiative wherein the State acknowledged the right of the children to primary education. The scheme titled Education Guarantee Scheme has been instrumental in enabling the State to provide universal access to primary education to all its habitations within one km.
- The state has also embarked upon the innovative strategy for modernizing the Madarsa curriculum. Under this the State entails to incorporate the elements of modern education besides keeping the basic features of the Deeni Talim intact. This has been a successful experiment of using orthodox social process for a modern education programme.
- The project of 15 Sahayoginis at the cluster level in the selected block in each district is being implemented in order to bring gender related issues into critical focus at the cluster level.
- In order to stimulate the creative energies of the students by providing them an environment which enables learning by doing, the State has embarked upon a programme for creating Activity Centers in order to fulfil the ecological, cultural, recreational and physical requirements in a school. The Activity Centre would enable the students to creatively express their ideas and views and would make classroom learning more enjoyable and would improve the achievement levels of the students.
- The State has also taken on the task of improving the school building and their designs so as to enrich them functionally. The school building design has been transformed from the point of view of making them fit into the changes which have come about in the academic designs of the primary school during this year. By using the alternative building technology, the State has been able to come up with cost effective solutions to school building without compromising on the availability of space and other construction features. The State has initiated measures to use the alternative structure as a case for wider replication in the longer run.
- The state has also decentralised the printing of textbooks pertaining to EGS school this year. This innovative experiment have been an eye opener and resulted in the timely distribution of the text books to the schools on the one hand and effecting huge reductions in the printing and the transportation costs on the other hand. The State also innovated by digitalising the contents of the text books and then transmitting them to the districts thereby ensuring 100% error free text books.

8.17 Fund-a-school

- Building on the idea of partnering a schools, the EGS is now reaching out from the local community to the global through the internet. Fund-a-school is based on the belief in the commitment of the global community to come together for a partnership for basic education. Fund-a-school launched in April 2000 seeks to use the Net to bridge the gap between the connected and the isolated, between the knows and know-nots, to open a window to provide opportunities for the less privileged to equalize.
- Through Fund-a-school any one in the world can reach out to a community that is running its school and support the children of an EGS schools for one year by paying 400 US dollars or its equivalent in Indian rupees, Rs. 16,000. The Rajiv Gandhi Shiksha Mission has obtained the necessary permission under the foreign Contribution Regulation Act. A school can be selected on the website, which carries details of the 22661 EGS schools regarding their enrolments and location. Evaluation of the EGS are also on the net. The money is sent by the Mission to the School Management Committee of community representatives. In return the Mission will post the photograph of the school and students and their individual performance evaluation in a class on a quarterly basis. Fund-a-school is not just about fund donations. It is about sharing ideas about schooling.

- **Fund-a-school facilitates the following benefits :**
 - It links the remote communities who are not so privileged with the more privileged ones.
 - It uses Information Technology for equity, reversing the usual effects of aggravating inequalities between the knowledge - haves and have-nots associated with Information Technology.
 - Because technology is linked with community schools, it allows local cultures and societal values to grow and find more effective articulation by acquiring additional resources and skills.
 - By enabling new ideas to travel quickly to historically deprived communities, it makes possible a quantum leap in their quality of learning.

8.18 Convergence

- Convergence is being sought with various agencies for co-ordinated planning various strategies. The agency and the convergence attempted are as follow :
- **With SCERT & DIET**
 - The convergence is being done for co-ordinated planning of areas which are covered by these two instructions. The academic inputs such as integration of Teaching Learning Material, Training of formal teachers - SOPT, Science teaching, Evaluation ECCE of children and IEDC is being done as a co-ordinated activity of DPEP and SCERT. At the district level. DIET is involved in the implementation of quality improvement intervention. The Evaluation of various inputs for quality improvement is being done jointly by SCERT and DPEP.
- **With Tribal Welfare Department**
 - The convergence with Tribal Welfare Department is in running of Ashram Shalas for tribal girls. The cost of stipend to Ashram innovates and Ashram building is borne by TWD.
 - The incentives given to tribal children of formal schools has been extended to tribal children.
- **10th Finance Commission**
 - The school building are being constructed with the assistance from 10th finance commission. The design and technology have been finalised by the technical staff of DPEP.
 - OBB school building are being constructed by OBB funds along with providing Black-Boards to the schools.
- **Assistance from special Central Assistance Scheme -**
 - Resources have been made available for providing shelters to EGS schools, which are running in the open or insufficient space.
- **Convergence with Mahila Samakhya and Literacy Mission**
 - The self help groups formed by neo - literates are being empowered by training that are being given as a co-ordinated effort of Literacy Mission, Mahila Samakhya and DPEP.

MAHARASHTRA

I. Coverage...

▲ Total No. of Districts in the States	..	35
▲ Districts covered under DPEP	..	09

	Names of the Districts	EFC approved project cost	Project Period
1	2	3	4
DPEP : I	05	18411.340	1994 To 31 st March, 2002
	Aurangabad, Latur, Nanded, Osmanabad & Parbhani.		
DPEP : II	04	15771.796	1997-98 To 31 st Dec., 2002
	Beed, Dhule, (Nandurbar) Gadchiroli & Jalna		

II. Project Structure ...

1. Vacancy Position : Upto Jan., 2001

	Posts Sanctioned		Posts Filled Up	
	DPEP : I	DPEP : II	DPEP : I	DPEP : II
S.P.O.	57	14	49	07
D.P.O.	182	150	147	117
BRCs	238	312	232	278
CRCs	639	551	634	541
ECE Institutions	208	432	208	341

2. Functioning of EC/GB :

- ▲ EC meetings being held regularly; 23rd E.C. Meeting held on 22.01.2001; 24th meeting scheduled on 16.04.2001.

3. Submission of Annual Report and Audited Accounts...

- Annual Report and Audited Accounts for 1998-99 laid in Parliament.
- Audited Accounts for 1999-2000 have been approved by E.C. and submitted to Govt. of India. Annual Report for 1999-2000 being submitted to GOI shortly.

4. *Utilisation Certificates...*

- Utilisation Certificates for 1999-2000 in respect of DPEP : I and DPEP: II grants issued.

5. *Position of Govt. of India and State Share Release...(upto 31.12.2000)*

DPEP : I

(Rs. in Lakhs)

Funds Released by Govt. of India		State Share Release		Percentage (%)
Upto 1999-2000	2000-2001	Upto 1999-2000	2000-2001	
12051.51	1200.00	1941.27	---	14.65%

- Rs.100.00 lakhs released by GoI on 30.3.2001.

DPEP : II

(Rs. in Lakhs)

Funds Released by Govt. of India		State Share Release		Percentage (%)
Upto 1999-2000	2000-2001	Upto 1999-2000	2000-2001	
4508.866	1300.00	790.48	30.07	14.12%

- Rs.700.00 lakhs released by GoI on 13.3.2001.

6. *Expenditure...*

(Rs. in Lakhs)

	DPEP : I	DPEP : II
• Total Planned During 2000-2001	5245.953	6220.808
• Actual Upto : 31.12.2000	1902.15	1900.11

7. *Disbursement...*

(Rs. in Lakhs)

	DPEP : I	DPEP : II
• Total Planned During 2000-2001	4459.06	5287.69
• Actual Upto : 31.12.2000	1803.08	1847.95

III. **Plan Implementation / Review of All Functional Areas ...**

8. *Pedagogy*

i. *Teacher Training...*

- The allocation and expenditure on Teachers Training under DPEP:I & DPEP:II is as follow..

(Rs. in Lakhs)

	Allocation	Expenditure Upto 31.12.2000
• DPEP : I	331.708	131.02
• DPEP : II	299.571	125.92

- * Workshop for RPs on strategies for remedial teaching was organised during 15-17 Dec., 99
- * Preparatory meetings for development of training manual were organised on 10th & 25th Jan., 2000 & 4th Feb., 2000

46 training programmes, Workshop, review/ SRG/ EC/ Planning meetings were organised at MPSP during April 1st to Aug. 31st 2000. Some of these programmes have been organised by MSCERT. Details some of the major programme are as under :

1. SMART PT English - 2000 was organised by MSCERT, Pune during April-June 2000 for Primary Teacher teaching classes I to IV. 12 days training was given to 30631 teachers from DPEP districts. The major areas covered were : planning, teaching-learning activities for English, Self-learning approach and informal mode of evaluation. The package also included environmental & value education and demonstration of Science & Maths Kit. This academic input was supported by yoga & cultural activities.
2. Mid term Assessment Survey was conducted by MSCERT during July, 2000. RPs were trained in a State level programme between 1 to 7 July. when they were given hands-on training of survey in 5 schools. These RPs in turn trained district RPs. This training was followed by actual survey in 50 schools from each of the DPEP dist. Software for consolidation of data and generating desired output tables was developed by MPSP. The data was computerized by MIS unit of corresponding districts and output tables were generated at MPSP. The report is being developed at MSCERT.
3. The Book Van Tour was organised in the last year in all DPEP districts with coordinated efforts of Ed.CIL, MPSP & NBT. On the background of the environment created a 4 day workshop for developing reading habits among children and teachers was organised between 19-22 June. Major topics covered were : relating reading with achievement, management of school libraries, effective mode of initiating reading process and sustaining culture of ' reading '
4. The programme for commemoration of special week for appraising community with educational inputs and development at the instance of DPEP, was launched between 14-19 Aug. with title 'Shikshan Jagar Saptah'. The 7 day programme at village, block and dist. level was developed with help of district functionaries. It resulted in mutual positive commitments between community & schools. Two planning meetings were organised at MPSP on 24th July & Aug.1st.
5. **With the help of Teleconferencing 1200 teacher trained in the subject "Self Learning" in primary education on 15-16, 17th March, 2001.**

BRC Strengthening :

A programme to 'Strengthen' BRCs to function as resource centre has been taken up in the State. Two workshops were held in November 2000 and January 2001 in this respect.

ii). Textbooks / Other Supplementary Materials...

- **Competency based Textbooks for Std. I to V have been supplied to SC/ST & Girls Students. Out of provision of Rs.81.61 lakhs, Rs.13.80 lakhs have been spent for DPEP:I and out of provision of Rs.2.12 lakhs Rs. Nil have been spent for DPEP :II during 2000-01 (upto 31.12.2000)**

- Teachers Handbook on SLM compendium in Language & Maths for Std. I developed by SCERT, Pune being distributed to all (DPEP) districts. Work for Std. II SLM is completed by SCERT, Pune.

1. SLM for class II in Language & Mathematics has been tried out by MSCERT and is in the process of printing.
2. The text book of English for class I has been developed by Textbook Bureau, Pune which was used for class I to IV during 2000-01.

❖ As a part of Training package for SMART PT - English 2000 following booklets were developed & used by MSCERT :

- i. Curriculum for class- I
- ii. Learning of English through joyful approach (Anandai Engraji Shikshan)
- iii. Resource for teaching (Shidori Adhyapanachi)
- iv. New Awareness (Navya Janiva, Nave Bodh)
- v. You Ask - We Answer (Prashna Tumache - Uttar Amache)
- vi. Let us speak

❖ Bal chitravani has developed cassette on teaching -learning process for English.

iii) Alternative Schooling 2000-01

a) Prerana Centres :-

DPEP – I

Sr. No.	District	Old Contd.	New Opened	Total
1.	Aurangabad	--	09	09
2.	Parbhani	99	103	202
3.	Nanded	--	10	10
4.	Latur	64	--	64
5.	Osmanabad	82	--	82
Total		245	122	367

DPEP – II

Sr. No.	District	Old Contd.	New Opened	Total
1.	Beed	185	155	340
2.	Jalna	158	188	346
3.	Dhule	194	188	382
4.	Gadchiroli	69	37	106
Total		606	468	1174
Total (DPEP I & II)		851	590	1541

b) **Contract Schools :-**

DPEP – I & II

Sr. No.	District	No. of Schools	No. of Pupils		
			Boys	Girls	Total
1.	Parbhani	30	279	182	461
2.	Latur	16	101	179	280
3.	Osmanabad	70	1115	985	2100
4.	Jalna	54	396	388	784
5.	Dhule	39	362	306	668
6.	Gadchiroli	90	524	521	1045
Total		299	2777	2561	5338

c) **School for sugarcane cutters children :**

Sr. No.	District	No. Schools	No. of Pupils
1.	Aurangabad	06	473
2.	Nanded	01	54
3.	Osmanabad	01	318
Total		08	845

- | | |
|------------------------------|----------|
| d) Mobile Schools | NIL |
| e) Brick Kiln School | NIL |
| f) Condensed Course | NIL |
| g) Group Residential Schools | 5 |

Amount spent on alternative schooling till 31.12.2000 is Rs.19.57 lakhs (16.98%) against the provision of Rs. 115.24 lakhs under DPEP-I and Rs. 58.01 lakhs (24.16%) against the provision of Rs.240.12 lakhs under DPEP:II.

NFE Centres

- * One cycle 'Induction and Refresher ' training of Cluster Co-ordinators with the help of IIE, Pune completed
- * Training of Master Trainers completed in June 1999 at IIE, Pune.
- * TLM from IIE is being used.
- * New centres started during 2000-20001 on the basis of microplanning data.
- * Up till now 7 SRG (ALS) meetings are held.
- * **ALS-SRG 8th Meeting held on 29th January, 2001.**
- * **The State Govt. has taken decision to provide access to all out of school children and child labours. Necessary Govt. resolutions namely 'Vastishala' and 'Mahatma Phule Shikshan Hami Yojana' issued.**
- * **Districts have planned Vastishala & Mahatma Phule Shikshan Hami Yojana centres for the year 2001-02 in AWP&B.**

Staff

- Tribal Education Co-ordinator at SPO is also A.S. Co-ordinator. District Co-ordinators are in place in DPEP-I & DPEP-II districts.
- DRG for ALS are constituted in all DPEP districts and meetings are conducted.
- ALS kits and Hand Books received by all ALS centres in Latur, Jalna, Parbhani districts other districts are in process of supplying the same.
- One SRG (Tribal Education) Meeting held.
- State level committee meeting on 23rd August, 2000 at MPSP on 'Alternative and innovate education for Child Labourer.'
- **District personnel meeting held on the issue of EGS-AIE.**

9. Community mobilisation (including training of VEC members and other community teachers.)

- * All VECs are in position and functioning effectively.
- * Community involvement is visible through institutions like Districts/Block Level Educational Advisory Committees.
- * VEC Participation in conduction Microplanning exercise.
- * Training of Master trainers for VEC training completed by MSCERT
- * Utilisation of infrastructure grant jointly by school and VEC.
- * Most of the sites for School building constructions are donated by committee.
- * Construction of school building in majority cases undertaken by Gram Panchayat/VEC.
- * MTA meetings are organised every month at school level.
- * **Districtwise – school level MTA meetings are held on various gender issues.**

10. *Micro-planning*

- * State Level Workshop for RPs from 9 districts held in June, 1998
- * State Level Workshop on revision and computerisation of Microplanning held in Dec., 98 for Dist. RPs from the Project districts.
- * Revision in family survey format and village level consolidation format.
- * Training of teachers and VEC members and collection of Microplanning data proposed.
- * Format A, B & C revised and D developed
- * Micro-planning exercise completed in all villages of 9 DPEP districts during May 1996 to June 1999.
- * District has been instructed to update the information upto Sept., 1999 which was collected upto May., 1999.
- * Workshop on sharing of Microplanning 1999 data with districts has been conducted on 15th - 16th Sept., 2000.
- * **Validation of out of school children on the basis of house to house survey for proposed Vastishala/ MPEGS.**

11. *Media*

- * Media Advocacy workshop held for district RPs in November, 98
- * Teachers handbook on Bal Anand Melawa developed
- * State level training conducted in June and teachers handbook on gender produced.
- * DPEP folder developed.

- * Workshop for developing Media Advocacy Plan conducted.
 - * Celebration of Nagpanchmi and Raksha Bandhan Festival in schools by MTAs.
 - * Formation of Mata Palak Sangh.
 - * Organisation of Pravesh Dindi.
 - * Meeting of VEC for enrollment .
 - * Welcome to new comers.
1. Meeting of MPSP personnel for preview of video programme on English teaching (From Std. Ist.) produced by SIET was held in May, 2000.
 2. Visit of Hon. Chief Minister of Maharashtra to DPEP, Mumbai to take review of DPEP in May, 2000.
 3. One day orientation meeting of district level resource persons on ' Shikshan Jagar Saptah' was arranged in August, 2000.
 4. ' Shikshan Jagar Saptah' was organised in all districts at District, Block, Cluster & Village level in September, 2000.
 5. A Video programme on English Teaching (For std.-I) produced by SIET. Pune is initiated for duplication.
 6. **Meeting of Media persons for developing Print Material on different intervention was held in December, 2000.**
 7. **Developed folder on 'Alternative Schooling'.**

12. Gender

- * State and District gender Co-ordinators are in place in phase II districts. Appointments are being made. Induction training of Zilla Mahila Sanchalikas and Taluka Mahila Sanchalikas held from 11th to 13th June , 99.
- * Workshop on gender sensitization for dist. RPs held from 5th to 7th Nov., 98.
- * Agenda 1998 distributed to all schools in nine districts.
- * Training of all teachers on Agenda 98 held during 12 days SMART PT training programme.
- * Innovation Programme of Prevocational training of Kishori initiated in two functional areas viz., Tailoring and Bakery in Nine clusters from Project Districts.
- * Evaluation tools for Prevocational training for Kishori is developed with the help SRG.
- * Consultant for gender at SPO appointed.
- * MTAs formed in all project districts.
- * 3 meeting of MTAs were arranged in each school on 15.08.99, 26.8.99 and 7.09.99.
- * Some activities for MTA suggested for schools uniformly.
- * State level workshop for district gender Co-ordinators and community members on MTA organisation, scope and activity.
- * Preparation of Balwadi Tai Handbook
- * Case - Studies booklet prepared.
- * Ten Review meetings of District/Block Gender Co-ordinators are held.
- * **11th Review Meeting of District co-ordinator held on 14th – 15th Feb., 2001.**
- * **Prepared a task group and selected the school to undertake the Gender Study as per guideline given in the national workshop 'Classroom environment in relation to girls education'.**
- * **Exposure visit in Gujrat State for District Mahila Sanchalika/ Taluka Mahila Sanchalika from 09th to 18th Dec., 2000.**

13. SC/ST/Minorities

- * Inter district visits of personnel from these districts arranged
- * Sharing of experience organised
- * SRG on Tribal formed. 1st meeting of core group held on 17th Dec., 98
- * Work on development of bridge course started in Dhule district and is likely to be completed by March, 99
- * Sharing workshop on problems of education of tribal children held on 30th & 31st July 1998 at Nasik. Dr. Minoti Panda of NCERT, New Delhi provided technical support while social workers working in these districts shared their approaches. Action Plan, both of state and district finalised in the 2nd workshop held on 2nd Nov., 98
- * The state has proposed a teacher's quarters for teachers in Dhule & Gadchiroli Districts
- * District Resource Group (DRG) in Tribal Education have been formulated in Tribal District. Their meeting are regularly conducted.
- * Block Resource Groups (BRG) in Tribal Education have been formulated in Tribal District Dhule and Gadchiroli meetings of these groups held regularly.
- * 5 Group Residential Schools in Gadchiroli district have been started at Gungwada, Dolanda, Ghodsar, Muske & Malanda.
- * **Summer bridge course schools (SBCS) for 45 days have been proposed in AWP&B 2000-01 in Dhadgaon block of Dhule (Tribal) District.**
No. of teachers : 14
No. of SBCS : 28
(Two per cluster separate for boys & girls)
Beneficiaries 28 x 30 = 840 children.
(Boys – 420, Girls - 420, Total – 840)

14. Children with disabilities

- * In one block in Osmanabad pilot study undertaken by Spastics Society of India initially.
- * Information about in-and-out-of-school children with disabilities collected in Microplanning exercise.
- * Three posts of special teachers in nine selected clusters in nine districts for project period sanctioned in EC held on 3.11.98 TOR for appointment circulated to districts.
- * Guidelines on IED received from GOI circulated to districts after translation.
- * Identification check list will be provided. Forms are under print.
- * State level training for SRG and field functionaries arranged.
- * 3 SRG meetings of IED functionaries and resource persons held.
- * State level workshop held to prepare hand book for general teachers.
- * **Handbooks for general teachers are under printing process.**
- * **Districtwise general teachers training is planned for the year 2001-02 in consultation with Dy. P.O.**

15. Distance Education

- * 6 Video Programmes have been supplied upto BRC level for teacher training.
- * A booklet of guidelines on use of video is supplied upto cluster level.
- * Dish Antennas installed at DIETs by DEP IGNOU.
- * Fax machines have been supplied to all DIETs in DPEP districts for teleconference.

- * Arranged 2 days State level workshop of DRC Resource Persons on 'Use of distributed DL Material' in January,2001.
- * The Self Instructional Material related to enrolment, retention & achievement was printed in required numbers (10,000 copies) and sent to all districts upto Cluster level and to teachers in Latur and Beed districts, in Dec., 2000.

Teleconference :

- * Workshop of Resource Persons for finalising support print material on Self Learning was held in September,2000.
- * Support Print Material on 'Self Learning' for teleconference was tried on 50 teachers in December,2000.
- * Support Print Material for teleconference is printed & distributed to the districts (1000 copies) in March, 2001.
- * Planning meeting of State level personnel & DEP Representative for teleconference held in January,2001.
- * Orientation of DIET Principals & Deputy Project Officers regarding organising teleconference held in February,2001.
- * Training of facilitators for conducting training through teleconference arranged in March,2001.
- * Teleconference on self learning organised from 15th to 17th March, 2001 from RESECO, Gujarat. About 1200 RPs from 10 centres located at SPO & project districts benefited.

16. *MIS :*

- * Upgradation of present computers at State and District under DPEP-I completed on 14.09.2000
- * Currently two programmers are working at SPO.
- * Development of website of MPSP is in progress.
- * Software was developed for Mid-Term Assessment Survey conducted in four districts of DPEP Phase-II. Compilation and Report generation of Mid-Term Assessment Survey data was done at MPSP Mumbai.
- * Software was developed for inward/outward system for MPSP, Mumbai.
- * The EMIS - 99 data of DPEP phase I and Phase II districts has been sent to GOI.
- * EMIS 99 data shared with GOI and DPEP districts
- * State has conducted EMIS 2000-01 survey in DPEP districts with reference date as 30th Sept., 2000. EMIS 2000-01 data of DPEP districts will be ready at SPO before 31st March, 2001. Two additional table added in EMIS, 99 on Achievement & Attendance included in EMIS 2000-01 year also. Consolidation Software developed at SPO. Report on achievement and attendance of 99-2000 by Osmanabad has been shared with districts.
- * MPSP has developed Revised Block level and District level PMIS formats and sent it to 9 DPEP districts for data collection.
- * MPSP has proposed 23 Computers network system in State Office for smooth office working.

17. Research And Evaluation

- ◆ Research & Evaluation is looked after by Research & Evaluation Co-ordinator at SPO.

- ◆ At District level Research Assistants specially appointed for Research & Evaluation look after the research activities.

The list of actual researches completed at State level are as below :-

Sr.No.	Title of the Research & Evaluation Project
1.	To evaluate infrastructure grant (Rs.2,000/- a year) to each primary school under DPEP.
2.	Evaluation of civil works under DPEP-I.
3.	Evaluation of enrollment, attendance & retention achievement in DPEP Phase-I Districts.
4.	Study of migratory pattern in DPEP-II Districts of Beed, Dhule and Jalna & Design of appropriate alternative schooling system for migratory children.
5.	Social assessment study of DPEP-II Districts i.e. Beed, Jalna, Dhule and Gadchiroli.
6.	To provide engineering consultancy service for MIEPA campus development.
7.	Evaluation of NFE centres established in DPEP phase I districts.

SCERT :

At SCERT level, SCERT undertook capacity building of 80 selected teachers from the project area. These teachers were given training and consecutive orientation with financial assistance. About 56 such action researches undertaken under the guidance of SCERT are now completed.

- ◆ At the District level Research Assistants are encouraged to undertake action researches to find solutions to local area specific problems. The responsibility of action research although entrusted to MSCERT, support from SPO is also provided.

SPO :

At the SPO level, selected field functionaries including Research Assistants were given support for undertaking action research. The project which started in April,2000 has completed in March,2001. These field functionaries (about 30) were trained on how to conduct action researches. This included guidance on selection of topics, selection of samples, procedure for conducting research, writing report etc. Each of these participants have completed at least one action research. A list of such research and evaluation is given below:

Sr.No.	Title of Action Research
1.	To study the impact of Mata-Palak Sangh on the attendance of the school-going girls in Standards First to Fifth of Forty Zilla Parishad Primary Schools in Aurangabad District.
2.	An analytical study effect of T.V. on the study of the students in Primary Education in Beed City.

3.	Comparative study of primary schools under the multigrade teaching project and the schools out of project in Gadchiroli district.
4.	A critical study of the Effect of Educational Material on the Teaching Learning Process of Primary Education
5.	To study the effect on Educational Matters due to Multigrade Teaching
6.	The study of fruitful learning achievement of children studying in active primary private school and also other Z.P. primary schools, comparative assessment study.
7.	A study of Primary Schools for the children in remote Tribal area Kinwat run by DPEP Nanded.
8.	A study of Enrolment, Dropout and Stagnation of the girls belonging to the Scheduled Casts and Tribes in the Primary Schools from Std.I to IV.
9.	To study the problem of enrolment and retention in respect of backward boys and girls (SC and ST) of std.I to IV in Parbhani district.
10.	Identification of the impact of infrastructure Grant provided by DPEP to primary school on its enrichment and improving the achievement of DPEP objectives.

In every district, these field functionaries in turn gave support to teachers and about 240 such action researches have been reported to be completed.

Similarly, MIEPA, Aurangabad and Text Book Bureau also undertake Research & Evaluation activities which are reflected in their reports.

18) Civil Works Status as on 31st Jan. 2001.

DPEP – I

(Figures in the bracket indicates status during last JRM)

Activity	Target	Completed	In Progress	Not Started
Additional Class Rooms	1110 (1070)	980 (980)	37 (37)	53
New School Building	441 (461)	405 (403)	36 (38)	20
Toilets	2663 (2663)	2259 (2259)	84 (84)	302
Borewells	1365 (1150)	1189 (1118)	Nil (Nil)	176
School Repairs	838 (838)	823 (823)	5 (5)	10
Wire fencing	288 (310)	210 (208)	76 (6)	2
Office Repairs	4 (3)	2 (3)	Nil (Nil)	2
MIS Room	4 (4)	4 (4)	Nil (Nil)	Nil
B.R.C.	34 (42)	3 (3)	Nil (Nil)	31
Jeep shades	3 (3)	3 (3)	Nil (Nil)	Nil
Electrification	1039 (1224)	527 (442)	437 (369)	75
SPO MIS Room	1 (1)	1 (1)	Nil (Nil)	Nil
MIEPA Campus Development	1 (1)	Nil (Nil)	1 (1)	Nil
Water connection	183 (183)	Nil (Nil)	Nil (Nil)	183

BRC Buildings

As per original Annual Work plan, 34 BRCs are proposed out of which 3 BRCs are completed and tenders evaluation for remaining 31 blocks is almost over. It is expected that work order to start these works will be issued in the next month.

MIEPA Campus development

The work consists of Remodeling & Repairs of Existing Building for housing Administrative Building and 3 Nos of Staff Quarters. 65% of the work is completed and MIEPA office has started functioning in the new building. As per agreement, the work is expected to be completed by end of June.2001.

DPEP – II

(Figures in the bracket indicates status during last JRM)

Activity	Target		Completed		In Progress		No. Start
Additional Class Rooms	490	(490)	85	(49)	318	(262)	
New School Building	420	(420)	60	(18)	303	(291)	
Toilets	1650	(1650)	713	(509)	439	(263)	
Borewells	900	(900)	540	(535)	12	(72)	
School Repairs	570	(570)	6	(Nil)	7	(Nil)	
Water facility (piping)	765	(765)	218	(218)	30	(27)	
Group Residential School	15	(15)	Nil	(Nil)	Nil	(Nil)	
MIS Room	4	(4)	3	(3)	Nil	(Nil)	
B.R.C.	39	(39)	Nil	(Nil)	Nil	(Nil)	
Playgrounds	138	(138)	40	(6)	29	(38)	
Electrification	1150	(1150)	408	(301)	Nil	(20)	
Construction of Teacher's Quarter	44	(44)	Nil	(Nil)	Nil	(Nil)	
SPO Infrastructure Repairs	1	(1)	1	(1)	Nil	(Nil)	
SCERT Women's Hostel	1	(1)	Nil	(Nil)	Nil	(Nil)	
Innovation Fund	3	(1)	Nil	(Nil)	3	(1)	

BRC Buildings

Tenders for all 39 BRC buildings are received and Evaluation is in progress. It is expected that evaluation will be completed and work order to start the works will be issued by end of March , 2001 in DPEP Gadchiroli and by end of April, 2001 in rest of the Districts.

◆ Active Community Participation (DPEP I & II)

a) Donation of the land for construction :-

The Civil activities being executed through community participation i.e. through Gram Panchayat and Village Education Committee.

There is no provision towards land compensation for acquisition of land for civil works. About 25% of the school sites have been donated by Gram Panchayat and Private donors.

b) Sharing in Electrification to School Buildings :-

The unit cost of Electrification to One Room school building provides Rs.1500/- for Electric Service Connection from Electric Pole to Building. Recently the state Electricity Board have increased the charges of Electric connection to Rs.2200/- hence there is increase in rate of Rs. (2200-1500)=700/- per school which VEC has promised /shared the excess amount.

19. BRCs / CRCs

- * All BRCs are functional with Co-ordinators in position in all districts.
 - * Appointments of BRC Subject experts in Phase II district completed.
 - * The role of BRC Co-ordinators has been defined.
 - * All 636 CRCs with Coordinators are functional and monthly meetings held regularly.
- ❖ Comprehensive strategy has been chalked out for strengthening of BRCs & CRCs and their networking with primary schools for on going academic support.

20. School Grants / Teacher Grants..

- * The Fund under grants for Schools Infrastructure and Teachers grants have been released till 31.12.2000 against the provision as shown below.

		Provision	Release of Funds
DPEP : I	...	Rs.211.68 Lakhs	Rs. 50.17 Lakhs
DPEP : II	...	Rs.169.238 Lakhs	Rs. 33.55 Lakhs

IV Systemic Issues

21. Teachers Vacancy Position

Total number of Posts Sanctioned in the Nine DPEP Districts	:	72935
No. of Teachers in Position	:	68134
Total Number of additional Teachers to be appointed under DPEP	:	Phase-I 1899 Phase-II 1487
Number of Teachers actually appointed under DPEP	:	Phase-I 1876 Phase-II 1435

22. Functioning of DIETs

	<u>DPEP : I</u>	<u>DPEP : II</u>
* No. of Posts sanctioned	130	104
* No. of Posts filled up	99	74

23. Functioning of SCERT

	<u>DPEP : I</u>	<u>DPEP : II</u>
* No. of DPEP related Posts sanctioned	5 +	3 = 8
* No. of Posts filled up	2 +	1 = 3

Details of Major Programmes

SMART PT English – 2000 was organised by MSCERT, Pune during April-June 2000 for Primary Teacher teaching classes I to IV. 12 days training was given to 30631 teachers from DPEP districts. The major areas covered were : planning, teaching-learning activities for English, Self-learning approach and informal mode of evaluation. The package also included environmental & value education and demonstration of Science & Maths Kit. This academic input was supported by yoga & cultural activities.

Mid term Assessment Survey was conducted by MSCERT during July, 2000. RPs were trained in a State level programme between 1 to 7 July. when they were given hands on training of survey in 5 schools. These RPs in turn trained district RPs. This training was followed by actual survey in 50 schools from each of the DPEP dist. Software for consolidation of data and generating desired output tables was developed by MPSP. The data was computerized by MIS unit of corresponding districts and output tables were generated at MPSP. The report is being developed at MSCERT.

- **SCERT conducted the follow-up of the SMART-PT training during Nov. – Dec., 2000. The statewide review of the followup programme was organised at Sangli where the achievement of the programme was discussed. The improvement needed in administrative and academic areas were critically reviewed.**
- **SCERT undertook the preparations for launching SMART-PT 2001 - 02 for English SLM Handbook for teacher (Class II) – The manuscript is ready for printing.**

Other Training programmes / ws / activities conducted by SCERT during 2000-01

- **Training programmes / WS for the master trainers at the district level in the following areas have been organised during 2000-01.**

Sr. No.	Area	Duration	Participants
1.	State level Planning /Orientation for MAS (phase II dist.)	1-7 July, 2000	20
	IED special teachers	19-21 Oct., 2000	20
2.	IED – Trg. for general teachers	1-3 Nov., 2000	42
3.	Action Research	1-7 Nov., 2000	42
4.	ECCE	13-15 Nov., 2000	39
5.	Cluster co-ordinators	20-22 Nov., 2000	38
6.	VEC	27-29 Nov., 2000	30
7.	Work Experience	1-7 Dec., 2000	35
8.	Teaching Aids	11-15 Dec., 2000	35
9.	Meeting for documentation the Programme organised in 2000-01	8-9 Jan., 2001	17
10.	Meeting for development of gradation of tool for AR.	9 th Jan., 2001	07
11.	Meeting for refinement & replication of material developed in tribal districts.	15 th Feb., 2001	06
12.	Meeting for reviewing AR and training programmes	20 th March, 2001	13

24. Functioning of SIEMT *MAHARASHTRA*

- * No. of Posts sanctioned -- 14
- * No. of Posts filled up -- 13
- * Three workshops for identification of training needs and development of training module for State Administrators were organised by MIEPA (SIEMAT)
- * Job analysis of E.O. has been completed.
- * In the year 1999-2000, 15 training / workshop were conducted by MIEPA, Aurangabad for M.E.S. Class I / Class II Officers. No. of participants : Target = 400, Achievement = 210
- * In the year 2000-01, four training / workshop were conducted as follows..
- * **In the year 2000-01 by the end of December 2000 nine (9) training/ workshops were conducted as follows :**

Duration	Participants	Target	Achievement
22 To 26.5.2000	ADEI / APO	40	29
26 To 30.6.2000	DPEP-I (Dy.P.O./B.E.O.)	38	31
27 To 31.8.2000	H.M. / Rector / Principal D.Ed. College	34	15
11 To 15.9.2000	DPEP-II (Dy.P.O./B.E.O.)	35	19
13.11.2000 to 17.11.2000	DPEP-II (Dy. P.O./ BEO)	36	23

20.11.2000 to 24.11.2000	ADIE/APO Region Aurangabad, Nashik, Pune	40	26
11.12.2000 to 15.12.2000	ADIE/APO Region Nagpur, Amarawati, Kolhapur	40	22
18.12.2000 to 22.12.2000	H.M., Dy. E.O./S.C. Region Aurangabad, Nashik, Pune	40	07
26.12.2000 to 30.12.2000	H.M., Dy. E. O./S.C. Region Nagpur, Amarawati, Kolhapur	40	24
Total..		343	196

	No. of Trainings	No. of Participants
Class I	--	--
Class II	06	119
Class III	03	77

25. Impact of DPEP Experiences on the overall system

- a) The State has initiated special scheme for educationally backward blocks. The selection of these blocks are on the criterion adopted by DPEP.
- b) The State is making an effort to collect the data for other districts in the State. Complete school information is being generated for other districts also.
- c) The State has appointed Cluster Co-ordinators for all districts in the State through its regular scheme.
- d) Govt. pays 4% salary contingency grant to all primary schools to meet the schools day to day needs.
- e) Competency based curriculum and Text books implemented in the entire state.
- f) Training of all Teachers teaching Std. I to IV in the state held in two years.
- g) Govt. of Maharashtra has by resolution started school for education of the children of migratory families.
- h) GOM has issued resolution dt. 18.4.2000 regarding starting of Vastishalas in schoolless habitations.
- i) Shikshan Sevakas are being appointed on the vacant posts of primary teachers.
- j) Para Teachers will be appointed in Vastishalas
- k) **Mahatma Phule Shikshan Hami Yojana implemented for the education of Child Labours.**
- l) GOM has issued a letter dt. 28.9.2000 regarding Shikshan Chalval Saptah 2nd Oct., to 8th Oct., 2000 under Mahatma Phule Shikshan Hami Yojna for Child Labour out of School Children.

26.. Action by State on Analysis of EMIS data :

- * The sharing of analysis of EMIS 99 data on National Level with other State was done on 26-27th July, 2000.
- * The sharing of analysis of EMIS 99 data with districts was done on 15th - 16th Sept., 2000.
- * **AWP&B for 2000-01 based on EMIS 99 findings on teacher deployment, utilisation of funds sanctioned for school repairs, construction etc.**
- * **Cohort Study workshop to find out droupout situation planned on 30th March, 2001.**

27. **Innovations**

Activities undertaken so far:

1. Development of Instructors Kit.
2. Science Centre at Block Level.
3. Special prevocational Training centre for Koshories.
4. Bal Anand Melawa organised for NFE Stduent.

ORISSA

1. Coverage & Project Cost

Five districts out of 30 districts have been covered in DPEP-II Phase-I in 1996. It was expanded to three more districts in Phase-II in 1997. Plans for further expansion to eight more districts under DFID support have been submitted to Government of India and approval is awaited.

DPEP – II	Name of the Districts	EFC Approved Project Cost (Rs. In lakhs)	Project Period
Phase – I	Bolangir, Dhenkanal, Gajapati, Kalahandi and Rayagada	14649.82	1996 - 2001
Phase – II	Bargarh, Keonjhar and Sambalpur	8362.17	1997 - 2002
Phase – III *	Boudh, Kandhamal, Koraput, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada and Sonepur.	Approval awaited	2000 - 2007

*Source 12th Joint Review Mission State Report.

Staffing Pattern

Staffing in DPEP	Approved Post	Staff in position
S P O	44	41
SIEMT	18	13
DPEP Cell of SCERT	4	0
District Project Offices	176	176
BRCs	87	87
CRCs	1132	848

Vacancies at SPO due to resignation.

- (i) Junior Stenographer (2)
- (ii) Driver (1)

Presently SIEMT is a part of SPO. Proposal has been sent the Govt. to resister SIEMT as an autonomous society.

The 284 number of CRC Co-ordinators have been selected and will be joining shortly.

Plan Size

Against the plan size of Rs. 2311.99 Lakhs the total amount of Rs.10,162.22 lakhs have been received till the end of March 2001 out of which Rs8637.89 Lakhs is Govt of India's share and that of the State Govt.is Rs1524.33 Lakhs. The year wise break up of the funds released so far is shown in Table 2

Year	Government of India	Government of Orissa	Total
1995 – 96	50.00	-	50.00
1996 – 97	872.50	153.97	1026.47
1997 – 98	1145.64	202.17	1347.81
1998 – 99	2469.75	240.00	2709.75
1999 – 2000	800.00	275.25	1075.25
2000 –2001	3300.00	652.94	3952.94
Total	8637.89	1524.33	10162.22

- ◆ Cumulative expenditure up to 1999-200 –5073.61
- ◆ Expenditure during 2000-2001- (April to February)-2425.96
- The upward swing in the level of expenditure has been maintained.
- ◆ While expenditure was only 5.05 % in 1995 – 97, 81.49% in 1997 – 98, 74.23% in 1998 99 177.58% in 1999 – 2000, it is 61.37 in 2000-2001 (up to Feb.2001)
- ◆ **Disbursement**

Total planned during 1999 – 2000	:	5073.07
Total planned during 2000 –2001	:	7565.36
- ◆ **Utilization Certificates** : UCs in respect of DPEP
UC has been issued upto 1998-99.It is under process for 1999-2000
- ◆ **Annual Report and Audited Account for 1998-99 is already prepared and sent to Govt. of India.**
- ◆ **Executive Committee** was held on 10.01.2000 , 26.06.2000 and 15.01.2001

Civil Works

DPEP, Orissa has planned to provide **physical infrastructure** to the District Primary Education System in the districts. Accordingly, additional classrooms, new schools, building for buildingless schools, Cluster Resource Centres, toilets and drinking water facilities are being planned and taken up.

- A technical manual has been given to all VEC and they have also been trained in this regard.
- The constructions are taken up through the Village Education Committee (VEC) for encouraging the community to be more involved and to create the community ownership feeling amongst the villagers.
- To provide infrastructural facilities for teacher training and other training programmes Block Resource Centres have been taken up at each Block headquarters. Most of these buildings are in progress out of which 4 nos. of buildings have been completed and a **good numbers are in completion stage.**
- DPEP, Orissa has conducted the **hands-on-training** to all the technical staff through national resource persons, on **alternative technologies, cost effective technologies and construction of child friendly elements.** Some of these things have been put to use in the new construction such as Stub Foundation, Filler slab in the roof.
- All the Junior Engineers (J.Es) and District Project Engineers (D.P.Es) have been given a refresher course with the child friendly elements in the school for the children. These are being constructed in the schools as per suitability.

- A seminar was conducted with the help of Government of India through **Technical Support Group of Ed.CIL** and other experts on **rationalisation of the designs**. Mainly the concrete numbers of the major buildings were attempted and worked out. There has been a considerable amount of savings. These rationalised designs in roof, columns etc. are being adopted in our constructions. **This type of exercise has been done only in Orissa DPEP.**
- Recently, DPEP, Orissa and **Technical Support Group** of Ed. CIL co-hosted the “Fourth Cross-State Sharing Workshop on Civil Works” at Bhubaneswar. Various activities were discussed in the some such on sustainability, building a child friendly environment, pollution free school environments etc. in the said seminar. As per the discussion the District Infrastructure Plans for the districts are prepared for Implementation.
- The progress overview of the civil works has been given in the table below:

District infrastructure plan is being prepared for all DPEP district for regular repair and maintenance. Requirements of funds and linking it to existing on going schemes of govt. has also been taken up. **Mean while child friendly elements in all the schools of the DPEP districts and being taken-up.**

Activities	Total Provisions	Works Under Taken	Works Completed	Works in Progress	PHYSICAL TARGET OF COMPLETION			Remarks
					End of Dec.2000	End of April.2001	End of April 2001	
Block Resource Centre	86	86	22	61		56	5	
Cluster Resource Centre	913	913	771	141		141	1	
Additional Class Room	515	515	276	227		200	39	
Building-less School	231	231	89	121		100	42	
New School Building	734	734	86	562		400	248	
Toilets	1223	1223	273	221		200	21	
Drinking Water	340	340	54	177		177	0	
Management Info. Systems	8	8	8			0		
Dist. Project Office	2	2	2			0		
Electrification	96	96	94	2		2		
Training Hall	1	1	1			0		
Teachers Barrak	4	4	2	2		2		
Repairs	1243	1243	1000	200		200	43	
Total	5396	5396	3378	1714		1478	399	

Bargarh, Sambalpur and Keonjhar are the phase-II districts. These districts have already spent 58.94% of their total provisions on civil works. The other five phase-I districts have spent 73.93% of their total provisions on civil works. The site selection problems for the construction of New School buildingless in remote areas is already sorted out. With more experienced functionaries and faster volume of disbursements to districts, the scenario is expected to improve considerably.

Financial Position Of Civil Works
As on 31.8.2000.

Sl. No.	Name of the District	Total allocation as per NSAR (Rs. In lakhs)	Total expenditure upto 30/9/2000 (Rs. in lakhs)	Total expenditure upto 28.2.2001 (Rs. In lakhs)
1.	Bargarh	576.250	244.62	330.87
2	Bolangir	752.220	407.010	549.05
3	Dhenkanal	564.800	295.400	343.13
4	Gajapati	439.370	219.070	264.86
5	Kalahandi	442.750	396.006	469.62
6	Keonjhar	847.800	429.540	542.50
7	Rayagada	553.500	377.930	464.55
8	Sambalpur	536.800	202.121	282.44
	Total			3247.02

PEDAGOGICAL IMPROVEMENT

Empowering teachers in bringing about a qualitative shift in the classroom processes, making it activity-based and thus transforming it into a child friendly process has been continuously targeted through DPEP interventions. The major objectives of pedagogical improvement, as the most crucial intervention, are:

- Empowering primary school teachers in conducting teaching learning through activity-based participatory approach in a child-centred and joyful environment.
- Developing skills of teachers in the management of multi-grade and multi-level classroom situations.
- Reinforcing the training inputs through sharing of good and innovative practices.
- Enabling teachers in developing low cost and no cost contextual materials for supporting teaching-learning process.
- Strengthening the institutions like SCERT, DIETs, BRCs and CRCs and building capacities of their faculty members for developing a sustainable system of planning, implementing and evaluating a continuous diversified efforts for bringing about pedagogical improvement.
- Developing and continuously reinforcing a monitoring and academic support system.

Achievements

▪ Building Resource Groups

- Resource groups for pedagogical improvement have been created and strengthened at the State and Block levels particularly at the State level. A team of dedicated and resourceful members of State Resource Group has been identified as Core Trainer Team (CTT) which is quite resourceful in planning and conducting all types of teacher training programmes and other pedagogical improvement programmes like developing textbooks, training alternative schooling instructor, planning and preparation of TLM and supplementary reading materials, training of CRC and BRC Coordinators, planning, monitoring and academic support system etc.

- Block Resource Groups, a team of 8 - 15 resourceful teachers, headmasters and S.I. of Schools in each of the 87 Blocks were initially created to impart teacher training at cluster level. They were directly trained by CTT members, thus avoiding transmission loss. At present they are involved in diverse areas like sharing good practices at cluster level, developing activities and TLMs, monitoring and providing academic support.
- District Resource Groups in each district with 15 - 20 members drawn from DIETs/S.T. Schools, BRC Coordinators, CRC Coordinators, S.Is. of Schools, headmasters and teachers (who are BRGs) have been constituted essentially for planning, coordinating, monitoring and academic support activities in the district.

▪ Teacher Training

Almost all categories of primary school teachers, S.I. of Schools, CRC Coordinators, BRC Co-ordinators, headmasters have been exposed to the three rounds of teacher training programmes the major inputs of which were: understanding children and their learning process, learning problems of disadvantaged children, activity and its components, the skill of developing activities in the classroom, developing activities on curricular concepts/topics (grade-wise), management of multi-grade situations, learners' evaluation, planning activity-based lessons, development of contextual teaching-learning materials.

The extent of coverage in the three rounds of training can be seen from the following table:

Coverage of Teacher Training

Rounds of Training Programme	Teachers in position	No. of Teachers Trained	No. of S.I. of Schools trained	No. of BRC Coordinators trained	No. of members of BRGs trained
1 st 1997 - 98	31,272	23,602	268	85	900
2 nd 1998 - 99	31,390	28,243	265	87	964
3 rd 1999 - 2000	31,872	29,530	265	87	936

▪ Development of TLM

- Through the resource persons trained at the State, district and block level workshops in developing activity-based TLMs have been conducted and at least one teacher from each school has been trained in these workshops so that the TLM Grant could be utilised properly.
- A list of **standard teaching-learning material was developed and circulated among the districts.**
- Six posters based on six different themes like learning of alphabets and numbers through activities, birds and animals, physiology of human body have been developed in the TLM workshop. These posters have been supplied to each school.

▪ **Monitoring and Academic Support System**

- All CRC Co-ordinators and 87 BRC Co-ordinators are now in position.
- CRC Co-ordinators have been exposed to one round of 7 days' training in monitoring and providing academic support.
- School visits and conducting monthly meetings at CRC level has become a regular feature
- Systematic functioning of the CRC-BRC-DIET DRG linkage system is now being planned simultaneously.
- Its co-ordination with the existing structure of S.Is. of Schools and D.Is. of Schools has been worked out.
- In a State level workshop for integration of DPEP structures with existing structure of monitoring vis-à-vis the active involvement of DIETs in it held during 12 – 13 September, 2000, the detailed scheme of functioning was worked out.
- In a convergence meeting with Principals of six DIETS Directors and Officers of SCERT and Director and Officers of OPEPA held on 25-26 February 2001 details of infrastructures development plan of DIETS and SCERT has been worked out.
- Schedules for school and classroom visits by the monitoring personnel have been developed and are being used by the CRC Co-ordinators.
- A detailed exercise of area assessment of monitoring personnel i.e. of CRC and BRC Co-ordinators and S.I. of Schools was carried out exposing them to variety of tasks like responding to a structured questionnaire, developing activities and strategies for different school and classroom tasks, group discussion. Based on the findings two strategies are being developed.
- First to develop a training package on the felt needs and
- to replace the most ineffective persons identified through this exercise by more capable persons.

▪ **Capacity Building of DIETs.**

- One workshop for **planning reformations of SCERT and DIETs** was conducted during 24 – 25 May, 2000 wherein a tentative plan for **bringing about structural and functional changes in SCERT and DIETs** was worked out. It included the infrastructural as well as personnel development plans.
- As a sequel to the above workshop, a second workshop aiming at the capacity building of faculty members of SCERT and DIET was conducted during 15 – 17 September, 2000 in collaboration with the **Technical Support Group (Pedagogy) of Ed.CIL and Government of India.**
- As the first step for their **capacity building**, a programme for exposure visits to different DPEP States to have first hand **experience** of new pedagogical initiatives has been planned.

Thrust Areas of 2000 – 2001.

In its annual review meeting of CTTs during 23 – 25 July, 2000 it was decided to have a holiday of general rounds of teacher training and to focus on the following major aspects of pedagogical improvement for the year 2000-2001:

- Reinforcing the inputs of teacher training
- Strengthening, monitoring and academic support system
- Capacity building of key institutions and personnel

- Sharing good practices
- **Reinforcement Activities**
 - Model activity-based lesson plans on the curricular content/topics in four areas i.e. Language, Mathematics, Social Studies and Science for Class IV and V have been developed by CTT and a group of teachers. These are being distributed among schools with clear intentions of developing activity-based lesson plan for other classes at the cluster level meetings.
 - Emphasis is being put on continuous evaluation of learners' performance, which was included in last two rounds of teacher training. Monitoring personnel like CRC and BRC Co-ordinators and S.Is. of Schools have been given orientation to further sensitize the teachers for continuous assessment, maintenance of records and to have periodical interactions with parents of children's performance.
 - Production and use of contextual TLMs are being accelerated. With the preparation of the list of standard materials, block and cluster level production workshops are being planned with the active involvement of local artisans for producing durable, low cost relevant activity-based materials.
 - Graded model illustrated storybooks for pre school children and children reading in Grades I to V (Six books) have been developed in a workshop held during.
- **Strengthening Monitoring & Academic Support System**
 - Reinforcement training of CRC and BRC Co-ordinators along with S.I. of Schools based on the **findings of need assessment survey**. This training is scheduled to be held around December, 2000 - January, 2001.
 - CRC-BRC-DIET-DRG linkage in monitoring and providing academic support system is being strengthened through conducting regular monthly review meetings and a sound system of information flow.
 - A crash programme for intensive monitoring entitled "**AHWAN**" with the joint efforts and involvement of teachers, headmasters, BRG and DRG members, CRC and BRC Co-ordinators, S.Is. of Schools, D.P.Cs, DIET faculty members and good NGOs is being in operation. In all districts at least two rounds of such intensive monitoring programme has been completed with encourage results.
 - This is basically intended to give fillip to the monitoring and academic support service with a clear departure from existing practices and also to drive home the message that the DPEP interventions have come to stay in the classrooms.
 - A two day training programme was conducted during February 2001 for BRC coordinators with help of an organisational Psychologist to enhance effectiveness in their functioning.
- **Capacity Building of Key Institutions.**

Strengthening the key institutions like DIETs, Offices of D.I. of Schools, BRCs and CRCs at the district level and SCERT at the State level has been very much in the cards and definite actions have been planned in this direction.

❖ **Strengthening of DIETs**

The programme of strengthening DIETs as the apex academic centre at the district level has been planned based on the outcomes of the workshops on

the subject. The strengthening is being done on two aspects: development of infrastructure and human resource development.

❖ *Resource Strengthening :*

Funds shall be placed (already provisions have been made in Annual Work Plan & Budget 2000 – 2001) at the disposal of the Principals of DIETs for procurement of furniture, equipment for laboratory, library books and contingencies for upgrading it as a district resource centre. Rs. 4.70 lakhs to each of the five DIETS in the DPEP districts have already been provided for infrastructure.

- The plan for personnel development of DIETs has been elaborately worked out in the workshop held during 15 – 17 October, 2000. Among others it includes the following major steps:

- Increasing frequency of school visits by DIET faculty members. They are required to actually teach for a period of atleast 7 days in a primary school in activity-based methods. In each of the Block monitoring and District monitoring team faculty members of DIETS have been included. These they are now visiting primary schools for at least 15 days a month for monitoring and providing onsite academic support.

- As an immediate follow-up actions, exposure visit for DIET faculty members has been planned to four places in the country: Digantar in Jaipur (Rajasthan), Ekalavya in Bhopal (Madhya Pradesh), Schools and DIET at Karvetinagar (Karnatak), and Schools and DIETs at Kasargod and Mallapuram(Kerala).

- State level sharing workshop after exposure visits and preparation of plan of future action have been scheduled to be held during May,2001.

- Selected faculty members have already been involved in the preparation of training packages for Alternative Schooling Instructors and NCLP School Instructors. DIETs have been given entire responsibility of conducting these training programmes.

▪ *Strengthening of SCERT*

- Similar to the programme of development of DIETs, adequate funding shall be provided to SCERT for procurement of equipment and library books with the objective of building it as a State level resource centre. Details are being worked out in collaboration with the Directorate of TE and SCERT regarding overall development of SCERT in context of empowering it the institution to act as effective apex academic body for expenses of elementary education in the State.

- Exposure visits to build the capacity of its faculty members have also been planned along with that for DIET faculty members.

▪ *Development of District level Institutions*

- Efforts for modernisation of D.I. of Schools has been initiated and has been planned in the Integration Workshop held during 12 – 14 October, 2000. Two immediate actions have been planned:

- (i) Providing funds for purchase of computers to facilitate the maintenance of records and ongoing administrative/management activities.
- (ii) Exposing D.I. of Schools and S.I. of Schools to new pedagogical initiatives.

Building and strengthening the resource centres at the cluster and block levels. Wherever space is made available (i.e. CRC and BRC buildings are complete) resource materials like, exemplar TLMs, Activity Banks and Library service shall be created for which funds are available in Annual Work Plan & Budget 2000 – 2001. Already the process has been initiated and shall continue through out the rest of the period.

▪ *Sharing good practices*

This year sharing of good classroom practices has been stressed upon. Two strategies are being in operation for this:

- (i) A quarterly news letter “AROHA’ containing information of good practices is being published by the Pedagogical Improvement Unit of the State Project Office. This is both informative and has enough scope to share good practices attempted by different teachers and institutions. Two issue have already been published and the third is in process.
- (ii) Cluster and block level monthly meetings are made regular where sharing is becoming the important feature.

The third strategy of exposing the teachers and monitoring personnel to good practices through inter and intra-state exposure visits (in a limited scale) is being planned .

Immediate Future Programmes

└ Teacher training in the following areas has is being planned :

- (i) Classroom transaction with activity-based textbooks.
- (ii) Reinforcement of managing multi-grade situations
- (iii) Continuous and comprehensive evaluation of learners.

└ Further strengthening the resource groups through

- (a) Inter and intra-state exposure visits.
- (b) Sharing of good practices.

└ Strengthening of resource centres (BRCs and CRCs)

└ Strengthening of DIETS and SCERTs

└ Training of different categories of teaching personnel other than the regular primary teachers like.

- Para teachers
- Instructors in NCLP School
- As instructors
- Instructors in EGS and AIE.

└ Development and sharing of innovative materials and practices.

Access And Alternative Schooling (A.S.)

New primary schools and Alternative Schooling Centres have been opened in unserved and eligible habitations. 694 New Primary Schools (NPS) were opened during 1999 – 2000. 4 more NPS have been opened during the current year, thus completing the total provision as per NSAR.

Each district has identified the requirement for opening A.S. Centres as substitute of primary schools in remote and unserved habitations during NINAD campaign. 'NINAD' campaign was designed to study the level of empowerment and ownership that the community feel for the school and for their own children. The campaign was intensively focused in remote and unserved (School) habitations. Strategies were so developed such that cultural troops and opinion makers of these places were contacted earlier to orient them about the theme of such an operation. Drop-out and unenrolled children in the age group of 6-14 years were enumerated to find the intensity of these children across the districts. In disadvantage packets the view points of the parents, the opinions VEC and MTA were also studied to reach their preparedness to accept education in their community as fundamental need. The team to village and the 7 day programmes were also carrying the inputs anticipating such varying degrees of preparedness to accept education. Block level teams and Cluster level teams emphasized on the presents of right theme through cultural troops. PRI & VEC representatives spoke their plans and commitment to help revitalize the education scenario.

In the village meeting there evolved demands for different types of schools to cater to their needs. Schools specially meant for Bridge Courses (for shorter duration with integrating courses for drop out and over-aged children), adolescent girls etc. came out from these discussions. Panchayats were even prepared to administer camp schools to look for the education of the children of migrating parents. Block team and Cluster team for NINAD campaign collected this information feedback to help the system to respond to the public demand for change and their views on alternative educational development models. Around 1000 new A.S. centres are expected to be opened (after another round of feasibility study) by the end of November, 2000 as decided in a review meeting of all District Project Co-ordinators (DPCs) at State Project Office (SPO) in September, 2000.

Further, three strategies have been planned for catering to the needs of out of school children

1. Bridge course camp schools for mainstreaming out of school children.
2. Special camp school for adolescent out of school girl children in 9 - 14 years age group with provision of training on craft, trade, health, sanitation etc.
3. Camp school for children of migratory parents.

Progress of New Primary School

- In DPEP Orissa 720 N.P.S. have been opened in the 8 project districts.
- Experienced and regular teachers have been posted in these schools.
- Building for these schools have been constructed.

Current Coverage of New Primary School

Name of the District	NPS	NPS Opened
Baragarh	99	99

Bolangir	51	51
Dhenkanal	98	84
Gajapati	116	116
Kalahandi	31	31
Keonjhar	166	166
Rayagada	72	72
Sambalpur	101	101
Total	734	720

Current Coverage of Alternative Schooling

No. of Alternative Schooling Centres	:	435
No. of Instructors	:	435
No. of Children	:	10,992
No. of Blocks	:	68
No. of Districts	:	8

Year-wise breakup of no. of Alternative Schooling Instructors appointed:

1999 – 2000	-	149
2000 – 2001	-	286

Progress

Training of AS Instructors

- Training module is 12 days duration few training of A.S. Instructors has been developed by the State Resource Group. This has been trialled, modified and finalized. The intended inputs of this module are the roles and duties of AS Instructor, Community support service, Management of AS Centre, Understanding children and their leaving process, activity and its components, learning of language, Mathematics and EVS through activities, preparation of contextual TLMs.
- Teaching learning materials kits have been developed in which standard contextual materials which can have wide utility in teaching curricular topics. Each district has been supplied with one kit to duplicate and supply it to AS Centres.
- District Resource Groups (DRG) consisting of 5 members drawn from faculty members of DIET, BRG of pedagogy have been formed in each district. The DRGs have been oriented in the 12 days Training Module to act as master training for AS instructors training in a workshop held during 18-29 Sept. 2000.
- The conduct of training of AS Instructors have been entrusted to DIETs.
- A self Instructional materials (entitled AADHAR) containing topics to reinforce the training inputs for AS Instructors has been developed.
- A bookset entitled SAMBHARA containing activities meant to transact curricular copies of class I in Language, Mathematics and EVS to help the AS Instructors in classroom transaction has been developed. •

- Training of A.S Instructors on the above mentioned module shall commence from 19th October 2000 in each district.
- Training of teachers in National Child Labour Project (NCLP) schools shall be taken up immediate after the training of A. S. Instructor.

Coverage

The process of identification of unserved habitation constitution of VEC in such habitations and selection of A S Instructors have been completed. 80% of AS Centre as per NSAR provision shall be made operational during October 2000.

Exposure Visit

Five resource group members (4CTTs and one BRCC) alongwith one officer from the SPO went on an exposure visit to have first hand experience of AS centre functioning and community involvement in it and the Bridge course for out of school children at M.V. Foundation. Hyderabad, Andhra Pradesh during 21-27 August 2000.

In the State each district has identified the requirement for the opening of A.S. centres in remote unserved habitations and dropout and enrolled children in the age group of 6-14 years. Strategies have been planned to cater to the needs of out of school children through

- **Bridge Course camp School**
- **Special camp School for adolescent out of schoolgirl children in 9-14 years age group with provision of training on craft, trade, health, sanitation etc. 28 Adolescent girls camps have been opened in Kalahandi districts.**
- **Camp School for children of migratory parents.**

Coverage Of AS

Date 27.3.2001

District	A.S. Centre	Enrolment		
		Male	Female	Total
Baragarh	110	582	587	1169
Bolangir	50	483	504	987
Gajapati	54	918	826	1744
Keonjhar	84	1511	1310	2821
Kalahandi	475	9462	6309	15771
Sambalpur	240	3799	3231	7030
Dhenkanal	51	790	839	1629
Rayagada	100	852	717	1569
Total	1164			37720

Alternative Schooling Progress

- A.S. Instructors training has been completed in 8 DPEP districts to acquaint them with their roles and duties.
- A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for A.S. Instructors has been developed and distributed to all districts.

- An activity bank, subject wise and topic wise entitled SAMBHARA for class-I has been prepared and distributed to all DPEP districts.
- TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to A.S. Centres. The list of materials in the kits has been attached here.
- The use of different items in the kit was demonstrated to the AS Instructors and TLM experts helped each AS Instructor to develop a kit for himself / herself during the 12 day training programme.
- Linkage has been established between AS Centre and Primary School through regular monitoring by CRC Coordinator in convergence with SI of Schools.

Teaching Learning Materials Kit.

1.	Mask of Tiger	-	1
2.	Chhupe Rustam	-	1
3.	Matching board	-	1
4.	Rubber ball	-	1
5.	Plastic ball	-	1
6.	Animals	-	1 packet
7.	Birds	-	1 packet
8.	Glass Marble	-	50
9.	Rubber models of number form 0 to 9	-	10
10.	Stars	-	25 gms
11.	6 bunches of bamboo sticks consisting 10 sticks in each bunch of different colour		
12.	One set of alphabet cards		
13.	Carrum Board		
14.	Dot-2 packets – (48)		
15.	Striker	-	1
16.	Game board	-	1
17.	Picture of Goat	-	45
18.	Cards of Animals, Birds, Vegetables, Vehicles -		178
19.	Mount board Card-6" X 8"	-	45
20.	Ivory Cards- 6"X8"	-	45
21.	Colour Cards 3"X4" 5"X6" 6"X7"		
22.	Number Cards from 10 to 100	-	2 sets 2"X3"
23.	Number Cards Containing 1 to 9 with same number of pictures	-	2 sets
24.	Printer Cards containing 10 to 9 number	-	1 set
25.	Numbers Card and Pictures and numbers-		1 set
26.	Big Shopper bag	-	1
27.	Pocket board	-	1
28.	Tan gram	-	1 set (7 picce)
29.	Mathematical pictures	-	10 stes
30.	Picture of a complete human body	-	1
31.	Alphabet / Letter card – small size	-	6 sheets
32.	Word Card – 48 X 6	-	28 wors
33.	Alphabet Cards	-	9 sheets
34.	Wheel of cha,ka,ta,da,na,Aa,khya	-	5 sheets
35.	Picture with word – (a) 5 sheets	-	30 words,30 pictures.
36.	Picture with word –(b)-12 sheets 48 words-		48 picturs

37.	1 to 100 numbers and domino 10 sheets	-	1 to 20 1set.
38.	Learning of counting by the children	-	1 sheet
39.	Matching Cards	-	1 sheet
40.	Which is odd ?	-	2 sheets
41.	Which is less ?	-	1 sheet
42.	Story card – 26 sheet	-	52 pitures
43.	Picture Card Containing 2 pictures	-	10 sheets-20 pictures.
44.	Wheels of pictures- 7 sheets,	-	42 pictures
45.	Picture cards containg 4 pictures	-	13 sheets-52 pictures.

Curriculum And Textbook

After three rounds of teacher training on activity-based methods of teaching learning process the teachers are increasingly feeling the incompatibility of the existing textbooks in the transactional process. Since textbook revision is state matter, a high level meeting under the Chairmanship of the Commissioner-cum-Secretary, School & Mass Education was held in February, 2000 in which the State Project Director, Director Teacher Education and SCERT faculty members of SCERT and intervention heads of the SPO attended. It was decided to develop activity-based textbooks upto class-III.

- A **planning workshop** of the State Resource Group was held during 14-19 April, 2000 to **develop textbooks** in which consultant TSG(Pedagogy) and a national level resource person gave the exposure to the participants regarding the process of textbook development as have been attempted by DPEP in different states like Kerala, Haryana and Madhya Pradesh.
- A **systematic plan for the development of activity-based textbooks** emerged as the outcome of the workshop. The major steps of this plan are :
 - i) Need identification through collection of opinions from teachers, parents and knowledgeable persons regarding desirability of curricular materials and text input.
 - ii) Review of existing curriculum
 - iii) Building resource teams and their capacity building
 - iv) Developing Curricular framework
 - v) Drafting the Textbooks and Teacher Handbook
 - vi) Trialing and preparation of the final draft
- **68 persons have been selected** from among primary school teachers, DIET faculty members, CRC & BRC Coordinators and S.I. of Schools as **potential writers** for textbooks after two 2-day of Screening workshop during 17-20 August, 2000. District teams (8) have been formed for this purpose.
- **Preliminary review** of existing textbooks for classes I & II have been done by teachers and DIET faculty members.
- **Opinions have been sought from teachers, parents and educated persons** of the state in form of news paper advertisements, handouts and personal contact on existing primary curriculum and textbooks. Responses are beginning to come from different quarters.

A 3-day **workshop on capacity building of core team** was held during 18-20 September, 2000 with Ms. Anjali Narohna and a member from TSG (Pedagogy) Ed.CIL as resource person. The **existing textbooks were analyzed** and the experience of Ekalavya, Madhya Pradesh & Haryana were shared.

- A **teleconferencing on textbook development** was conducted on in which 692 participants including teachers, parents, educationist educational administrators from 16 districts (including 8 DPEP districts) interacted on different aspects. A near concensus evolved on the development of activity – based textbooks compatible with teacher training inputs. Most of the participants opined in favour of integrated textbooks at the early grades of primary schooling.
- A workshop for further orientation of writers already identified was conducted during 10 - 17 January 2001. Besides developing sample text materials, detailed analysis of the present primary curriculum was done and a broad frameworks for the textbooks for classes I , II and III were developed.
- A seven member High Power Committee for Textbooks for primary schools has been constituted by the Govt. of Orissa with State Project Director as its Chairman and Directors of Elementary Education Director TE and SCERT, Principal, Regional Institute of Education as its ex-officio members along with two prominent educationists of the State. In its first meeting, the committee took the following decisions in the number and type of textbooks to be developed:
 - For class – I –One textbook (integrating language, mathematics and EVS competencies)
 - For class– II – One textbook on mathematics, and one textbook on language and EVS (integrated)
 - For class- III - One textbook each on language, mathematics an EVS. (Total three textbooks)
- In a ten days workshop, held from 5- 14 February 2001 manuscripts of six textbooks for classes I to III were developed by the identified written with the help of resource persons and selected CTT members.
- The manuscripts were further scrutinized by the High power committee in its meetings on 24th February and 3rd March 2001
- The manuscripts were also subjected to close and continuous scrutiny of the resource group and after tryout of sample text material the final draft has been prepared.
- The art work and design of the text books have been finalized by a group of professional artists under close supervision by the Curriculum and Text book unit and the members of High Power Committee.
- Arrangements of Printing, Production and distribution of textbooks have been finalized in collaboration with the directorate of Textbooks Production and Marketing and the Textbook Bureau.

Immediate Future Action:-

- Development of Teachers Handbook for these six textbooks. (April 2001)
- Training of teachers on use of activity-based textbooks. (May- July 2001)
- Collection of opinions from teachers for further modify each of textbooks and handbooks (October- November, 2001)
 - Modification and revision of textbooks for class I to II. (December 2001- January 2002)

Education Of SC/ST Children

The order to bridge the gap of home language and school language among the tribal children, the OPEPA decided to prepare 6 primers in tribal languages.

These are :

	District	Tribes/Language.
1.	Rayagada	Kuvi (Kondh).
2.	Keonjhar	Juang (Kondh).
3.	Malkangiri (DFID)	Bonda (Bonda).
4.	Malkangiri (DFID)	Koya (Koya).
5.	Kondhmal	Kui (Kondh).
6.	Mayurbhanj	Santali (Santal).

Overview of existing primers :

First of all the existing supplementary readers were examined by the language experts. Local and cultural context was found wanting and use of tribal coverage was less than 10%.

The approach of the books was teacher centered and little importance had been given to the cultural context of the tribal children.

The Linguistics Mapping and Survey conducted in OPEPA revealed that the children in Class-I in Juang, Kuvi and Saora language speaking area are facing language problems.

The problems are :

1. The children speak their own language which is not used in the school.
2. The non-tribal teachers don't understand the language of the tribal children. Even the teachers of tribal community with tribal children in the classroom also don't use mother-tongue.
3. The textbook language is alien to the Tribal children.
4. The content of the textbook is non-contextual.
5. Local specific knowledge is not explored by the teachers to use them in classroom.
6. Attitude of teachers towards tribal children is not positive. It was found that the approach of language teaching is from alphabetic to word and then word to sentence. The whole language formula is absent in current teaching practice. The gap is highly affecting the access and retention of tribal children, for which it was decided to prepare the tribal primers to create a conducive atmosphere in tribal area schools to bridge the gap, especially in class – I. & Class-II.

The M.P. experience on bridge language inventory was also taken in-to consideration from which it was found that this approach can only provide words both in state language and tribal language for an object. In this approach the cultural context and the whole language theory is totally absent. The word dictionary prepared by the ATDC is also of no use for

school teacher and tribal children since the clientele group of the book are teachers/administrators.

In short, it was found that the child-centered approach is missing in all these approaches. Hence an effort was made in DPEP Orissa to prepare **a child friendly and child centered textbook for tribal children** of DPEP district and to use them. The Ekalavya experience, along with the Pedagogical experience of DPEP in Orissa this context was very much helpful to identify the key concepts of writing primers for the children which will be **child centered, activity-based, participatory, integrated bi-lingual and MLL based**. For this, rigorous exercises have been made during preparation of Saora Primer. This experience helped the Textbook writers to prepare other 6 primers adopting the same conceptual framework.

For this following steps were taken:

1. Overview of existing literature supplementary readers in tribal language,
2. Identification of RPs/teachers-writers from both tribal and non-tribal communities more particularly from the field.
3. Identification of Team leads/Linguists/Educationists/Psychologists/Pedagogists/illustrators.
4. Orientation of teachers on how to write bi-lingual primer.
5. Workshop on preparation of primers.
6. Review of draft primers.
7. Field trialing.
8. Finalization, printing and distribution of primers/ Teachers Hand Book.
9. Training of teachers on how to use the bi-lingual primers.
10. Monitoring, supervision and follow up.

Preparation :

A two day workshop was held in the District headquarters to identify the local resources for writing the tribal primers. It was interesting to note that **the retired anthropologists, language researchers, primary teachers, NGOs, senior tribal resource persons were one way or the other, engaged in doing some language work**. It was found that, as though they are keen to teach their children in their mother-tongue in class-I & II, they lack approach.

The workshop was conducted in March 13-14 in Keonjhar, Malkangir, Kondhmal (Phulbani) and Mayurbhanj. 20-30 participants from each tribal language group participated in the District level workshop and the issues were discussed.

1. Major problems and issues in the field of tribal education in the district were discussed in the workshop and the need for intervention were discussed on participatory approach.

The Major issues discussed were :

1. Parental awareness on education.
2. Illiteracy and poverty.
3. Diverse language groups among the tribal.
4. Lack of awareness among tribal women.
5. Current school timing mis match the working time in home and field.

6. Teacher absenteeism in tribal area- closed school.
7. Enrolment of ST children is discouraging.
8. Most primitive tribes are lacking interest in current education.
9. Apathy of teachers towards tribal society, tribal language and tribal children.

Steps to be taken : Suggestions

1. Strong supervision and monitoring.
2. Training of teachers on tribal language and culture.
3. Development of language primer in tribal language.
4. Awareness campaign in tribal areas.
5. Opening of residential schools.
6. Vocational training curriculum.
7. Suitable school timing.
8. Child health care.
9. Activating VEC in tribal areas.

The active and experienced teachers from tribal communities were identified in the District level workshop along with the tribal language experts. The printed materials on tribal languages were also collected from different sources to facilitate the work. Out of 30 participants only 15 participants, who were active, knowledgeable and experienced persons were identified.

State level workshop on preparation of primers on tribal Primers : (March '20-21,2000)

A two day workshop on preparation of primers on tribal languages was organized at state headquarters to train up the identified teachers on preparation of a good bi-lingual textbook. The available materials in different tribal languages were reviewed and the resources were tapped to use them in the primer.

This was a visioning workshop for the primary teachers. The basic concept of preparation of textbook in tribal languages were clarified among the teachers. The state level RPs and National level RPs were involved in this process.

The concept on how to prepare a good primer were imparted to them. The Saora experience was shared with the teachers. The teachers were requested to collect the book. Sufficient support materials were distributed to the participants on child centered, activity-based text book.

Training-cum-Workshop on Preparation of Integrated Tribal Primers for Class-I Children

The teachers identified and trained up in 20-21st March, 2000 were again invited to the State Project Office for 5 days orientation. Total 90 teachers for 6 language group (15 persons from one language group) attended the training programme to share the successful experiences. Besides, the state level RPs also identified to prepare the Primer,

The state RPs from Dept. of psychology, Utkal University, Academy of Tribal Dialects and Culture, Bhubaneswar, Sikhya Sandhan, (NGO) and English Language Training Institute (ELTI) also some eminent linguists were involved in the process

The team leaders were as follows :

1.	Koya and Bonda	Dr. Manmath Kundu, Director, Academy of Tribal Dialects and Culture. Deptt. of Welfare. Govt. of Orissa. - Dr. Paramananda Patel Research Associate (ATDC)
2.	Santali and Juang	Prof. Khageswar Mohapatra. Ex-Director. ATDC and Professor Viswabharati Experts in Tribal linguistics.
3.	Kui and Kuvi	- Prof. Ajit kumar Mohanty, Deptt. of Psychology, Utkal University.

Besides, Dr. D. Patnaik, eminent linguist and Ex-Director, Central Institute of Indian Languages (CIL) and Shri Binoy Krishna patnaik, Ed. CIL's Technical Support Group actively participated in the training-cum-workshop. The DIET faculties, from the DPEP and DFID Districts (Tikabali, Keonjhar, Jeypore) and ST school teachers were involved in the process.

The training-cum-workshop was participatory and experiential. The participants were active through a process in which the theoretical framework of the language Pedagogists and the grassroots experience of the teachers met together.

Duration

- | | |
|-------------|-------------------------------|
| 1 - 5 May | - Kui & Kuvi language |
| 6 - 10 May | - Bonda and Koya language. |
| 11 - 15 May | - Santali and Juang language. |

Besides the training input, the teachers were made to learn/prepare lesson. Each group was supported by two saura teachers.

District level Workshop on Preparation of Tribal Primers

After the training at State Project Office was over, the DPEP/DFID Districts conducted 15 days workshop on preparation of primer at the District headquarters. The District level team was constituted as follows:

1. State Team leader - 1
2. District team leader - 2 (From DIETs).
3. Two resource persons from Gajapati.
4. 15 teachers (already trained up at state headquarters on 1 - 15th May, 2000).

The District level program was residential in nature. Teachers already collected the folklore materials utilized in the primers.

The State team leaders were in the district to facilitate the primer writers. Two resource persons from Gajapati were deputed to each district to assist the participants in the entire workshop.

Review of Tribal Primers by the State Resource Group: 17th – 22nd June, 2000 at State Project Office.

After the Draft primers were prepared, a state level review workshop was conducted to examine the followings :

1. To review the primers whether these are from own cultural context.
2. Use of tribal language and common Oriya language.
3. Removal of tribal bias and gender bias and in-corporation positive tribal and gender perspectives.
4. Examining the MLL competencies in the primer.
5. To see the teacher handbook is ready.
6. Illustration in the primer.
7. The curriculum is covered in the primer. The primers and the teacher handbook were reviewed in the light of above aspects and the draft was prepared.

A convergence meeting was convened in which the Commissioner-cum-Secretary, Department of Welfare, the Commissioner-cum-Secretary, School & Mass Education Department, the Director, OPEPA, Director, SC/ST, Director, ATDC, Deputy Director, Elementary Education, Deputy Director, TE & SCERT and State Tribal Coordinator reviewed the primers.

Observation were made on seven primers and some improvisation were suggested by the committee which includes MLL Competencies, gender perspective and making the primer error free.

Finalisation of Primers : 25th - 27th , September, 2000.

A three days workshop on finalization of Primer was organized on 25 - 27 September, 2000 to improvise the primers as suggested by the State Level dignitaries.. The primers were reviewed by the State Level resource persons and illustrators. Selected 4 teachers from each tribal language were participated in the review. Following works were completed.

1. The MLL competencies of each primer were identified.
2. The gender bias was removed from the illustration and the text.
3. The errors from the text were corrected by the teachers themselves.
4. The teacher handbook were prepared.
5. List of the teachers who were involved in the writing of the textbook was prepared.
6. Picture-dictionary for tribal language were prepared. Each tribe prepared the list of functional words from their own cultural context. 40 items with 660 words were identified. The idea is to identify the object and the tribal word followed by Oriya word.
7. 200 Key words were prepared on 7 tribal languages to prepare posters and to use them in Classroom.
8. The training module on how to use the primers by the teachers in the classroom was prepared and reviewed.

Thrust areas: October 2000 - March, 2001.

1. Preparation and distribution of Primers teacher hand Book, Picture Dictionary.

2. Training of Teachers on use of tribal primers.
3. Formation of Block level coordination and monitoring committee on Tribal Education.
4. Continuous follow up – improvisation.
5. Scaling up the use of primer.
6. Preparation of primer for Class-II.

DPEP Activities:

Field Trialing of Saora Primer in Gajapati District (16-22nd April,2000).

Field trialing of Saora primer in 100% tribal schools was conducted in Nugada Block of Gajapati district. The Tribal Resource Group of 5 tribal blocks were involved in this process. The writers of the primer “Erai Erai” were exclusively involved in the trialing work. The schools were identified and the classes were taken up by the teaches-writers. The BRC Coordinators and the S.I. of Schools and other TRG groups participated in the process as observer. Each of the 24 lessons were taught in six days, thus covering 144 periods in 6 schools.

The children were provided with the Xeroxed lessons and coloured pencil and rubber, to write in the exercise of the lesson.

The experience gained by the teachers, the perception of the children towards the pictures and the content, the creativity of the children and the exploration of teachers about children’s reaction to the Saora primer was encouraging.

After the field trialing was over, the flaws in the primers were noted down to improvise it. One interesting event during the field trialing was villagers’ involvement.

Materials Prepared.

I. Student Edition of Seven Tribal Primers.

1. Saora – Erai Erai (come come).
2. Santali- Enez Ab Serenj Ab (come dance & play)
3. Kui – Wadu Kahina (come and play)
4. Kuvi – Wadu Endina (come & dabce)
5. Koya – Dumtam Tintam (lets sing and dance).
6. Bonda – La La (come come)
7. Juang – Uua Nekela (come and play).

II. Teachers handbook of the 7 tribal language Primers – translation of train text in to Oriya. Instruction and suggestion to the teachers for developing activities with the children.

III. Saora self-reading materials for teachers, 16 folktales have been presented in Saora followed by word to word Oriya translation as text. The teaches, after reading and understanding the meaning and language of the text will enter into the exercise themselves and learn Saora. Various types of language activities have been designed for self-learning.

- IV. **Picture Dictionary in 7 tribal languages.** Forty key areas from tribal natural-cultural environment were identified by the tribal teachers themselves and 650 words were collected from each tribal language to prepare picture dictionary. The arrangements of the dictionary will be objective with tribal word and corresponding Oriya word.
- V. **Training module on how to use the tribal primer** in classroom. The training will serve both the purpose of imparting teaching to tribal children in their mother-tongue and shift to state language as well as to learn tribal language simultaneously.
1. **Tribal Bilingual primers have been prepared for children.**
 2. **Teachers Hand book in 7 tribal languages have been developed to help non tribal teachers to interact with tribal children in their mother tongue.**
 3. **Oral literature in the form of songs, stories, riddles, etc in the tribal culture and tradition are being compiled and finalised to be used as contextual , supplementary material during classroom transaction.**
 4. **Picture dictionaries in 7 languages have been developed for tribal children by incorporating 300 words with corresponding contextual materials in 7 tribal languages.**
 5. **School Improvement Grant and TLM Grant extended to Ashram Schools.**
- **Ashram school Teachers have been trained up on Attitudinal issues, TLM, grant is made available to ASHRAM School teachers.**
 - **Eight Blocks (One in DPEP district) having low enrolment of SC children have been identified.**
 - **During the mass community awareness programme NINAD, these blocks were focused in respect of access and enrolment of SC children. Alternative schooling Centres have been opened on priority basis in these blocks.**
 - **Tribal leaders meetings (JATI MAHASABHA) have been organised in the State as well as in district level to mobilise the community for their greater involvement in primary education in their respective areas.**
 - **One Tele-conferencing Programme was organised with the support of DEP-DPEP IGNOO during 21.3.2001 and 22.3.2001 on Problems and Issues Tribal Education Participants were Tribal Leaders, PRI members, CRCCs, BRCCs, TRG members SI of schools, Parents Welfare Officers, D.I. of Schools. This was intended have an open debate on the issues related to enrolment and quality education for tribal children to emphasise the role of community members and to seek their larger involvement in the programme.**
 - **District level workshop on Sustaining attitudinal issues and strategies for tribal education in the district in coordination with Welfare extension Officers and DI of Schools have opened new areas in collective actions in convergence with all related departments for giving maximum Welfare to these groups.**

Thrust area and Future Action

1. **Training of tribal area teachers on how to use the tribal primers.**
2. **Field trialing of 6 primers in DPEP Districts.**
3. **Linguistics Mapping and survey in DFID Districts.**
4. **Jati Mahasabha : Convention of tribal societies on promotion of primary education in their respective community.**
5. **Preparation of 4 primers and 4 language dictionaries in Didyai, Munda, Sadri and Desia.**
6. **Orientation of DIET faculties on Tribal Education.**

7. **National Seminar on Tribal Education**
8. **Sustaining Attitudinal issues on TSP Blocks in BRC/CRCs through regular monthly meetings and Block level workshops.**

Girls Education

In DPEP districts the focus on girls education has been emphasized through various activities aimed at encompassing girls, their parents, VECs and MTAs through supportive training packages. Materials and training support has also been given to teachers so that the enrolled girls continue to attain schools and finish primary education successfully. Free textbooks and reading-writing materials are also given to them to help them in their learning process to make them feel comfortable in the classroom and in the society. Efforts are also being made to ensure that there is no gender bias in the revised activity based textbooks.

The revised MTA training module focuses on the role of education in building the confidence in girl children, the analysis of behavior and alternatives to promote education for and girls, have been integrated with teacher training, VEC training packages also.

MTAs are formed in every school and have been oriented on these lines. Pockets have been identified which show dismal record in holding girls in the Primary Education stream. MIS/DISE information, Micro-planning findings as well as feed backs from CRC and BRC coordinators are used to focus intensively girls deprived localities. In remote tribal habitation MTAs are also oriented to take interest in the school management as well Community Mobilisers at GP level are appointed and orientated to create positive feelings for girls education in the community as well as to facilitate girls to attend schools with focus on strengthening the MTAs. The scheme of Community Mobiliser is already finalised.

A survey on child population in the age group of 0-14 years with educational status was undertaken during NINAD operation. It was found that we may need alternative schooling strategy for out of school girls. It has emerged that we have to devise bridge courses for adolescent girls in feasible localities.

In the NINAD operation, MTAs across districts played active role in mobilizing villagers especially women in rallies, meetings and in discussion forms.

Role of MTA during NINAD

- Special efforts were taken by MTAs to mobilize other women in the village to attend NINAD meeting conducted at their village.
- They raised their voice on official and community related different issues
- Participation of women PRI members, AAWS, Mahila organisation was really praise worthy.
- It was found that women working in different sections like education, ICDS, health, social service, and revenue were coming together to a common ground to address problems in girls education.

- Strengthening MTA :**
- a. Formation MTA in each school of DPEP districts.
 - b. Orientation of MTAs
 - c. Involvement of MTA in special enrolment, community mobilisation and also in school improvement programme.

In view of improving the girls participation in DPEP districts, the MTAs constituted in every school have been involved in school related activities. The involvement of women in MTA has been increased for which practice of monthly meeting is coming out fruitful.

Community Mobilisation

A comprehensive voluntary community mobilisation plan for gender aspect has been prepared to sensitise the women at the grassroots level focussing girls retention. The training of 1432 voluntary community mobilisers have been taken up as per the following schedule.

- a. Training of Master trainers to train community mobilisers.**
- b. Training of community mobilisers.**
- c. Materials were developed for the mobilisation and also distributed at BRC / CRC level.**

Retention Strategies for Adolescent Girls.

- a. The dropout and adolescent girls have been identified at the field level and the plan to bring them back to school has already been taken up.**
- b. Need assessment and learning ability of those girls have been assessed.**
- c. Planning for curriculum development after assessing learning ability is on progress.**
- d. A detailed scheme of residential school for adolescent girls has been prepared and sent to the districts. 28 Adolescent girl's camps have been opened in Kalahandi Districts.**
- e. Block with high dropout of girls have been identified to take appropriate action. The strategies for the intervention are being prepared to address the dropout issues. Block specific activities will be developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers. The community mobilisers will play a major role in counseling the parents of dropout girls.**

Early Childhood Care And Education (ECCE)

ECCE has assumed priority in the DPEP primarily as a vital input for:

- ❖ Preparing children, particularly first general learners, for school
- ❖ Facilitation participation of girls in primary school.

The overall strategy for ECCE in DPEP has been not to replicate / duplicate the ICDS scheme wherever it is on ground. Instead, it has focused on :

1. Development of modules for child development and education.
2. Convergence of ECCE facilities with ICDS and ECCE programmes and primary schools in terms of coordination of timing, enrolment drives, and health and immunization services;
3. In non-ICDS areas, opening of ECCE centres and providing for induction and training of ECCE worker as well as teaching learning materials.
4. Actions related to preparing the child for primary schooling like school readiness programme.

1. Ten new ECCE Centres have been opened in unserved habitations in Dhenkanal district on an experiment basis. For this purpose 10 primary schools have been located jointly by Addl. Director(General), Project Co-ordinator-cum-Deputy Director, Women & Child Development Department and the District Project Co-ordinator, DPEP, Dhenkanal.
2. More than 1400 Anganwadi workers have been trained on pre-school educational inputs.
 - To make the Anganwadi workers aware of different areas of development of a child
 - To prepare child to feel familiar with schooling environment and activities
 - To help identifying disabled children and to be acquainted with pre integration skills.
3. A 'User's Manual' has been developed for the smooth transaction of the Pre-school Education Kit. It will be distributed with Pre-School kit. The Pre-school Education Kit is being supplied to 752 Anganwadi centres with the "Users Manual".
 - I. Enrolment in Anganwadi has increased substantially as a result of NINAD and involvement of VEC and MTA.
 - II. Training of Anganwadi workers is nearing completion.
 - III. CRC Co-ordinators have been trained to supervise Anganwadi centres.
 - **752 sets of Preschool Education Kits have been distributed to 94 AW centers per districts along with user's. Manuals Matriculate AW Workers who have already been trained have been supplied with the kits on a priority basis.**
 - **The varied supervision format has been sent to districts for smooth Monitoring and supervision of AW Centers.**
 - **Training of AWWs is being conducted in a phased manner in the districts.**

Future Plan

- **2 hours extension in the timing of primary schools.**
- **Development of Activity Book for transaction in Anganwadi Centers.**
- **Supply of Preschool Education Kit to all the existing AW Centers.**
- **Integration of AW Centers with the Primary schools in terms of place and time.**
- **Interaction with NGOs regarding Preschool education in AW Centers.**
- **Distribution of toys and play materials to pre schoolers.**
- **Distribution of activity book to pre schoolers.**
- **Starting pre school section in already operational AS Centres.**

Integrated Education For The Disabled (I.E.D.)

We all know why IED is included in DPEP. So the focus is only on OPEPA's guidelines on IED and on what OPEPA has so far done and proposed to do for the education of the disabled children in the State. The OPEPA has been strictly following the guidelines issued by ED.CIL, NCERT and the DPEP Bureau for the integration of the disabled children in formal school keeping in view the goals.

- To ensure that every child with disability has access to free education in an appropriate environment till he attains the age of 11 years.
 - To endeavor to promote integration of children with special needs in the regular schools along with their qualitative achievement.
-
- So far, **17,441 disabled children have been identified in DPEP districts.**
 - **11,524 disabled children have been enrolled in schools after formal assessment.**
 - The process of medical assessment of disabled children is in different stages of completion in different districts.
 - **22 NGOs/institutions/special schools for disabled children are directly involved in the I.E.D. programme in DPEP districts.**
 - Training of parents and teachers have been completed in pilot blocks and training is in progress in the expansion blocks.
 - MTA, PTA, VEC meetings and parents contact programme are going on at district level.
 - Posters and leaflets have been developed to sensitize the parents, VEC members, non-disabled children and community.
 - **Text books are being supplied to disabled children free of cost.**
 - **Supply of uniform to disabled children has been taken up.**
 - **Supply of stationary articles has also been taken up to disabled children.**
 - Strengthened Special Schools to serve as resource centres for IED implementation.
 - Removal of architectural barrier wherever necessary has been taken in all the districts
 - **Distribution of escort allowance to needy orthopaedically impaired children is in progress**

Operation Empowerment – 2000

Operation Empowerment 2000 was carried out in DPEP districts as well as DFID funded proposed expansion districts. District level sensitisation workshops were organized to build the strategy to undertake such programme. The requirement of doctors, logistic arrangement were discussed and plan of action was drawn to meet the requirements from the pool of doctors from neighbouring districts (in case of need). Identification survey and medical camps were organized to identify children belonging to mild to moderate disabilities. The entire exercise could be undertaken due to unqualified support of NGO's to Govt. agencies. The convergence efforts were also successful as the entire health setup of the districts helped in our effort. Further aids and appliances were supplied by NIRTAR, ALIMCO. Persons from local NGO's also worked as resource persons in IED programmes under DPEP.

Plan of Action for coming months

A three-day review workshop on the activities of district I.E.D. Units was organised on 28 - 30 September, 2000 at the State Project Office. In this workshop a six months plan of action has been developed by the participants. The plan of action is as follows for the remaining months of the year.

- To complete 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 I.E.D. to 3 Resource teachers in each block of each districts
- **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.
- Sensitisation 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.
 - **17438 disabled children have been enrolled in schools.**
 - **One state level sharing workshop on IED was held on 28th to 30th December Resource Persons from VRC, ALIMCO and TCTD had participated along with the EdCIL Consultant in this workshop.**
 - **One review workshop was held on 4. 12. 2000 on IED to review the progress on IED.**
 - **One workshop on IED was held on 13. 2. 2001 to develop interaction with NGOs and other institution working in the field of disability.**
 - **Uniforms had been distributed among enrolled disabled children.**
 - **Books and stationeries had been supplied to disabled children.**
 - **Escort allowance had been given to the parents of orthopadically disabled children.**
 - **88 number of Ramps, 33 number of handails has been constructed in schools for enrolled disabled children.**
 - **40 learning corners with special TLM for disabled children.**
 - **Supplying resource equipments for strengthening resource centers.**
 - **4034 Primary School teachers have been trained on IED and others are being trained on a phased manner.**
 - **NGO run special schools are also strengthened by providing resourse support in terms of equipments and appliances.**
 - **Theme based camps are being organized at the Block/ District level. In such camps drawing, painting, story telling, sports, games and cultural activities are being organized.**
 - **On the recommendation of GOI and RCI, 45-day Foundation Course for IED teachers have been started with effect from 1.2.2001 . Three teachers per block were selected from 87 blocks of 8 DPEP districts for training at RCI recognized institutions, namely Chetana Institute for mentally Handicapped, Open Learning Systems, Training Center for the Teachers of the Deaf (TCTD) and Training**

Center for the Teachers of Visually Handicapped (NIVH). batches of teachers have been trained on the multicategor modules supplied by RCI by 31.3.2001

- **An Implementation framework for IED has been developed in the 3 days workshop on 15 – 17 March 2001 in which M Anupriya chaddha of ED.CIL also participated.**

Future Plan:-

1. **Theme based programme for the disabled children in every block every month**
2. **Strengthening of Special Schools .**

Infrastructure

Resource support

3. **Facilitate opening up of special schools where ever the necessary**
4. **2 days integration camp among the disabled and non- disabled children.**
5. **Supply of handbooks and resource materials to teachers of Primary schools whose disabled students are reading.**
6. **TLM (Teaching Learning Materials) park exclusively for the disabled. Exhibition of TLM on IED at block level and district level.**
7. **Research study in the Pilot Block where DIET personnel will be involved.**

Disability cell at district/ block level, to provide extension service to the disabled person.

PLANNING

The major emphasis of the Planning Unit of OPEPA has been utilisation of the available information and man power to reach the targetted people. District Planning Team of the eight DPEP districts have been oriented. The focus had been shifted from uniform progress to more of a variety of programmes and activities which are more in the nature of location specific as well as need specific. Co-ordination of the programmes and activities promoted by other interventions has also been undertaken at the time of review of the budgets presented by District teams. The Planning Unit has also initiated strategies so that impact assessment of programmes could also be undertaken at the district level. The Planning Unit undertook independent appraisal of the Annual Work Plan & Budget 2000 – 2001 of the DPEP districts before they were sent to Ministry of H..R.D., New Delhi.

To strengthen our efforts to promote decentralized planning in the D.P.E.P. districts, the planning unit at SPO has systematically promoted some programmes with its own initiatives and with selected programmes of other interventions. Village and Grampanchayat specific education profile will be helpful in our efforts to promote community participation and ownership of educational development. The efforts for involvement and execution of the programmes by the grassroot level institutions is gradually taking place.

Data as actual incidence of out of school children and repeaters across GPs and villages are now collected . The same have been authenticated by Sarapanches and

village education committee members . This report should also be shared with other educational administrators of the districts/blocks to assess the current status of educational opportunities enjoyed by the stakeholders and the relative deprivation of education across the district .

- *In the district level plan preparation for the year 2001-2002 the block level action plans as prepared by BRCC/CRCC have been incorporated. Each DPO is now preparing yearly and monthly targets for each block .*
- *State planning unit is gradually enforcing input-output modelling on each or chain of related activities with relation to coverage of benefits to different age group children , parents , VECs, teachers in the targetted areas . Capacity building efforts for district planning unit in this area is now visible in their work plans .*
- *In order to promote educational development plan at GP level certain actions have been also initiated both at SPO and DPO level. Ideas relating to preparation of school profiles and utilities of school profile at the cluster and block level preparation and allocation of different govt./ nongovt. projects and provisions for the same is now promoted at the field level.*
- *Workshop regarding facilitating the preparation of school profiles have taken place at the district level. Besides two teleconferencing programmes devoted to discussions and clarification on this matter have taken place.*
- *In Kalahandi CRC Co-ordinators have already facilitated preparation of cluster level educational profile basing on the school profiles . Feedbacks from this along with DISE , Anusandhan programmes , AHWAN operations and NINAD findings are now being incorporated in plan to make it more broad-based , focused and realistic.*

The experiences of the current DPEP districts have been put into good effect for the preparation of Perspective Plan for eight expansion districts. The District Planning Teams and Core Planning Team were strengthened by the State Planning Unit by exposing them to identify their problems and suggest feasible measures to improve the situation. In fact, the plans have been solely prepared by Planning Team members of these districts i.e. Boudh, Kandhamal, Koraput, Malkangiri, Mayurbhanj, Nawarangpur, Nuapada and Sonepur. The role of the State Project Office had been to engineer thoughts and strategy building analysis to suggest think for measures to counter the current embargo in the educational set up and system.

To sustain the spirits of Pre-Project activities in these districts, community participation activities have been undertaken. Efforts have also been pressed so that feasibility of the location identified for primary schools and alternative schools can also finalised before the actual project period starts. The disadvantaged blocks and regions as identified in the plans are given more prominence in 'NINAD' operation. The DPEP Cell in these districts will be activated soon. With NINAD we are also getting a fresh picture of educational disparities across the blocks for these districts.

Pre-project activities for another six expansion districts have already been initiated at Government of Orissa level. Proposal has also been sent to Ministry of H.R.D. for the initiation of the activities.

The Planning Section is upgrading itself as well as District Planning Team members to assist the Sarva Shiksha Abhiyan. *Pre-project proposals for 14 SSA districts i.e Ganjam , Puri , Khurda , Nayagarh , Anugul ,Deogarh , Sundergarh , Jharsuguda ,Cuttack , Jagatsingpur , Kendrapada , Jajpur, Balasore , Bhadrak have been submitted to*

Government of India for approval. Convergence with other programmes such as "Pradhan Mantri Gramin Uddhar Yojana" is gradually undertaken with the guidance of Director, DPEP.

Micro-Planning

Micro-Planning is completed in all DPEP districts. A similar sort of programme with the same objectives have also been undertaken in NINAD programme. Village Education Registers have been upgraded. Now, the emphasis is more on utilising this valuable information. The districts are planning to produce block level of action plans where this 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. Now, the State is planning to promote Educational Development Plans at few selected Panchayat level to start with. *Village and Habitation specific age wise and classwise out of school children are collected through child tracking and Anusandhan operation. AWP & B for 2002-03 will be based on need based assessment of Educational profiles of the cluster/ GPs.*

Educational Management

Training module on Institutional Management (Prathamika Vidyalaya Parichalana Prasikhyana Petika) and Effective Supervision (Prathamika Vidyalaya Adhikhyana Prasikhyana Petika) has been published.

The first module will be used for training on Institutional Management for the Headmasters of Primary Schools and the module on Effective Supervision will be used for supervisory officers at the districts and sub-district level such as: DPCs, D.Is. of Schools Deputy Inspectors of Schools, B.R.C. Co-ordinators, S.Is. of Schools etc.

Village Education Committee (VEC)

1. A 10-point rating scale/evaluation sheet was developed at SPO level to assess the activities of different VECs. This has been sent to eight DPEP districts.
2. Improved training module on VEC and a leaflet on role of VEC has already been developed.
3. A Committee on formation of functions of VEC was formed. The members of the Committee discussed and finalized the draft resolution on VEC. This draft resolution has been submitted to Government for approval, which is awaited. Soon VECs will be reconstituted in eight DPEP districts wherever required and new VECs will be constituted in eight proposed expansion districts.

Distance Education

Distance Education as an intervention in DPEP provides support to reinforce the inputs given by other interventions particularly by teacher training, community mobilisation and girls education. Distance Education unit of the State Project Office works in close collaboration with the Distance Education Programme (DEP) of IGNOU, New Delhi.

Achievements

- Assessment of content needs of teachers through administering a battery of diagnostic tests in Language (Oriya), Mathematics and EVS over 240 teachers of six districts.
- Self Instructional Materials (SIM) entitled “EKALAVYA” (three volumes) on content based spots as identified through the need assessment have been developed.
- These SIMs have been integrated in the training of BRGs in pedagogy and have been distributed in all primary schools of Gajapati and Rayagada districts where findings of Mid-term Assessment Survey on learners’ performance were quite disparate.
- Eight video programmes produced by SIET, Bhubaneswar on community mobilisation, teacher empowerment and gender equity were adopted, modified and produced with its user manual. It was used in teacher training programmes and was also distributed to all DIETs, BRCs of DPEP districts.
- The first teleconferencing programme on ‘Activity-based Pedagogy’ for BRG members of Orissa was conducted through a joint effort of CTT members as DEP-DPEP, IGNOU, New Delhi on 14 – 15 January, 2000. 360 BRG members, BRC Co-ordinators and DIET faculty members participated in this one-way video and two-way audio programme.
- Learning centres in five DIETs and three S.T. Schools (in the districts where there is no DIET) have been established and disc antennas have been installed in these centres.

Teleconferencing

Teleconferencing programme, on regular monthly basis has been planned and the following programmes have been telecast with the facilities made available through Orissa Gramsat Pilot Project at FTI studio, Cuttack and learning centres situated at the DRDA conference Halls in the district headquarters these programmes were planned and conducted in collaboration with DEP-DPEP,IGNOU New Delhi.

Teleconferencing Programme

<i>Sl.NO.</i>	<i>Programme Topic</i>	<i>Dates</i>	<i>Broad Objectives</i>	<i>No.of Participants</i>
1.	*Academic Support System	31 st October and 1 st November 2000	To orient the CRCCs BRCCs SIs regarding their roles and functions in providing academic support to teachers	399 (BRC and CRC coordinators and S.I.s of Schools.)
2.	Curriculum and Textbook for primary School	2 nd January 2001	To discussion the nature of text books in new pedagogy	692 (Teachers, parents educationists educational administration NGO

			and to collect opinion of regarding text-book development.	activities.)
3.	Effective planning in DPEP	5-6 February 2001	To orient the district planning teams BRCCs, CRCCs and SIs on Participatory planning process.	716 (DIs, SI, DIET Teachers CRCC, BRCCs)
4.	Tribal education in Orissa	21-22 March 2001	To orient teachers, Parents, administrators and tribal leaders on the specific needs and process of educating the tribal children.	640 (Teachers Tribal leaders facilitators, CRC Coordinators, DWO, DPC, N Officers, Par DIETs fac members)

* This programme was telecasted from IGNOU Studios at New Delhi

Self Instructional Materials (SIM)

- Three volumes of SIM entitled "EKALAVYA" development for content enrichment of primary school teachers have been revised and modified on the basis of opinions recurred from block resource group members and teachers. The manuscripts are now ready for printing and distribution among all teacher of DPEP districts.

Immediate Future Actions

- 11 audio and six video programmes the scripts of which have been finalised shall be going for production.
- Procuring and duplicating good audio and vided cassettes produced by CIET and SIET for DPEP interventions have been planned.
- Teleconferencing on different issues has been planned to make it a regular feature.
- It is also planned to equip BRCs for making these as learning centres for teleconferencing programme.
- Video Programmes and clips on good classroom practices to be developed which can be used in training, demonstration and teleconferencing programme.
- Print materials for empowerment of teacher, VEC etc. are being planned.
- Programmes as DPEP interventions for telecasting through regular DD Channel and broadcasting in All India Radio are now being considered.

Research And Evaluation (SIEMT)

The research and evaluation activities are chiefly focussed on the issues/areas emerged from the DISE data analysis and the findings of the Mid-term Assessment Survey in the five initial districts. Stress has also been given to the evaluation of different interventions. On the priority basis evaluation of teacher training has been undertaken in eight districts (one block per district). Initiatives have also been made to involve Universities and Research Institutions to conduct large scale research studies to widen the base of Research and Evaluation.

The report that follows is developed under headings:

- (i) Small Research Projects based on DISE data and MAS findings.
- (ii) Evaluative Study
- (iii) Large Scale research studies through Universities, Research Institutions
- (iv) Capacity building efforts in Research and Evaluation
- (v) Dissemination and sharing
- (vi) New Initiatives.

(i) Small Research Projects

Three research projects have been commissioned through the DIET faculty members. These are:

- (a) Socio-economic and cultural lines in Baansipal block and their impact on primary education.
This study has been taken up in accordance to DISE data analysis of low enrolment in the block.
- (b) Improvement of teaching mathematics of Class – IV in Kalahandi.
- (c) Improvement of teaching mathematics in Class-IV in Bolangir.

Other five research projects based on the DISE data analysis since 1997-98 to 1999-2000 are being planned to be taken up by Research & Evaluation Unit. These are:

- (a) Investigation into the causes of reducing enrolment in Class-I in Sambalpur.
- (b) Investigation into the causes of reducing enrolment in Class-I in Kalahandi.
- (c) Study on causes of poor enrolment of girls in Rayagada and Gajapati.
- (d) Study on causes of high drop out rates of girls in Kalahandi.

(ii) Evaluative Study

Evaluation of teacher training is being conducted through the DIET faculty members in one block in each district. The objectives of the study have been finalized and research tools will be finalized shortly.

(iii) Large scale research studies through Universities and Research Institutes

Four broad areas have been identified and three studies will be commissioner shortly through the Institutions like TE & SCERT, Xavier Institute of Management and IIM, Ahamadabad.

The areas are:

- Developing status-cum-trend report on research in elementary education – TE & SCERT.
- Teacher policy, training needs, precise status of teachers – XIM, Bhubaneswar.
- Sustainability Development Plan – IIM, Ahmedabad.

The project proposal is invited from various Universities to conduct State financial study in elementary education.

(iv) Capacity Building efforts in Research & Evaluation

The module of Action Research methodology was provided and training of district level master trainers will be organised in November, 2000. The district level workshop will be organised in November – December, 2000 for the practitioners to develop their capacity on doing Action Research projects.

(v) Dissemination and sharing

Research Abstract Volume – II have been provided incorporating the findings of the 23 small research projects undertaken during 1999 – 2000. It was distributed to the BRC Co-ordinators, DIETs, District Project Offices, SCERT, Regional Institute of Education and State Project Office for taking up different strategies, follow up measures.

(vi) New Initiatives

The Research & Evaluation Unit in collaborative effort with State MIS Unit has planned to conduct cohort drop out rate analysis on experimental basis. It will be started in Kalahandi district.

In addition to the above mentioned activities, Research & Evaluation Unit has taken up 17 small research studies primarily based on DISE data and household survey findings to know the actual ground realities before implementation of the different interventions in the districts.

These studies are being conducted through DIETs, NGOs working at the district level. The work is under progress. A workshop is planned at the SPO level to provide guidance and to master the development of research tools.

Progress overview.

The major activities conducted in the recent month are reported under board categories of:

- (i) Research studies under taken.**
- (ii) Small-scale research studies conducted through the faculty members of DIETs.**
- (iii) Capacity building exercises.**
- (iv) Academic support materials development**

(ii) **Research studies undertaken:**

A. State Finance in Elementary

Education. DPEP Orissa has launched a study on State Finances in Elementary Education with the help of Xavier Institute of Management & Business (XI MB), Bhubaneswar. The broad objectives of the study are:

- (1) To study and determine state financing against receipt, expenditure, surplus/ deficit and interest payment.
- (2) To assess project reports of plan and non-plan expenditure on education
- (3) To determine revenue and capital expenditure on education as percentage of total revenue and capital expenditure.
- (4) To study plan expenditure by level of education for 7th plan interim areas.
- (5) To assess expenditure on education by level as a share of total plan expenditure.
- (6) To study expenditure by level from centrally sponsored schemes and in case of elementary education expenditure by individual schemes.
- (7) To assess primary school expenditure segregation by item i.e. teachers, salaries, textbooks etc.

Progress made till 25th March –2001

The first review meeting was held for assessing the progress made in the conducting of study. Data on variables as outlined in the TOR have been collected for a number of years with certain missing years. Formatting of tables for data collection with respect to the TOR have been completed. Research studies are expected to provide an interim report on the analysis of data collected so far before 15th April 2001

DISE 2000-2001 has revealed reducing enrolment in class- I low enrolment and high dropout in some districts. Three research studies have been undertaken to investigate the issues:

Studies on the causes of reducing enrolment in class – I in Kalahandi and Sambalpur districts.

- ❖ Low enrolment of Girls in Rayagada and Gajapati districts.
- ❖ High dropout rate of girls in Kalahandi.

The design of the study, questionnaires, formats etc are finalised. The data collection process will commence soon.

Micro studies on the lack of participating and achievement of ST children is being taken up to formulate appropriate strategies to tackle the problem from each block. Two ST dominated blocks have been identified and for each block, 30 schools have been randomly selected for the purpose.

Questionnaires for the studies has been developed and orientation to the field level functionaries will be held soon for data collection.

- ❖ Mid term Assessment survey of the three expansion districts have been conducted through the Directorate of TE & SCERT. The

sharing of the findings of the achievement gain/ loss in language, mathematics will be held in April, 2001.

- ❖ Evaluation of the TLM grant given each year to the primary school teachers has been done to assess the utilization of the funds in improving the class room process.
- ❖ 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.
- ❖ A taskforce for developing on “Institutional Development” Plan has been formed. Two rounds of meeting has been conducted so far. A base paper has been formulated in assessing the present structure of institutions working in the field of primary education in terms of their functioning.
- ❖ In collaboration with MIS unit, an exercise called ‘ Anusandhan’ is being carried out through the eight districts. The twin activities of this exercise are COHORT study and child tracking system. In the cohort study, the unit of operation is the school. The study these to measure the output of the system. From 1995-96 to 2000-2001, and 1996-97 to 2000-2001, the studies may be classified into different grades, according to their efficiency and strategies may be developed to focus on specific problems associated with each.

(iii) 7 Small Research Project commissioned to the DIET faculties

During the year 2000-2001

These include:

1. Socio- Economic and cultural lives in Banspal Block and their impact on primary education and its remedies.
2. Causes of low achievement in mathematics in Bolangir district.
3. Evaluation of teacher training on classroom transaction in Ghatagaon block.
4. Evaluation of Teacher Training on Classroom transaction in kuchinda block.
5. Evaluation of Teacher Training on Classroom transaction in Bijepur Block.
6. Evaluation of Teacher Training on classroom transaction in Dhenkanal Sadar block.
7. Evaluation of Teacher Training on classroom transaction in Patnagarh block.

Final report will be completed by the end of March 2001.

In the 8 expansion districts, 15 small research studies have been conducted through the faculty members of DIETs and NGOs. These studies are related to indicators available in DISE and household survey conducted in those districts. The findings of these studies will throw light on the need for suitable strategies in the concerned areas. The studies are.

- Causes of low female literacy rate in Kosagumuda Block
- Study on Tribal language issues in Raigarh Block.

- Study on the relationship between the community and school in Kudumuluguma block.
- Study on the socio- economic lives of Tribal in Sinapali block.
- Study on the difficulties faced by the children of Bhunjia Tribal during the learning process.

A study on Socio-economic and cultural factors of hindering the enrolment of girl children in Kantamal Block

- A study of the participation of the tribal community in the primary education in Boudh district
- Study of the evaluation of AWC working in Dunguripali Block
- A learning difficulties faced by Khandha tribe in Kotagarh Block.
- Identification of factors contributing towards dropping out of ST girls in Nandapur Block of Koraput districts.
- Identification of factors contributing towards dropping out of ST boys in Borrigoma Block.

(iv) Capacity building exercises.

Academic support for developing capacity for taking up Action Research Project:-

❖ **State level Training :**

A 7 days training programme on Action Research methodology was conducted for the DIET, faculty members, These trainees will act as the district level master trainers to imports training to the selected primary school teachers/ BRCC/ CRCC.

The training programme was conducted on the basis of the a module developed by the R & E unit.

❖ **Face – to – face training to the BRCC/ CRCC on Action Research Methodology:**

In order to develop the academic capability of the field level funelianaries lick BRCC/ CRCC in the methods of Action Research, training was conducted, wherein they were exposed to the concepts, methods and steps of Action Research in Simple field manners. They developed as much as 28 areas of Action Research during the programme. Subsequently, 2 rounds of workshops were organized for finalization of tools and the methods of data analysis and interpretation.

14 action research reports have been completed.

Academic Support materials development.

To support the district level master trainers in transacting the modules on Action Research methodology, an Oriya module was developed. This will facilitate the primary school teachers to comprehend easily the process involved in conducting Action Research.

Reports a containing the abstracts of the Action Research projects taken up by BRCC/ CRCC is developed for wider sharing and dissemination.

On the basis of the findings of the MAS conducted in three districts, an abstract report has been circulated to filed functionaries to take up remedial measures and make provision in the AWP&B for 2001-2002

SIEMT

In the last Executive Committee Meeting the following resolutions have been made regarding SIEMT:

1. SIEMT will be registered as a separate autonomous body having the Commissioner-cum-Secretary to government, School & Mass Education Department as its Chairman.
2. Director, DPEP will be the Director of SIEMT.
3. SIEMT will continue to function under DPEP (OPEPA) till the completion of the project. Decision regarding its continuance as a separate autonomous body or merger with SCERT after the project period will be decided later on.
4. The bye laws of SIEMT have been approved by the Executive Committee which has authorised the Chairman, OPEPA to amend the bye laws if required.
5. Actions have been initiated for construction of the SIEMT building, the designs of which have been approved by Government of India. Bids have already been invited.

Sarva Sikhya Abhiyan (SSA)

- **The Executive Committee has suitably amended the bye laws of OPEPA to undertake Sarva Sikhya Abhiyan in non-DPEP districts.**
- **Plans for pre-project activities to implement SSA in remaining 14 district of Orissa have been submitted to Government of India.**
- **A State level Orientation of all District Inspectors of Schools and DIET faculties (one from each DIET) has been planned during 17 – 19 October, 2000 with National support to orient them on EGS/SSA/Para-teacher.**
- **Pre project proposals for EGS / AIE in progress.**

M.I.S.

Progress Report

- DISE data from 1996-97 to 1999-2000 for all the DPEP districts, data for 1997-98 for all 8 expansion districts have been computerised. Time Series and single year analysed reports have been shared with Block, G.P / VEC etc.
- Child database has been computerized to identify each child by name in the 0-14 years age group in DPEP as well as expansion district those who are non-enrolled on dropout. The list of the out of school children has been share up to village level to enroll and bring back to the schools.
- Computer training is being imparted to the staff of State Project Office to use the computer independently.
- A National Workshop on 'Role & Future of EMIS' conducted during 28th -30th Sept. 2000.
- PMIS report for first and second quarter of 2000-2001 is prepared through software developed at MIS. SPO.
- Digital communication through INTRANET established among DPOs & SPO.

- Global Positioning System(GPS) has been done at DPEP, Keonjhar to get the exact location of the educational institutes. The digital photographs of schools has been taken. This has been integrated in the GIS for Microplanning and School Mapping.

Next Step

- The DISE 2000-2001 will be completed by 25th Nov. 2000. 100% cross checking is being done through CRCC.
- A mass campaign for tracking each child (enrolled, non-enrolled and dropped out) will be organized from 25th November with the assistance of the Research and Evaluation Unit. The Cohort Drop Out and School effectiveness study will be a part of the campaign. The fake and duplicate enrollment and repeaters problem can be taken care through this campaign. This campaign will be done by the community.

ANUSANDHAN has been launched to find out the efficiency of schooling system, track the individual child and rate the school accordingly. The main objective of the ANUSANDHAN is to involve the entire educational system available at the district and also the community to find out the efficiency of the system and to develop a concrete mechanism.

The objective of the above social programme are as follows:

- **To identify fake enrolment (the student is not physically available in the habitation/ continues repetition (mostly fake))**
- **Duplicate enrolment (the name of the child might have been enrolled twice in the school or more than one school)**
- **Out of school children (Reason for enrolment and dropout)**
- **To classify the school according to their internal efficiency. The number of children completing the primary schooling cycle, e.g. comparing input to output of every school.**

The ANUSANDHAN consists of two different yet complementary exercises.:-

- **Cohort study (In the school)**
- **Child tracking (in the village) tries to tackle the menace of the factious enrolment COHORT will be done to find the exact retention and dropout position.**

The entire districts administration, all educational adminiaistrtrors, PRIs, field functionaries, BRCCs, CRCCs, village level educated youth and community leaders participated the programme.

Media and Community Mobilisation

A massive Village level campaign 'NINAD' was mounted to empower the community and to mobilise their support for achievement of maximum enrolment and retention of children in primary education (in the age group of 6 to 14 years), to identify the number of out of school children including disabled children. The programme was also designed to activise inert VECs. MTAs as well as creating interest among PRI, prioritise development of education in their respective areas. A detailed house to house survey was conducted under this operation to identify concentration of disadvantaged pockets in relation to educational achievement

across the district. Strategies along with need based planning were undertaken in participation with villagers to develop feasible alternatives so that out of school children start attending school.

So far as planning for NINAD is concerned first District resource group was formed for better monitoring and supervision. The training was imparted to RPs at block level who trained the mobilisation team at block level.

The objectives of the operation were:

- To provide access to primary education to all children either in the formal system or through non-formal/ alternative educational programmes.
- To reduce the discrepancies in distribution of educational infrastructure/ opportunities across the communities.
- To help the unenrolled and dropout children back into the educational system.
- To involve VECs in management of schools.
- To empower VECs, MTAs, PTAs to become more involved in the education system.
- To identify pockets and social groups who need special attempts or projects apart from current provisions made under different schemes.

Route chart was prepared to help the mobilisation team even for reaching far flung and remote areas with less trouble. Vehicles, motorcycles and other modes of transports were utilized for the purpose.

Out Come

- During NINAD VECs are further activated in areas where it was necessary. They were shared with information regarding equitable distribution of teachers along with PRI members. It is hoped that with their empowerment in this area, rationalisation of teachers will be easier to practise with progressive counter public demand to reform the administrative system in the line of public welfare.
- The response of the public to such operation was impressive across the districts though at the beginning of the programme it was apprehended that at some quarters we may face protests. The demand for change and supply further educational inputs and speedy redress to deprived areas is still heard at DPO & BRC level. Even the NFE centers are now forced to open regularly as public has taken interest in the education of their children (as they stand to lose proposal for AS centers as their locality possess facility of NFE center officially). It is also seen that people are now posing positive attitude and faith in the current system.
- The operation has also helped in identifying habitations deserving primary school and AS centers as well as ECE centers.

The documentation of the programme was made and shared with other districts & departments to help them in organising and mobilising people for their community causes. The same has been aired and telecasted so that the impact is widely felt.

The feed back of this operation is being shared and analysed at Panchayat, Block and District level. It is also felt that similar sort of exercises should be held every year with a combination of activities which take care of peculiar local specific needs and interventions.

VEC Empowerment

After three rounds of training to VECs it is felt that we should measure the degree of participation of VECs in school management, so that issue based training could be imparted to them. For this a ten point rating scale has been prepared in the form of a questionnaire. The name of the VEC, the name of the village, the name of the institutions are also collected in the same questionnaire. The ten areas of rating the activities of VECs are as follows :

- Ensure regular attendance of teachers
- Enrolment of all eligible children in the school and ensure their regular attendance
- To involve in the smooth management of the school and to keep good relation between school and community
- To ensure regular meetings of MTAs & PTAs
- Involvement in construction works of school
- To ensure the beautification of the school environment
- To ensure the regular health check up of students
- To prepare the educational development plan of feeder/ adjacent villages
- To ensure the proper utilisation of School Improvement Grant
- To supervise the mid day meal programme

The feedback of above ranking scale will help preparing issue based training modules for VECs.

Progress Overview

- **Leaflets have been printed and distributed to all primary schools of DPEP districts.**
- **Monthly DPEP Newsletter, PARIBARTAN highlighting the organising programme and achievements across districts is being published regularly from April to September 2000 and distributed to all teachers, CRCs, BRCs, SIs, BDOs, DIET personnel, DIs, CIs, Subcollectors, DPO staff, Collectors .**
- **Village level campaign NINAD has been documented, printed and distributed to different stakeholders.**

RAJASTHAN

1. Coverage:

- ❖ Total number of districts: 32
- ❖ Districts covered under DPEP: 10
[(1) Sriganganagar, (2) Alwar, (3) Nagaur, (4) Sirohi, (5) Jhalawar, (6) Bhilwara, (7) Jhunjhunu, (8) Sikar, (9) Tonk and (10) Kota]

2. Project Period: 30. 9. 1999 to 31.12.2004

3. Project Costs:

(Rs. in lakhs)

Districts covered	EFC approved project cost	Districts covered	EFC approved project cost
Sriganganagar	3999.354	Alwar,	3999.520
Nagaur	3993.257	Sirohi	3491.131
Jhalawar	3995.717	Bhilwara	3997.038
Jhunjhunu	3996.928	Sikar	3996.867
Tonk	3999.525	Kota	3982.379
State interventions	1662.746		
		TOTAL	41114.466

4. Staffing position at SPO and DPO

SN	Level	Post Planned	No. in position
1	SPO	45	27
2	DPO	270	76
3	BRC	672	145
4	CRC	1041	1041

5. Functioning of GC/ EC

Nominations to EC. GC are yet to be made

Fifthh EC meeting held in Janyaury 2001

6. Submission of Annual Report/ Audit report

Have been prepared

7. Annual work Plan and Budget 2000-2001

Annual work Plans were submitted as below and were revised by the Project Board:

SN	State/ District	AWP&B submitted	Revised AWP & B
1	State component	549.56	316.38
2	Alwar	1224.82	671.73
3	Bhilwara	1024.39	620.01
4	Jhalawar	915.92	502.01
5	Jhunjunu	1030.55	487.80
6	Kota	957.75	383.09
7	Nagaur	1152.05	542.52
8	Sirohi	932.98	380.55
9	Sriganganagar	1088.10	548.18
10	Sikar	1093.14	496.99
11	Tonk	1068.18	482.04
Total		11037.38	5467.3

8. Expenditure and disbursement

(Rs. in lakhs)

Funds released by GOI	Funds released by State	Total	Expenditure	Reimbursement
3100*	538	3638	2191.04	1871.17

* Including Rs 50 lakhs for project preparation for first phase & Rs 50 lakhs for next phase of DPEP in Rajasthan.

(Rs 15 crores additional have been released this year)

9. Review Of Functional Areas

1. Pedagogy

- ❖ State Coordinator for PFE has been appointed.
- ❖ Need assessment survey for preparation of teachers training module has been done.
- ❖ SRG has been constituted and quarterly meetings are being held.
- ❖ It has been decided that State text books will be followed uniformly in the whole State.
- ❖ Teacher guide books and work books for students will be developed.
- ❖ Training module for PFE teachers, BRCF and Resource Persons has been completed.
- ❖ Training module for CRCF & SMCs have been developed.
- ❖ Trainings have been organized as following:

Sn	Training	Personnel Trained
1	KRPs	40
2	RP's	340
3	CRCF	882
4	Teachers	8971
5	Para Teachers	102

2. ECE And Gender

- ❖ State Coordinator is in position.
- ❖ SRG has been constituted and a meeting was held for providing guidance in developing training modules.
- ❖ Gender orientation workshops for SPO & DPO functionaries were conducted.
- ❖ Block Selection Committee for selection of Girls Child Activist & Escort has been constituted.
- ❖ Training modules for AWW/ECE worker has been developed.
- ❖ Development of Training Module for Girls Child Activist is under process.
- ❖ Development of ECCE Kit is under process.

3. Alternative Schooling

- ❖ State Coordinator is in position.
- ❖ Meetings with the Minority Community were held in eight districts for starting general education in Madarsa.
- ❖ 132 Madarsas in eight districts have been selected.
- ❖ Block Selection Committee for selection of para teachers has been constituted.
- ❖ Training modules for para teachers has been developed.
- ❖ Workshop for developing condensed course has been organised and modules have been finalised.
- ❖ Para teachers for 102 Madarsas and 186 , 6 hourly AS have been selected
- ❖ 3 residential Bridge Courses have been identified and started.

4. Community Mobilisation

- ❖ SRG constituted
- ❖ Brochures for community mobilisation have been developed, printed and distributed.
- ❖ SMC training module finalized
- ❖ 13596 SMCs constituted and 8934 trained
- ❖ Bal melas, kala jathas and mahila meetings organized.

5. Integrated Education for Disabled (I.E.D.)

- ❖ State Coordinator is in position.
- ❖ State Coordinator and a team of Resource teachers have been approved by EC.

6 Media and Awareness Generation

- ❖ DPEP Brochure containing general information prepared and released on 2nd Oct.,1999.
- ❖ Advertisements published in various newspapers.

7. SC/ST/Minorities

- ❖ Awareness meetings for minority were held.
- ❖ Condensed Courses, adoption of Madarssa and Alternative School. (6 & 4 hour) started. Training for Para teachers of Madarsas completed
- ❖ TLM for Girls proposed in the Block less than 15% female literacy.

8. Distance Education

- ❖ Two day visioning workshop organized
- ❖ One day needs identification workshop held

9. M.I.S.

- ❖ M.I.S. incharge is in position. EMIS & PMIS proforma finalized
- ❖ EMIS data collection started

10. Research & Evaluation

- ❖ Research & Evaluation Officer is in position
- ❖ Five Research projects have been invited from each district.

11. Civil Works

- ❖ Prospective Design for SSV building and toilets have been finalised and sent to World Bank for approval.
- ❖ Orientation programme for Engineers and DPCs has been conducted for construction works
- ❖ 13245 SMCs have been constituted.
- ❖ 3500 BNS members trained. Construction of 1012 toilets, 1045 repairs, 150 handpumps & 400 CRC buildings under progress.

10. Systematic Issues

12. DIETS

- ❖ Orientation of DIET principals completed.
- ❖ Perspective plan has been prepared to strengthen DIETs and to ensure best use of DIET resources.
- ❖ DIET staff involved as RPs

13. SIERT

- ❖ Perspective plan for strengthening of SIERT & for the use of its resources has been prepared.
- ❖ Base line Assessment Survey for Phase-I & II has been conducted by SIERT.
- ❖ SIERT assigned work of curriculum preparation and text book writing

14. C.E.M.

- ❖ It has been decided to establish an independent institute for managerial training for educational officers.

TAMIL NADU

DPEP Coverage:

Number of Districts covered : 8 [Initially six districts but at present eight districts because of bifurcation of South Arcot and Perambalur.]

Particulars	Districts Covered	EFC approved project cost (Rs. In lakhs)	Civil Works	Management 6%
DPEP I 1994-2002				
	(1) Thiruvannamalai	3893.270	1284.78	226.790
	(2) South Arcot	4037.560	1332.40	235.200
	(3) Dharmapuri	4003.130	1321.03	233.190
	(4) State Component	663.250	218.87	38.640
		12597.21	4157.08	733.820
DPEP II 1997-2003				
	(5) Pudukkottai	2854.190	950.450	72.540
	(6) Ramanathapuram	2862.090	953.080	73.880
	(7) Perambalur	2610.730	869.370	77.020
	(8) State Component	917.280	305.450	168.590
	Total	9244.290	3078.350	392.030

Functioning of EC/GC

EC meetings are held once in each quarter. Last EC meeting was held on 22.12.2000. GC meeting was held on 05.02.2001

- EC/GC reconstituted. Official members nominated from GOI.

Submission of Annual/Audit Report

- Annual Report for 1998-1999 has been laid in Parliament. Annual report for 1999-2000 has been approved by EC and GC and is under print. Chartered Accountants have audited the accounts for 1999-2000 and the audit report submitted to GOI.

Utilization Certificates

Utilization Certificates signed by the chartered accountant for DPEP-I & II for 1999-2000 have been sent to MHRD.

Whether 15% contributed by the State

(Rs. in lakhs)

Phase	AWPB		Grants released		Expenditure	
	Upto 31.03.2000	2000-2001	Upto 31.03.2000	2000-2001	Upto 31.03.2000	2000-2001
I	11123.647	3747.085	9968.153	1505.896	9148.670	2129.494
II	4715.369	2745.281	3944.209	1458.841	3085.724	1127.893

Note:

1. Expenditure for 2000-2001 is upto 31.01.2001.
2. During 2000-2001 15% share by GOTN have been released for the following amounts.
Phase I Rs.105.896 Phase II Rs.158.841
3. Grants have been sanctioned by GOTN and orders issued for the release of the following amounts.
Phase I Rs.141.163 Phase II Rs.70.571
4. Government of India has released Rs.10.00 crores for Phase I and deposited in State Bank of India, Thousand Light Brach, during February 2001. GOTN addressed to release 15% share amounting to Rs.176.471 lakhs.
5. Out of the total expenditure, reimbursement claims have been made for Rs.1951.510 for Phase I and Rs.1110.036 for Phase II. Balance amount is yet to be reimbursed.

Progress Overview in the functional areas of DPEP, Tamilnadu for the 13th Joint Review Mission.

1. Staffing Position of SPO, DPO & Other institutions

Institution	Planned	Phase I		Planned	Phase II	
		No. in position	Percentage		No. in position	Percentage
SPO including SIEMAT	53	52	98	19	19	100
DPO	56	52	93	45	37	82
DIET	88	72	82	66	57	86
BRC Supervisor	72	58	81	34	28	82
BRC, Teacher Educator	216	204	97	102	92	90
Additional Teachers	1026	1024	100	-	-	-

New Schools opened	269	269	-	63	63	
Proposed for 2000-2001	97	50	-	45	24	
Appt. of HM & Teachers for new schools	588	583	99	150	141	94

Planning and Management

Door to Door Survey

The regular door to door survey conducted under DPEP initiatives in all the seven DPEP districts during the academic year 2000-2001.

Using the data, all 5 year completing children were identified school catchment area wise and they were admitted in class I in June. The dropout children in the school age group were approached specifically and they were given place suitably in formal schools.

School Development Plans

Under Micro Planning and School Mapping exercise, school was taken as the lowest unit for planning. In the 8 districts, headmasters were trained suitably to develop their capacity in preparing an institutional plan for their schools. The entire structure of district functionaries were trained to augment the whole cause of the plans by Headmasters to their own schools.

The pattern of school development plan was remodelled for 2000-2001. A one day training programme was conducted to all the Headmasters of eight districts to clarify and elucidate the pattern of School Development Plan format formulated in participatory process. This time the format was more suitably prepared to consolidate it into a cluster level action plan. So, all the School Development aspects and results have been incorporated within the cluster plan.

For micro planning and school mapping a three-day training programme was conducted from 28.02.2001 to 01.03.2001 at Chennai. Resource Persons from NIEPA participated and conducted the training programme.

Cluster Plan

The cluster plans will comprise of the school wise data for all the remedying issues addressed in the School Development Plans. The Cluster Co-ordinator and the Additional Cluster Co-ordinator are to monitor the cluster level plan implementation.

Block Level Plans

The aforesaid Cluster Plans comprising of the action plans from School Development Plans will be consolidated at the block level. Block is to take care of both the plan at block level and at cluster level. Block will work as the implementing and monitoring

agency. The block implementing Team members namely AEE0-1, AAEE0-1, BRC supervisor-1, Teacher Educators-3 make a total of six. This BLIT will share the clusters and schools among themselves and implement the action plan.

Status of Micro Planning in DPEP – I and II States

Details	Tamil Nadu	
	Phase - I	Phase - II
Name of districts in which micro planning has been conducted.	1. Dharmapuri 2. Thiruvannamalai 3. Cuddalore 4. Villupuram	1. Pudukottai 2. Ramanathapuram 3. Perambalur
Details of activities undertaken and methodology / techniques used along with current status in each.	Using household survey, DISE information and Cohort Study, School Development Plans are prepared by the respective schools. Consolidation is being done at the cluster and block levels.	
Agency Institution / NGO / Individual responsible.	BRCs personnel are supported by State Project Office and SIEMAT wings. School and cluster specific interventions will be included.	

Status of SIEMT *TAMIL NADU*

- SIEMT with two wings is attached to SPO academically and administratively.
- Only one post of consultant professor is vacant

State	Status of SIEMAT	Staff in Position	
		Sanctioned	In Position
DPEP - I			
Tamil Nadu	Two wings are functional under the State Project Director. 1. Planning, Management and Training 2. Research, Evaluation and Monitoring.	JD - 1 Officers - 11 Supporting Staff - 3 Total - 15	1 10 3 14

Information on Staffing Pattern at SPO and DPO Levels

S. No.	State	SPO			DPO				
		Posts Sanct.	Post Vacant.		Posts Sanct.	Post Vacant.			
			Off.	Staff	Total	Off.	Staff	Total	
1.	Tamil Nadu								
	Phase I	53	1	-	1	56	2	2	4
	Phase II	19	0	1	1	45	1	7	8
	Total	72	1	1	2	101	3	9	12

Note : Off - Officer in charge of programmes
Staff – Supporting Staff (clerical Side)

Status of DIET

The staff attached to various DIETs are under the control of DTERT. The Statistical Officer attached to DIETs are working under DPEP for EMIS analysis. GOTN have opened DIETs in all the eight DPEP districts. The GOTN has created a separate cadre for DTERT and the vacancies are being filled either by transfer or by fresh recruitment through Teacher Recruitment Board.

Alternative Schooling

- Alternative Schools are functioning in 55 blocks [30 blocks in Phase I and 25 blocks in Phase II] in 1048 centres (Phase-I 849, Phase-II 199) with a total enrolment of 23,078 pupils (Phase-I – 18,695 Phase-II – 4,383).
- Day schools have also been started in remote inaccessible areas where formal schools are not functioning.
- All the Instructors and Supervisors are given two days recurrent training every month at BRCs besides content training on Text materials for five days annually.
- Text books prepared by Government of Tamilnadu for Std. I, II and III and notebooks have been distributed to the pupils of AS centres.
- Preparation of self learning materials for ALS is in progress.

Particulars of Alternative Schooling Programme

District	No. of Blocks	Centres	Boys	Girls	Total
Dharmapuri	8	143	1489	1438	2927
TV Malai	9	275	3315	3435	6750
Cuddalore	3	121	1310	1429	2739
Villupuram	10	310	2508	3771	6279
Total	30	849	8622	10073	18695
Perambalur	9	75	596	892	1488
Pudukkottai	7	42	484	608	1092
Ramnad	9	82	810	993	1803
Total	25	199	1890	2493	4383
Grant Total	55	1048	10512	12566	23078

Activity Based Teaching - Standardization and Duplication of Activity Based Cards

The activity based cards have been modified on the basis of new textbooks introduced during 2000-2001 for Standard I. Training is also given to teachers in the preparation of activity based cards for each school during the training programmes.

Achievement Test

To test the students' achievement, common evaluation test was conducted on 17.04.2000 for the Std. V students in all schools in eight DPEP districts.

The answer scripts were valued at the BRCs by appointing examiners who were provided with keys. The results were computerized and were analyzed at the Cluster, Block, District and State levels. Hardspots have been identified and remedial teaching is attempted this year by suitably modifying the booster training to V Standard teachers conducted during 2000-2001.

This year also a similar test has been proposed to be conducted during April 2001. Question Banks prepared by teachers have been printed and distributed to all the schools for familiarizing - the test patterns to subjects.

Training

The following training programmes have been conducted at the BRCs and CRCs.

Programmes	No. of Participants	
	Phase I	Phase II
A three-day training to teachers handling the new Textbooks of Standard I.	7233	3180
A five-day booster training to teachers for Std. V.	3863	842
A five-day training to teachers handling English for Std. III and IV and V.	9830	3120
A two-day training to ICDS and ECE workers.	5727	2388
Training for five days in activity based teaching to teachers.	5162	632
Training in conducting SC/ST special coaching classes to teachers.	5210	971
One day training to HMs on DISE data collection and school development plan.	7187	1514
One day orientation to PTA/VLC members.	24328	6882
A Two day training to teachers on IED.	4701	2779
Orientation training for newly appointed teachers	415	283
A two day training to teachers on health education.	5587	Will be undertaken
Training on Activity Based Teaching Practices.	5162	632

- ◆ An administrative training for five days was given to Headmasters of Primary and Middle Schools.
- ◆ CRC Co-ordinators were given training at the BRCs for two days.
- ◆ Alternative School instructors/supervisors are given recurrent training for two days every month.

Gender and Girls' Education - VEC

Basic training was imparted to VEC members at CRC level. VLCs and PTAs have been constituted and are functioning in every school. Liberal representation for women and disabled parents is given at the VLCs and PTAs.

Details regarding functioning of ECE and ICDS centres district wise

District	No. of ICDS centres	No. of TINIP centres	Total
Dharmapuri	330	1063	1393
Thiruvannamalai	--	1294	1294
Cuddalore	420	878	1298
Villupuram	50	1644	1694
Total	800	4879	5679
Perambalur	535	--	535
Pudukkottai	1275	--	1275
Ramanathapuram	170	465	635
Total	1980	465	2445
Grand Total	2780	5344	8124

Material Development

Gender disparities have been eliminated from the Text Books (I to V).

Module on girls education and women empowerment was prepared and distributed to all the primary school.

Research and Evaluation

179 Action Research Projects have been completed.

Of the six sponsored research proposals considered, two have been launched-one on "schooling of the disadvantaged groups", another on "drop-out". More projects are likely to be sanctioned and launched soon.

Seven districts based research project have been launched one in each project district. The research studies relate to the following topics

- (i) Dropout phenomena in primary/middle schools with high incidence of dropouts.
- (ii) Study of enrolment and retention of girls in primary schools in the coastal villages.
- (iii) Problem of dropouts from primary schools in Kalrayan hills.
- (iv) Comparison of achievement levels of SC/ST girls – girls covered under special coaching classes and those not covered under this scheme.
- (v) Functioning of Village Level Committees.
- (vi) Learner achievement levels in the initial and penultimate classes (Std. III & IV) in the three subjects Tamil, Mathematics and Environmental Studies.
- (vii) Problems faced by teacher handling multigrade situations.

The project on the problem of dropouts from primary schools in Kalrayan Hills in Villupuram District has been completed and the other projects are nearing completion.

Item banks are being developed for all the subject for Stds. I to V. The item banks will be printed and distributed to all the schools.

A scheme of continuous comprehensive evaluation has been developed and launched on experimental basis in Kavarypattinam block in Dharmapuri District.

Among the major areas / activities under priority consideration for launch are case study, institutional tie-ups in research projects, development of tools of diagnostic test items and promotion of monitoring activities through capacity building.

Achievement test for all the pupils of Std.V will be held this year also during April 2001.

Special Coaching Classes

Special Coaching Classes for SC/ST girls of Stds. 3,4 and 5 for their academic improvement are conducted after the school hours in the evenings. 1917centres are functioning in 1562 schools and 52598 girls are benefited by these classes in the Phase I Districts. In the Phase II Districts in 495 centres 13111 girls are benefited by these Special Coaching Classes in 390 schools. Service minded and interested teachers serving in the same school are involved in conducting classes. An honorarium @ Rs.10/- per student per month is paid to the teachers handling these classes.

Particulars of Special coaching Classes		
District	Special Coaching Classes	
	Centres	Students
Dharmapuri	202	5179
Thiruvannamalai	622	17324
Cuddalore	506	14168
Villupuram	587	15927
Total	1917	52598
Perambalur	250	6249
Pudukkottai	120	3570
Ramanathapuram	125	3292
Total	495	13111

IED

- Resource teachers are in place in all the 21 selected blocks @ 3 teachers per block. (56 teachers are in position out of 63 teachers appointed).
- Medical camps have been conducted in all the Districts to ascertain the percentage of disability and need for the supply of aids and appliances.
- Resource teachers visit the schools and give special training to IED children (Physiotherapy, Speech therapy etc.,).

- General teachers are given training on IED last year. 7480 general teachers are given training at the BRCs in handling disabled children during 2000-2001.
- The services of the six voluntary agencies involved in the education of disabled are being utilized for the implementation of IED in the selected blocks.
- An in-house study was conducted on the achievement levels of the disabled children.

Details of IED children District wise

Districts	Total Number of disabled children identified in the districts during survey			Total Number of disabled children enrolled			Total Number of disabled children out of schools		
	B	G	T	B	G	T	B	G	T
Cuddalore	1407	1462	2869	1365	1432	2777	55	37	92
Villupuram	1891	1261	3152	1620	1043	2663	271	218	489
TV Malai	1235	865	2100	1198	823	2023	37	40	77
Dharmapuri	1373	812	2185	1170	676	1846	203	136	339
Pudukkottai	781	771	1552	704	440	1552	--	--	--
Perambalur	587	460	1047	706	487	1047	--	--	--
Ramnad	919	725	1644	811	630	1644	--	--	--
Total	8193	6356	14549	7574	5531	13552	566	431	997

Table 1 – No. of children who actually require aids and appliances

Name of the District	Visual Impairment		Hearing Impairment		Orthopaedic Impairment	
	In school	Out of School	In school	Out of School	In school	Out of School
Cuddalore	42	--	20	--	32	--
Villupuram	58	2	115	2	159	--
Thiruvannamalai	--	--	--	8	--	8
Dharmapuri	30	22	49	28	54	28
Pudukkottai	20	--	25	--	4	--
Perambalur	71	--	104	--	149	--
Ramanathapuram	198	20	240	10	316	5
Total	419	44	553	48	714	41

Table 2 – No. of children for whom aids and appliances have been supplied

Name of the District	Visual Impairment		Hearing Impairment		Orthopaedic Impairment	
	In school	Out of School	In school	Out of School	In school	Out of School
Cuddalore	37	--	22	--	30	--
Villupuram	2	2	60	2	17	--
Thiruvannamalai	3	--	19	8	62	8
Dharmapuri	15	22	17	--	0	28
Pudukkottai	36	--	56	--	4	--
Perambalur	35	--	68	--	17	--
Ramanathapuram	39	--	129	5	111	--
Total	167	24	371	15	241	36

**Table 3
Balance to be supplied**

Total for Seven Districts	252	20	182	33	473	5
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Distance Education Programme

- Teleconferencing on the teaching of Tamil has been undertaken during November 2000.
- Preparation of self learning materials for the pupils of ALS centres is in progress in progress.

Community Mobilisation

- SRG and DRG are in place. VLC meetings are conducted periodically.
- Enrolment drives and awareness campaigns were conducted in the schools where the number of unenrolled children are in large numbers.
- Monthly newsletter 'Thenthuli' is published by the DPCs in all the eight districts.
- One day orientation training programme was given to 31210 VLC members at the CRCs.

Media Activities

- A revised module on community mobilisation was developed by the District Programme Co-ordinators for use during the orientation training programme to the VLC/PTA/Panchayat Elected Representatives
- Coverage of all important events in print media attempted both by the State and District.
- Quarterly Magazine 'Sudar' is being published by the State Project Office containing articles contributed by the DPEP officials, Teachers and others.

- DPEP officials, DIET faculty members, teachers and HM contribute articles of education for the magazine and newsletter.
- At the CRC meetings the contents of the newsletter are being discussed.
- Documentation of main programmes of DPEP was attempted and video cassettes prepared on the following topics.

- | | | | |
|----|-----------------|---|--|
| 1. | Dharmapuri | - | VLC objectives and achievements |
| 2. | Cuddalore | - | Education of girls and removal of gender bias in schools |
| 3. | Villupuram | - | Role and functions of CRCs |
| 4. | Thiruvannamalai | - | Role and functions of BRCs |
| 5. | Perambalur | - | Activity based teaching practices |
| 6. | Pudukkottai | - | ECE and pre-school activities |
| 7. | Ramanathapuram | - | Impact of IED programmes |

Pedagogical Renewal

Curriculum, Textbooks & TLM

Classes covered/Nature of Material & Process

Text books prepared by DPEP has been introduced in all the schools through out Tamil Nadu for Standards IV and V. Revised textbooks for Standard I was prepared by DPEP. During 2000-2001 revision of Textbooks for Standards II and III has been completed and will be introduced in all the schools in Tamil Nadu during 2001-2002.

SRG AND DRG

An SRG consisting of practising teachers, DIET faculty, members from DTERT and SPO and selected BRC & CRC faculties has been formed for Textbook Development.

Language books in Minority Languages namely, Kannada, Telugu, Malayalam and Urdu have also been prepared and introduced in schools in Standard IV and V for the first time. So far language books prepared by other States were used in schools. Language text books in minority languages for Stds.2,3 and 4 are under preparation and will be introduced and 2001-2002.

These books are printed by Tamil Nadu Textbooks Corporation and supplied to all the children studying in Government/Aided/Local body School free of cost.

Orientation

The training to teachers in handling these new textbooks are being given in the following manner.

- V Standard Booster training in handling new textbooks for five days and training on hard spots as analysed on the basis of the achievement test conducting during April 2000.
- Booster Training to all the Teachers handling Standard I for three days

Training for the teaching of English to teachers handling English for Standards IV and V.

In addition to these trainings to teachers, which are based on textbook content and methodology, the following other trainings are also given.

- (i) Training in joyful and activity based teaching methods.
- (ii) Training to teachers in handling Multigrade Classes in chosen Clusters.
- (iii) Training in the preparation of low cost TLM.
- (iv) Training to teachers on IED.
- (v) Training to teachers on health education.
- (vi) Monthly recurrent training to ALS instructors and supervisors for 2 days and content training for five days annually.

BRC AND CRC

Status and Staffing

DPEP I

In Phase I in the 72 BRCs, 58 BRCs Coordinators are in position. 204 Teacher Educators who are experienced, resourceful, BRC subject experts are in position. In Phase II 34 blocks, 28 Supervisors and 92 Teacher Educators are working. In all the 1023 CRCs, CRC Coordinators and Assistant CRC Coordinators are conducting CRC monthly meetings regularly the attendance for which has increased substantially.

Selection Procedure

BT Assistants with a qualification of B.Sc. Degree in Maths or Science and with an experience as Inspecting Officer have been appointed as BRC Coordinators on the basis of the recommendation of DEO of the concerned district.

Primary School Teachers with some experience in handling primary classes and exposure to training and workshops have been appointed as teacher educators on the basis of recommendation made by AEEO.

Senior most headmasters of Primary Schools in that cluster have been nominated as CRC Coordinator.

Senior Headmasters in the cluster have been nominated as Assistant Coordinators. They perform their duty in addition to the work as teachers. Their important function is to organize the monthly teachers meeting.

The officers employed in the BRCs/DPCs/SPO are retained in DPEP by upgrading their posts on promotion so as to secure continuity of services.

Summary Status of Textbooks preparation of DPEP

Grade	Textbooks (Main Lan.)	Development	Introduction (State wide)
I	Language		
	Maths EVS	Developed by DPEP during 1999-2000. Language text books Prepared in minority languages.	2000-2001
II&III	Language		
	Maths EVS English (III Std.)	Revision of textbooks completed by DPEP during 2000-2001.	2001-2002
IV	Language		
	Maths EVS I EVS II English	Revision of textbooks completed by DPEP during in 1997-98 Language text books Prepared in minority languages during 2000-2001.	1998-1999 2001-2002
V	Language		
	Maths EVS I EVS II English	Developed by DPEP during 98-99. Minority language books prepared during 2000-2001.	1999-2000 2001-2002

Note : Prepared and introduced minority language textbooks in Telugu, Kannada, Malayalam and Urdu for Std. I,IV and V.

Preparing language textbooks for Std.II & III in minority languages – to be introduced during 2001-2002.

Infrastructure Facilities – Construction of Classroom buildings and provision of drinking water and toilet facilities

To improve the infrastructure facilities of the schools additional class rooms are constructed in the needy schools. In the Phase I Districts all the 913 civil works planned have been completed. All the nine civil works undertaken with the community participation have been completed.

In the Phase II Districts out of 441 civil works planned 385 works have been completed. One building for DTERT and additional buildings for two DIETs were planned. The additional civil work allotted for the DIET at Pudukkottai has been completed.

With Rs.50 lakhs allotted for innovative methods of construction following cost effective technology in seven DPEP Districts 16 works have been planned.

Out of 40 class room buildings planned with community involvement, 29 works have been completed.

Out of 1063 Drinking Water facilities planned for Phase I districts, 687 have been completed and 376 are under progress.

Likewise in Phase I DPEP districts out of 1063 Toilet Facilities planned, 1048 have been completed and 15 are in progress.

With the enhanced grants available for civil works, 359 works have been planned for Phase I and 88 works for Phase II. Out of this 35 works in Phase I and 10 works in Phase II will be constructed by the community. A sum of Rs. 2342 lakhs in Phase I and Rs.464 lakhs for Phase II is available for civil works.

Particulars of Civil Works
(Including works undertaken by the department of Rural Development)
Particulars of Civil Works

S. No.	Particulars	Phase I			Phase II		
		Planned	Completed	In Progress	Planned	Completed	In Progress
1.	2/3 Class Rooms	842	842	--	407	355	52
2.	BRC's	71	71	--	34	30	4
3.	Toilets	1063	1048	15	441	385	56
4.	Drinking Water	1063	687	376	441	43	398
5.	Headquarters Training Centre	1	1	--	1	--	1
6.	DIET	1	1	--	2	1	1

Additional Civil Works Planned during 2000-2001

Phase	By PWD	By community	Total	Remarks
I	324	35	359	All the schools will be provided with toilet, drinking water and external elements. Administrative sanctions have been accorded and works have commenced.
II	78	10	88	

Appointment of Additional Teachers

During the academic year 1997-98, 1026 additional teachers were appointed in Phase I Districts under DPEP and the salary of these teachers are met from DPEP funds.

To provide access to schooling in the school less habitations, the schools have been proposed to open in seven DPEP districts. During the years 1998-1999 and 1999-2000, 332 schools have been opened with one teacher each in the first year and another Headmaster in the second year. The expenditure on the appointment of teachers and Headmasters in these newly opened schools are met by DPEP.

During the year 2000-2001 another 74 habitations have been identified for opening of new schools and schools have been opened with one teacher for every school.

Appointment of Additional Teachers(1997-98) and opening of new schools during 1998-1999 & 1999-2000

District	No. of Teachers	New Schools
Dharmapuri	487	196
Thiruvannamalai	144	55
Cuddalore, Villupuram	395	68
Total	1026	391
Perambalur		16
Pudukkottai		49
Ramanathapuram		22
Total		87
Grant Total		406

Statistical information collected from DISE for the year 2000-2001

**Particulars of Schools, Teachers and Students as on 30.09.1999
(Phase I and II)**

Districts	No. of Schools	No. of Teachers	No. of Students
Dharmapuri	2252	6964	300557
Thiruvannamalai	1704	6222	233312
Cuddalore	1403	5986	216305
Villupuram	2004	7838	328032
Perambalur	834	3743	125749
Pudukkottai	1337	3663	146597
Ramanathapuram	1136	3786	136483
Total	10670	38202	1487035

Appointment of Teachers and Pupil Teacher Ratio

DPEP has appointed additional teacher in Phase I districts to convert single teacher schools into double teacher schools and for the posting of a third teacher to double teacher schools with a strength of more than 100. In addition to the new post created by DPEP, Government have also sanctioned new posts and the District Programme Co-ordinators are undertaking deployment of teachers at the commencement of the school year. By this procedure the average Teacher Pupil Ratio has been lowered from 1 : 41 to 1 : 39 in the eight DPEP districts.

Pupil Teacher Ratio

Districts	99-2000	2000-2001
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Dharmapuri	43	43
Thiruvannamalai	38	38
Cuddalore	35	36
Villupuram	44	42
Perambalur	34	36
Pudukkottai	37	40
Ramanathapuram	36	36
Total	39	39

Source: DISE

Monitoring and Supervision

On the basis of the Cohort Study and the achievement test conducted during April 2000, the schools in the blocks have been classified according to their performance. The low performing schools in the block have been divided among the officers of the block for effective supervision and academic support. The officers incharge of the schools frequently visit and offer the required support to enhance their performance level.

The DPEP officials of the districts and the State visit the schools and monitor the progress of DPEP activities and conduct review meetings. The SPD also conducts review meeting of the district officials every month.

UTTAR PRADESH (DPEP II)

1. DPEP Coverage

Total number of district: 22 (Badaun, Bareilly, Basti, Sant Kabir Nagar, Deoria, Firozabad, Gonda, Balrampur, Hardoi, Lakhimpur Kheri, Lalitpur, Maharajganj, Moradabad, J.P.Nagar, Pilibhit, Shahjahanpur, Siddharthnagar, Sonbhadra. Barabanki, Rampur, Bahraich, Shrawasti.)

Project Period: 1997-2003

(Rs. in lakhs)

Particulars	Districts covered	EFC approved project cost	Annual Work Plan 2000-01 including spillover
DPEP-II	State Component	2549.709	1004.69
	Badaun	3916.572	852.14
	Bareilly	3795.631	771.12
	Basti+S.K. Nagar	3995.767	1239.97
	Deoria	3878.019	743.66
	Firozabad	2765.004	531.15
	Gonda+ Balrampur	3953.034	1143.19
	Hardoi	3937.625	1089.02
	Lakhimpur Kheri	3977.019	871.12
	Lalitpur	2381.103	446.41
	Maharajganj	3640.202	758.20
	Moradabad+J.P. Nagar	3893.006	1269.33
	Pilibhit	3027.462	593.45
	Shahjahanpur	3935.223	967.58
	Siddharthnagar	3968.423	965.90
	Sonbhadra	3141.245	632.94
	Rampur	2397.406	815.66
	Barabanki	3850.044	929.61
	Shrawasti+Bahraich	3985.102	1153.74
	Total	66987.596	16798.88

2. Project Structure:

(a) Vacancies position in SPO and DPO

S. No.	Name	No. Planned	No. filled	Vacant	Particulars of posts vacant/progress in filling the same
1.	SPOs	41	35	06	1. S. Professional - 01 2. Professional Civil Work - 01 3. Professional Media - 01 4. Professional - 01 5. Auditor - 01 6. Office Superintendent - 01 Total vacancies = 06

2.	DPOs	295	235	60	1. District Co-ordinator (gender) - 01 2. Accountant - 07 3. Assistant Accountant - 09 4. Steno - 08 5. Typist Clerk - 10 6. Driver - 07 7. Peon - 18 Total vacancies = 60 Efforts are being made to fill the vacancies
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- Details of posts are given in Annexure – I, II & III

(b) **Functioning of EC/GC :**

- Meetings of EC are being held regularly. Last EC meeting was held on 29th Aug'2000. Next meeting is **scheduled** very shortly.
- Nominations to the **General Council** as well as the Executive Committee of UP Sabhi Ke Liye, **Shiksha Pariyojana** were revised on 16^h June, 1999. The General Council as well as the **Executive Committee** of UP Sabhi Ke Liye Shiksha Pariyojana Parishad also looks after the work of DPEP.

(c) **Submission of Annual/Audit Report:**

The Annual Report of 1997-98 & 98-99 has been laid in both the Houses of the Parliament. **The Audit for the year 1999-2000 has been completed and Annual report & Audit Report for the year 1999-2000 has been submitted to MHRD. The same has been laid in Lok Sabha on 7-3-2001 & Rajya Sabha on 2-3-2001.**

(d) **Utilisation Certificate :**

Expenditure statement for reimbursement is sent regularly. The account has been audited for the year 1997-98, 98-99, 1999-2000.

(Rs in lakhs)			
Funds released by GOI upto 28/2/2001	Funds released by State upto 28/2/2001	Total	Percentage (%) State Share
28899.55	5641.55	34541.10	16.33%

3. Expenditure & Disbursement

Total planned / actual (1999-2000 and cumulative)

(Rs in lakhs)	
Particulars	DPEP-II
Actual expenditure upto 31.03.2000	19149.95
Total planned in 2000-2001	16798.88
Expenditure during 2000-2001 upto 31/01/2001	9744.07
Total expenditure upto 31/01/2001	28894.02

Disbursement	
Reimbursement claimed upto 31/3/2000	16798.29
Reimbursement claimed upto 31/01/2001	24872.63

4. Review of Functional Areas

1. Pedagogy:

(i) **Teacher Training:**

During 1997-98 & 98-99, two rounds of teachers in service training have been completed and 51236 teachers have been trained. First round was conducted under the "Shikshakodaya Training programme, which was formulated with the assistance of DEVNET, Patna, Bihar. This first round of teacher training was motivational and aimed at sensitizing teachers towards their roles responsibilities, basic issues in primary education particularly education of disadvantaged groups and girls, community participation, better school management etc.

The package for second round of teacher training "SABAL" was developed by SRG training, field trialled and finalised. Trainers were identified from among the teachers and training of trainers was organised by SRG. This round focussed on teaching learning process, learning language, Maths and EVS, classroom transactions, use of teaching learning material, activity based teaching learning etc. It was more focussed on 'Maths' particularly keeping in view, the newly introduced textbooks for classes 2-3. A two day inbuilt followup programme and strategy regarding follow up of teacher training was also incorporated in the package designed for BRC, NPRC coordinators. This year the teacher training was decentralized and organised at Block level under academic supervision of DIETs. 52160 teachers out of 52600 have been trained. This round of teachers training was also introduced in DPEP II expansion districts e.g. Barabanki, Rampur, Bahraich & Shrawasti under the supervision of DIET. 4916 teachers out of 9595 have been trained so far and training is expected to be completed by 30th March,2001.

Training package for third round of in-service teacher training has been developed by SRG(training). Prior to the development of this package, districts teams particularly DIETs were asked to develop their own base papers for the package, based on the feedbacks, experiences of earlier training round and field demands. These base papers were shared at State level and design of the module was prepared. Training package thus developed was tried out in 6 districts by SRG members with practicing teachers and finalized. Module is being printed at the districts level, 1117 trainers have been trained and the training is to take off by the end of March,2001. The first batch of training will be organised for BRC Coordinators at DIET level to give them exposure to the package and in addition, 2 day additional input for follow-up of teacher training. Focus of this 8 days training module is as follows:

- Based on new textbooks better & effective use of text books.
- Improving subject teaching and content knowledge of teachers.
- Use of new instructional methodologies
- Handling multigrade and multilevel classrooms

- Preparation & use of content lesson specific TLM
- During teacher training at block level 16 sessions in training hall & 30 sessions as practice sessions in actual classroom situations are targeted. A-2 day additional input for follow up of training will also be given to BRC-NPRC coordinators.

(ii) **Curriculum and textbook development:**

Curriculum for primary classes (I-V) has been revised and new textbooks based on this have been developed. Text books of Maths(class 2 & 3) were introduced statewide from July, 1999. Rest of the textbooks have been introduced in the Primary schools across state from July 2000. Teacher handbooks based on new textbooks have been developed and are in the process of printing. After printing, teacher handbooks will be made available to all the primary school teachers. Copy of new curriculum has been supplied to all primary schools, BRC, NPRC and DIETs.

Textbooks of English language for classes III - V are being developed by ELTI of SCERT in bilingual approach of teaching.

English Language Teaching Institute (ELTI)

A package for continuous & comprehending pupil evaluation is being developed by SCERT - SRG & **is currently being filled trialled in 3 districts.** After finalization it is scheduled to be introduced in the schools from July, 2001.

Academic Support and Supervision

Academic Support and Supervision system is perceived as the provider of professional guidance and support to school particularly teachers with the DIETs providing district level academic leadership. The objective is to improve the functioning of schools and classroom processes to lead to better achievement levels of children. It is being done by providing vital link between the school and district (DIET-BRC-CRC-School) and by operationalising a system of regular school visits and holding regular workshops at the block and cluster level in order to provide on site support. Parameters for rigorous monitoring of performance of schools, clusters, blocks, teachers, students have developed to make academic supervision responsive accurate and deliverable.

State level workshops were organised to develop capacity and skills for academic support and supervision at Sarnath, DIET and Hathras DIET. A group of 7 people from each district were trained in DPEP II. Finally similar trainings were organised by DIETs. A total of 3515 people were trained for academic support and supervision. Recently parameters for school performance were revised & redeveloped in the light of pedagogical improvement being done in DPEP. More weightage is provided to class-room process, children's achievement and evaluation. Zonal workshops are being organised at DIET, Jaunpur, Agra and Muzaffar Nagar. 110 master trainers participated in the first workshop held between 26-28 March 2001 at Jaunpur DIET.

(iii) BRC – NPRC :

Out of 255 BRCs, 253 BRC coordinators and out of 2508 NPRC coordinators 2459 NPRC coordinators are in place. BRC & NPRC coordinators have been oriented towards their roles & responsibilities through a 5 day training package “Samarthan”. DIET – BRC – NPRC linkages are also being strengthened through school visits, monthly meetings etc. In continuity separate workshops have been organised for a selected team from each district comprising of DIET faculty, District Coordinator (training) BRC & NPRC coordinators. These workshops were aimed at planning and managing academic supervision of different levels in the district. Detailed guide lines, checklists, plan of action have been developed by the participants during workshop. At district level for different functionaries, similar workshops were also organised to facilitate and train them in academic supervision system & school grading. **BRC-NPRC coordinators have been given orientation for academic supervision. Construction of BRCs & NPRCs is in progress. 52 BRCs are complete and 177 are in progress. 2198 NPRCs are complete and 1213 are in progress.**

(iv) DRG-DIET

A District Resource Group for Pedagogy has been notified in all the 15 DPEP districts. This group is being strengthened and made functional.

(v) School grant of Rs. 2000/- has been released. Besides, an additional grant of Rs. 5000/- for each school has been released to the schools for furniture etc.

2. Alternative Schooling:

The progress of setting up of AS centres under different strategies during 1998-99, 1999-2000 and 2000-01.

	Shiksha ghar	Bal shala	Prahar Pathshala	Maktab/ Madarsa	Rishi Vally	Camp.	EGS
Operational	828	163	89	129	76	01 (camp – 90 days)	266

1552 AS centres have been opened to date with a total enrolment of 58055 including 31577 Boys and 26478 girls. 1485 proposals for EGS have been approved and selection of Acharaya Ji for EGS centres is going on.

In Firozabad district 05 wards of Firozabad city have been selected for the primary education of child Labour and out of school children having SC and Muslim population in majority. In these five wards 61 centres are in operation having 1839 children including 863 boys and 976 girls.

In Moradabad city, a survey for identification of child labour and out school children has been conducted with collaboration of Labour Deptt. UP. In Moradabad City 15 AS centres are running in which 412 Boys, 501 Girls i.e. total 913 children are enrolled.

In Sonbhadra, Lakhimpur Khiri & Siddharth Nagar 76 Rishi Valley Model based AS centres are running in scattered and remote habitations. At present 2951 children including 1679 boys and 1272 girls are enrolled in these centres.

A 30 days training for instructors of Bal Bodh Kendra (AS for working children) in Firozabad has been conducted by CREDA, Mirzapur. Now a 10 days refresher training is being provided by the NGO, NALANDA, Lucknow

In Block Birdha (District Lalitpur) after 3 days short catchup camp, a 90 days long term bridge course camp was organised for the working children and out of school children with the help of MV Foundation, Hyderabad. 75 children, 47 boys and 28 girls participated in the camp. After completion of camp, 41 children were mainstreamed in primary schools and 17 children mainstreamed in upper primary schools. **Now 04 two month camps are proposed in Barabanki, Siddharth Nagar, Firozabad & Moradabad.**

Training programme for Shikshaghar, Prahar Pathshala and Maktab Madarsas have been organised with the support of "Nalanda" Lucknow.

3. Community Mobilisation

- 14,532 VECs out of 15,056 Village Education Committees conducted their meetings. 328001 VEC members and other enthusiastic community members have been trained.
- Between July 4-9 2000, Prabhat Pheris were organized with slogan of School Chalo Abhiyan.
- Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyaya panchayat level, on issues in primary education and their role in the development of primary schools.
- Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness and generate an overall climate for the campaign.
- solemn resolve by the Pradhans to work towards total enrolment in the villages.
- UPSRTC buses carried messages for children to go to school, all over eastern UP.
- Proposals of NGOs for community mobilisation were invited through advertisement. Desktop & **field appraisal has been completed and selection of eligible NGOs is going on.**

4. School Mapping and Microplanning

- **There are 15,056 VECs out of which 14,155 have been trained. Around 23,819 villages have completed the Microplanning. Village Education Plans have been completed for 17,522 villages.**

5. Children with Disabilities

- **Two blocks of each districts have been covered under IED. 52173 CWSN have been identified through microplanning. 6 IED coordinators have been placed in districts. Remaining district coordinators have been selected & their placement of district will be completed upto end of March 2001.**

- With the help of NGO's 842 children have been integrated in Kachhona and Sandila block of Hardoi in 2000.
- **With help of NGO 595 children with special needs have been integrated in Faridpur & Bithri Chainpur of Bareilly district.**
- The NIHH has supplied 73 hearing aids to children with hearing impairment.
- **Total 115 hearing aids, 22 Braille kit, 13 crutches, 2 tricycle and 16 wheel chairs, 164 Calipers have been provided to children with special need from other agencies.**
- Medical assessment camps have been organised in Bareilly in July 2000 & in Hardoi on 8,13, 18 & 23 September 2000. **In Bareilly district Nyay Panchayat wise assessment camps have been organised from 1st week of February to 1st week of March 2001.**
- **121 Master Trainers have been trained. 2835 primary school teachers have completed five days training in Basti, Siddharth Nagar, Bareilly, Hardoi and Sonbhadra.**
- 18 teachers have completed one month bridge course of Mental Retardation in Amar Jyoti Delhi.
- **22 ABRC/NPRC coordinators are participating 45 days foundation course in UP institute of Hearing Handicap, Allahabad from 15 Feb 2001 to 4 April 2001.**
- **Three NGOs working with DPEP for IED & three NGOs in pipeline for approval.**

6. MIS

- Hardware with UPS and software is in place in all the 22 project districts.
- Systems are fully operational.
- Data entry operators are in position in 22 districts.
- **Computer personnel of SPO and DPOs have been trained twice in this year during 5-6 July, 2000, 14 - 15 & 16-17 Nov, 2000.**
- EMIS reports for 97-98, 98-99, 99-2000 and 2000-01 have been generated for all the districts.
- Analysis of EMIS reports has been done for the year 97-98 & 98-99 & 99-2000 and shared with SCERT, SIEMAT, Director (Basic Education) DIETs & DPOs.
- **Formulation of EMIS 2000-2001 was started in month of June 2000. Formats were printed & distributed to all the schools. Training of Computer staff & NPRC coordinator was organised in July & August 2000. EMIS reports have been generated for all districts.**
- **Analysis of EMIS reports for the year 2000-01 is being carried out and will be shared with SCERT, SIEMAT, Director (Basic), DIET'S & DPOs.**
- **PMIS is being generated regularly. PMIS for the quarter ending December 2000 has been submitted.**
- **Schedule for collecting Micro-planning data fixed for April, 2001.**

7. Distance Education

- Distance Education Coordinator has been appointed at SPO.
- Planning meeting has been organised to develop a plan for distance education for DPEP districts.

- 24 video programme have been identified from programmes produced by SIET, Lucknow and NCERT.
- 16 content briefs have been developed for preparation of scripts for audio/video/print material.
- Action has been initiated for development of distance education model for Bareilly and Badaun districts.
- Meeting with the Distance Education experts and pedagogy unit of SPO held to identify areas for teleconferencing.
- 3 difficulty areas and 2 contextual issues identified in teacher training Package II by SRG (training) for video illustration.
- Content-brief on difficulty areas and 2 contextual issues developed by SRG (training), video scripts ready.
- 11 SIM developed, seven finalized, ready for printing.
- Video documents of 'Sabal' in 2 parts (20 minutes, 19 minutes) ready for duplication.
- Newsletter enrichment workshops held for DIET lecturers responsible for publication of DIET Newsletter.
- Five SIM on hard spots in Mathematics e.g. concept of zero, place value, borrowing & Carryover, Fraction, language difficulties in mathematics - "Sopan" printed and distributed to all TOT in DPEP II & BEP districts.
- Teleconferencing held on 1 Sept' 2000 with linkages to DIET's on teacher training issues.
- **'Sopan' being printed at district level for all teachers in DPEP II districts.**
- **Radio broadcast Project started. Orientation of audio script writers completed. Areas identified. Existing educational slots made more relevant to primary education.**

8. Gender

District gender co-ordinators are in position in 16 districts. SRG & DRG have been constituted for girls education & ECCE, S.R.G. is meeting quarterly and helping in planning & implementation. Generic/integrated as well as specific interventions are being adopted for promoting girls education. Curriculum, text books revision & development in the gender perspective has been made. Teachers training & VEC training package are also giving proper weightage to gender & girl's education issues.

Gender Sensitization

VEC -

Gender sensitisation is a prominent part of the three days VEC training package. VEC along with other young women & men were provided training for promoting girl's education.

Teachers & NPRC, BRC-Coordination-

The special sensitization package including resource material are being used for sensitizing teachers for three days solely on issues related to girls education and classroom process.

A model cluster development approach is being followed for promoting girls education in specific pockets where girls enrolment is low especially amongst SC's & minorities in DPEP

districts of U.P. **352 Model clusters are taken for developing them as model cluster for girls education.** Therefore, to tackle the severity of the problem, it was decided to work intensively in clusters and **3494 MTAs, 3494 PTAs and 911 Women Motivator Groups were formed and trained to strengthen** these grassroots operational base to strengthen linkages between school, community & primary education special mobilization efforts were made through following methodologies:-

- Enrolment drive - focusing girl child .
- Meena Campaigns
- Maa Beti Melas and women Parliament
- 2312 ECCE centres are being run in convergence with ICDS. A.W. workers are trained and centres are located in the premises of Primary Schools with coterminous timings to the schools.
- 50 master trainers have been trained and training of 2312 ECCE workers is complete and centres are being run.
- To promote girls education, free text books to all girls in DPEP districts are provided.
- **264 Master Trainers to train BRC-C, CRC-C, Teachers, WMG, MTA were trained by SPO**
- **4000 Teacher 911 WMG were provided special training for gender perspective.**

Retention strategies for girls-

Targeting drop out girls especially 9+age, 10 days summer camps were organized during May and June 2000 at the Gram Panchayat level to mainstream girls who had left school in the last 3-4 years. 'Muskan', the specially developed curriculum for the summer camps was used. In all 2054 summer camps were organized in 22 districts. Out of 86632 children who participated in these camps 77331 children were re-enrolled in schools.

Despite the gains in enrolment, retention was the major concern. Monitoring of children's attendance in partnership with the support of community was done. The district teams carried out school wise cohort studies to acquire an accurate understanding of the phenomenon of drop out girls. Tracking children who have dropped out of school thus became child specific and remedies for each child are worked out according to the peculiar situation of the child. The emergent picture pertaining to cent percent enrolment and drop out in villages in Model clusters is encouraging. **So far 2279 village have 100% enrolment while 1774 villages are drop out free.**

9. Civil Works

- For 237 BRC's to be constructed a consultancy for "Design, Supervision and Management" has been assigned to C&DS division. of UP Jal Nigam. 52 BRCs are complete. 154 near completion and 63 are in progress.
- Installation work of handpumps has been entrusted to UP Jal Nigam, 2410 handpumps are installed & 790 are under progress.
- Of 2508 NPRC's, 2198 have been constructed by the VEC's, the remaining are in progress.
- 14157 toilets are being constructed out of which 7497 have been completed and remaining are under progress.
- Construction of 4886 schools had been planned of which 2156 have been completed and remaining are in progress.

- Prototype construction (five) of new school designs work have been completed. The new designs have been mainstreamed after a technical evaluation & preparation of construction manuals with a commensurate training module.
- The physical and financial progress of Civil Works for UP-DPEP II may be seen at Annexure-IV.
- For technical supervision of constructions by VECs, 3 districts have hired engineers on contract basis while others have arranged support of RES engineers on honorarium basis.
- Dovetailing of funds has received a boost with allocation of PMGY funds to the tune of Rs. 19.95 crores to DPEP II districts for completion of pending works of 1999-2000 & 2000-01. The Dept. of Rural Development & Panchayati Raj, Govt. of U.P. has issued a G.O.No. 2720 /33-1-2000-584/2000 dated 19 Sept. 2000 making it mandatory for Panchayats to make available funds for primary schools as a "first charge".

10. Opening of new schools :

- 607 new primary schools have been established during 1997-98. The posts of Head Teacher and Assistant Teacher have been created and filled.
- During 1998-99, 1777 primary schools have been opened. Posts of Head Teachers have been created and filled. Newly created 1777 posts are being filled by Shiksha Mitra.
- **957 New primary schools have been opened in the year 99-2000. For these schools 1914 posts of Shiksha Mitra's & 957 head teachers posts have been created. These posts are being filled by promotion of Asst. teachers and recruitment of Shiksha Mitras.**

11. Systemic Issues :

Position of overall teacher vacancies in the districts.

District-wise detail of teachers in position and vacant posts is given below :

Sl.	District	Sanctioned Posts	Appointed	Vacant
1	Maharajganj	2799	2792	07
2	Sidharthnagar	3710	3034	676
3	Gonda	5585	5498	87
4	Badaun	4795	4579	216
5	Kheri	4631	4152	479
6	Lalitpur	1596	1544	52
7	Pilibhit	2339	2246	93
8	Basti	5801	5463	338
9	Moradabad	3936	3746	190
10	Shahjahanpur	4492	4351	141
11	Sonbhadra	1939	1632	307
12	Deoria	3906	3861	45
13	Hardoi	5744	5061	683
14	Bareilly	4610	4479	121
15	Firozabad	2414	2302	112
	Total	58297	54750	3547

- Under DPEP-II 9882 Shiksha Mitras have been sanctioned & their recruitment is underway by the VEC. 4915 shiksha mitra have been selected & are being trained.
- Training module for Shiksha Mitras developed by SCERT, printed & distributed to all DIETs & one copy of module and class I & II textbooks are given to Shiksha Mitras during programme.

12. AWP & B

- 3 days training of district core team of DPEP II districts completed in SIEMAT during 4-6 Jan. & 10-12 Jan, 2001.
- AWP & B for 2001-2002 finalized for DPEP-II and sent to SIEMAT for appraisal.

STAFFING POSITION AT STATE PROJECT OFFICE UNDER DPEP-II

ANNEXURE-I

Si. No.	Name of post	Pay Scales	Sanctioned Posts	In Position
1	Addl. Project Director	14100-18300	1	1
2	Senior Professional (Planning & Monitoring)	12000-16500	1	1
3	Senior Professional (Programme)	12000-16500	1	1
4	Senior Professional (Establishment)	12000-16500	1	0
5	Senior Finance & Accounts Officer	10000-15200	1	1
6	Professional (Training)	8000-13500	1	1
7	Professional (Women Development and ECCE)	8000-13500	1	1
8	Professional (Civil Work)	8000-13500	1	0*
9	Professional (Media)	8000-13500	1	0*
10	Professional (Record Keeping)	8000-13500	1	0
11	Administrative Officer	8000-13500	1	1
12	Computer Programmer	8000-13500	1	1
13	Asstt. Finance & Accounts Officer	6500-10500	1	1
14	Steno	5500-9000	1	1
15	Senior Accountant	5500-9000	1	1
16	Officer Superintendent	5500-9000	1	-
17	Computer Operator	5000-8000	3	3
18	Steno	5000-8000	5	5
19	Accountant	5000-8000	2	2
20	Auditor	5000-8000	1	-
21	Senior Clerk	4000-6000	2	2
22	Asstt. Clerk	3050-4590	2	2
23	Driver	3050-4590	2	2
24	Peon Messenger	2550-3200	8	8
Total			41	35

** Looked after by a consultant

**DPO STAFFING POSITION
DPEP-II**

ANNEXURE-II

Sl.	Name of Post	No. of Post Created	No. of post filled
1	Assistant Director (Expert)	1	1
2	Expert(BSA)	22	22
3	Asstt. Accounts Officer	19	19
4	District Coordinator (Training)	22	22
5	District Coordinator (AS)	18	18
6	District Coordinator (Community Participation)	18	18
7	District Coordinator (Gender)	22	21
8	Computer Operator	22	22
9	Accountant	18	11
10	Assistant Accountant	18	9
11	Steno	18	10
12	Typist/Clerk	21	11
13	Driver	19	12
14	Peon	57	39
	Total	295	235

STAFFING POSITION OF DIET'S IN DPEP DISTRICTS

ANNEXURE-III

Sl	Name of District	Principal (Sanctioned post-I)	Vice Principal (Sanctioned post-I)	Senior Lecturer (Sanctioned post-6)	Lecturer (Sanctioned post – 17) *
1	Siddharthnagar	1	1	-	5+1
2	Gonda	-	1	-	4+4
3	Badaun	-	-	-	5+2
4	Kheri	1	1	1	5+4
5	Lalitpur	-	1	-	10
6	Pilibhit	1	1	-	3
7	Basti	1	1	2	6
8	Moradabad	1	1	3	6+3
9	Shahjahanpur	1	1	2	9
10	Sonbhadra	-	1	3	9
11	Deoria	-	-	1	3+4
12	Hardoi	1	1	3	5
13	Bareilly	1	-	2	9+2
14	Firozabad	1	1	1	6
15	Barabanki	1	1	5	8
16	Bahraich	1	1	1	3+1
17	Rampur	1	1	2	17
	Total	12	14	26	113+21=134

* No. of Primary school teachers appointed in DIETs on deputation.

**CIVIL WORKS – PHYSICAL AND FINANCIAL STATUS AS ON 28.02.2001
STATE : UTTAR PRADESH**

ANNEXURE-IV

Physical Status

Sl	Item	Target	Planned	Completed	In progress	Not started
1.	BRCs	237	237	52	177	8
2.	CRCs	2508	2508	2198	174	141
3.	DIETs	0	0	0	0	0
4.	New School Building Existing Building	5033	4886	2156	1213	1517
5.	Addl. Classrooms	5494	5160	3606	1097	457
6.	Toilets	14473	14157	7497	2638	4022
7.	Drinking Water	6260	3500	2410	790	0
8.	Repairs	0	0	0	0	0
9.	SCERT					
	(a) Hostel at Lucknow	1	1		1	
	(b) Training Hall and Hostel at S.I.E. Allahabad	1	1		1	
10.	DPEP Cell at SPO	1	1	1	-	-
11.	MIS Centres	22	22	22	-	-
	Grand Total	34030	30473	17942	6091	6145

Financial Status

(Rs. in lakhs)

Total Approved project	Approved Outlay upto 31.03.2001	Expenditure 28.02.2001
16077.02	15062.02	11222.19

UTTAR PRADESH (DPEP- III)

Coverage:

Total number of districts : 38 (Agra, Ambedkarnagar, Azamgarh, Unnao, Bagpat, Ballia, Bijnor, Bulandsahar, Etah, Faizabad, Farrukhabad, Fatehpur, Gautam Budh Nagar, Ghaziabad, Ghazipur, Hamirpur, Jalaun, Jaunpur, Jhansi, Kannauj, Kanpur Dehat, Mahoba, Mainpuri, Mathura, Mau, Meerut, Mirzapur, Muzaffarnagar, Padrauna, Pratapgarh, Raebareli, Sultanpur, Tehri Garhwal, Haridwar, Uttarkashi, Bageshwar, Pithoragarh, Champawat)

(Rs. in lacs)

Particulars	District Covered	EFC Approved Project Cost	Annual Work Plan 2000-2001
DPEP-III			
1	AGRA	3149.22	568.21
2	AMBEDKAR NAGAR	2063.64	430.37
3	AZAMGARH	3380.34	505.97
4	BAGESHWAR	898.16	239.93
5	BAGPAT	1277.08	297.76
6	BALIA	2656.05	629.74
7	BIJNOR	2576.39	510.90
8	BULANDSAHAR	2803.60	437.60
9	CHAMPAWAT	847.83	172.84
10	ETAH	2409.51	394.40
11	FAIZABAD	1982.19	360.04
12	FARRUKHABAD	1873.94	441.70
13	FATEHPUR	2436.45	434.11
14	G B NAGAR	1155.44	191.05
15	GHAZIABAD	1919.05	323.31
16	GHAZIPUR	2560.44	417.57
17	HAMIRPUR	1546.47	314.55
18	HARIDWAR	1660.75	247.85
19	JALAUN	1969.59	223.06
20	JAUNPUR	3158.67	668.23
21	JHANSI	1717.30	432.94
22	KANNAUJ	1714.14	510.86
23	KANPUR DEHAT	2349.17	595.01
24	MAHOB	1396.61	219.23
25	MAINPURI	1828.76	319.45
26	MATHURA	1880.17	412.84
27	MAU	1901.20	334.84
28	MEERUT	1882.07	305.66
29	MIRZAPUR	2525.76	607.14
30	MUZAFFARNAGAR	2677.96	434.72
31	PADRAUNA(K NGR)	2424.67	568.68
32	PITHORAGARH	1264.14	290.40
33	PRATAPGARH	2602.33	555.53

34	RAEBARELI	2465.78	437.33
35	SULTANPUR	2924.59	462.25
36	TEHRI GARHWAL	1833.66	291.77
37	UNNAO	2389.37	473.56
38	UTTARKASHI	1213.94	243.09
	STATE COMPONENT	5412.99	1122.22
	TOTAL	84729.42	16426.71

(Rs in lacs)

Fund released by GOI upto 30/9/2000	Fund released by STATE upto 28.02.2001	Total	Percentage (%) State Share
8300.00	2790.00	11090.00	25.16%

(Rs in lacs)

Particulars	DPEP-III
Actual expenditure upto 31.03.2000	118.40
Total planned in 2000-2001	16426.71
Expenditure during 2000-2001 upto 31.01.2001	8035.19
Total expenditure upto 31.01.2001	8153.59
Disbursement	
Reimbursement claimed upto 31.03.2000	116.49
Reimbursement claimed upto 31.01.2001	7277.11

Project Structure :

Vacancies position in SPO and DPO

Name	No. Planned	No. filled	Vacant	Particulars of posts* vacant/progress in filling the same
SPO	70	66	4	1. Sr. Professional - 02 2. Purchase Officer - 01 3. Administrative Officer - 01 Total Vacancies = 04
DPOs	380	312	68	1. Distt. Coordinator Training - 01 2. Distt. Coordinator AS - 04 3. Distt. Coordinator Community Participation - 02 4. District Coordinator (Gender) - 04 5. Accountant - 22 6. Steno - 20 7. Typist /Clerk - 15 Total vacancies = 68 Efforts are being made to fill the vacancies

¶ Details of posts are given in Annexure I&III

**Staffing in DIETs of 32 project districts is given in Annexure III.

Visioning of DPOs & DIETs

To orient the DPEP staff towards different activities of the project and pedagogical aspects, visioning workshops were held in SIEMAT, Allahabad. From April 2000 to August 2000, 8 workshops were organised. A Core Team of 7 persons viz. Principal, DIET, Senior Lecturer, Expert Basic Shiksha Adhikari, Deputy BSA, District Coordinator, Head Master & Assistant teacher from each district participated in these workshops.

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

The above trained Core Team have organised district level visioning workshops for all lecturers of DIET, BRC/NPRC Coordinators, ABSAs, SDIs and all district coordinators.

Pedagogical Improvement

- ◆ Newly developed textbooks for classes I-V which were developed under DPEP-II have been introduced statewide.
- ◆ Free textbooks have been distributed to about 50 lakhs primary schools children - all girls and SC/ST boys in 38 districts.
- ◆ Textbooks have been distributed to schools for establishing Book Bank in schools for use of needy children.
- ◆ **1608 Master Trainers have been selected by a district level Selection Committee headed by Principal, DIET. The training of MTs has been organised at the state level & training of trainers has also been completed.**
- ◆ **Teachers Training Module 'Sadhan' has been developed field trialled & finalized. Module is currently underprint at district level & training is scheduled to be started by the end of March 2001.**
- ◆ School Improvement grant of Rs. 2000/- per school has been released to the districts who have transferred the funds to Gram Nidhi account of VECs.
- ◆ **5 days orientation workshop was organised at State level for newly appointed District Coordinators (training).**
- ◆ 398 BRC coordinators, 786 Assistant BRC coordinators and 3479 NPRC coordinators were selected through a district level selection committee and placed in BRCs & NPRCs. The selection was done on the basis of candidate's performance in written test, group discussion & interview. The table showing the details is given at annexure IV. **A 6 day training package for BRC NPRC Coordinators has been developed. Training of trainers has been completed and training of coordinators is going on district level.**
- ◆ **Institutional Development Plans of SIEMAT, SCERT and 32 DIETs under UP DPEP-III have been prepared and sent to the Govt. of India on 3.1.2001 for onward transmission to the World Bank.**
- ◆ **A quality improvement programme of institutional capacity building at district, block and cluster levels is being implemented through 3 DIETs (Ghaziabad, Jaunpur and Shravasti) in collaboration and support from BETI, Lucknow, an NGO.**

Distance Education

- **Planning meeting for use of Radio in teacher training.**

- Radio Scripts for teacher training. Orientation of writers completed.
- Process for the purchase of 38 DRS begins.

Alternative Schooling & EGS Centres

District Co-ordinators (AS) have been posted in DPEP-III districts. They have been oriented regarding their roles & responsibilities on 27-30 June, 2000, 13-16 Sept'2000 and 12-15 Feb. 2001 in SPO, Lucknow. **The district coordinators were also oriented about the selection process of Acharyaji/Instructors, supervisors & system of supervision, monitoring & evaluation of Alternative Schooling & Education Guarantee Scheme centres. EGS envisages opening of a centre for class 1 & 2 in such habitations which do not have a primary school within the radius of 1 Km. & 30 children in the age group of 6-11 years should be available.**

In order to foster ownership of the scheme, the community has been assigned the responsibility to provide space & accommodation for the centre. Formal curriculum & textbooks would be used in these centres.

The SCERT has developed training module for Acharyaji of EGS. The training of the Acharyaji is going on in the DIETs. Key resource persons have already been trained at SIE, Allahabad.

Under DPEP-III, 1636 EGS & 340 AS centres are proposed to be opened in 2000-2001 for which funds have been released to the districts. 44 EGS centres are operational with a total enrolment 1540 including 850 Boys & 690 girls. About 1150 proposals for EGS have been received so far.

- ◆ Child labour intensive districts of Mirzapur & Jaunpur have prepared plans for children schooling facilities. Networking with NGO's in this field has been ensured.

Initiative for education of children engaged in Carpet Industry

District Mirzapur & Jaunpur comes under carpet weaving belt of Uttar Pradesh. Carpet weaving industry is largely concentrated in Mirzapur district but in the last seven to ten years it has spread to certain blocks of district Jaunpur also. Children have been identified while working on the carpet weaving looms or doing other activities related to the weaving process. Department of education, GOUP in collaboration with GOI organised a workshop at SIEMAT, Allahabad on 11-12 January 2000 to formulate an appropriate plan of action for ensuring universal elementary education of children working in carpet industry. Action Plans have been finalized in both the districts.

Teacher Appointment

In DPEP-III districts, about 7000 teacher vacancies were there in primary schools. **GOUP has created 4191 posts of para-teachers / Shiksha Mitras for 38 DPEP III districts. Out of these 2458 para teachers are targetted in single teacher schools. The process of recruitment of para teacher has been started by the Village Panchayats. 2357 Shiksha Mitras have been selected and put under training.**

Training Module for Shiksha Mitras developed by SCERT and printed & distributed to all the DIETs. Copy of Module and class I & II textbooks are being given to all Shiksha Mitras during training programme.

Awareness Building & Community Mobilisation

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

Village Education Committee

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

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

- to bring un-enrolled children into formal school.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-6 come to the ECCE centres for pre schooling.
- to encourage and support out of school children especially girls, working children for primary education.

Community/VEC participation

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

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

Interventions

Following measures have been undertaken to gear up the process of community involvement in 38 project districts:

1. *Administrative arrangements*

- One Senior Professional at the SPO nominated to look after and coordinate the programme.

- **District coordinators, community mobilisation, have been appointed and trained in state level visioning workshop held on 9 to 11 October, 2000 .**
- **A three day training programme held on 22 to 24 Feb. 2001 regarding the community participate PRA etc of District Coordinators.**
- DRG/BRG/VECs constituted.
- District Resource Groups have been constituted and trained in 8 batches & Block Resource Groups have been constituted and trained in district by DRG members.
- **Identification of half of the VECs targeted for training during 1st year of the project.**

2. *Material Development*

- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs for printing and distribution.
- The training module has been printed and distributed for BRG/VEC training.
- 3 days training programme of VEC members have been organised at Gram Sabha level in 2000-01.

3. *Training Programme*

- District Resource Groups have been constituted in all the 38 districts.
- A 4 days training/orientation programme was organised for 236 DRGs members in 8 rounds at SPO in month of June to Aug. 2000.
- **Block Resource Groups have been formed in the districts and 4 days training programme were organised in districts. 3308 BRG's were trained till Feb 2001.**
- **Identification of VECs to be trained in the first year has been completed.**
- **1524 VEC's have been trained till Feb 2001 and remaining targetted VEC's will be trained till June 2001.**

4. *Campaign and other mobilisation activities*

- At the start of academic session 2000-2001, School Chalo Abhiyan was organised in the State between July 1-15, 2000. Prabhat Pheris were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts and marked its formal launching.
- Banners Posters and wall writing undertaken in all the districts of DPEP-III.
- Districts organised rallies, meetings, cultural activities, pad yatras etc. at district, block and village level.
- Slides on the School Chalo Abhiyan were shown in Cinema halls to create public awareness and built environment for the campaign.
- Solemn resolve by the Pradhan's and VEC's members to work towards total enrolment in the village.

Activities performed under School Chalo Abhiyan

- in order to motivate parents to educate their daughters, Meena campaigns were organised.
- slides on the *School Chalo Abhiyan* were shown in cinema halls to create public awareness and generate an overall climate for the campaign

- Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyaya panchayat level, on issues in primary education and their role in the development of primary schools
- in making the *School Chalo Abhiyan* a success, support has been received from various quarters. The AIR has regularly relayed radio jingles and Doordarshan has transmitted relevant spots. The buses of the Uttar Pradesh Roadways Corporation carry the logo and messages of primary education to all nooks and corners of the State.
- Between July 4-9, 2000, Prabhat Pheris were organised with slogans of the School Chalo Abhiyan.
- district level, block level and village level rallies were organised.
- Children's enrolment, with specific emphasis on girls' education, retention and enrolment drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- solemn resolve by the Pradhans to work towards total enrolment in their villages.
- As a part of the *School Chalo Abhiyan* alongside the thrust on enrolment, retention has been ensured by awarding green, yellow and red stars to children in accordance with their attendance. To encourage regular attendance of the children, homes of children have also been marked - green, yellow, red - as per their attendance records. This, it is believed will certainly sensitise the families towards the importance of attending school regularly and make them send their children to school without fail.

Outcomes of School Chalo Abhiyan

- Mass awareness built
- Balganana completed in 112501 villages and 346 urban areas
- Enrolment in 6-14 age group went up by 18.4% over last year when it was 4.3%
- Increase in girls enrolment by 23% against over all increase of 18.4% (6-14)
- Enrolment in 6-11 age group went by by 11.5% over last year when it was 2.5%.
- Increase in girls enrolment by 15.5% against overall increase of 11% (6-11)

Girls Education

- **District Coordinators in 31 districts are in place**
- **SRG & DRGs formed**
- **Training of District Coordinators (girl's education) is completed.**
- Free Text Books distribution to all girls in 38 districts has been done in the Year 2001.
- **5 Model Clusters for adopting intensive approach for promoting girl's education have been identified in the districts on the basis of low female literacy & girl's enrolment**
- **Strategy for promoting girls education and women's empowerment in 6 DPEP-III districts has been formulated by Mahila Samakhya, for which necessary staffing has been created & funds released.**
- **District specific plans are ready for girls' education.**
- VECs are being trained.
- A 3 days training packages for sensitizing teachers is ready to use.

ECCE

1. **1866 ECCE centres have been identified in 35 DPEP-III districts for the first phase.**
2. **99 Master Trainers for training of ECCE workers have been trained by State Institute of Education.**
3. Training of ECCE workers is in progress.

Integrated Education

In the first phase, two blocks of each district have been selected for integrated education.

Placement of 16 District coordinators (IED) has been completed. Selection of remaining District Coordinators for remaining districts in under process.

Master trainers have been identified in the selected blocks of each district. Ten days training of MTs are being organised. Till now 24 Master trainers have trained in U.P. Viklang Rural Research Kendra, Allahabad.

19 ABRC/NPRC corodinators have been completed 45 days foundation course in Chetna Institute in Lucknow.

A NGO Amar Jyoti, Delhi selected work as BRG in Gautam Budh Nagar. Selection of NGOs for Mirzapur, Ghazipur, Azamgarh & Raibareilly is under process.

In district Fatehpur a total of 4066 persons including 319 school children were benefited by free aids and appliances worth Rs. 82,59,700 in the form of tricycles, crutches, wheel chairs and blind sticks.

In DPEP III total 645 children were provided tricycles, crutches, wheel chairs etc.

MIS

- Hardware with UPS and software is in place in all the 38 project districts & SPO
- Data entry operators are in position in all the districts.
- **Computer personnel of SPO and DPOs have been trained twice in SIEMAT, Allahabad with Technical Assistance from TSG, Ed.CIL New Delhi during 21-22 June,2000 & 16-17 Nov,2000.**
- **Systems are fully operational.**
- Formulation of EMIS 2000-2001 was started in month of June, 2000. Formats were printed at district level and distributed to all the schools.
- Training of computer staff & NPRC coordinators was organised in July - August, 2000 regarding filling the formats and carry out 2% sample checking.
- **The data collection is complete in all the districts. 20 districts have completed the data entry and the EMIS reports are being generated. Data entry work is in program in remaining district.**

Capacity Building of Institutions

- ◆ Computerization of service & financial matters of teachers & Education Deptt. Officers has been undertaken. 3 TORs prepared and submitted by Directorate of Basic Education have been approved by the SPO. Advertisement has been issued by the Director, Basic Education inviting proposals from the software companies.
- ◆ Posts of computer operators/DTP operators and equipments required for strengthening SCERT, SIE and State Textbook Office have been approved by the Executive Committee in August, 2000.
- ◆ **A Technical Committee was constituted by GOUP to decide specifications of Computer Hardware/Software and other equipments for SIE & State text book office. The committee examined the matter in its meetings and has decided the specifications for both the organizations which have started the procurement process for the work accordingly.**
- ◆ **Asstt. Basic Shiksha Adhikari (ABSAs) have been declared Block Project Officer and their visioning has been done.**
- ◆ **DPEP cell has been established in each Division in Asstt. Director, Basic Education Office. 4 Dy. Divisional Project Officers are in place. Computer operators appointed and training programme scheduled in April 2001. Procurement process for computer hardware etc. has started. Monthly review & meeting of AD (Basic) on 7th of every month. They are rendering an active role in monitoring, problem-solving, field inspections.**

Project Financial Management System

As per the agreed minutes of Negotiations of **District Primary Education Programme-III** the Terms of References (TOR) for Computerised Financial Management Systems for the DPEP-II was submitted to the World Bank for its approval on 22nd August, 1999 and same was finally approved by the World Bank on Nov 10, 1999 after incorporating the changes as suggested by the World Bank. Thereafter **U.P. Education For All Project Board** invited "**Expression of Interest**" from consultants through the advertisements twice. The short list of Consultancy Firms were sent to the World Bank for approval on 03 Jan. 2000 and 3rd March, 2000 respectively. But both were rejected by the World Bank. As advised by the World Bank the U.P. Education For All Project Board prepared the shortlist of consultants firms again including names of firms shortlisted in the U.P. Health System Project. The same was approved by the World Bank on 05th September, 2000. On the basis of the approval of the World Bank "**The Request For Proposals**" were issued to the selected consultants firms on 21st September, 2000.

The SPO through Govt. Of India, requested the World Bank to reschedule the calendar of completion and operationalization of FMS based on LACI which the World Bank accepted. The PFMS is now scheduled to be operational by 30th Sept 2001.

With the request to submit technical as well as financial proposals by 15th Nov. 2000. Evaluation report on technical proposals submitted by the consultancy firms was submitted to the Govt. of India on 12th Dec. 2000. The approval of the World Bank on the evaluation report was communicated to the State Project Office on 9 Feb. 2001. Since 15 days notice was necessary for opening of financial proposals submitted by consultancy firms, while the validity of the proposals was upto 13 Feb. 2001, the financial bids were after obtaining the extension of validity period from consultancy firms on 28 Feb. 2001.

Negotiations with the highest scorer consultancy firm is going on. It is expected that the final recommendation will be communicated to the Govt. of India/World Bank in the last week of March 2001 and the system will be operative within the time extended by the World Bank.

Civil works

- ◆ The civil work targets of first year 2000-2001 are given at annexure V. The sites of all works have been selected. The progress of civil works are given in Annex. VI & VII.
- ◆ Based on the funds availability, funds have been released to the districts for new schools NPRCs, BRCs and classrooms.
- ◆ Newly developed designs of schools under DPEP-II have been mainstreamed. Commensurate Construction manuals have been prepared and distributed to districts.
- ◆ Dovetailing of funds with PMGY to the tune of Rs. 6.22 crores for 2000-01 schools. Rs. 2.28 crores made available under SRY also in 5 districts.
- ◆ As per Executive Committee decision, District Magistrates have nominated local RES/MI engineers for technical supervision of civil work on honorarium basis.
- ◆ SPO & EdCIL professionals have provided technical training to District level engineers in all the districts of U.P.
- ◆ Contract for 426 BRCs has been signed with C&DS division of UPJal Nigam and first installment of funds of Rs. 9.07 crores released to them. Evaluation reports of BRCs have already been approved by the SPO. The work on 313 BRC are in progress.
- ◆ For SCERT hostel to be constructed in DPEP-III, shortlisting exercise and evaluation process has been completed.
- ◆ For additional Training Hall to be constructed in SIEMAT, shortlisting exercise has been completed and evaluation report is expected shortly.

AWP & B

- ◆ 8 days training in two rounds (5 days + 3 days) for core team of DPEP-III districts during 25 Sept - 23 Dec. 2001.
- ◆ AWP & B for 2001-2002 for DPEP III districts near finalization.

**STAFFING POSITION AT STATE PROJECT OFFICE
UNDER DPEP-III**

S.No.	Post/Designation	Sanctioned Posts	In Post
1	State Project Director	1	1
2	Additional Project Director	1	1
3	Additional Project Director III	1	1
4	Chief Finance & Account officer	1	1
5	Senior Professional	7	5
6	Senior Finance Accounts Officer	1	1
7	Professional	7	7
8	Purchase Officer	1	-
9	System Analyst	1	1
10	Administrative Officer	1	-
11	Computer Programmer	1	1
12	Accounts Officer	1	1
13	Asst. Accounts Officer	1	1
14	Office Superintendents	1	1
15	Senior Accountant	1	1
16	Computer operator	4	4
17	Steno	7	7
18	Accountant	2	2
19	Auditor	1	1
20	Junior Auditor	2	2
21	Senior Clerk	6	6
22	Asst. Clerk	3	3
23	Cashier	1	1
24	Driver	6	6
25	Peon	8	8
26	Watchman	2	2
27	Distance Education Coordinator	1	1
	Total	70	66

DPO STAFFING POSITION - DPEP-III

Annexure-II

Sl.	Name of Post	No. of Post Created	No. of post filled
1	Expert(BSA)	38	38
2	Asstt. Accounts Officer	38	38
3	District Coordinator (Training)	38	37
4	District Coordinator (AS)	38	34
5	District Coordinator (Community Participation)	38	36
6	District Coordinator (Gender)	38	34
7	Computer Operator	38	38
8	Accountant	38	16
9	Steno	38	18
10	Typist/Clerk	38	23
	Total	380	312

STAFFING IN DIETS - UP DPEP-III

S.No.	Districts Sanction-Posts	Principal (1)	Vice-Principal (1)	Senior-Lecturer (6)	Lecturer (17)	Work-Ex Teacher (
1.	Pithoragarh	1	1	3	17	1
2.	Ghaziabad	1	1	2	14	1
3.	Mainpuri	1	1	3	8	1
4.	Bulandshahar	-	1	1	9	1
5.	Uttarkashi	-	-	2	4	1
6.	Bageshwar (Almora)	1	1	5	16	1
7.	Meerut	1	1	1	10	1
8.	Etah	-	1	2	5	1
9.	Tehri	1	1	-	8	1
10.	Agra	1	1	4	17	1
11.	Padrauna (Deoria)	1	-	3	5	1
12.	Bijnor	-	1	1	6	-
13.	Muzaffar Nagar	1	1	1	12	1
14.	Jalaun	-	-	1	9	1
15.	Mahoba (Hamirpur)	1	-	-	3	1
16.	Unnao	1	-	3	17	1
17.	Jaunpur	1	-	6	10	1
18.	Sultanpur	1	-	-	12	1
19.	Raibareilly	1	1	2	12	-
20.	Kanpur Dehat	-	-	-	11	1
21.	Jhansi	1	1	1	15	1
22.	Mathura	-	1	2	8	1
23.	Haridwar	1	-	5	13	1
24.	Azamgarh	-	1	-	5	1
25.	Balia	1	-	-	8	1
26.	Faizabad	1	-	1	15	-
27.	Farukhabad, Kannoj	1	1	-	1	1
28.	Faithpur	1	-	1	14	1
29.	Gazipur	-	1	3	12	-
30.	Mau	-	1	1	12	1
31.	Mirzapur	1	-	1	3	-
32.	Pratapgarh	-	1	1	9	1
	Total	21	19	56	320	27

- Figures shown in brackets are no. of sanctioned posts.

The information in respect of remaining districts is being collected and will be made available to the Mission.

First Year Civil Works of DPEP-III Districts (Physical) Year 2000-2001

Sl. No.	District	Additional Classrooms	New Schools	School Reconstr.	Toilet	Drinking Water	BRC Const.	NPRC Const.
1	2	3	4	5	6	7	8	9
1	Bageshwar	60	20	17	150	150	3	15
2	Champawat	-	28	15	19	100	2	10
3	Pithoragarh	40	18	30	300	100	2	30
4	Tehri Garhwal	27	30	30	50	50	5	36
5	Uttarkashi	10	30	5	100	200	2	20
6	Agra	134	48	20	400	100	8	45
7	Bijnor	200	50	85	50	40	6	70
8	Bulandshahar	190	50	40	300	50	7	47
9	Bagpat	228	4	20	200	10	3	46
10	Etah		50	50	180	100	8	49
11	Farrukhabad	350	40	80	300	150	4	60
12	Gautam B.Nagar	173	10	10	91	10	2	20
13	Ghaziabad	145	10	36	388	33	4	50
14	Haridwar	100	4	16	250	152	2	20
15	Kannoj	200	40	30	450	150	5	81
16	Mainpuri	173	39	27	210	39	5	45
17	Mathura	40	15	20	200	30	5	20
18	Meerut	100	10	30	100	28	12	50
19	Muzaffarnagar	170	30	28	300	30	8	60
20	Fatehpur	100	9	80	159	109	8	60
21	Kanpur (Dehat)	386	100	30	130	200	11	108
22	Raibareli	150	20	29	200	50	10	60
23	Unnao	215	20	72	300		8	100
24	Hamirpur	300	20	45	200	10	4	25
25	Mahoba	75	15	26	200	15	4	17
26	Jalaun					45	5	50
27	Jhansi	230	60	55	220	100	8	25
28	Azamgarh	200	30	50	200	100	10	150
29	Ambedkar Nagar	250	50	45	300	100	5	55
30	Balha	200	75	30	100	150	3	50
31	Faizabad	200	25	25	200	25	4	50
32	Gazipur	100	40	40	200	120	8	70
33	jaunpur	255	40	60	237	100	10	100
34	Mau	200	34	50	38	43	4	40
35	Mirzapur	223	30	50	575	35	6	26
36	Padrauna	400	82	100	60	100	7	70
37	Pratapgarh	200	38	46	400	60	8	100
38	Sultanpur	100	15	36	110	100	11	87
Total		6124	1229	1458	7867	2984	227	2017

Selection of MTs and appointment of BRC/NPRC Coordinators - UPDPEP-III

Sl. No. 1	District 2	No. of Blocks 3	No. of Selected MTs 4	No. of BRC-C In place 5	No. of ABRC-C In place 6	No. of NPRCs 7	No. of NPRC Cs In place 8
1	Bageshwar	5	27	5	10	35	35
2	Champawat	4	18	4	8	23	23
3	Pithoragarh	8	40	8	16	64	64
4	Tehri Garhwal	9	45	9	18	76	76
5	Uttarkashi	6	30	6	12	36	36
6	Haridwar	6	30	6	12	46	31
7	Agra	15	75	15	30	114	110
8	Bijnor	11	44	11	22	131	131
9	Bulandshahar	15	75	15	30	147	131
10	Bagpat	6	-	6	12	46	46
11	Etah	15	45	11	30	149	149
12	Farrukhabad	7	35	7	14	87	86
13	Gautam B. Nagar	4	-	4	4	42	10
14	Ghaziabad	8	22	8	16	74	74
15	Kannoj	7	35	7	14	81	58
16	Mainpuri	9	36	9	16	80	73
17	Mathura	10	50	9	20	89	82
18	Meerut	12	60	12	24	93	70
19	Muzaffarnagar	14	56	14	28	112	112
20	Fatehpur	13	40	13	26	132	132
21	Kanpur (Dehat)	10	50	10	20	108	75
22	Raibareli	21	105	17	21	179	101
23	Unnao	16	48	16	32	174	165
24	Hamirpur	7	-	7	14	61	61
25	Mahoba	4	14	4	8	37	37
26	Jalaun	9	45	8	15	81	81
27	Jhansi	8	40	8	14	65	55
28	Azamgarh	22	72	21	42	280	280
29	Ambedkar Nagar	9	45	9	18	110	110
30	Ballia	17	51	17	34	163	163
31	Faizabad	9	45	8	18	117	98
32	Gazipur	16	-	16	32	193	166
33	Jaunpur	21	81	20	41	178	166
34	Mau	9	27	9	18	82	50
35	Mirzapur	12	-	-	-	106	106
36	Padrauna	14	70	14	28	140	140
37	Pratapgarh	16	66	16	32	171	98
38	Sultanpur	22	86	19	39	187	11
	Total	5887	1099	1345	6998	2232	211

**Civil Work - Physical and Financial Statusas on 28.02.2001 (DPEP - III)
Uttar Pradesh**

Physical Status

S. No.	Item	Project Target	Planned so far	Completed	In progress	Not Started
1.	BRC	388	411	-	313	98
2.	CRC	3852	1886	43	762	1081
3.	New Primary Schools	2442	1099	-	100	999
4.	Additional Classroom	11640	3462*	1210	14	2238
5.	Reconstruction of Primary Schools	3020	166	10	39	117
6.	Toilets	13958	}	No funds released due to unavailability of funds.		
7.	Drinking Water	4397				
8.	Repair	7920				
9.	MIS Center	32	32	32	-	-

* funds for half the no. of targetted (2000-01) Classroom released due to unavailability of the funds.

Financial Status

Total approved project	Approved out lay upto 31.3.2001	Expenditure
18251.00	9118	4624.73

**Civil Work - Physical and Financial Statusas on 28.02.2001 (DPEP - III)
Uttaranchal**

Physical Status

S. No.	Item	Planned so far	Completed	In progress	Not started
1.	BRC	38	-	5	33
2.	CRC	131	3	92	36
3.	New Primary Schools	130	20	62	48
4.	Additional Classroom	162	02	73	87
5.	Reconstruction of Primary Schools	}	No funds released due to unavailability of funds.		
6.	Toilets				
7.	Drinking Water				
8.	Repair				
9.	MIS Center	6	6	-	100

* funds for half the no. of targetted (2000-01) Classroom released due to unavailability of the funds.

WEST BENGAL

1. DPEP Coverage

Project Period: 1997-98 to 2003-04

EXISTING :

(Rs. in lakhs)

Districts covered	EFC approved cost (Rs. in Crore)
Bankura	3629.563
Birbhum	3447.477
Cooch Behar	3569.286
Murshidabad	3700.560
South 24 Parganas	3978.683
State Component Plan	1304.771
Total	19630.339

EXPANSION:

(Rs. in lakhs)

Districts covered	EFC approved cost (Rs. in Crore)
Purulia	3999.71
Malda	3999.53
Uttar Dinajpur	3999.70
Dakshin Dinajpur	3999.05
Jalpaiguri	3999.13
State Component Plan	1429.32
Total	21426.44

2. Project Structure

a) Vacancies position in SPO and DPOs (as on 28.02.2001):

Name	No. planned	No. filled	Vacant
SPO	17 (excluding clerical cadre)	17	NIL
DPOs (Existing)	60 (excluding clerical cadre)	60	NIL
DPOs (Expansion)	60 (excluding clerical cadre)	25	35

Existing District:

The post of DPO & Dy. DPO of existing DPEP districts were filled up by the existing pool of officers of the Education Department, Govt. of West Bengal on full-time basis. Other posts were filled up by the incumbents from open market on contract basis.

Expansion District:

The post of DPO & Dy. DPO of existing DPEP districts have been filled up by the existing pool of officers of the Education Department, Govt. of West Bengal except Uttar Dinajpur. Other posts vacant are mainly of co-ordinators of different field.

b) Functioning of EC/GC: (upto 28.2.2001)

- The West Bengal DPEP Society has so far organised four meetings of General Council and nine meetings of Executive Committee. The last GC meeting was held on 22.12.1999. The last EC was held on 24.10.2000.

c) Submission of Annual / Audit Report:

- The Annual Report and Accounts for 1999-2000 have been submitted to Gol to be laid in both Houses of Parliament. The same is likely to be laid in both houses of Parliament in the next session, commencing on 16th April, 2001.

3. Annual Work Plan & Budget 1999-2000

Existing		<i>(Rs. in lakhs)</i>
District	AWPB amount	
Bankura		1202.54
Birbhum		1170.70
Cooch Behar		903.94
Murshidabad		1274.06
South 24 Parganas		1589.24
State Component Plan		619.52
Total		6760.00

Expansion		<i>(Rs. in lakhs)</i>
District	AWPB amount	
Purulia		828.3962
Jalpaiguri		765.6585
Malda		457.0033
Dakshin Dinajpur		619.2064
Uttar Dinajpur		687.0156
State component (expansion)		207.11765
Total		3564.39765

The district-wise cumulative expenditure is as below (upto 31.12.2000)

Existing :

<i>(Rs. in lakhs)</i>		
SPO	-	782.60
Bankura	-	1368.79
Birbhum	-	1238.98
Cooch Behar	-	1252.41
Murshidabad	-	1376.58
South 24 Pargns.	-	1722.65

Total	-	7742.01
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The district-wise cumulative expenditure is as below (upto 31.12.2000)

Expansion :

<i>(Rs. in lakhs)</i>		
SPO	-	22.348
Dakshin Dinajpur	-	73.33
Jalpaiguri	-	183.15
Malda	-	34.10
Purulia	-	45.83
Uttar Dinajpur	-	22.385
Total	-	381.143

★ **Financial Status as on 28.02.2001**

- | | |
|---|---------------------|
| a) Expenditure (Existing) incurred upto 28.02.2001 | : Rs. 8179 lakhs |
| b) Expenditure (Existing) incurred during 2000-2001 (upto 28.02.2001) | : Rs. 2913 lakhs |
| c) Expenditure (Expansion) incurred upto 28.02.2001 | : Rs. 470.72 lakhs |
| d) Total expenditure incurred upto 28.2.2000 | : Rs. 8649.72 lakhs |
| e) Expenditure incurred during 2000-2001 (upto 28.02.2001) | : Rs. 3383.72 lakhs |

4. Review of Functional Areas: (upto 28.2.2001)

i) Planning and Management

- To develop a primary data base on UPE planning a House to House Survey has been taken up in DPEP (Both existing & expansion) and non-DPEP districts. Compilation work is over. Computerization is going on. Analysis is going on.
- DISE 2000-2001 has been completed in to DPEP districts. The data available from DISE is being analyzed. The report disseminated to sub-district level going on.
- A State level workshop on planning was held for Sarva Shiksha Avijan Districts in the month of Nov & Dec. 2000 and for DPEP district in the month of Feb.

ii) Civil work :(upto 28.02.2001, Existing and Expansion)

- 466 new school buildings, 1301 addl. rooms & 196 CLRC buildings planned till 1999-2000 involving approximately Rs. 4398.124 lakhs. More than 86% of civil construction of these buildings have already been completed as on February, 2001.

775 NSB, 1258 ACR, 129 CLRC planned for Expansion districts.
Construction of 13 nos. CLRC initiated in Jalpaiguri district.

- Construction of Prototype building in each district has been completed to provide hands on training to local engineers, masons and VCC members on non-conventional / cost-effective technology.
Construction of 3 nos. prototype buildings in each district planned.
- Programme taken up on creation of child friendly learning environment in schools out of civil work innovation funds with DPOs and SPO. 653 units are developed for the construction of such elements out of which 103 units are already completed.
- Convergence plans formulated at district level to provide basic minimum building support to all primary schools including toilet and drinking facility, site development etc. within next 3 years.
- Issue of SCERT building support from WBDPEP finalised with School Education Deptt. and PWD. Besides provision of Rs. 100 lakhs from the State component plan for existing districts, another Rs. 150 lakhs being incorporated in the expansion plan of the State. Rs. 100 lakhs come from Gol and GoWB. Engineering drawings and estimates finalized in the process of sending them to DFID for approval.

Civil Works Under WBDPEP
Existing Districts
Status As On 28.02.2001

New School Buildings

District	Total Target	Completed	In progress	Not started
BIRBHUM	74	34	37	03
BANKURA	147	140	07	00
COOCH BEHAR	94	25	69	00
MURSHIDABAD	84	69	14	01
SOUTH 24 PARGANAS	67	08	58	01
TOTAL	466	276	185	05

Additional Room

District	Total Target	Completed	In progress	Not started
BIRBHUM	220	214	02	04
BANKURA	151	151	00	00
COOCH BEHAR	272	246	26	00
MURSHIDABAD	302	290	12	00
SOUTH 24 PARGANAS	356	178	177	01
TOTAL	1301	1079	217	05

Circle Resource Centre

Districts	Total Target	Completed	In progress	Not started
<i>BIRBHUM</i>	32	18	04	10
<i>BANKURA</i>	45	39	06	00
<i>COOCH BEHAR</i>	23	17	06	00
<i>MURSHIDABAD</i>	41	23	10	08
<i>SOUTH 24 PARGANAS</i>	55	31	18	06
TOTAL	196	128	44	24

Child Friendly Elements

District	Total Target	Completed	In progress	Not started
<i>BIRBHUM</i>	120	33	87	00
<i>BANKURA</i>	120	23	97	00
<i>COOCH BEHAR</i>	120	09	33	78
<i>MURSHIDABAD</i>	173	40	10	123
<i>SOUTH 24 PARGANAS</i>	120	04	106	10
TOTAL	653	109	333	211

Civil Works Under WBDPEP

Expansion Districts

Status As On 28.02.2001

New School Buildings

District	Total Target	Landed in 2000-2001	Completed	In progress	Not started
<i>JALPAIGURI</i>	44	20	00	00	20
<i>DAKSHIN DINAJPUR</i>	198	30	00	00	30
<i>UTTAR DINAJPUR</i>	247	30	00	00	30
<i>MALDA</i>	182	20	00	00	20
<i>PURULIA</i>	104	15	00	00	15
TOTAL	775	115	00	00	115

Additional Room

District	Total Target	Planned in 2000-2001	Completed	In Progress	Not started
<i>JALPAIGURI</i>	579	65	00	00	65
<i>DAKSHIN DINAJPUR</i>	107	75	00	00	75

UTTAR DINAJPUR	123	65	00	00	65
MALDA	143	60	00	00	60
PURULIA	306	25	00	00	25
TOTAL	1258	290	00	00	290

Circle Resource Centre

District	Total Target	Planned in 2000-2001	Completed	In Progress	Not started
JALPAIGURI	26	26	00	13	13
DAKSHIN DINAJPUR	16	16	00	00	16
UTTAR DINAJPUR	17	18	00	00	18
MALDA	28	28	00	00	28
PURULIA	42	42	00	00	42
TOTAL	129	130	00	13	117

iii) Quality Improvement

a) Teachers Training

Training Category	Duration	Persons participated
1. Workshop on development of training module of English.	4 days	Representatives from WBBPE. State Working Group (DPEP)
2. Workshop on development of 2 nd modules	6 days	State Working Group (DPEP) KRPs, Representatives of WBBPE
3. Workshop on finalisation of 2 nd module	6 days	State Working Group (DPEP) KRPs, Representatives of WBBPE
4. Workshop on Revision of 1 st module to integrate the elements of Ananda Path (joyful Learning) in the DPEP Module to be used as a common Module for DPEP & non-DPEP districts.	6 days	SWG, KRP (DPEP) SRG (Ananda Path) of WBBPE
5. Workshop on External evaluation at SCERT (Sept.)	3 days	WBBPE representatives RPs from all districts.
6. Workshop on orientation of KRPs of Expansion Districts 10 participants from 5 expansion districts	5 days	Participants from 5 expansion DPEP districts
7. Workshop on development of Module for teachers' training on IED & Gender	2 days	SWS, SRG (IED) & SRG (Gender), DPEP
8. Workshop on development of Training module for untrained teachers	9 days (in 2 workshops)	SWG & representatives from WBBPE & SCERT and districts
9. Workshop on development of	5 days	SWG Representatives from

training module for PTTI lecturers		PTTI etc.
10. Development Printing & Distribution		
i) Revised Module-I on Pedagogy		
ii) Module II on Pedagogy		
iii) Selected Reading I (Bengali)		
iv) Selected Reading II (Bengali)		

Training		
1. Training of KRPs on english Teaching 540 KRPs	4 days	State working Group Representatives from WBBPE & other experts in english teaching
2. Training of KRPs on IED & Gender	3 days	SRG (IED), SRG (Gender) SLRO representatives SWG
3. Training of KRPs of Expansion districts on Pedagogy 150 KRPs	6 days	DRG & SWR
4. Training of KRPs of existing districts on Module II - Pedagogy 150 KRPs	6 days	DRG & SWR
5. Training of KRPs of expansion district on IED & Gender issues 40 KRPs	3 days	DRG & Pedagogy
6. Intensive training for 40 hrs on IED for one teacher of such schools of IED blocks 350 teachers 350 teachers existing district	40 hrs.	One teacher for each school of IED blocks

Training & Workshops at District level

1. Sensitisation workshop on IED & Gender in selected Blocks. KRP trained the teachers directly	3 days	All teachers of those blocks
2. Tentative training at IED in the selected blocks	2 days	One teacher per school of those selected blocks
3. RP training at districts in Pedagogy in Pedagogy Module I expansion districts. 545 RPs out of 1000 RPs	6 days	RPs of 5 expansion districts
4. RP training on Pedagogy Module II second phase in existing districts. 855 RPs out of 1500 RPs	6 days	RPs of 5 existing districts
5. Sensitization workshop on IED	3 days	One teacher of each Pry.

& Gender issues for teachers of IED & Gender blocks – Expansion districts. 450 teachers		School under IED & Gender blocks
6. Sensitization workshop on IED & Gender issues for out teacher for schools under IED & Gender blocks , 400 hrs.	3 days	One teacher for each school of IED & Gender blocks

b) Reading Materials developed out of those workshops

Module:

- - Orientation Module on IED
- Module for teacher training on Gender issues
- Self instructional materials of Distance Education Programme
- Revised 1st Module on Pedagogy incorporating Anandapath (Joyful learning)
- 2nd module on Pedagogy

Reading Materials:

- Reading Materials on IED
- Reading Materials on Gender
- Selected reading II (Bengali) on Pedagogy

c) Materials used in these workshops:

- Hate Kalame Sekha O Sekhano, a guidebook on use of TLM
- Kajer Madhyeme Sekha O Sekhano a guidebook on activity based teaching learning process
- Nirbachita Path – I. Reading Material (Pedagogy)
- Nirbachita Path – II. Reading Material (Gender)
- Nirbachita Path – III. Reading Material (IED)
- Books on IED sensitisation
- Kajer Madhyame ‘Sekha-O-Sekhano’ – Part II (Pedagogy)

d) Text Book Renewal

The process of renewal of textbook has started. Tasks has been undertaken by WBBPE as targeted. the renewal and revision of class-I textbooks on language (Bengali & Arithmetic) have been completed and the printed books have been distributed free of cost among the school going children.

The work related to revision and renewal of textbooks of Class-II has been completed . A consultative workshop was held at WBBPE to finalise the book. This has been sent for printing.

e) CLRC Functioning

Unlike other States, West Bengal has designed a unique field level Resource institution at sub-district level called Circle Resource Centre (CLRC) to support, aid and facilitate the pedagogical renewal activities undertaken in and out of schools to improve teaching-learning processes adding to quality of education in fulfilling the objectives of

Universalisation of Primary education. It is an arrangement of institutionalization of resource support to the existing system in terms of building up capacity as well as adding to the infrastructure of education at sub-district level.

Institutional Arrangement

The following arrangements are made for functioning of CLRCs

- The Sub-Inspectors of Schools of the Circles are the CLRC in-charge in their capacity of being the ex-officio Circle Project Co-ordinators.
- Each CLRC has three Resource Teachers (RT) selected from the practising primary school teachers.
- The CLRCs are supposed to have their own building having a Workshop-cum-Training Hall, Resource Room and office accommodation.
- The CLRCs has been furnished with resource materials like books and journals on academic and pedagogical issues, reports on various studies and researches, etc.

Following are the activities undertaken during the 1st quarter 2000-2001.

Workshops:

- Orientation and training of teachers
 - Six days Pedagogy training programme for all primary teachers who were out covered last year or who newly joined in 5 existing DPEP districts.

Innovative Approach:

Two different types of Fort-nightly workshops are being held after assessing the need of the targeted community i.e., teachers and VEC members.

- (i) Noon workshops for VEC members

This included :

- Orientation about the programme
- Strategy formulation of the activity
- Implementation &
- Feedback

Several workshop were held in the following issues: Enrolment Drive (Namankan Karmasuchi) school grant & free-plantation etc.

- (ii) Afternoon workshops for all primary school teachers for better application of training methodologies in classroom transaction. Issue identified for the workshop are "Difficult Areas in Math of Class-I." "Necessity of reading of pomes", "use of library books in class-room", "Girl children in class-room". These folders were designed from the state. Moreover, the districts have designed several numbers of issues for these types of workshop.

(1) Visit to School & VECs by CPC & RTs:

Monitoring and Supervision of:

In case of schools on-

- classroom transaction

- usage of TLM
- Utilisation of school grant & TLM grant

in case of schools on –

- Regular meeting
- Updation of Children Register
- Issue-specific activities on Community Mobilisation like enrolment drive and retention. Use of school grant and tree plantation, school environment, building etc.

(2) Collection of information of Schools & VECs:

Collection of information on School functioning through –

- DISE
- Monthly Meetings with Head Teachers

Collection of information on Community-based activities through –

- Monthly Meetings of VEC/WEC Chairman & Secretary
- Regular feedback from VEC members through RPs

(3) Compilation & Reporting System:

- Compilation and updation of data on schools and community are documented through maintaining School Information Register as well as Community Information Register.
- Those reports are submitted to District Project Office on a regular basis.

(4) Research & Documentation:

During this quarter one RT was made member of District Action Research Group (DARG) in order to carry out Research & Documentation at the Circle level. It is expected that each CLRC will initiate Action Research on a specific area from the next year.

Action Research designed our of research findings and follow up activities on the basis of emerging status after pupil evaluation studies.

A. Falta Learning Improvement Programme (FLIP)

On the basis of the emerging status from studies on learning improvement (BAS-99' & MAS-99') and other state level studies (Cohort Study, Financial investment by Family on PE) a new strategy has been developed to encourage School based learning.

This was initiated as a pilot project in Falta & Falta West circle of South 24 parganas as Falta Learning Improvement Programme (FLIP).

- * The project started with the formation of the State Working Group (SWG) in June 2000' with initially 5 members, the State Pedagogy Co-ordinator and the two Circle Project Co-ordinators.
- * A circle level resource group was also formed as the Grass-root Action team, comprising of 2 DPO representatives, 3 Resource Teachers and 2 Resource Persons (SIs) from the respective circles to co-ordinate at the circle level, especially during the Noon and

Afternoon workshops, which provide a common platform for addressing the issue. The CPC of the Circles in the State Core group has been in charge of the circle core team.

- * The participation of the SIs is regarded as vital for the projects sustainability.
- * Two central work shop were organised at the SIPO to for all kinds of developmental works including Data Capturing Format, Strategy formulation , and specimen Work Sheets for teachers use.
- * Two survey workshops were held with the investigators at the respective circles, to discuss the academic and infra-structural part of the survey.
- * The survey was conducted in August 2000, and selection of schools was completed with 7 schools from Falta and 18 schools from Falta West. The selected schools covered all kinds of schools i.e. Good schools , Single teacher schools , no room schools, etc.
- * The intervention started in full-fledgedly with the Ist round training of the teachers consisting of one teacher from each school, preferably the head teacher or the teacher in charge. This was followed by the 2nd and the 3rd round of training to ensure that all teachers of the selected schools receive the required training.
- * Pretest of the renovative processes developed by the teacher was conducted in their respective schools to encourage development of worksheets by the teachers in a school specific manner.
- * In all these processes it was ensured that school timings in no way would be disturbed, hence Noon / Afternoon workshops and additional time from teachers own time was utilised for all developmental purposes.

B. School-Based Learning Improvement Programme (SLIP).

The encouraging response from the project initiated an implementation at the state level in the 5 existing WBDPEP districts, as **School-based Learning Improvement Programme (SLIP)**.

- * Formation of the State Core Group and District Core Group is complete.
- * The baseline survey on the same is complete and the specimen material development for the intervention is in process.
- * Identification of 10 CLRCs with 10 schools from each CLRC (in total 100 schools from each district) has been completed. The selection of schools in this case has followed certain yardstick i.e. Schools must have at least 3 teachers, two rooms, with the school building in suitable condition.

All the 5 existing districts have been warmed up for the intervention through meetings , Workshops and exposure visits to Falta schools under FLIP. These interventions are likely to be started in the month of July 2001. The whole activity (both FLIP & SLIP) was undertaken and set in motion under the leadership of Dr. Jalaluddin, the renowned educationist in India.

iv) Alternative Schooling

- Sishu Siksha Kendra (SSK) formerly called Child Education Centre (CEC) launched by P&RD Deptt. has been in the alternative schooling model of the State.
- Children not attending existing primary schools due to various reasons and of unserved habitations are also covered by SSKs.
- Convergence strategies developed jointly by School Edn. Deptt. on DPEP finalised. The following strategy has been taken up :-

- (i) Providing school grant of Rs. 1,000/- p.a. to each SSK through VEC.
 - (ii) Providing TLM grant of Rs. 250/- p.a. to each Siksha Sahayika (SS).
 - (iii) Providing addl. training support to SS on pedagogy. Providing training support on TLM to SS.
 - (iv) Final reports not availability of Software.
- House-to-House Survey has been conducted in five existing districts to identify unserved habitation and children. Survey completed in all 5 districts. Final reports are coming from districts. Software was developed to serve the purpose.
 - A 2-day State level workshop organized on HH Survey in May 2000 followed by district level workshops conducted by experts from SPO.

v) **Community Mobilisation & VEC Interventions**

Administrative Arrangements:

- State and district coordinators in place.
- DRG formed in the districts.

Material Development

- Training module for VEC training – Prasikshan Sahayika.
- Construction Manual for VCC training.
- Handbook on community participation in primary education for grass root level functionaries including VEC members – Sangathakder Prati.
- Lesson Poster for VEC level participating training.

Campaign and other mobilisational activities

- Districts completed wall writing in schools.
- Developed poster & hoarding and displayed in different important places.
- Almost 33 teams covering 349 artists performed folk media campaign in 533 spots in 7 districts (both existing & expansion).
- 1 music cassette (audio) developed of nine folk songs and distributed to the districts.
- CLRCs book fairs organised at 108 circles of 5 DPEP districts and those were accompanied by folk performances at the circle level.
- To make the enrolment drive a successful one, 255 folk shows were organised at VEC/WEC level (April-May).

Community Organisations

- In 5 DPEP Existing districts 12425 VECs out of 12538 have already been formed.
- In 5 Expansion district 6477 out of 10303 VEC have formed
- VCCs formed for civil works under every VEC/WEC in Existing districts.
- In 5 expansion districts VECs are being formed.
- 498 VECs formed in expansion districts.

Empowering Community Organization

- 5 districts completed VEC training.
- 1513 RPs and 109475 VEC/WEC members were finally trained in 20 districts.
- Panchayat members of the concerned Gram Sansad as member of the VEC attended the training programme.

Orientation/Training/Workshops provided for Staff/Master Trainers

- State level Workshop with folk artistes.
- State level workshop for district functionaries on CM in 4 times.
- Districts organized similar workshops
- State level workshop with artistes of street corner play.

Areas and instance of participation

- Rs. 2000/- school improvement grant utilised by VEC.
- Community contribution towards building support to school stood about Rs. 2195564 in 5 Expansion dist.
- Community mobilization for enrolment drive of out of school children.

Other Activities to promote participation and innovations

- Observing enrolment week at district level during May-June'99.
- Grassroot level meetings with PRI functionaries and community leaders.

Networking

- NGOs, Youth Clubs and other groups involved in the community mobilization programme; [the network developed during TLC & PLC being revived and activated]

vi) Integrated Education for Disabled

- ≡ WBDPEP had begun IED programme in one block each of the 5 existing districts. Now the coverage of IED programme has been expanded to 4 more blocks in the existing districts.

Existing:-

District	Survey completed	Survey initiated
Bankura	Bankura-I	Khatra-I, Mejhia, Patrasayer, Sonamukhi Municipality.
Birbhum	Nalhati-II	Md. Bazar, Rajnagar, Rampurhat-I, Rampurhat Municipality.
Cooch Behar	Cooch Behar-II	Haldibari, Tufangunj, Dinhati-I, Mathabhanga-I

Murshidabad	Msd-Jiaganj	Raninagar-I, Raninagar-II, Bhagabangola-I, Lalgola
South 24 Pgs.	Falta	Sagar, Canning-II, Magrahat, Bhangore-II

Expansion: -

Activities of Integrated Education for Disabled (IED) has been taken up in one block of each district. Selection of district Coordinator and formation.

District	Block
Dakshin Dinajpur	Gangarampur
Jalpaiguri	Jalpaiguri Sadar
Purulia	Manbazar – I
Uttar Dinajpur	Raiganj
Malda	Old Malda

- ⇒ Screening and assessment camp conducted in all the intervening blocks.
- ⇒ So far following children integrated in the selected blocks.

District	New enrolment
Bankura	83
Birbhum	110
Cooch Behar	362
Murshidabad	158
South 24-Parganas	86
Total	799

(More data yet to come from the districts)

- ⇒ Activities of State Level Resource Organisation (SLRO) started.
- ➔ Intensive training for one teacher of each school from IED intervening block
- ➔ KRP training on IED issues

Bankura	104
Birbhum	65
Cooch Behar	211
Murshidabad	162
South 24 Parganas	148
TOTAL	690

- ⇒ District Level Resource Organisation (DLRO) started intervening in different intervening blocks.

Bankura: 1. Bankura Sammilani Blind School Society
2. Kenduadihi Bikash society

Birbhum: 1. Sree Aurobindo Anushilan
2. Chatra Physically Handicapped & Social Welfare Institute

South 24 Parganas: 1. Sanchar AROD

2. Paschim Banga Rajya Pratibandhi Sammilani

Cooch Behar :

1. Spastic Society of Cooch Behar

- A compendium is printed containing all the relevant Govt. circular of GoI & GoWB, pertaining to disability for circulation at differed levels at district administration & others.
- A module on IED developed & published for general teachers sensitisation programme
- A suggested reading called "Bishesh Path" on IED for all publishing primary school teachers
- A two-days workshop in "Developing a continuous Monitoring & Evaluation System on IED activities under WBDPEP "organised during last week at of February 2000. A 3 tire (DPO to SPO, CLRC to DPO & School to CLRC) monitoring format have been developed during the workshop.
- General teachers sensitisation programme completed for all teachers of intervening blocks on different aspects of Integrated Education for Disabled. Training of 40 KRPs (8 KRPs X 5) at the existing district completed on the basis at module developed. The cascade of training as SLRO-KRP-Teachers for one blocks and SLRO-KRP-RP-Teachers for whole districts.

Bankura	1039
Birbhum	733
Cooch Behar	823
Murshidabad	1714
South 24 Parganas	756
TOTAL	5065

- Intensive training for one teacher from each school going on in one block of existing districts Module & materials for the training have been developed by SLRO. The said training already been completed in one block at each district. The training mode is directly from SLRO to teachers. The said training will be organised in the expanded blocks shortly.
- Observed 'World Disabled Day' at State & district. Several materials including posters, leaflets etc. for mass awareness.
- Convergence made with ALIMCO and accordingly following aids & appliances distributed.

Wheel chairs	100
Auxiliary crutch	200
Tri-cycle	75
Blind stick	50
Walking stick	25
Braille slate	25
TOTAL	475

vii) Gender

- ❖ State and district Gender Coordinators are in place.

- ❖ State Resource Group actively participating in preparing reading materials on gender issues. District Resource Groups actively taking part in field-based intervention.
- ❖ Regular meetings being organised with district gender Coordinators at the SPO and DPO to discuss about the various activities undertaken.
- ❖ Apart from the 2 blocks taken up as pilot blocks for gender intervention in each district, 5 more blocks taken up by Bankura district, 3 more blocks taken up by each of Birbhum and Cooch Behar districts – as expansion blocks for gender activities. Awareness generation activities initiated in these blocks.
- ❖ In-depth study to ascertain the reason for low enrolment and high dropout rate of girls conducted in the 2 gender focus blocks in Birbhum. Data collection and compilation complete.
- ❖ ‘Meena’ cassettes distributed to the 5 Expansion districts for being used in awareness campaigns and trainings.
- ❖ Awareness campaigns with the help of ‘Meena’ cassettes have been conducted in 4 of the 5 Existing districts.
- ❖ Training of 40 KRPs (8 KRPs x 5) of the Expansion districts on gender sensitisation completed.
- ❖ Training of 5,065 primary teachers of the 2 gender focus blocks on gender sensitisation completed in the Existing districts.
- ❖ Reading material on ‘classroom transaction from gender perspective’ published.
- ❖ Afternoon workshops with teachers being conducted at the CLRCs with the help of the material mentioned above.
- ❖ 110 Resource Teachers in South 24 Parganas district sensitised on gender issues.
- ❖ Workshop with Female Panchayat members completed in all 12 blocks of Cooch Behar district and only 2 gender focus blocks of Bankura, Birbhum and Murshidabad.
- ❖ Regular block-level and CLRC-level meetings being held in all the districts.
- ❖ Ma-O-Meye mela conducted in 128 GPs of Cooch Behar district and CLRC-level in other districts.
- ❖ Gender corners with the help of posters, Meena shows and publications on the girl child put up in the CLRC book fairs in all the districts.
- ❖ 16 GP-level community meetings held in 2 gender focus blocks of Murshidabad district.
- ❖ An innovative programme – ‘Balika Shiksha Karmasuchi’ launched in 60 (20 x 3) schools of Bankura, Birbhum and Cooch Behar districts.
- ❖ Orientation workshops on ‘Balika Shiksha Karmasuchi’ conducted with DRG members and SI/S and RTs of the gender focus blocks in all the Existing districts except Murshidabad.
- ❖ Inter-district exposure visit undertaken by DRG members of Murshidabad district by visiting the programme of ‘Balika Shiksha Karmasuchi’ in Birbhum.

viii) Early Childhood and Care Education (ECCE)

The new functional area 'Early Childhood Education' (ECE) has emerged as a significant intervention on the part of WBDPEP. A convergence plan has been developed by WBDPEP for strengthening the pre-schooling component of ICDS. The plan will provide resource support through academic and pedagogical inputs. The following activities have been undertaken at State and district levels during 2000-2001:

Orientation/ Sensitization	➡	Orientation of ICDS Supervisors and RTs on significance of pre-schooling in DPEP at Birbhum.
Awareness Generation Campaign	➡	'Anganwadi Mela' held at 128 GPs in Cooch Behar.
Development of Module	➡	Development of training module on MTA for ECCE
Workshop	➡	Workshop at State level held in December, 2000 to develop a plan of action for "Advocacy on ECCE"
	➡	Development of reading materials on ECCE.

The following activities will be undertaken by March, 2001:

Orientation . Sensitization	➡	Orientation of ICDS Supervisors / AWWs and RTs in other DPEP districts except Birbhum and Cooch Behar.
Awareness Generation Campaign	➡	Organising mass mobilisation and awareness generation campaign.

ix) MIS

- EMIS data for 1996-97, 1997-98, 1998-99, 1999-2000 and 2000-2001 have been collected, data entry completed and sent to Delhi.
- DISE activity for 2000-2001 of DPEP existing districts completed. DISE 2000-2001 of Expansion District also completed and reports are now available at SPO.
- All the districts irrespective of DPEP & Non DPEP have been covered under DISE this year.
- PMIS report transmission system is being developed between SPO & DPOs. The system has been developed through a software made in house for tracking financial & physical process of the districts and SPO. The training is going on.

x) Link Library Programme

Link Library Programme is a major intervention of WBDPEP having two pronged objectives viz. inculcating reading habit in children from an early age and enriching classroom transaction by using library book during teaching learning processes. The intervention envisages setting up of libraries in primary schools on one hand and developing

a network of rural libraries and primary schools with a rural library functioning as link libraries for the schools tagged with them.

Library Grant to schools:

WBDPEP had organised mobile book exhibition in the districts in collaboration with the National Book Trust during 1998-99. The success of this programme encouraged WBDPEP to organise library activities in schools. Under the scheme Rs. 500/- was provided to each school in the AWP&B of 2000-2001. attempts have been made to ensure that every school develops a facility to store library books appropriately and to display the same in the classrooms as and when required. Each school have been provided book @ 500as yet selection process for the current year is going on in districts.

Book Review Teams:

A Book Review Team has been formed at the State level to select suitable books from amongst the titles available with NBT and every publisher. The job of this team is to enlist the recommended books with the final selection of books to be made by the book review teams of the districts. During the year 71 titles of the NBT books were selected and recommended to the Districts Project Offices, which placed order with the NBT for supplying of books. The process of selection of books published by agencies other than NBT has been completed during the year at SPO & DPO level. Another set of books @ 500 per school are being purchased this year also. It will be done in the month of March.

Membership of NBTs Readers Club:

All the schools following within the 5 DPEP districts (14302) became members of the readers' club of the NBT during the year. NBT started sending journals to the schools.

Orientation Workshops:

Orientation workshops were organised for the school teachers and SI of Schools in other District on utility and use of library books in strengthening the quality of teaching learning processes. Another ground of workshop has been planned for the librarians of the rural libraries so that the exchange of books between the schools and the link library gets effective and is undertaken in the right earnest.

Library Mapping:

The process of library mapping i.e., tagging nearby schools to the link library also got intervened during the year. The link library programme of WBDPEP has started functioning in a full-fledged manner.

CLRC Book Fair:

Instead of organising a mobile book exhibition it was decided to organise CLRC book fair in collaboration with NBT. These book fairs were organised for awareness generation on library activities in schools and also for exposing children of primary schools to a variety of children literatures. The programme of CLRC book fair spread over 3 months starting March 2000 involved 108 CLRCs out of 196 existing in the DPEP districts. The duration of book fair at each CLRC was supposed to be for 3 days. 108 book fairs were organised

accompanied by cultural programmes in the evening. The cultural programme were organised at two levels – one involving the local primary school children and the other involving the folk teams developed by the State Project Office consisting of well known folk artists of the State selected from different districts. In many places “March for Books” – a rally of teachers, guardians, panchayat functionaries and children – was organised during the book fair. Logistics and publicity were organised through the local PRIs response to this programme was even more enthusiastic than the mobile book exhibition organised last year.

Similar activity was undertaken in 150 CLRCs this year also. It will start from 15th March onwards.

xi) **Research & Evaluation**

▣ **State Research Cell constituted**

▣ **District Action Research Group (DARG) constituted at districts . this consists of RTs (one from each CLRC.**

✓ Studies completed

- Study on infrastructure facilities in primary education - *SAMPARK*
- Economic investment in PE - WBDPEP
- Cohort study - WBDPEP
- Impact of students’ attendance on the transaction pattern in PE.
- Critical analysis of DISE data.

✓ Study initiated & in process

- Role of Panchayat in primary education to be done by IIMC.
- Comparative study of dropouts; special needs of minority girls
- 10 issues for action research were identified for 5 DPEP districts.

xii) **Distance Education Programme**

Workshops

- Meeting for material development for ‘Yogsutra’ a bimonthly journal of WBDPEP.
- SRG meeting organised for discussion on plan of activities of DEP in the year 2000-2001 along with the AWP&B.
- Workshop for review of print material with SWG Pedagogy.
- Support DL material for the audio programmes finalised and printed.

Material Development

- SIM has been printed and distributed to CLRCs and schools through DPO.
- Audio programmes along with support DL materials printed and distributed to CLRCs.
- Yogsutra published and distributed to CLRCs.
- Video documentation of folk programmes on community mobilisation duplicated and distributed to DPOs.

- Resource support is provided to all CLRCs and 5 Existing districts through distribution of folders for afternoon workshops as well as packages containing journals, reports, articles, handbook and manuals.

5. Systemic Issues

Teacher Vacancies:

Name of district	Post sanctioned	Post filled in	Addl. Posts proposed under DPEP
Bankura	9776	8780	100
Birbhum	8426	7419	120
Cooch Behar	7453	6743	100
Murshidabad	11677	11377	120
South 24 Parganas	14802	13249	360
Total	52134	47568	800

STAFF POSITION AT STATE PROJECT OFFICE

Sl. No.	Name of posts proposed for creation	No. of post sanctioned	Post filled up	Vacant post
1.	State Project Director	1	1	-
2.	Addl. State Project Director	1	1	-
3.	Dy. State Project Director	1	1	-
4.	Administrative Officer	1	1	-
5.	Financial Advisor	1	1	-
6.	MIS In-charge (I)	1	1	-
7.	MIS In-charge (II)	1	1	-
8.	State Project Engineer (I)	1	1	-
9.	State Project Engineer (II)	1	1	-
10.	State Project Engineer (III)	1	1	-
11.	State Pedagogy Coordinator	1	1	-
12.	State Gender Coordinator	1	1	-
13.	State Research Coordinator	1	1	-
14.	State IED Coordinator	1	1	-
15.	State Coordinator Media & Documentation	1	1	-
16.	State ECE Coordinator	1	1	-
17.	Consultant Community Mobilisation & Alternative Schooling	1	1	-
18.	Programme Coordinator (Pedagogy)	2	2	-
19.	PA to SPD	1	1	-
20.	Audit Officer	1	1	-
21.	Head Accountant	1	1	-
22.	Jr. Accountant	1	1	-
23.	Cashier	1	1	-
24.	Jr. Clerk	1	1	-
25.	Typist	1	1	-
26.	Data Entry Operator	4	4	-
27.	Technical Assistant	1	1	-
28.	Administrative Assistant	1	1	-
29.	Peon	4	4	-
30.	Peon to SPD	1	1	-
	Total	37	37	-

STAFF POSITION AT DISTRICT PROJECT OFFICE

Sl. No.	Name of posts proposed for creation	No. of post	Post filled in	Vacant post
1.	DPO	1	1	
2.	ADPO	1	1	
3.	Dy. DPO	2	2	
5.	Finance Officer	1	1	
6.	MIS in-charge	1	1	
7.	Community Mobilization Coordinator	1	1	
8.	Teachers' Training In-charge	1	1	
9.	Gender Coordinator	1	1	
10.	Asst. Engineer	1	1	
11.	District Research Co-ordinator			
12.	Junior Engineer	1	1	
13.	IED Coordinator	1	1	
15.	DEO	1	1	
16.	Cashier	1	1	
17.	Group C	2	2	
	Total	16	16	

UTTARANCHAL

Coverage :

Total number of districts : 06 (Tehri Garhwal, Haridwar, Uttarkashi, Bageshwar, Pithoragarh, Champawat)

(Rs.In lacs)

PARTICULARS	DISTRICT COVERED	EFC APPROVED PROJECT COST	ANNUAL WORK PLAN 2000-2001
DPEP-III 1	BAGESHWAR	898.16	239.93
2	CHAMPAWAT	847.83	172.84
3	HARIDWAR	1660.75	247.85
4	PITHORAGARH	1264.14	290.40
5	TEHRI GARHWAL	1833.66	291.77
6	UTTARKASHI	1213.94	243.09
	TOTAL	7718.48	1539.88

(Rs.In lacs)

Fund released by GOI upto 28.02.2001	Fund released by STATE upto 28.02.2001	Total	Percentage(%) State Share against Central share
581.102	261	842.102	44.91

(Rs.In lacs)

Total expenditure upto 28.02.2001	640.17
Reimbursement yet not claimed by DPEP-III cell Dehradun	

Project Structure :-

Vacancies position in DPEP cell and DPO

Name	No. Planned	No. filled	Vacant	Particulars of posts* vacant/progress in filling the same
DPEP cell Dehradun	09	09	-	-
DPOs	60	57	03	Computer operator - 01 Accountant - 01 Steno - 01

* Details of posts are given in Annexure I(A) & I(B).

** Staffing in DIETs of 05 project districts is given in Annexure II.

Visioning of DPOs & DIETs

To orient the DPEP staff towards different activities of the project and pedagogical aspects, visioning workshops were held in SIEMAT, Allahabad. From April 2000 to August 2000. A core team of 7 persons viz. Principal DIET, Senior Lecturer, Expert Basic Shiksha Adhikari, Deputy BSA, District Co-ordinator, Head Master & Assistant teacher from each district participated in these workshops.

The above trained Core Team have organised district level visioning workshops for all lecturers of DIET, BRC/NPRC Co-ordinators, ABSAs, SDIs and all district Co-ordinators.

Pedagogical Improvement

- Newly developed textbooks for classes I-V which were developed under DPEP-II have been introduced statewide.
- **162 Master Trainers have been selected by the district level Selection Committee headed by Principal, DIET. The training of MTs has been organised at the state level & training of trainers has also been completed.**
- School Improvement grant of Rs. 2000/- per school has been released to the districts who have transferred the funds of Gram Nidhi account of VECs.
- **5 days orientation workshop was organised at State level (Lucknow) for newly appointed District Coordinators (training).**
- **38 BRC coordinators, 76 Assistant BRC coordinators and 268 NPRC coordinators were selected through a district level selection committee and placed in BRCs & NPRCs.** The selection was done on the basis of candidate's performance in written test, group discussion & interview. The table showing the details is given at annexure III(A).
- Free textbooks have been distributed to about 1.99 lakhs primary schools children-all girls and SC ST boys in 06 districts.
- Textbooks have been distributed to schools for establishing Book Bank in schools for use of needy children.

Distance Education

- Planning meeting for use of Radio in teacher training.
- Radio Scripts for teacher training. Orientation of writers completed.
- Process for the purchase of 06 DRS begins.

Alternative Schooling & EGS Centres

District Co-ordinators (AS) have been posted in DPEP-III districts. They have been oriented regarding their roles & responsibilities on 27-30 June, 2000, 13-16 Sept, 2000 and 12-15 Feb. 2001 in SPO, Lucknow. The district co-ordinators were also oriented about the selection process of Acharyaji Instructors, supervisors & system of supervision, monitoring & evaluation of Alternative Schooling & Education Guarantee Scheme centres. EGS envisages opening of the centre for class 1 & 2 in such habitations which do not have a primary school within the radius

of 1 Km. & 20 children in the age group of 6-11 years should be available.

In order to foster ownership of the scheme, the community has been assigned the responsibility to provide space & accommodation for the centre. Formal curriculum & textbook would be used in these centres.

The SCERT has developed training module for Acharyaji of EGS. The training of the Acharyaji is going on in the DIETs. Key resource persons have already been trained at SIE, Allahabad.

Under DPEP-III, 245 EGS & 53 AS centres are proposed to be opened in 2000-2001 for which funds have been released to the districts. 219 EGS & 17 AS centres are in operation. Acharyaji & instructors have been selected & trained.

Teacher Appointment

In DPEP-III districts, about 1717 teacher vacancies were there in primary schools. 648 shiksha mitra created under DPEP-III & 480 by GOUTT. The process of recruitment of shiksha mitra has been started by the Village Panchayats. 528 Shiksha Mitras have been selected and Trained.

Awareness Building & Community Mobilisation

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

Village Education Committee

In order to promote community participation in primary education the VEC's have been constituted.

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

- to bring un-enrolled children into formal school.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-5 come to the ECCE centres for pre schooling
- to encourage and support out of school children especially girls, working children for primary education.

Community/VEC participation

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

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

Interventions

Following measures have been undertaken to gear up the process of community involvement in 06 project district :

1. Administrative arrangements

- **District co-ordinators, community mobilisation, have been appointed and trained in state level visioning workshop held at Lucknow on 9 to 11 October, 2000.**
- **A three day training programme held on 22 to 24 feb.2001 regarding the community participate PRA etc of District Coordinators.**
- DRG/BRG/VECs constituted.
- District Resource Group have been constituted and trained in 8 batches & Block Resource Group have been constituted and trained in district by DRG members.
- **Identification of half of the VECs targeted for training during 1st year of the project.**

2. Material Development

- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs for printing and distribution.
- The training module has been printed and distributed for BRG/VEC training.

3. Training Programme

- **District resource groups have been constituted in all the 6 districts.**
- **A 4 days training/orientation programme was organised for DRGs members at SPO Lucknow in month of June to Aug.2000.**
- **Block Resource Group have been formed in the districts. 32 BRG's have been trained.**
- **1050 VECs have been trained till Feb 2001 and remaining targetted VEC's will be trained till June 2001.**

4. Campaign and other mobilisation activities

- At the start of academic session 2000-2001, School Chalo Abhiyan was organised in the state between July 1-15, 2000. Prabhat Pheris were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts and marked its formal launching.

- Banners Posters and wall writing undertaken in all the districts of DPEP-III.
- Districts organised rallies, meetings, culture activities, pad yatras etc. at district, block and village level.
- Slides on the School Chalo Abhiyan were shown in Cinema halls to create public awareness and built environment for the campaign.
- Solemn resolve by the Pradhan's and VEC's members to work towards total enrolment in the village.

Activities performed under School Chalo Abhiyan

- In order to motivate parents to educate their daughters, Meena campaigns were organised.
- Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyay panchayat level, on issues in primary education and their role in the development of primary schools.
- In making the School Chalo Abhiyan a success, support has been received from various quarters. The AIR has regularly relayed radio jingles and Doordarshan has transmitted relevant spots.
- Between July 4-9, 2000, Prabhat pheris were organised with slogans of the School Chalo Abhiyan.
- Distt level, Block level, and village level rallies were organised.
- Children's enrolment, with specific emphasis on girl's education, retention and enrolment drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- Solemn resolve by the Pradhans to work towards total enrollment in their villages.

Girl's Education

- District Coordinators in 06 districts are in place.
- SRG & DRGs formed.
- Training of distt coordinators (Girl's education) is completed .
- Free text books distribution to all girls in 06 districts has been done in the year 2001.
- **5 model clusters for adopting intensive approach for promoting girl's education have been identified in the districts on the basis of low female literacy & girl's enrollment.**
- VEC's are being trained .

Integrated Education / Helth Checkup Programme

- **In the first phase two block of each district have been selected for integrated education.**
- Helth checkup programme was organised for 149471 children in DPEP-III districts.

MIS

- Hardware with UPS and software is in place in all the 6 project districts.
- Data entry operators are in position in 05 districts.
- Computer personnel of DPO's have been trained twice in SIEMAT, Allahabad with Technical Assistance from TSG; Ed.CIL New Delhi during 21-22 June 2000 and 16-17 Nov.2000.
- Systems are fully operational.
- Formulations of EMIS 2000-2001 was started in month of June 2000. Formats were printed at district level and distributed to all the schools.
- Training of Computer staff and NPRC coordinators was organised in July-August 2000 regarding filling the formats and carry out 2% sample checking.
- **The data collection is complete in all districts. 4 districts have completed the data entry. Data entry work is in progress is remaining district.**

Civil Work

- The civil work targets of Ist Year 2000-2001 are given as annexure III(B). The sites of all works have been selected. The progress of civil works given in annexure IV.
- Based on funds availability, funds have been released to the districts for new schools NPRCs, BRCs and class rooms.
- * **For the implementation of DPEP in Uttaranchal a separate State implementation Society "Uttaranchal Sabhi Ke Liye Siksha Parishad" has been registered.**
- * **Uttaranchal Govt. has designated the Director of Education as State Project Director for DPEP in the State.**
- * **Till the setting up of SPO in Uttaranchal DPEP cell has been established at Dehradun to continue & Co-ordinate the programme in the State.**

**STAFFING POSITION AT DPEP CELL
UTTARANCHAL UNDER DPEP-III**

S.No.	Post/Designation	Sanctioned Posts	In Post
1.	Senior Professional	01	01
2.	Professional	02	02
3.	Asst. Accounts Officer	01	01
4.	Computer Operator	01	01
5.	Steno	01	01
6.	Asst. Clerk	01	01
7.	Driver	01	01
8.	Peon	01	01
	Total	09	09

Annexure - I (B)

**DPO STAFFING POSITION
DPEP-III**

S.No.	Name of Post	No. of Post Created	No. of Post Filled
1.	Expert(BSA)	06	06
2.	Asst. Accounts Officer	06	06
3.	District Coordinator (Training)	06	06
4.	District Coordinator (AS)	06	06
5.	District Coordinator (Community Participation)	06	06
6.	District Coordinator (Gender)	06	06
7.	Computer Operator	06	05
8.	Accountant	06	05
9.	Steno	06	05
10.	Typist/Clerk	06	06
	Total	60	57

STAFFING IN DIETS - UTTARANCHAL DPEP-III

S. No.	Districts Sanctione-Posts	Principal (1)	Vice-Principal (1)	Senior-Lecturer (6)	Lecturer (17)	Work-Exp. Teacher (1)
1.	Bageshwar(Almora)	1	1	05	16	1
2.	Haridwar(Roorkee)	-	1	04	10	1
3.	Pithoragarh	1	1	04	16	1
4.	Champawat	-	-	-	-	-
5.	Tehri Garhwal	1	1	01	11	1
6.	Uttarkashi	-	-	03	03	1
	Total	3	4	17	56	5

Figures shown in brackets are no. of sanctioned posts.

**Selection of MTs and appointment of
BRC/NPRC Coordinators - DPEP-III**

S. No.	Districts	No. of Blocks	No. of Selected MTs	No. of BRC-C in place	No. of ABRC-C in place	No. of NPRCs	No. of NPC-C in place
1	Bageshwar	05	27	05	10	35	35
2	Champawat	04	18	04	08	23	23
3	Pithoragath	08	40	08	16	64	64
4	Tehri Garhwal	09	45	09	18	76	76
5	Uttarkashi	06	30	06	12	36	36
6	Haridwar	06	30	06	12	46	31
	Total	38	190	38	76	280	265

**First Year Civil Works of DPEP-III Districts(Physical)
Year 2000-2001**

S. No.	Districts	Additional Classrooms	New Schools	School Reconst.	Toilet	Drinking Water	BRC Const.	NPRC Const.
1.	Bageshwar	60	20	17	150	150	3	15
2.	Champawat	-	28	15	19	100	2	10
3.	Pithoragarh	40	18	30	300	100	2	30
4.	Tehri Garhwal	27	30	30	50	50	5	36
5.	Uttarkashi	10	30	5	100	200	2	20
6.	Haridwar	100	01	16	250	152	2	20
	Total	237	127	113	869	752	16	131

Civil Works-Physical and Financial Status as on 28.02.2001 (DPEP-III) Uttaranchal

Physical Status

S. No.	Item	Planned so far	Completed	In progress	% of Comp. & IP	
1.	BRC	38	-	5 *	13.2	
2.	CRC	131	3	92	72.5	
3.	New primary schools	130	20	62	63.0	
4.	Additional Classroom	162	02	73	46.2	
5.	Reconstruction of primary schools	113	} Funds released on the last week of March			
6.	Toilets	869				
7.	Drinking Water	752	No Funds released.			
8.	MIS center	6	6	-	100	

- Funds for half the no. targetted (2000-2001) Classroom released due to unavailability of the funds.
- * For the construction of BRC building in 05 hill district of Uttaranchal contract will be done with the proper Agency available in Uttaranchal.
- * U.P.Jal Nigam is constructing BRC building in Haridwar district.

Financial Status

in lacs

Total approved Project	Approved out lay upto 31.03.2001	Expenenditure
1768	804	241

CHHATTISGARH

verage:

total number of districts in the state : 16
 districts covered under DPEP : 15 (original 6 districts)

(Rs. in lakhs)			
Particulars	Districts covered	EFC approved project cost	Project period
DPEP - I			
Curcated new districts	Bilaspur, Raigarh, Surguja, Rajnandgaon	49875.00*	1994-2001
	Korba, Jangirchampa, Jashpur, Korea, Kawardha		
DPEP II			
Curcated new districts	Bastar, Raipur	46109.76*	1997-2002
	Dantwada, Kanker, Dhamtari, Mahasamund		

Project costs include Madhya Pradesh.

Finance

DPEP I

District	EFC cost	Expenditure upto 31.3.2000	Expenditure from 1.4.2000 to 14.2.2001
Bilaspur	3091.55	2894.85	137.30
Korba			51.07
Jangirchampa	3058.77	2573.90	91.32
Raigarh			290.45
Jashpur	3071.37	2696.92	152.76
Surguja			343.00
Korea	2519.55	1981.09	156.17
Rajnandgaon			190.99
Kawardha			126.30

DPEP II

District	EFC cost	Expenditure upto 31.3.2000	Expenditure from 1.4.2000 to 14.2.2001
Bastar	3999.8	1930.16	295.97
Dantwada			191.00
Kanker			85.11
Raipur	3999.02	1565.22	334.98
Dhamtari			157.72
Mahasamund			203.52

Status of project :

Under DPEP I and DPEP II, 34 districts were approved for the undivided State of Madhya Pradesh. Consequent to the creation of the State of Chhattisgarh, 6 of these DPEP districts have been transferred to Chhattisgarh. Moreover after the bifurcation of these six districts now there are 15 districts under DPEP in the new State. However, since these are new districts, district offices have not been set up in these new 9 districts.

At the State level, the new DPEP society has been registered. The process of setting up of the State office is currently underway.