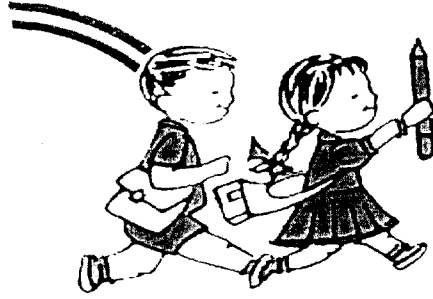


# DPEP



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जिला प्राथमिक शिक्षा कार्यक्रम  
STRICT PRIMARY EDUCATION PROGRAMME

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**Part – 1**

**Progress Overview Report**

**16<sup>th</sup> Joint Review Mission  
(November-December, 2002)**

## **List of Documents**

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| <b>State Report</b>   | - | <b>Part II (Separate Volume)</b>  |
| <b>State Specific Information on<br/>Mission Objectives</b> | - | <b>Part III (Separate Volume)</b> |
| <b>Supplementary Documents</b>                              | - | <b>Part IV (Separate Volume)</b>  |

## **Progress Overview**

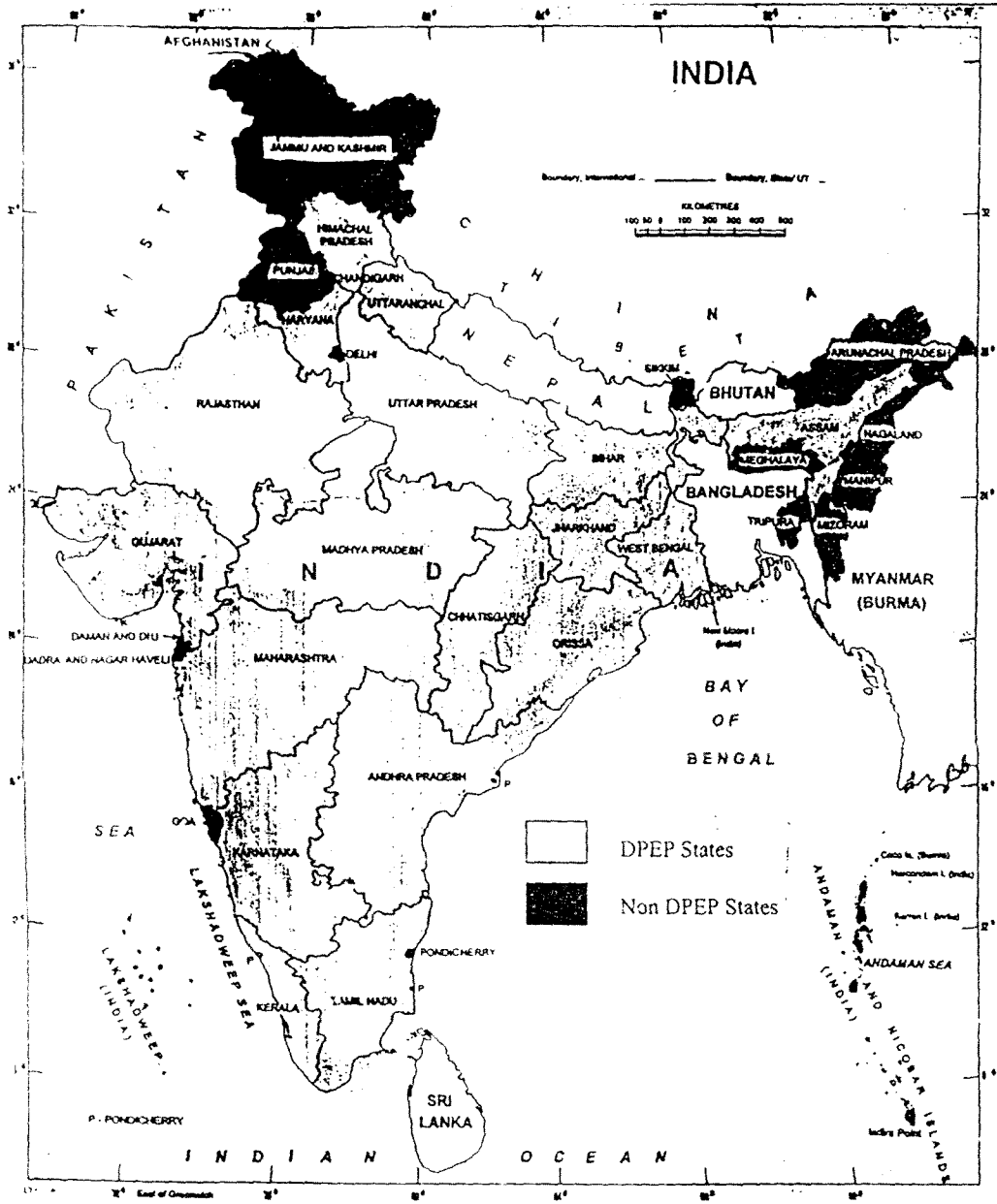
**The activities undertaken after last Joint Review Mission have been presented in bold script.**

**The Progress Overview is upto June 30<sup>th</sup>, 2002. However, the latest information has been provided wherever possible.**

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## PLANNING AND MANAGEMENT

### DPEP Fact Sheet

Coverage	Schools
<ul style="list-style-type: none"> <li>• District covered – 242 (273 with bifurcated dts.)</li> </ul>	<ul style="list-style-type: none"> <li>• Schools in the system - 3,75,000</li> <li>• New schools opened - 86,850</li> </ul>
<ul style="list-style-type: none"> <li>❖ Phase I (1994-December 2002) - 19</li> <li>❖ Phase I (1994-June 2003) - 23</li> <li>❖ Phase II (1996 - June, 2003) - 80</li> <li>❖ Phase III (1998 – Sept, 2003) - 27</li> <li>❖ Other phases - 93</li> </ul>	<p style="text-align: center;"><b>Students and Teachers</b></p> <ul style="list-style-type: none"> <li>• Students in the system - 51.3 million</li> <li>• Total no. of teachers - 1.1 million</li> <li>• New Teachers and Para Teachers Appointed - 1,53,000</li> </ul>
<ul style="list-style-type: none"> <li>• States covered - 18</li> </ul>	<p style="text-align: center;"><b>ECE</b></p> <ul style="list-style-type: none"> <li>• ECE centres set up - 15,780</li> <li>• Anganwadi pre-school centres strengthened - 1,06,085</li> </ul>
Civil works	Alternative Schools (AS)
<ul style="list-style-type: none"> <li>• School buildings constructed and in progress - 39,500</li> </ul>	<ul style="list-style-type: none"> <li>• AS centres set up - 83,500</li> <li>• Children covered - 3.6 million</li> </ul>
<ul style="list-style-type: none"> <li>• Resource centres constructed and in progress - 15,500</li> </ul>	<p style="text-align: center;"><b>Capacity Building</b></p> <ul style="list-style-type: none"> <li>• Teachers trained - 1 million</li> <li>• Community members trained - 3 million</li> </ul>
<ul style="list-style-type: none"> <li>• Classrooms added and under construction - 46,830</li> </ul>	<p style="text-align: center;"><b>Sub-district Academic Structures set up</b></p> <ul style="list-style-type: none"> <li>• Cluster and block resource centres - 36,000</li> </ul>
<ul style="list-style-type: none"> <li>• Other works (repairs, drinking water, toilets etc.) completed and in progress - 82,324</li> </ul>	<p style="text-align: center;"><b>Credit and Grant (Total Rs. 71.39 billion)</b></p>
Grass root level structures set up	<ul style="list-style-type: none"> <li>• IDA (Soft loan) - Rs. 51.07 billion (\$1317.74 million)</li> <li>• DFID (Grant) - Rs. 11.96 billion (192.63 mill. pound)</li> <li>• EC (Grant) - Rs. 5.85 billion (150 million Euro)</li> <li>• UNICEF (Grant) - Rs. 0.36 billion (\$10 million)</li> <li>• Netherland (Grant) - Rs. 2.15 billion (\$ 52.27 million)</li> <li>• Credit Rs. 51.07 billion Grant Rs. 20.32 billion.</li> </ul>
	<p style="text-align: center;"><b>Expenditure - Rs. 49.26 billion</b></p>
	<p style="text-align: center;"><b>Total Project Outlay - Rs. 81.10 billion</b></p>

### Progress under DPEP

Sl. No.	Project State	Expenditure (Rs.in crores)	No. of new schools opened	No. of Additional Teachers Appointed		No. of Alternative Schooling/ EGS Centres
				Regular Teachers	Para Teachers	
				A	B	C
1.	Andhra Pradesh	496.76	11177	6291	8914	262629
2.	Assam	238.90	6288	--	2332	313138
3.	Bihar	166.02	4820	804	1803	222201
4.	Jharkhand	59.15	3131		1139	202025
5.	Gujarat	108.52	7069	--	10876	222282
6.	Haryana	207.97	2122	--	3450	100800
7.	Himachal Pradesh	97.11	886	1589	339	50
8.	Karnataka	438.47	1685	5018	--	The state has adopted single track strategy of mainstreaming through Bridge Courses
9.	Kerala	162.70	366	--	297	3307
10.	Madhya Pradesh	795.31	27864	--	40659	265510
11.	Chattisgarh	158.96	0		11339	57720
12.	Maharashtra	301.03	867	3062	3294	43371
13.	Orissa	154.48	5907	1440	2573	80033
14.	Tamil Nadu	231.05	1420	1771	--	0
15.	Uttar Pradesh	933.39	11365	6467	37837	70074
16.	Uttaranchal	20.78	672	130	847	4477
17.	West Bengal	147.42	0	--	--	76690
18.	Rajasthan	157.53	2078	--	752	99914
19.	Natnl. Component	50.28				
	<b>TOTAL</b>	<b>4925.81</b>	<b>86850</b>	<b>26572</b>	<b>126451</b>	<b>835501</b>

Sl. No.	Project State	No. of Block Resource Centres	No. of Cluster Resource Centres	No. of New School Buildings Constructed	No. of Additional Classrooms Constructed	Toilet facilities provided	Drinking Water facilities provided.l.
1.	Assam	51	987	913	950	1605	13555
2.	Haryana	45	456	378	1569	4670	16006
3.	Karnataka	451	1046	1035	176	791	7991
4.	Kerala	442	317	268	1056	469	3445
5.	Madhya Pradesh	433	4325	16550	4548	0	0
6.	Chattisgarh	132	1935	2465	660	0	0
7.	Maharashtra	514	2650	874	2086	4241	28144
8.	Tamil Nadu	120	321	0	1785	2011	20777
9.	Andhra Pradesh	1889	5664	8466	14693	803	9653
10.	Gujarat	23	482	253	346	859	900
11.	Himachal Pradesh	32	230	792	25	531	4651
12.	Orissa	87	886	990	894	1230	2377
13.	West Bengal	0	650	774	1684	0	0
14.	Bihar	630	2476	517	1146	1101	5822
15.	Jharkhand	55	655	470	829	397	4399
16.	Uttar Pradesh	626	5840	10018	12756	22017	34400
17.	Uttaranchal	114	280	339	330	1316	0
18.	Rajasthan	84	1041	626	1297	4498	15288
	<b>Total</b>	<b>5728</b>	<b>30241</b>	<b>45728</b>	<b>46830</b>	<b>46539</b>	<b>167288</b>

### Districts covered under DPEP

State	Total no. of districts	No. of DPEP districts	No. of DPEP districts including bifurcated districts
Andhra Pradesh	23	19	19
Assam	23	9	9
Bihar	37	20	20
Chhattisgarh	16	6	15
Gujarat	25	9	11
Haryana	19	7	7
Himachal Pradesh	12	4	4
Jharkhand	22	7	9
Karnataka	27	11	16
Kerala	14	6	6
Madhya Pradesh	45	28	33
Maharashtra	35	9	11
Orissa	30	16	16
Rajasthan	32	19	19
Tamil Nadu	29	6	8
Uttar Pradesh	70	50	54
Uttanchal	13	6	6
West Bengal	20	10	10
<b>TOTAL</b>	<b>492</b>	<b>242</b>	<b>273</b>

## Planning and Management

### Background

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

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

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

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

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

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

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

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

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

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

It has been observed that, some of the states have chosen to follow a more rigorous process of planning. The processes of planning have been presented in detail by

Andhra Pradesh, Assam, Himachal Pradesh and Kerala in the workshop (January, 2001). In these presentations it has been observed that greater involvement of grassroots functionaries and habitation specific planning have been attempted. Information about similar attempts have been received from West Bengal, Uttar Pradesh and Karnataka also.

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

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

#### National Workshop on Issues in Planning

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

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

#### **Improving appraisal capacities**

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

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

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

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

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

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

Although many states have undertaken micro planning exercise and collected household based data, the use of the data in planning, evolving strategies and in implementation was limited because of the volume and complex city of the data. **One positive trend recently evident in most of the states is the increased use of data**



**collected through micro planning and household survey in preparation of school/habitation/ village education plans.**

### **Institutional Development Plan**

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

### **Issues in Focus**

- **The thrust in planning has been to strengthen capacities at the state and district levels to plan and implement activities as per needs. However, in a field based programme like DPEP, where new situations are encountered continuously, standardised training programmes conducted by training institutes are of limited use. In fact, much of the expertise or knowledge that has emerged in this area is based on experiences from the field. A great deal of learning has taken place in many states. The strategy for capacity building therefore has been to foster sharing of experiences among states by organising workshops where emerging issues can be deliberated.**
- **Many states have conducted house to house surveys and micro planning on an extensive scale but have not used the information fully at the time of plan preparation. The states lacked expertise in consolidating data generated from house to house surveys and also making proper use of this information for planning. From the national level guidelines have been circulated to all the states for consolidation of the household data, recording of data at village level in the form of Village Education Register (VER) and also the mechanism for updating this information periodically.**
- **A major challenge has been the adoption of some of the processes, evolved under DPEP by the main stream education. The positive features of planning practices (micro planning exercises) that have evolved under DPEP are being utilized in preparing habitation based plans under Sarva Shiksha Abhiyan (SSA).**

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

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

Activities	States	Year
Training for master trainers on Micro Planning	Tamil Nadu	
Training programmes for SPO & DPO staff at SIEMAT, Allahabad	Uttar Pradesh	
Training on preparation of perspective plans	Uttar Pradesh	December 1998 and January 1999
Training on preparation of AWP&B (as per the new manual)	Bihar (42), Himachal Pradesh (35), Maharashtra (18), Kerala (13).	May, 1999 to October, 1999
Workshop on Planning Process	All DPEP States – Phase I&II.	1-2 <sup>nd</sup> December, 2000.
Orientation Programme in DPEP for collectors CEO's, DPO's, NSDART, Mussoorie.	Uttar Pradesh, Uttaranchal.	18-20 <sup>th</sup> December, 2000.
Sustainability issues in Elementary Education, New Delhi, NIPCCD.	All DPEP States – Phase I&II.	5-6 <sup>th</sup> January, 2001
Orientation programme in DPEP for DCs, ADCs and CDOs in NSDART.	Himachal Pradesh, Uttar Pradesh and Haryana.	8-11 <sup>th</sup> January, 2001
Perspective planning in new district, HCMRIPA, Jaipur	Jaipur (Rajasthan)	15-19 <sup>th</sup> January, 2001
Orientation programme on DPEP	Chattisgarh	12-14 <sup>th</sup> February, 2001
Workshop of NGOs in Elementary Education, Mysore	National Level	3-5 <sup>th</sup> March, 2001
Workshop of NGOs in Elementary Education, NSDART	All DPEP States – Phase I&II.	19-21 <sup>st</sup> March, 2001.
Training Programme on Planning.	Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab & Rajasthan.	28 <sup>th</sup> August – 1 <sup>st</sup> September, 2001
Training Programme on Planning.	Madhya Pradesh, Chattisgarh	17-21 <sup>st</sup> September, 2001
Workshop on Quality Issues in Elementary Education	North Eastern States	4-6 October, 2001
Quality Issues in Elementary	National Level	26-28 <sup>th</sup> July, 2001
Two (2) Training Programmes on Planning	Uttaranchal	4-8 <sup>th</sup> September & 11-15 <sup>th</sup> September, 2001.
Three (3) Orientation Workshop (one day each)	Uttaranchal	23 <sup>rd</sup> – 25 <sup>th</sup> September, 2001.
Workshop on Planning for UEE	Uttar Pradesh, Uttaranchal, Rajasthan, Himachal Pradesh, Haryana, Punjab, Jammu & Kashmir.	28 <sup>th</sup> August – 1 <sup>st</sup> September, 2001.
Workshop on Planning for UEE	West Bengal, Assam, Orissa, Jharkhand, Bihar, Madhya Pradesh, Chattisgarh.	17-21 <sup>st</sup> September, 2001.
Programme on Planning, Mussoorie	Andhra Pradesh – Chittoor, Srikakulam, Khammam and Mehboob Nagar	4-9 <sup>th</sup> November, 2001
Programme on Quality, Teacher Training and Pedagogy reform in DPEP, NSDART, LBSNAA, Mussoorie	Andhra Pradesh, SPO-DPO and MRCs	15-19 <sup>th</sup> January, 2002.
A programme on implementation, monitoring and evaluation, NSDART, LBSNAA, Mussoorie	Conducted at Andhra Pradesh	31 <sup>st</sup> Jan – 2 <sup>nd</sup> Feb, 2002.
A training programme on Community	Andhra Pradesh - Conducted at Mumbai	7-9 <sup>th</sup> February, 2002

Activities	States	Year
Participation in micro planning, NSDART, IPSMAA, Mysore		
Workshop on indicators of the project	Rajasthan	25-27 <sup>th</sup> February, 2002.
Teleconferencing techniques/ training	Maharashtra	19-21 <sup>st</sup> December, 2001
Programme on implementation, monitoring and evaluation	Maharashtra	7-9 <sup>th</sup> January, 2002.
Quality Issues in Primary Education	Maharashtra	11-15 <sup>th</sup> February, 2002.
MHRD : An orientation in issues related to pedagogy at upper primary level.	Maharashtra	11-14 <sup>th</sup> December, 2001.
Quality issues in DPEP	Maharashtra	18-22 <sup>nd</sup> March, 2002 27-29 <sup>th</sup> May, 2002
Formation of National Resource Group for Implementation of Household surveys	Maharashtra	9-10 <sup>th</sup> May, 2002.
Workshop on Quality Indicators	Rajasthan	11-13 <sup>th</sup> July, 2002

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

Activities	States	Year
<b>NIEPA</b>		
Training on Decentralised Planning	Haryana, Kerala, Tamil Nadu,	August, 1996
Training on Educational Management	Karnataka	April and June, 1997
Training programmes on microplanning and school mapping	Orissa, West Bengal, Assam, Haryana, Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, West Bengal Haryana, Kerala, Madhya Pradesh, Bihar, Uttar Pradesh	September, 1996 February, 1997  August, 1997
Workshop on District Planning under DPEP	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu	December 1997
National Workshop on school mapping and microplanning	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh Bihar, West Bengal, Uttar Pradesh	July, 1997  January, 1999  February 9-14, 2001
Training programme on methodology and techniques of planning under DPEP field based – held at DIET, Ranchi	Bihar	5-9 October, 1998
Assistance given to West Bengal on Plan preparation	West Bengal	October, 1998.
Training programmes on microplanning and school mapping	Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal	9-11 August, 1999
National Training of Planning	Rajasthan, Maharashtra.	6-10 August, 2001.
Training Programme on Using indicators for Planning Primary Education.	Andhra Pradesh	19-24 February, 2001.
Orientation Programme on New EMIS Software	Chattisgarh	January, 2001.
Training on Programme on Computer Application for decision support services in education.	Maharashtra	18-19 <sup>th</sup> June, 2001.
Two workshops on Cohort Study and Training on Microplanning and School Mapping.	Maharashtra	October – November, 2001.
<b>Project Planning &amp; Monitoring</b>	<b>Maharashtra</b>	<b>19-23<sup>rd</sup> August, 2002</b>
Training Programme on using indicators in Planning, EE, New Delhi	Andhra Pradesh – Conducted in NIEPA, New Delhi	18-22 <sup>nd</sup> February, 2002
National Workshop on Project Implementation.	Attended by two participants from Rajasthan.	
Two worksho on teleconferencing at ISRO, Ahmedabad.	Rajasthan (Attended)	
<b>Workshop on Policy Planning and Management for successful implementation</b>	<b>Rajasthan Andhra Pradesh (attended)</b>	<b>17-21<sup>st</sup> June, 2002</b>

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

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

Activities	States	Year
Assistance provided on DPEP planning process and perspective plan preparation.	Orissa	April 27-29, 1999.
Assistance provided on Appraisal of AWP&B.	Andhra Pradesh	May, 1999
Assistance provided on preparation of School Improvement plan alongwith with NIEPA.	Chamba district, Himachal Pradesh.	9-10 June, 1999.
Resource assistance provided on planning process and AWP&B preparation alongwith LBSNAA (Based on new 8 day module)	Himachal Pradesh	October, 1999
Assistance provided on preparation of AWP&B alongwith LBSNAA.	Rajasthan	December, 1999.
Workshop on Plg. Process (National Level)	All DPEP states.	December, 1999.
Assistance provided for Internal Supervision Mission	Orissa	January, 2000.
National workshop on appraisal of AWP&B	All DPEP states.	February, 2000.
Assistance provided on preparation of school improvement plan and cluster plans	Himachal Pradesh	March, 2000.
Field Visit for study the status of microplanning and House to House survey	Karnataka, Gujarat, Assam and Maharashtra.	April, 2000
AWP&B appraisal	All DPEP states	April- June, 2000
Assistance provided to BRC, CRC, teachers to prepare school improvement plans for expansion of this work in other blocks of Chamba district.	Himachal Pradesh	July, 2000
Field Visit for study of planning process, undertaken by unit	West Bengal, Gujarat, Maharashtra and Himachal Pradesh	September-October, 2000
National Workshop on Issues in Planning in DPEP states.	All States	January 8-12, 2001
Workshop with new State Project Directors	West Bengal	March, 2002
National Workshop on 'Efficacy and Sustainability of Community Mobilisation' held in Kolkata	Andhra Pradesh	4-7 <sup>th</sup> January, 2002.
National Level Workshop on "Effective Use of Library Books for developing reading and writing skills among primary school children" conducted by Ed.CIL in Pune	Andhra Pradesh	4-7 <sup>th</sup> January, 2002.
National level workshop on Evaluation. New Delhi	SPD, Andhra Pradesh, Vizianagaram district	27 <sup>th</sup> Feb 1 <sup>st</sup> Mar, 2002
Workshop on Pedagogy held at Noida.	Rajasthan	2002.
Workshop on Quality Monitoring	Phase-I DPEP states	7-9 <sup>th</sup> August, 2001
Workshop on Evaluation of Pedagogical Interventions in Phase-I DPEP district	Phase-I DPEP states	21-22 <sup>nd</sup> September, 2001
Workshop on developing reading and writing	Maharashtra	4-8 <sup>th</sup> February, 2002.
Household survey MIS on AS strategies.	Rajasthan	2002
National Workshop on IED, Gurgaon	Rajasthan, Andhra Pradesh	12-13 <sup>th</sup> August, 2002

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

S.No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Andhra Pradesh – I&II	75	16	418	112
2.	Assam - I&II	73	14	305	26
3.	Bihar	46	10	226	67
4.	Gujarat	56	8	98	15
5.	Haryana – I&II	55	5	175	53
6.	Himachal Pradesh	45	8	164	15
7.	Jharkkhand	12	3	121	36
8.	Karnataka	53	10	320	191
9.	Kerala – I&II	50	5	160	15
10.	Madhya Pradesh - I&II	67	2	588	86
11.	Maharashtra I&II	71	22	332	69
12.	Orissa	50	9	240	64
13.	Rajasthan I & II	55	14	543	90
14.	Tamil Nadu	72	0	101	16
15.	Uttar Pradesh – II&III	103	8	614	106
16.	Uttaranchal	30	8	60	3
17.	West Bengal	61	0	92+88*	18
18.	Chattisgarh	28	1	120	55

This includes DPEP III.



TABLE – E : Present status of SIEMAT.

STATE	STATUS OF SIEMAT	TOTAL	
		No. of Post Sanctioned	Staff in Position
<b>DPEP-I</b>			
ASSAM	SIEMAT is an independent institution. Decision taken to shift SIEMAT from Jorhat to Guwahati under Society Regulation Act in January, 1999.	16	Yet to be appointed
HARYANA	SIEMAT is established as an independent institution in Bhiwani district.	41	25
KARNATAKA	Planning and Management wing working under DSERT.	34	Yet to be filled up.
KERALA	SIEMAT is a part of SCERT.		Staffs are yet to be appointed.
MADHYA PRADESH	SIEMAT is working as a separate cell in SPO		Information not available.
MAHARASHTRA	An independent institution has been established called MIEPA in Aurangabad.	14	11
TAMIL NADU	SIEMAT, is a separate autonomous body within the ambit of SPO.	15	13
<b>DPEP-II</b>			
ANDHRA PRADESH	It has been decided to set up SIEMAT as an independent institute. <b>SIEMAT is a part of SCERT.</b>		Staffs are yet to be appointed.
GUJARAT	SIEMAT has been proposed to be established		
HIMACHAL PRADESH	SIEMAT approved by the EC in March, 2000. it is functioning as a wing of SPO for time being.	13	5
ORISSA	SIEMAT is functioning as part of SPO, Orissa.	18	12
WEST BENGAL	Proposal has been passed to establish SIEMAT.		
<b>DPEP-III</b>			
UTTAR PRADESH	Working as an Independent institution	49	41
BIHAR	Working as an Independent institution located in SCERT.	21	9 (excluding Director)
RAJASTHAN	It has been decided by State Govt. to establish a "Centre for Education Management" to coordinate educational activities.		
CHHATTISGARH	Formation of SIEMAT yet to be decided.		

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

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Coverage of micro planning.</i>	<ul style="list-style-type: none"> <li>3 Micro planning has been extended to all the DPEP districts except Karbi Anglong. More than 400 villages have been covered and the micro planning is being carried out on an ongoing basis in selected clusters and it would be extended to the remaining clusters on a priority basis.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration in preparation of Village education Plans in the district of Hissar, Bhiwani, Mahindargarh.</li> <li>Training in Survey Work.</li> </ul>	<ul style="list-style-type: none"> <li>Phase-I: Microplanning has been conducted in 141 villages during 1999-2000. The total number of villages covered by micro planning is 879. This benefitted 7202 children.</li> <li>Phase-II: Microplanning has been conducted in 349 villages during 1999-2000 and total number of villages covered by microplanning is 1008.</li> </ul>	<ul style="list-style-type: none"> <li>In Palakkad 90 Gram Panchayats, and in Idukki district 51 Gram Panchayats and Block Panchayats have been covered by micro-planning.</li> <li>Micro-planning has been conducted in Edapal block of Malappuram district - for IED; Coastal and tribal areas (Kaniapuram) - for ECCE.</li> <li>School Development Plan is prepared for each school in all the DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>In all the 33 DPEP districts of MP, Lok Sampark Abhiyan-II, a participatory microplanning exercise was carried out in 2000-2001.</li> </ul>	<ul style="list-style-type: none"> <li>9 DPEP districts were covered excluding Municipality Corporation and 'A' class Municipal areas</li> <li>All information generated through HHS have been computerised.</li> <li>Yearly updation of information is going on and based on this information cluster and block plans are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Phase I</li> <li>Dharmapuri</li> <li>Thiruvannamalai</li> <li>Cuddalore</li> <li>Villupuram</li> <li>Phase II</li> <li>Pudukottai</li> <li>Ramananthapuram</li> <li>Perambalur</li> </ul>
<i>Details of activities undertaken and methodology/ techniques used along with current status in each.</i>	<ul style="list-style-type: none"> <li>Identification of villages with low enrolment, low female literacy, etc.</li> <li>Training of resource groups to function as animators.</li> <li>Conducting PRA exercise with the help of VEC and community.</li> <li>Identification of key issues and priorities.</li> <li>Development and implementation of village Education Plan and School Development Plans.</li> <li>Incorporation of key issues and action points in AWP&amp;B.</li> <li>A two day workshop was organised for District Programme officers/ Consultants/ BRCCs &amp; CRCCs-selected DRP and SRG members to shoot the problems in needy villages which are comparatively poorer in children enrolment and retention.</li> </ul>		<ul style="list-style-type: none"> <li>33 blocks spread over all the DPEP districts have been covered by microplanning..</li> <li>Microplanning with gender focus completed in specific blocks.</li> <li>46 experience sharing workshops were conducted.</li> <li>The micro planning process is the basis of identifying the places to open NFE and appoint VTMs (Village Teacher Motivators).</li> <li>20 workshops with the core groups at district level, were conducted.</li> <li>House to house survey was conducted in January, 2001 to assess the school age child population, out of school children which include the non-entrants and dropouts, and also children with disabilities.</li> <li>SRGs, DRGs and BRGs have been constituted.</li> <li>'Children Census' conducted during 14-16 February, 2002 to assess the school age child population, out of school children, including non-entrants, dropouts and</li> </ul>	<ul style="list-style-type: none"> <li>Data from House to house survey was used for enrolment.</li> <li>School Development Plans have been prepared to develop self sustained school, by 2001 A.D.</li> <li>School development plans began in Jan'98 &amp; was completed in March'98.</li> <li>These plans are updated each year.</li> <li>Based on these School Plans, Plans are prepared at cluster, block and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>Three rounds of Shiksha panchayats in 6296 clusters have been conducted</li> <li>Based on the data generated through Lok Sampark Abhiyan (LSA), the mission came out with the EGS for providing schools in accessless habitations.</li> <li>LSA-II has been conducted to develop school education plan that are being consolidated at cluster, block and at district level to form the district education plans. This will form the basis to plan for UEE.</li> <li>A workshop was held in March, 2000 on participatory micro planning or LSA and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences. Training modules for VEC, training materials and revised formats for VECs were finalised in this workshop.</li> <li>Based on this material the DRG were trained at the state level. The DRG in turn have trained the VEC members, teachers, Janshikshak who were involved in LSA.</li> <li>Along with LSA-II Bal mela and Pravesh Utsav were conducted at the village and school level.</li> <li>Door to door survey was done. A computerised software has enabled</li> </ul>	<ul style="list-style-type: none"> <li>State level sharing workshop was conducted from 1<sup>st</sup> to 3<sup>rd</sup> June, 98.</li> <li>Survey formats were revised thoroughly.</li> <li>Format A: family data</li> <li>Format B: Family wise compilation</li> <li>Format C: village wise compilation</li> <li>Format A,B, C were printed at state level</li> <li>State level workshop to prepare an action plan was organised from 22<sup>nd</sup> to 24<sup>th</sup> December, 98 workshops have been conducted at district, block and cluster level.</li> <li>House to house data collection was done using format 'A' through teachers, VEC members in 2 phases in 1999.</li> <li>Compilation of house to house data at village, cluster and blocks has been done in 1999.</li> <li>Survey conducted in Municipal area for identification of out of school children in March, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Using household survey, DISE information and Cohort Study, School Development Plans are prepared by the respective schools.</li> <li>Consolidation is being done at the cluster and block levels.</li> </ul>

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>The AWP&amp;B prepared based on House to house Survey 2001-02, DISE 2001 and the data collected during enrolment drive conducted in Feb-Mar, 2002.</li> </ul>		<ul style="list-style-type: none"> <li>disabled.</li> <li>Based on this survey, Chinnara Angala – a bridge course programme has been developed.</li> </ul>		<ul style="list-style-type: none"> <li>a large volume of village level data to be handled at the district and state level. VER being maintained and constantly updated for enrolment. LSA data has been further updated.</li> <li>The mission has provided 100% access through EGS schools to all accessless habitations.</li> </ul>	<ul style="list-style-type: none"> <li>Household survey conducted in DPEP-II districts in December, 2001 and for DPEP-II proposed in April, 2002.</li> <li>Household survey in DPEP-II conducted in March, 2002.</li> </ul>	
<i>Agency Institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> <li>Resource groups are formed and trained to conduct microplanning.</li> </ul>	<ul style="list-style-type: none"> <li>SIEMAT has taken the responsibility of training.</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons are trained from each district to conduct micro planning.</li> </ul>	<ul style="list-style-type: none"> <li>SPO, DIET, DPO, BRC, Education Department are involved in micro-planning.</li> <li>The school level plans were prepared by school Support Groups</li> </ul>	<ul style="list-style-type: none"> <li>DRG,VEC members, teachers Janshikshak.</li> <li>School Management Committee, Village Education Committee, Gram Panchayat, Jan Shikshaks and EGS Gurujis.</li> <li>103546 Parent Teacher Associations have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>District/block/cluster level resource persons: Block Education Officers, ADEIS, cluster heads, BRC personnel, VEC members.</li> <li>Teachers, VEC members, ECCE workers, PTA members, Mahila Mandal members in IHIS.</li> </ul>	<ul style="list-style-type: none"> <li>BRC personnel are supported by State Project Office and SIEMAT wings.</li> </ul>
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>Analysis of collected data &amp; integrating the data from different sources.</li> <li>Capacity building at various levels.</li> <li>Expansion of resource team &amp; constitution of a core team at district level</li> <li>Involvement of NGOs.</li> <li>Establishment of linkage with other development agencies to develop comprehensive action plan.</li> <li>Starting regular activities for monitoring &amp; implementing action plans through cluster level resource groups.</li> <li>Orientation for the functionaries of proposed PRIs on UEE.</li> <li>Reconstitution of VECs and implementation of DPEP activities in unserved areas and relief camps.</li> </ul>				<ul style="list-style-type: none"> <li>Data generated by LSA-II will be used to plan for UEE.</li> <li>Monitoring of activities according to School Development Plans for academic improvement and to raise achievement levels.</li> <li>Integration and updation of Micro Planning data and information into a regular monitoring system (IPMS).</li> <li>Monitoring of different components &amp; activities through IPMS.</li> </ul>	<ul style="list-style-type: none"> <li>Verification of micro planning data undertaken to assess need for EGS-AIS centres.</li> </ul>	<ul style="list-style-type: none"> <li>School and cluster specific interventions will be included in AWP&amp;B</li> </ul>

	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
<b>Coverage of microplanning</b>	<ul style="list-style-type: none"> <li>As a part of Micro Planning exercise a comprehensive database is being developed by way of undertaking a massive exercise of conduct of Family Survey in all the habitations of DPEP I and II districts. The data have been collected and at present it are being cross-checked. Further, the data will be computerized so as to provide all the information on education aspects of the children for all the habitations.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning in 2221 villages in district Panchmahal, 32 in Dangs and 48 in Banaskantha district has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>HHS was conducted in Sirmour, Chamba, Kullu, Lahaul-Spiti in 1997-98.</li> <li>Preparation of SIP has been initiated in Banikhet block of Chamba district in 1999. This work is now being expanded in other districts.</li> <li>Micro planning is being continued in Sirmour, Chamba, Kullu, Lahaul-Spiti districts.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been completed in all DPEP districts. A similar sort of programme with the same objective has also been updated. Now more emphasis is on utilising this information for planning.</li> <li>Village and habitation specific age wise and class wise out of school children are collected through child tracking system and Anusandhan Operation. AWP&amp;B for 2002-2003 will be based on need based assessment of Educational Profiles of cluster/ GPs.</li> </ul>
<b>Details of Activities undertaken</b>	<ul style="list-style-type: none"> <li>Two-day training programme conducted at SPO level in June, 2000 for district staff on Family Survey. Further two-day training programmes conducted to Mandal Resource Person at district level and one-day non-monetary programme for all the teachers conducted at TC level during June, 2000.</li> <li>A detailed micro planning exercise has been taken up in the habitations of alternative schools as well as unserved habitations to plan for education to all children 5-14 years age group.</li> <li>To develop habitation specific education plan, the validation of data base has been developed through family survey during 6-12 March, 2001 by involvement of district, mandal and habitation level core teams.</li> <li>Training programme on "Using Indicators for Planning in Primary Education" held from 19-24 February, 2001.</li> <li>Selected programmes has been taken up in certain identified mandals for taking up of concerted steps to achieve UEE in all the habitations. The interventions taken up in these mandals are as follows:</li> <li>Community mobilisation sensitisation of parents, DWCRA, Youth and other SHG.</li> <li>Formation of Mandal Level, Cluster Level and Habitation level core committees with active involvement of community mobilisers youth, teachers etc.</li> </ul>	<ul style="list-style-type: none"> <li>State level orientation workshop for micro-planning</li> <li>Selection of villages in which MP is to be carried out</li> <li>Development of material for micro-planning</li> <li>Training of MTs for micro-planning at district level</li> <li>Formation of village core group for micro-planning</li> <li>Demonstration of school and village mapping by RPs</li> <li>Training to village core group for micro-planning</li> <li>Micro-planning exercise at village level</li> <li>Preparation of VEP by village core group</li> <li>Review workshops at district level.</li> <li>A two day workshop on concepts, approaches and methodology of micro planning held in all districts for orientation of BRC, Addl. BRC, CRCs, OICs and personnels of P&amp;M from GCERT, DIET.</li> <li>Micro planning in 500 villages has already been started.</li> <li>Data generated at school, village, CRC, BRC and district level and have been consolidated and computerised.</li> </ul>	<ul style="list-style-type: none"> <li>16998 children between 6-11 years age were reported to be out of school as per household survey conducted earlier. These children were enrolled in the schools subsequently.</li> <li>The state level workshop on educational planning conducted on August 7-11, 2000 at SPO; devoted six sessions for Education Planning. This workshop also discussed the issues of Village Education Register and utilization of VEP data for AWP&amp;B preparation.</li> <li>Chamba district initiated the work on identifying the indicators of school development and preparation of school profiles at block level in June, 1999 with the help of TSG, NIEPA &amp; MHRD. A cluster level resource group was identified who would support the teachers and Head Masters in making the schools profiles. The resource group met again to discuss the process of making school improvement plans after making the school profiles (26-27 August, 1999). The school profiles were further discussed in a two days workshop at Banikhet on 7-8 March, 2000. The resource group includes teachers, CRC, BPEOs and PRI members from Banikhet education block. Chamba district further trained 109 CRCCs in preparation of school profiles leading to school improvement planing during November, December, 1999 and January, 2000. The Banikhet experience in school improvement planning was shared with other districts at SPO level during State Level workshop conducted on August 7-11, 2000.</li> <li>Workshop on micro planning for BRCCs/ CRCCs of Kullu district was organised at DIET Kullu w.e.f. 24-26 May, 2001.</li> <li>Five 2-3 days workshops on School Development Planning were conducted in different clusters in the month of July, 2001.</li> <li>A state level orientation of DPEOs, Principal DIETs and DPOs on EGS and SSA was organised at SPO on 28<sup>th</sup> July, 2001. 29 participants were present in this workshop.</li> <li>Review meeting cum workshop on capacity building of CRCCs and BRCCs of Kullu district in micro planning was held w.e.f. 24-26 May, 2001.</li> <li>VEC and CRCCs were trained regarding micro planning activity in Kullu district on 4<sup>th</sup> May, 2001.</li> <li>Workshop on School Development Plan for BRCCs, CRCCs and primary teachers of Dalash cluster of Ani Block and Dadahu block Education block</li> </ul>	<ul style="list-style-type: none"> <li>Village Education Registers have been upgraded. There has been emphasis on preparation of block and cluster level plans in all DPEP districts.</li> <li>The districts are planning to produce block level of action plans where the information will be put to use along with findings of NINAD and DISE report. New schools and Alternative Schooling centres have been identified on the basis of the findings of the micro planning as well as public demand.</li> <li>Implementing close monitoring system of regular attendance of children and teachers by VEC/MTA, BRC, DPO and SPO.</li> <li>Capacity building of planning team members at different levels.</li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
	<ul style="list-style-type: none"> <li>• Generation of list out of school children and the nature of work they involved in.</li> <li>• Opening of Residential and Non-Residential Bridge Course Camps for their mainstreaming.</li> <li>• Monitoring the retention of in school children with involvement of local community groups.</li> <li>• Tracking of the children who are mainstreamed.</li> <li>• <b>An orientation to the District Planning Teams on participatory planning for development of DEEP, habitation level planning has been given.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A National level workshop on Community Participation and microplanning held in Mumbai.</li> <li>• <b>2 day workshop on microplanning was organised at district level in all the Phase IV districts in April, 2002.</b></li> <li>• <b>Conducted number of workshops on AS,, MIS, Community Mobilisatino etc. in Phase-IV and developed handbook on AS at state level.</b></li> <li>• <b>Computerisation of DISE data is in progress in DPEP-IV</b></li> </ul>	<ul style="list-style-type: none"> <li>held between November and December, 2001.</li> <li>• Cohort analysis and AWP&amp;B in December, 2001.</li> <li>• DPEP districts SSA developed and sent to GOI.</li> <li>• Workshop on Planning for SSA in December, 2001.</li> <li>• Two workshops have been conducted in SPO and Solan districts in December, 2001.</li> <li>• Development and appraisal Shimla, Kangra and Mandi.</li> <li>• Development and appraisal of SSA plans for DPEP districts.</li> <li>• Workshop on School Mapping at State Project Office on 5<sup>th</sup> January, 2002.</li> <li>• <b>State transitions plan or state sustainability plan of DPEP to SSA has been prepared and under consideration.</b></li> <li>• <b>Conceptual note on computerisation/ information technology prepared for 14 primary education blocks.</b></li> <li>• <b>SIEMAT and DIET Mandi developed a manual titled "Prashikshan Sandarshiksha" to be used at school level for the training under SSA.</b></li> </ul>	
<i>Agency institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> <li>• State Resource Group &amp; Mandal Resource Group</li> <li>• Education Department of A.P. Hyderabad is involved in the family survey.</li> </ul>	<ul style="list-style-type: none"> <li>• State Project Office &amp; GCERT at state level</li> <li>• District Project Office &amp; DIET at district level</li> <li>• CRC coordinator (MT) &amp; Village core group at village level.</li> <li>• A core group formed at village level consisting of members of VECs, local Youth Mandal, Bhajan Mandals/ CRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Door to Door survey and school mapping was conducted by education department functionaries with the help of community.</li> <li>• Micro planning is being conducted by VEC members / community with the resource support from BRC/CRC and DIET faculties.</li> <li>• School profiles are being developed by Teachers, CHTs, CRCCs, BPEO's and PRIs.</li> </ul>	
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>• Micro-planning exercise will be carried out in the selected villages of all the mandals of DPEP districts for effective educational planning &amp; management. Necessary training would be provided to the School Education Committee Members on PRA techniques to enable them to involve in the Village Education Planning Process. It is further proposed to update the school wise database of 0-14 year age group children along with information on the school and teachers.</li> <li>• <b>Development of habitation level plans by way of involving community in participatory microplanning exercises.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To cover all villages under micro-planning</li> <li>• To regularize micro-planning exercise every year.</li> <li>• Upscaling of micro planning.</li> <li>• Use of VEP and SIP.</li> <li>• Data to be consolidated at district level and incorporated in AWP&amp;B.</li> <li>• <b>School mapping at the CRC level.</b></li> <li>• <b>Preparation of school improvement plan (SIP) at the village level.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capacity of Chmba and Lahul Spiti districts to be built in the preparation of Village Education Plans.</li> <li>• The work on village education planning to be strengthened in Kulu and Sirmour district so that the VEPs could find reflection in the district plans.</li> <li>• Village Education Registers are to be introduced in Chamba, Kulu and Lahaul-Spiti districts.</li> <li>• Work on institutional planning to be initiated in Kullu, Sirmour and Lahaul Spiti districts.</li> <li>• Feed back from periodical school inspections introduced by the department of Primary Education to be analysed and utilised for AWP&amp;B preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• The state is planning to promote educational development. Plans at the level of few selected Panchayats to start with. Since, the CRC coordinators are already in place, this project will take shape in near future.</li> <li>• <b>Building of capacity of DRG and BRG on decentralised planning.</b></li> <li>• <b>Orientation &amp; strengthening of SRG on planning.</b></li> <li>• <b>Development of module on habitation planning.</b></li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>• The data of Family Survey will be computerized and output reports on various indicators of educational status of children, gender-wise, social group-wise etc. along with education status of children with special needs will be generated habitation-wise, mandal-wise and district-wise. The data will be used for the planning of following aspects.</li> <li>• Strategies for the schooling of out of school children, children with special educational needs and over-aged children.</li> <li>• Empower the local groups, field staff on participatory planning process and for the development of habitation education plan for the education of all children in 5-14 age group, simultaneously and improve the quality of delivery mechanism and children learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Submission of draft plan for new districts (Jamnagar, Junagadh, Sabar-kantha, Kutchh, Bhavnagar and Surend-ranagar). Plan proposals have used participatory plan-ning process &amp; docu-mentation method. Prep-ara-tion of State Plan and dist. plans involved an elaborate sequence of activities, involving both data gathering/ analysis and wide scale consultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and DPE Officers. The reflection of the findings of both BAS &amp; SAS are also evident in the State and district plan.</li> <li>• <b>Data to be consolidated at district level and incorporated in AWP&amp;B.</b></li> <li>• <b>Starting of microplanning exercises in six phase II districts.</b></li> </ul>		

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
<i>Coverage of micoplanning</i>	<ul style="list-style-type: none"> <li>Consultative planning process has been initiated in Birbhum, Cooch Behar, Murshidabad, South 24 Parganas, Bankura and <b>Jalpaiguri</b>. House to house survey has been conducted in all DPEP and non-DPEP districts. Computerization of these data is going on.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been conducted in 17676 villages of DPEP districts. It is under process in 4 expansion districts of DPEP II VECs have been trained for this.</li> </ul>	<ul style="list-style-type: none"> <li>Altogether 3176 villages covered under microplanning in 10 districts.</li> </ul>	<ul style="list-style-type: none"> <li>It has been planning to conduct a school mapping and micro planning exercises in every village.</li> <li>It is planned to update the school mapping data in every village between 1-14<sup>th</sup> July of every year.</li> </ul>	<ul style="list-style-type: none"> <li>Chatra (2), Dumka (5), East Singbhum (2), Hazaribagh (2), Ranchi (2), West Singbhum (3).</li> <li><b>Altogether 12076 villages covered under Micro Planning in 6 districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>Bilaspur, Korba, Janjgir Champa, Raigarh, Jashpur, Rajnandgaon, Kwardha, Surguja, Korea, Raipur, Dhamtari, Mahasamund, Bastar, Kanker, Dantewada.</li> </ul>
<i>Details of Activities undertaken</i>	<ul style="list-style-type: none"> <li>Planning, based on analysis of DISE &amp; House to House Survey Data for identification of requirement for Universal Access, Enrolment &amp; Retention.</li> <li>To develop a primary database on UPE planning a House to House survey was taken up in DPEP (non DPEP too) districts.</li> <li>Trainings have been conducted by SPO personnel at the district level for resource persons. These resource persons trained the survey workers subsequently.</li> <li>House to house survey has been conducted.</li> <li>Computerisation has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>District resource groups were formed and trained.</li> <li>BRG was trained by DRG.</li> <li>VECs (13856 out of 14659) have been trained by BRG.</li> <li>Microplanning alongwith household survey was conducted and village education plan and school mapping have been prepared.</li> <li>House hold survey has been kept in village education register which is updated every six months. VEPs have been completed for 15074 villages in DPEP-II districts.</li> <li><b>16907 VECs have been trained in the 1<sup>st</sup> round and 11262 VECs in the 2<sup>nd</sup> round. Around 23,190 villages have completed micro planning. Village Education Plans have been completed for 23,190 villages.</b></li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhipreraks/ Prerak developed.</li> <li>In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.</li> </ul>	<ul style="list-style-type: none"> <li>Survey planned to conduct in the month of May-June and microplanning in the month of July.17116 SMCs constituted and 58990 have been trained.</li> <li>3500 BNS members have been trained.</li> <li>Shiksha Darpan Survey of 6-14 age group children and school facility conducted.</li> <li>19913 SMCs have been constituted and 103848 have been trained.</li> <li>Non School going children have been identified.</li> <li><b>24192 SMCs have been constituted and 103848 have been trained.</b></li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhipreraks/ Prerak developed.</li> <li>In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey has been conducted in all DPEP &amp; non DPEP districts.</li> <li>PRA techniques is used to supervise microplanning process at village level.</li> <li><b>Habitation level planning is done under SSA.</b></li> <li><b>School based initiatives to improve the quality in schools.</b></li> </ul>

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
<b>Agency Institution/ NGO/ Individual responsible</b>	<ul style="list-style-type: none"> <li>Gram Panchayat functionaries, volunteers of TLC, teachers, inspectors, education officers and extension officers of blocks.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak &amp; Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC.</li> </ul>		<ul style="list-style-type: none"> <li>Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak &amp; Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC.</li> <li><b>Preraks are drawn from the members of VEC.</b></li> </ul>	<ul style="list-style-type: none"> <li>DPO, BRCC, CRCC.</li> </ul>
<b>Future Plans</b>	<ul style="list-style-type: none"> <li>Opening of formal schools and SSKs will be done on the basis of house to house survey data.</li> <li>Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries.</li> <li>Workshops will be conducted to identify the district specific needs on the basis of VEPs and school plans.</li> </ul>	<ul style="list-style-type: none"> <li>In DPEP II districts where microplanning have been completed, the VECs have already shown great enthusiasm in sending the identified out of school children into schools, built additional classrooms and new school where necessary, as well as recruiting Shiksha Mitras where enrolment has gone up. In these districts the data on out of school children is being compiled for review at the state level.</li> </ul>	<ul style="list-style-type: none"> <li>Organise quarterly trainings to train the Resource Persons on microplanning.</li> <li>Scale-up microplanning exercises in all districts.</li> <li>Computerisation of data generated through microplanning exercises.</li> <li>Monitoring of the implementation status of the SDP emerged at the end of microplanning.</li> <li>Use of data of out of school children and data on enrolment in the private schools collected through microplanning exercises for UPE.</li> <li>Cross checking EMIS data with the data generated by micro planning exercises.</li> <li>People empowerment through micro planning exercises.</li> <li>Mapping for ALS modalities through micro planning exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct school mapping and micro planning exercises in every village between 1 to 14<sup>th</sup> July every year.</li> <li>House to house survey is being planned to conduct in the month May-June and micro planning in the month of July every year.</li> </ul>	<ul style="list-style-type: none"> <li>Organise quarterly trainings to train the Resource Persons on Micro Planning.</li> <li>To scale up micro planning exercises in all districts.</li> <li>Computerisation of data generated through micro planning exercises.</li> <li>Monitoring of the implementation status of the school development plan emerged at the end of micro planning exercises.</li> <li>Use out of school children data on enrolment of children in the private school collected through micro planning exercises for UPE.</li> <li>People empowerment through micro planning exercises.</li> <li>Mapping for ALS modalities through micro planning exercises.</li> </ul>	<ul style="list-style-type: none"> <li>Data thus collected will be computerised and compiled and will be used for Planning.</li> <li><b>The data has been compiled. All the districts have submitted their perspective plans for SSA.</b></li> <li><b>The outcome of the data will be utilised for certain studies.</b></li> <li><b>School academic plan will be developed in each schools.</b></li> </ul>



# COMMUNITY MOBILISATION AND PARTICIPATION

## Background

1. Keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, National Education Policy (NPE) and recommendations of Committee on Decentralised Management of Education, the Village Education Committees (VEC) have been constituted or revitalized under DPEP. All DPEP States, by and large, have constituted VECs. Some States have constituted School Management Committees (SMC)/ School Committees (SC)/ School Education Committees in lieu of / in addition to VECs. The size and tenure of the VECs /SMCs vary from State to State.

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

Sl.No	State	VECs	SMCs / SDMCs	PTAs / MTAs
1	Andhra Pradesh	-	57379	63,951
2	Assam	9384	600	4050
3	Bihar	24856	-	1190
4	Chhatisgarh	20,728	5720	12507
5	Gujarat	3043	-	5699
6	Haryana	3824	-	5599
7	Himachal Pradesh	2944		5888
8	Jharkhand	10237		
9	Karnataka	59681	28727	
10	Kerala	209	325	3556
11	Madhya Pradesh	53460	26094	103546
12	Maharashtra	15001		13430
13	Orissa	12683		
14	Rajasthan	-	24192	17045
15	Tamil Nadu	10730		10670
16	Uttar Pradesh	40826		9711
17	Uttanchal	2674		1310
18	West Bengal	21308		1806
	<b>Total</b>	<b>2,91,588</b>	<b>143037</b>	<b>196007</b>

International about structures is Annexed (Annexure- 1)

Gradually over the years, additional hands for VECs were felt necessary and thus the formation of forums like Parent Teacher Associations (PTA)/Mother Teacher Associations (MTA), Mothers' Groups, Women Motivator Groups (WMG) came up. While VEC functions as an over-all guide for the educational matters of the village, these bodies have taken up the job of looking into day-to-day affairs of primary education.

2. Manuals, handbooks and training materials on community mobilisation have been developed for master trainers and VECs, SMCs and MTAs/ PTAs in all the States. Some of the States like *Kerala* and *West Bengal*, have improved and revised their training

package by development of self reading material for VECs and supplementary material on training. *Andhra Pradesh* and *Karnataka* have developed gender-focused module for VEC/SMC training while some other States have conducted orientation and sensitisation programmes on gender issue (*Maharashtra, Gujrat*). Some States have organized orientation sessions for PRI functionaries including *Sarpanches (Orissa, Bihar, Gujarat, Maharashtra)*. In *Karnataka, Kerala* and *Orissa*, community organisations have been given orientation on micro planning. In *M.P.* and *Chhattisgarh*, the strategy for participatory micro planning or Lok Sampark Abhiyan (LSA) and orientation of VEC & SMC was reviewed and consolidated on the basis of past experiences.

3. As DPEP is being implemented in different stages in different States, naturally one cannot expect a uniform level of performance in all the States. It has also been observed that the process of community participation has not been uniform across the States and regions as well. Variations have been observed within the districts too.
4. **A number of activities have been carried out to facilitate participation of the local community.** The SPO, DPO, BRCs and CRCs have been providing support to VECs and other community organisations through orientation programmes, workshops, seminars, dissemination of materials (magazines, booklets, reading materials etc.) and are also involving these organisations as well as the community at large in activities in regard to strategy formulation, environment building, awareness campaigns and creation of demand for education, convergence and networking.

#### a. Advocacy Activities

A variety of activities such as enrolment drive, awareness generation, children fair, participation in community fair, cultural programme etc. have been carried out in all the States. Across the States, campaigns and mobilisation initiative have been organised focusing on specific issues like enrolment, retention, education of girl child and other disadvantaged group. Campaign to mobilise the special groups like girl child (mothers also), SC/ST/OBCs, tribal and other disadvantaged group to ensure their participation in the primary schools or alternative centers, was launched in most of the States. Along with these campaigns, following are the specific activities conducted in different States to empower & mobilise community to ensure increased enrolment and reduce drop out.

1. Meena Campaign (*Assam, Uttar Pradesh, Himachal Pradesh, West Bengal*),
2. Maa-Beti Mela (*Andhra Pradesh, Assam, Bihar, Chattisgarh, Jharkhand, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Uttar Pradesh, Uttaranchal*),
3. Balika / Kishori Mela (*Bihar, Maharashtra*),
4. Mahila Sammelans / Mahila Mela (*Assam, Himachal Pradesh, Maharashtra*) are the initiatives to mobilize the communities to ensure increased enrolment and reduced drop out of the girl children.
5. Maa rallies were organised at district level in which district magistrate and other district level officers took part. (*Tamil Nadu*).
6. Shishu Mela were organised in various States (*Assam, Gujarat, Orissa*).
7. Prabhat Pheries, Mashal Yatras, Praveshotasav were under taken in various States. (*Haryana, Himachal Pradesh, Andhra Pradesh*)

8. Baap-Beti Mela was organised at many places (*Uttar Pradesh, Uttranchal*).

Apart from these general activities, following are the specific activities undertaken at State level-:

- Formation of 'Bala Mitra Mandali' for school development activities with members viz. retired employees, retired teachers, youth and elders interested in Primary education; (Andhra Pradesh)
- Literacy week "Chaduvukundan", Jannabhromi and Chaduvula programme were conducted to spread awareness on education among common people in general and women in particular; (Andhra Pradesh)
- Kalajatha movement in the district with focus on universal enrolment and importance of education in convergence with Total Literacy Campaign. (Himachal Pradesh, Uttar Pradesh, Chhattisgarh, Jharkhand and Uttranchal)

Specific initiatives for disadvantaged groups have also been taken up.

- In *Madhya Pradesh*, the Mahila Siksha Abhiyan carries annually a survey in addition to its usual advocacy programme for an assessment of the educational status of all children including the girls, SC and ST children.
- In *Assam*, motivational programmes among the women of tea-garden areas have been carried out. As a result, the Tea-garden Managements have agreed to extend support to the efforts of DPEP including sponsorship for AS centres in the Garden areas.
- In *Orissa*, attempts have been made to involve the tribal organisations in taking up initiatives for the education of the tribal children.
- The emphasis has been laid on opening of *Apna / Angana Vidyalayas* in tribal dominated areas of *Bihar*.

## **b. Planning**

Majority of the States have involved the VECs in survey works and micro-planning exercises. (*Assam, Andhra Pradesh, Bihar, Chhatisgarh, Gujarat, Haryana, Himachal Pradesh, Jharkhand, Karnataka, West Bengal, Uttranchal, Uttar Pradesh, Orissa, Maharashtra, and Kerala*). Such involvement has further ensured the participation of the community organisations in the development of Village Education Plan and School Improvement Plans (*Uttar Pradesh, Himachal Pradesh, Madhya Pradesh, Tamil Nadu*) to ensure universal enrolment bringing the identified out of school children to school or alternative centres. In *Madhya Pradesh, Assam and Andhra Pradesh*, Village Education Registers are being prepared which would help in planning and necessary interventions at village level to deal with the issues in regard to out of school and drop out children.

## **c. Construction Activities**

Village Education Committees across DPEP States are actively involved in activities related to the civil works. Some of the States (*Haryana, Orissa, West Bengal, Uttar Pradesh and Rajasthan*) have constituted Village Construction Committees (VCC) / Bhawan Nirman

Samitees (BNS) and have developed training modules to orient the members on various issues related to civil works. It includes construction and supervision of civil works of CRC, BRC and new school buildings, construction of additional classrooms, major & minor repairs and maintenance of school buildings.

1. In some States like *Rajasthan*, separate trainings are being imparted to BNS members on major and minor repairs. Up to some extent, this has enhanced a sense of school ownership among local communities.
2. In States like *Bihar*, apart from construction of new school buildings, BRC and CRC, the community is also involved in temporary constructions for ALS and ECE centres.
3. In *Tamil Nadu*, construction of 71 classroom buildings using cost effective technology and conventional method with community participation have been planned. Out of them, 37 (16 under innovation scheme and thirteen under conventional type) have been completed.
4. It has been recently observed that most of the school buildings built with community involvement in Banaskantha, were unaffected by the recent tremors in *Gujarat*.

The local communities in DPEP districts are not only involved on construction works but are playing an important role to maintain school buildings and premises. In *Assam*, VECs and community members are involved in school decoration and improvement of physical infrastructure whereas in *Jharkhand*, the local communities are protecting school buildings. VECs, SMCs and community members in *Assam*, *Andhra Pradesh*, *Bihar* and *Madhya Pradesh* are also maintaining AS/ EGS and ECE centres.

#### d. Quality

Community based structures have been actively involved on quality issues. In *Assam*, VEC has been playing supportive role by helping teachers to manage classroom where required, monitoring of teachers and students' attendance and teaching of co-curricular subjects like agriculture, local folklore and items of wood and cane craft. The community is directly involved in the process of TLM development by contributing no-cost materials. In *Kerala*, the parents and local community play a central role in classroom transactions. Parents extend support to school by taking classes, organising field trips and attending CRC meetings. Preparation of *School Plan* is a crucial exercise, which takes place every year with involvement of the parents, trainers and teachers. The plan broadly lists out the main academic and non-academic activities as well as tasks for PTA and Gram Panchayat. The same plan is executed after intensive discussions among teachers, PTA and MTA members. On the basis of this plan, monthly, weekly and daily planning is done by the teachers and school resource groups. Since it is a jointly developed plan, the teachers, parents and local community equally own it. VECs along with the Panchayat Monitoring Committee regularly monitor all the activities of school including academic activities. PTAs are regularly organised to discuss the progress of children. Help of PTAs has also been sought in many schools in preparation of TLM. In some places of *Assam*, public evaluation of children's performance is done through the help of community. In *Uttar Pradesh*, 23190 Village Education Plans (VEP) have been developed with involvement of VEC members and community support while 96 VEPs have been prepared in *Himachal Pradesh*. Some instances are also reported where VEC presidents are involved in CRC level meetings on the issue of

learners' achievements. Though *Himachal Pradesh* has initiated the preparation of VEPs on experimental basis, the results are quite positive. In *Madhya Pradesh*, Siksha Panchayats undertake social audit of village education. Several 'activity centres' have also been developed by the community in EGS schools of *Chhatisgarh* and *Madhya Pradesh*. Many VECs with the help of local communities have managed teaching learning process in schools during teachers' strike in *Bihar* (Gaya district) and *Jharkhand* (Chatra district). Some VEC presidents are also involved in CRC meetings and Ujala training in Bihar. These are very encouraging trends in the direction of direct or indirect involvement of the community on quality improvement in primary education.

Under the 'learning guarantee Programme' initiated in few blocks of Andhra Pradesh a list of expected learning level in different grade have been displayed in the schools. In some cases the school has circulated the list to the parents and the larger community. The school has also provided written assurance for learning guarantee and requested parents for regular attendance in school. This list of achievement level is approving an effective tool for monitoring the quality of learning in school.

#### e. Other Activities

It is heartening to find reports about community (including Panchayats) providing land for school building, place for running /AS/EGS centres (*Himachal Pradesh, Madhya Pradesh, Maharashtra*) and also physical labour in addition to contribution in cash and kind.

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

**Table B: Some of the concrete instances of community contribution**

States	Contribution
Andhra Pradesh	<ul style="list-style-type: none"> <li>• VECs mobilize physical and financial resources for construction of school buildings Community took part in enrolment drives.</li> </ul>
Gujarat	<ul style="list-style-type: none"> <li>• Community contribution both in cash and kind has been received for school construction.</li> <li>• Total of 253 new schools have been built in Banaskantha, Panchmahal and Dangs on Plots donated by the local people.</li> </ul>
Himachal Pradesh	<ul style="list-style-type: none"> <li>• Land for construction of about 700 schools out of a total of 808 donated by community free of cost.</li> <li>• The Village Education Committee (VECs) donated for 700 out of 808 school planned; and also levelled the sites themselves after which the HPPES engineers were involved in helping the community on technical aspects. Maximum participation from the community has come in Kullu district where they have donated land for 211 out of 250 schools. The community has come in a big way to donate anything they possess for the construction of school building.</li> </ul>

	<ul style="list-style-type: none"> <li>• All the new schools are running in the community donated rent-free accommodation till the construction of school building.</li> </ul>
Maharashtra	<ul style="list-style-type: none"> <li>• VECs in Nanded district have contributed Rs. 14 lakhs for school development</li> <li>• Local communities have contributed about Rs. 7.5 crores.</li> </ul>
Orissa	<ul style="list-style-type: none"> <li>• Some School Committee members of Kalahandi district have developed corpus fund to the tune of Rs. 5 lakhs for infrastructure development.</li> <li>• In majority of schools Corpus Fund have been developed for improvement of school.</li> <li>• In several schools across the district the School Committees are engaging para-teachers by giving them some monthly honorarium from village funds.</li> </ul>

### Trends emerging

- There have been instances that efforts made under DPEP towards community participation are being replicated in non-DPEP districts. The most significant development during last few years is the move taken up by a number of State Governments to form VECs in the entire State under statutory provisions. For most of these States, this process had been lying unattended for long. In Orissa, VECs have been re-constituted as per the recent Orissa School Education (Community Participation) Rules, 2000 while in Bihar reconstitution of VECs are being carried out in concurrence to the Bihar State Vidyalaya Siksha Samiti Act, 2000. In *Himachal Pradesh*, about 13000 classrooms are being constructed through community under the Saraswati Bal Vidya Sankalp Yojana where the designs are similar of DPEP. It is worthwhile to note that elections had to be held for VEC formation in several places. This reflects the increasing interest of the masses in VECs. The recent initiative taken up by the Government of Karnataka to reach out the parents of the out of school children through the programme called *Samudayadatta Shale* is very encouraging move to ensure sustained effort towards achievement of UEE.
- Over the years, understanding the need for school development activities, the members of the VECs/ SMCs etc., who were earlier chosen on nomination basis, have now been selected through electoral process.
- The attempt to integrate the PRIs with the community-based organisations, particularly the VECs, is a significant move that is visible in majority of the States. In Kerala, PRIs are taking interest in school matters including in non-DPEP districts. That DPEP initiatives in ensuring school effectiveness have been well understood by the PRIs is reflected in spending of crores of rupees from People's Plan Funds towards school improvement measures similar to DPEP activities. Similarly, panchayats are diverting funds toward construction of boundary walls, urinals, storage tanks for drinking water etc in *Gujarat*. In *Maharashtra*, the Vastishalas are being managed by Gram Panchayats. **The VECs have not only been made statutory, but have been made one of the standing committees of the Gram Sabha in Madhya Pradesh.** In the States like *Assam, Karnataka, Jharkhand*, ground works to establish an effective linkage with the PRIs have been started. It has been envisaged that the panchayats, VECs/School Committees, PTAs/MTAs and other community forums complement each other by creating a strong base at the grassroots level for community participation in the educational scenario.

- What is encouraging further that across the States, there has been a lot of thinking going on in regard to the issue of sustaining the efforts being made under DPEP. Though networks are being established with other agencies, largely NGOs, such involvements have been broadly in the areas of mobilization and capacity building.

### **Study Undertaken**

In order to understand the process and impact of activities/ initiatives undertaken by various CBOs (VEC/ MTA/PTA) towards primary education a study is being undertaken in selected Phase I & II districts. The study is likely to be completed by April 2003.

## Annexure- 1

States	Members						President (Elected / Ex-Officio / Nominated)	Formation Mode (G.O./Statute)	Tenure	Jurisdiction
	Nos	Nominated	Elected	Reservation						
				SC	ST	Women				
Andhra Pradesh (School Education Committee)	5	1	4					Statute		School-wise
Assam (VEC)	13-17	5-7	8			<sup>1</sup> /3rd	Elected in village meeting	GO		Revenue village
Bihar (Vidyalaya Siksha Samiti)	15	3	12	1	1	5	Elected by members	Statute	3 years	School-wise
Chhattisgarh(School Jan Bhagidari Samiti)	10	10				2 (SC, SC, OBC)	Nominated	GO		School-wise
Gujarat (VEC)	9	9				2	Ex-officio (Sarpanch)	GO		Revenue village
Haryana (VEC)	12	12				3	Elected by members	GO	2 years	Village-level
Himachal Pradesh (VEC)	7-15	7-15		1 each	1 each	<sup>1</sup> /3rd	Ex-officio (Sarpanch/ GP Member)	GO		Village-level
Jharkhand										
Karnataka (School Dev. & Monitoring Committee)	18+	9+	9	1	1	3	Elected by members	GO	3 years	School-wise
Kerala										
Madhya Pradesh (VEC)	12					<sup>1</sup> /3rd	Ex-officio (Sarpanch/ GP Member)	Statute		GP-level
Maharashtra (VEC)	5-7	5-7		1	1	1	Ex-officio (Sarpanch)	GO		GP-level
Orissa (School Committee)										
Rajasthan (School Management Committees)	12	1	11	1	1	<sup>1</sup> /3rd	Ex-officio (Sarpanch)	GO		School-wise
Tamil Nadu (Village Level Committees)	12-15	12-15				2	Ex-officio (GP President)	GO		Village-level
Uttanchal (VEC)										
Uttar Pradesh (VEC)	5	5				1	Ex-officio (Sarpanch)	Statute		GP level
West Bengal (VEC)	14	14				1(SC, ST, Minority)	Ex-officio (GP President/ Member)	GO		Polling-booth level

(As per report - April, 2002)



## PROGRESS OVERVIEW OF COMMUNITY MOBILISATION & PARTICIPATION UNIT

### DPEP – I

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>• PO in SPO looks after community mobilisation and participation.</li> <li>• Community mobilisation &amp; participation in DPO looked after by Programme Officer.</li> <li>• Resource Groups constituted at state and district levels for training of VECs and community based bodies like women groups, mother groups, self help groups etc.</li> <li>• <i>A training module has been prepared for re-orientation of VEC members through a state level workshop.</i></li> <li>• <i>Village Resource Persons (VRP) have been identified by the VECs to work in remote, backward areas of districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Director (Media) in SPO looks after community mobilisation and participation.</li> <li>• APC, community mobilisation in DPO, in place.</li> <li>• Media Resource Group at State and district levels constituted to advise on Community Mobilisation and VECs also.</li> <li>• SRG for VEC training formed.</li> </ul>	<ul style="list-style-type: none"> <li>• At the SPO level, PO (Pedagogy and Training) monitors training for VEC members and PO (Media and Documentation) handles development of materials for community mobilisation.</li> <li>• At the district level, Asstt. Project Co-ordinators monitor VEC programmes.</li> <li>• SRG at the state level in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel at state and district level in place to look after community mobilisation.</li> <li>• Block Advisory Committee with people's representatives constituted.</li> <li>• SRG, DRG &amp; BRG are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Media in-charge in SPO looks after community participation.</li> <li>• SRG, DRG and BRG formed.</li> <li>• DPC and Gender coordinator at district level, BRCC and BEO at block level, Jan Shikshaks at cluster level and Gurujis at village level ensure community mobilisation and participation.</li> <li>• <i>Sahyoginis at cluster level</i></li> </ul>	<ul style="list-style-type: none"> <li>• Under Mahila Prabodhan Programme Sanchalikas at district and block levels appointed.</li> <li>• Media officer at state &amp; district level look after community mobilisation.</li> <li>• District and Taluka Mahila Sanchalika look after community mobilisation through Kendra pramukh...</li> </ul>	<ul style="list-style-type: none"> <li>• Media and documentation Officers of the State and District are in charge of the activities.</li> <li>• BRC personnel and AEOs at Block level to carry out community mobilisation.</li> <li>• SRG for the state and DRGs for the districts have been formed.</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Administrative Arrangements</b></p>	<ul style="list-style-type: none"> <li>• <i>The Resource Groups are responsible for developing implementation strategies based on actual field level experiences. The Resource Group also monitors and evaluates activity progress and direction. The Resource group is sub-divided into teams based on their areas of specialisation viz. Women Empowerment, Children's Participation, Micro-planning and convergence, though their responsibilities occasionally convergence. Awareness and organisational activities are also within their gambit.</i></li> <li>• <i>Re-orientation of VEC members has already been stated in three districts.</i></li> <li>• <i>Need based training has been conducted in 9 DPEP districts.</i></li> <li>• <i>Local groups have been formed in some remote, backward areas to work intensively among the community for furtherance of education in primary sector.</i></li> </ul>		<ul style="list-style-type: none"> <li>• DRGs are in place.</li> <li>• <i>The VECs are restructured as School Development and Monitoring Committee (SDMC).</i></li> <li>• <i>ALL THE community Mobilisation Programmes are taken up as zero budget programmes.</i></li> </ul>				<ul style="list-style-type: none"> <li>• <i>Distance Education Coordinators at the SPO and the MDOs are responsible for Distance Education Programme.</i></li> <li>• <i>Staff from SPO, DPO and BRGs observed the outcome of the programme.</i></li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Community mobilisation - Material Development</b></p>	<ul style="list-style-type: none"> <li>• Meena comic books and Meena video and audiocassettes in local languages developed.</li> <li>• Campaign materials in local languages and dialects prepared.</li> <li>• Film on community participation prepared.</li> <li>• Leaflet for awareness on Self Help concepts and reference book for Resource Persons on guidelines.</li> <li>• Leaflet and guidebook developed on formation and organizing of women groups.</li> <li>• Posters prepared.</li> <li>• Publication of VEC Newsletter.</li> </ul>	<ul style="list-style-type: none"> <li>• Booklet Nai Pahal is being published.</li> <li>• Short films and clippings in the field of VECs, girls education and pedagogy developed.</li> <li>• Quarterly magazines stating importance of community mobilisation are being published at district CRC and DIET level..</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and materials developed for community mobilisation and awareness creation.</li> <li>• 7 module training film produced for training of teachers and VEC members.</li> <li>• Material for SATCOM with respect to the role of PRIs in achieving UEE has been developed.</li> <li>• Material developed to orient teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlet on new pedagogy given to all parents.</li> <li>• Developed and distributed Parents Hand Book "Amma Ariyan" (Mother to know) to equip/ empower parents in helping their children in internalizing the new child centred and activity based primary school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Publication of Bulletin on achievements of DPEP published.</li> <li>• Panchayat Gazette, a weekly bulletin, is regularly published and distributed.</li> <li>• Media document based on the success stories of community participation is published.</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, planners, calendars printed. A folder prepared for the use of VEC and MTA members.</li> <li>• Handbooks and audiocassettes developed. Hand book for Balwaditai printed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, posters and handbills printed and distributed.</li> <li>• State Project office developed six modules</li> <li>• Recently an SIM on modules on community development has been developed and sample of 500 copies were printed.</li> <li>• Monthly New letters published by DPEP in all the seven Districts</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>Community mobilisation - Material Development</p>	<ul style="list-style-type: none"> <li>• A Health Awareness Material has been developed with the help of Voluntary Health Association of Assam.</li> <li>• Development of Directories on VEC, Community Resource Person, Community Groups i.e. Mother Group, Self Help Group etc.</li> <li>• <i>Booklet on opportunities for Children's participation. This is a reference book for forming student's government, conducting children's fairs and workshops, and children's clinics.</i></li> <li>• <i>Supplementary Leaflet on Role of Students Government.</i></li> <li>• <i>Training module for VECs on Need Based Training.</i></li> <li>• <i>VEC format has been prepared and supplied to each VECD to maintain at VECs.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Folders on DPEP printed.</b></li> <li>• <b>Five types of books on DPEP and civil works in Haryana have been prepared, printed and circulated in the field.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Calendars, posters and brochures printed.</li> <li>• <i>Rural folk tales and stories collected from parents and community.</i></li> <li>• <i>The training Module for the SDMC has been prepared by DSERT. A four day training programmes are scheduled in all the districts.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Booklets "Rededicating to the Continuing Challenge" (English Version) &amp; "Abhi Manzil Baaqi Hai" (Hindi Version) published.</i></li> <li>• <i>A travelogue "Mahua tola gets a School" by Suma Jossan on community participation published.</i></li> <li>• <i>Media document "Hamara Gaon Hamara School" based on the success stories of community participation is published.</i></li> <li>• <i>Hand book for Mahila Padhna Badhna Andolan (MPBA) and MPBA Sangh published.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>There are 12 video films of 240 minutes duration and 2 audio cassettes of 180 minutes duration that have been supplied to all BRCs.</i></li> <li>• <i>The use of these films and cassettes have been monitored by specific visits of the VEC and the BRC personal.</i></li> <li>• <i>BRCs prepared prototype ABC cards for training.</i></li> </ul>

DPEP – I							
Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Campaign and other mobilisational activities</b>	<ul style="list-style-type: none"> <li>• Conventions for women members of VECs, Mahila Samitees, NGOs, etc. organised at cluster level.</li> <li>• Mass campaign by VEC against social evils launched.</li> <li>• Motivational programme for Tea Garden Area.</li> <li>• Health awareness programme conducted.</li> <li>• VEC week celebrated.</li> <li>• Contact programmes in char, tribal and tea garden areas conducted.</li> <li>• Drop out prevention drive organised.</li> <li>• Meena Campaign intensified to mobilize all sections of the society.</li> <li>• Enrolment week, Procession and Rallies organized.</li> <li>• Puppet shows, Kalajathas organized.</li> <li>• Hoardings and wall writing done, DPEP stalls put up in local festivals.</li> <li>• Special plantation programme in schools organized.</li> <li>• Sishu Melas at cluster levels conducted.</li> <li>• Meeting of district and block VEC forums.</li> </ul>	<ul style="list-style-type: none"> <li>• 125 cycle rallies organised.</li> <li>• 275 puppet shows arranged.</li> <li>• Nukkad Nataks, Prabhat Pheris and Kala jathas organised.</li> <li>• Jhankies in all the DPEP district on Republic day.</li> <li>• Enrolment drive launched with the help of mothers to conduct 'on the spot' admissions.</li> <li>• 400 Maa-Beti melas organised in DPEP-II districts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1081 Chinnara and 95 Metric melas organised conducted with focus on girl child and SC/ST children.</b></li> <li>• <b>Kalajathas covered 6947 villages/ habitations.</b></li> <li>• <b>583 VEC meals conducted</b></li> <li>• <b>94 Maa-beti melas conducted.</b></li> <li>• Awareness programmes conducted, Enrolment drives organised.</li> </ul>	<ul style="list-style-type: none"> <li>• House-to-house campaign conducted by volunteers.</li> <li>• Micro planning used as an effective mobilisation activity.</li> <li>• Tribal volunteers and instructors activity involved in community mobilisation.</li> <li>• PRIs have taken keen interest in conducting Pravesanotsavan (School Entry Festival).</li> </ul>	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>• Slogans and wall writing undertaken</li> <li>• Door-to-door contact organised.</li> <li>• 'School chalo Abhiyan' organised with emphasis on tribal children</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats are being organised in which social audit of Panch/ Sarpanch is done through reading of progress report of their educational centre resulting in the development of sense of responsibility among the community.</li> <li>• Make the school green &amp; clean campaign undertaken with VEC participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Melas, Kishori Melas organised in all the districts.</li> <li>• Pravesh Prachar Dindi organised.</li> <li>• Kala jathas and Bal Anand Melas organised.</li> <li>• Slogans and banners developed for community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Metric melas organised in all the districts to mobilise people.</li> <li>• BRC supervisors conducted meetings with Panchayat president, PTAs, VLCs, NGOs.</li> <li>• DPEP stalls put up in all local festivals.</li> <li>• Programmes broadcast in local AIR.</li> <li>• Local newspapers are extensively used to communicate DPEP achievements.</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>Campaign and other mobilisational activities</p>	<ul style="list-style-type: none"> <li>• Village and hamlet level awareness programmes and interactive programmes held for organizing rural communities particularly women.</li> <li>• First phase activities for orientation of VECs and other grassroots level bodies on preparing village and school development plans initiated.</li> <li>• <i>Hoarding and wall writing done.</i></li> <li>• <i>Micro planning extended to all project clusters in all DPEP districts.</i></li> <li>• <i>Micro-projects by communities follow the micro-planning exercises.</i></li> <li>• <i>Formation of Sishu Sadan (Student Governments) in all schools is nearing completion. Proceeded by workshops/clinics for teachers and functionaries at the block level. Hence each district if not block has a Resource Group to ensure continuation of Children's participation activities.</i></li> <li>• <i>Sishu Melas have been conducted in all districts and is nearing completion in most districts. These were preceded by intensive model Sishu melas and workshops for teachers and Resource persons.</i></li> <li>• <i>Activities for conduct of children's workshops/clinics initiated.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A state level function organised for handicapped children; and it was covered and relayed by ZEE, STAR,JAIN and DDI TVs.</li> </ul>			<ul style="list-style-type: none"> <li>• A participatory micro planning exercise conducted to develop school education plan which was consolidate at cluster, block and at district level to form the district education plans in all 33 districts.</li> <li>• Enrolment drive launched in July, 2000 which was followed by Pravesh Utsav and Bal mela.</li> <li>• Gram Sampark Abhiyan completed by the state, district and block level functionaries in February, 2001.</li> <li>• Mahila Padma Badna Andolan has been launched in 2001 in all the districts of MP for community based initiatives to tackle issues involving quality of teaching and learning, social discrimination and physical safety.</li> <li>• <i>Bal Mela, Maa Beti Mela, Panch-Sarpanch Sammelan, Pravesh Utsav etc have been organised at different levels in the districts.</i></li> <li>• <i>Strengthening of Self help groups.</i></li> <li>• <i>Unenrolled and dropout adolescent girls of 9+ age are studying in Padhna Badhna Samities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• PadYatras and Prabhat Pheries were undertaken.</li> <li>• MTA meetings are being organised monthly at school level.</li> <li>• Street Plays staged on Vastishala &amp; MAHEGS schemes.</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-Media campaign launched in Dharma Puri district.</li> <li>• Mass rallies organised at districts level in which deputy collector took part.</li> <li>• Elementary Education Movement launched by Chief Minister to Achieve Education for all.</li> <li>• Enrolment drive conducted in schools where enrolment is low and drop out is high.</li> <li>• <i>Campaigns to augment enrolment and retention with the participation of community were held.</i></li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Community Participation Community</b></p>	<ul style="list-style-type: none"> <li>• 9384 VECs constituted</li> <li>• VECs reconstituted in 3 DPEP-I district and integrated with MCs.</li> <li>• Existing MC merged with VECs to avoid conflicts</li> <li>• VEC forum at block and district levels constituted</li> <li>• Organising the formation and revival of village level women bodies like Mahila Samities and traditional women groups.</li> <li>• Formation of mothers' forums in tea garden area.</li> <li>• <i>Promoting the Self Help Group movement with other like-minded organisations with an education focus.</i></li> <li>• <i>Development of Block and Cluster Level Community Support Strategies.</i></li> <li>• <i>Development of Directories on VEC, Community Resource Person, Community Groups i.e. Mothers Group, Self Help Group etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 3857 VECs formed.</li> <li>• VCCs constituted for civil works with women as head.</li> <li>• Mahila Mandals and MTAs formed.</li> <li>• <i>There are 3857 VEC members in seven districts of DPEP and women representation is 50% in each of the VECs.</i></li> <li>• <i>Maa-Beti Melas and prabhat pheris held.</i></li> <li>• <i>One hundred Maa-Beti Melas have been organised in DPEP-I &amp; II districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• School Development &amp; Monitoring Committees (SDMCs) are in place in lieu of VECs.</li> <li>• <i>Training module for SDMC prepared.</i></li> <li>• <i>Training of SDMC members is scheduled.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 209 VECs constituted.</li> <li>• 1778 MTAs and equal number of PTAs formed.</li> <li>• 325 SMCs formed.</li> <li>• Panchayat, Block and District level Monitoring Committees formed with representation from PRI.</li> <li>• School Support Group (SSG) have begun to function in many schools and made functional especially during Kinginikootam.</li> <li>• <i>Two Multi-grade Learning Centres buildings were constructed by Kadoor Grama panchayat and Kalichampara Grama panchayat in Kasargod district during 2002-03.</i></li> <li>• <i>Six Multi-grade learning centres buildings are under construction by Grama Panchayat viz. Kadumpady, Borkala, Kollampana, Pallikkal, Karukad in Kasargod district.</i></li> <li>• <i>Additional Multi-grade learning Centres instructors were appointed by Grama panchayat.</i></li> </ul>	<ul style="list-style-type: none"> <li>• VECs in all DPEP-II districts constituted.</li> <li>• <i>53460 VECs Constituted.</i></li> <li>• <i>26094 SMCs have formed in DPEP-I &amp; II districts in order to over see proper functioning of the EGS schools.</i></li> <li>• <i>103546 Parents Teacher Associations at school level are being formed to closely monitor regular functioning and day-to-day activities and of the schools.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 15001 VECs formed.</li> <li>• Mata- Palak Sanghs formed on experimental basis at village level for girl's education.</li> <li>• At village level – MTA formed for formal school will help in formulating MTAs for Vastishala.</li> </ul>	<ul style="list-style-type: none"> <li>• 10730 VLCs constituted in all districts.</li> <li>• PTAs have been formed in all the schools.</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>Community Participation on Community Organisations</p>	<ul style="list-style-type: none"> <li>• <i>Mother groups have been formed in each schools (Wherever) they do not exist till date) and they are being oriented.</i></li> <li>• <i>SMC has been constituted in all the 30,000 odd school in 9 DPEP districts.</i></li> <li>• <i>Village education register is prepared in all the districts and up dated time to time.</i></li> <li>• <i>Members of Panchayat Raj Institutions have been oriented on schools development plan and they have been given exposure outside the State.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Five types of books on DPEP and civil works in Haryana have been prepared, printed and circulated in the field.</i></li> <li>• <i>A training module "Abhiyan" for VEC has been developed through BRCs, CRCs, NGOs, VECs.</i></li> <li>• <i>Abhiyan training module and its transactions have been imparted to master trainers and similar training is also being imparted to VECs in selected districts..</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Grama panchayat in Wayanad district completely sponsored the food and refreshment to teachers attending vacation training.</i></li> <li>• <i>Library books were supplied to school reading corner by Grama Panchayats in Palakkad district.</i></li> <li>• <i>Uniforms were supplied freely to the tribal children studying in AS centers by NGOs in Malappuram district.</i></li> <li>• <i>Aids and Appliances were supplied by Banks, NGOs and Rotary Clubs to children with disability in all the six project districts.</i></li> <li>• <i>District Advisory Board under the Chairmanship of District Panchayat Presidents.</i></li> <li>• <i>Village Education Committees under the Chairmanship of Grama Panchayat President.</i></li> <li>• <i>PTA in all the schools for operating the programme at school level.</i></li> <li>• <i>Mother PTA Associations in all the schools.</i></li> <li>• <i>School Support Groups in all the schools including the Local Community members.</i></li> </ul>			



**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</b></p> <p><b>Material development</b></p>	<ul style="list-style-type: none"> <li>• Training module for VEC developed in Cooperation with VHAI &amp; NEIBM.</li> <li>• Awareness materials developed and distributed on environment awareness.</li> <li>• A training module has been developed for reorientation of VEC members.</li> <li>• Training module for VECs on Need Based Training.</li> <li>• <i>Training modules revised with the content of community ownership.</i></li> <li>• <i>Orientation of Mothers group members, gao Panchayat education Committee members (GPEC), members of Anchalik Panchayat and Zilla Parishad arranged.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Booklet for VEC developed.</li> <li>• Data relating to girls' education distributed to VECs and Mahila Mandals.</li> <li>• A training module "Abhiyan" for VEC has been developed through BRCs, CRCs, NGOs, VECs.</li> <li>• Abhiyan training module and its transactions have been imparted to master trainers and similar training is also being imparted to VECs in selected districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and materials for VECs developed.</li> <li>• Seven module training film for VECs prepared.</li> <li>• Besides training module, a compendium for supervising civil works prepared.</li> <li>• Gender focussed training module for VEC developed.</li> <li>• Besides 4-day training package 3 self reading materials have been developed for VECs.</li> <li>• <i>Samudayadatta Shale'- a community owned school programme has been launched through out the state.</i></li> <li>• <i>'School Adoption Programme' has been taken up in all the districts to strengthen the community ownership.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Community construction manual for VECs developed.</li> <li>• Developed and distributed Parents Hand Book "Amma Ariyan" (Mother to know) to equip/empower parents in helping their children in internalizing the new child centred and activity based primary school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• Training module "Neev" prepared for BNS and VNS training.</li> <li>• Booklet on the 'Development of Activity Centers' prepared and training programmes for VNSs have been organised.</li> <li>• LSA II booklet at district level for training of different functionaries and VEC members.</li> <li>• Orientation of VECs members organised.</li> <li>• <i>Training Manual of PTA formation their functions &amp; powers Training manual have been circulated to all the districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC and Mahila Prabodhan Programme developed.</li> <li>• Teachers handbook on MPP includes the module on how to conduct MTA meeting.</li> <li>• Teachers handbook on Bal Anand Melas produced.</li> </ul>	<ul style="list-style-type: none"> <li>• A revised training module on community mobilisation was developed at district level for VLC/PTA/ Panchayat representatives.</li> <li>• A quarterly magazine Sudan is being published.</li> <li>• One training module has been developed on the role of society on school development.</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Orientati on/ Training/ workshop s for Communi ty Organisations</b></p>	<ul style="list-style-type: none"> <li>• 3-day training for all VEC members organised in all districts.</li> <li>• Workshops for VEC forums on TL practices and opportunities for community participation.</li> <li>• Regular interactive sessions with VECs and communities through Resource Group on school development.</li> <li>• First phase activities for orientation of VECs and other grassroots level bodies on preparing village and school development plans initiated.</li> <li>• Reorientation of VEC members has been started in three districts.</li> <li>• Monthly review meeting with DSG and PRs and Mothers Forum is continued.</li> <li>• Training on Health Awareness for Resource persons, VECs and women groups. Follow up support through convergence with district department of Health and Family Welfare.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and gender Sensitisation programme for VECs conducted.</li> <li>• Training at BRC level on wall Newsletter for VEC in one district conducted.</li> <li>• Five-day training to VECs conducted in five districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro planning organised.</li> <li>• Workshops organised to identify issues at the village level for micro planning.</li> <li>• Field visits of VECs to other districts organised.</li> <li>• 4- day training for VEC members organised at BRC level.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic orientation programmes organised for VECs.</li> <li>• Regular PTA/MPTA meetings held to orient community on new pedagogy.</li> <li>• Oriented the newly constituted VECs after the new PRIs come into being.</li> <li>• Conducted training to school support Group members in all schools of DPEP districts.</li> <li>• Training of VECs on VIPP techniques of micro planning.</li> <li>• Orientation on gender issues was given to PTAs in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Training programmes for VNSs have also been organized.</li> <li>• Meeting organised at the state level with SRG for Shiksha Panchayats.</li> <li>• Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>• <i>Mahil Shiksha Abhiyan held in July 2001.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training has been given to VEC, MTA members regarding Vastishala – Enrollment and retention</li> <li>• Training of VEC/ Panchayat members.</li> <li>• Workshop held for VECs/MTA members on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for VLC on micro-planning conducted.</li> <li>• Orientation training of VLCs conducted in all districts.</li> <li>• 16491 VLC members teleconferencing on community mobilisation conducted.</li> <li>• One- day training was given to 31,210 VLC members.</li> <li>• Members of the VLCs and PTAs at the rate of 5 per school have been oriented at the CRCs.</li> <li>• <i>A two day training was given to ECCE workers at BRCs.</i></li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Orientat ion/ Training / worksho ps for Commu nity Organisations</b></p>	<ul style="list-style-type: none"> <li>• Need based training has been conducted in 9 DPEP Phase I districts.</li> <li>• <i>Model workshops cum training for VEC members organised.</i></li> <li>• <i>Meeting of district and block VEC for a conducted.</i></li> <li>• <i>Awareness programme organised at community's initiative on environment awareness and plantation programme.</i></li> <li>• <i>Workshop conducted at various levels on children's participation activities resulting in the creating of effective resource teams upto the grassroots.</i></li> <li>• <i>Village and hamlet level awareness programmes and inter-active programmes held for organising rural communities particularly women. Various inputs are shared and sensitisation exercises initiated.</i></li> <li>• <i>Orientation of Mother group members, goa panchayat education Committee members (GPEC), members of Anchalik panchayat and Zilla parishad arranged.</i></li> </ul>		<ul style="list-style-type: none"> <li>• 7320 SDMC members have been trained.</li> <li>• As the School Development and Monitoring Committees (SDMCs) have been constituted in lieu of VECs, 7320 SDMC members have been provided training since the visit of last JRM.</li> <li>• 59681 VEC members in DPEP-I and 58454 VEC members in DPEP-II.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Convered class PTA meetings during June 2002 and August 2002 in all the schools.</i></li> <li>• <i>The grama Panchayat Presidents and the Educational Studying Committee Chairman were given one day orientation in connection with the sustainability of project activities by PRIs during July-Aug.2002</i></li> <li>• <i>VEC level review and planning meeting held bimonthly in all the Panchayat and Municipalities.</i></li> </ul>			<ul style="list-style-type: none"> <li>• <i>Training to VEC members were conducted in two cascade steps, the first to CRC coordinators at the BRCs and the next to VEC members at the CRCs. Nearly 12000 VEC members attended this one day training.</i></li> <li>• <i>A two-day training was given to VLC members in which the importance of special Focus Ares was stressed.</i></li> </ul>

**DPEP - I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Orientation/ Training/ workshop for staff/Master Trainers</b></p>	<ul style="list-style-type: none"> <li>• Orientation Workshop for newly inducted District Programme Officers (community Participation &amp; VEC) organised.</li> <li>• Workshop to fine tune training framework &amp; monitoring mechanism for the VEC organised.</li> <li>• Orientation for BLRG / CRCC on community participation organised in all the districts.</li> <li>• Reinforcement TOT organised for SRG.</li> <li>• Training on Health and SHGs for SRG and DRG members.</li> <li>• Workshops on strategies for preparation of module on School Development Plan organised.</li> <li>• Regular orientation of SRGs, and Programme Officers on Programme Monitoring and activity analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Master trainers for VECs have been trained in four districts.</li> <li>• State level workshop held on Mass Mobilisation &amp; Community Participation.</li> <li>• Teleconference held on 29th-30th Jan, 2000 to highlight the conceptual changes in strengthening of VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers oriented at BRC level.</li> <li>• Training on micro planning organised.</li> <li>• A state level seminar on "Gram Sabha and Primary Education" conducted.</li> <li>• <i>Micro Planning conducted in 888 DPEP I villages &amp; 1104 DPEP II villages.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training of staff on VIPP techniques for micro-planning</li> <li>• Workshop organised to develop materials targeting parents, public and opinion makers.</li> <li>• Workshop conducted for module development of master trainers.</li> <li>• <i>One day orientation was given to members of school support group to support the academic activities during June 2002.</i></li> </ul>	<ul style="list-style-type: none"> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning Material.</li> <li>• MTs have been given 12 days training at district level on Sikhna Sikhana Package of class V.</li> <li>• RSK, ZSK JPSU and JSK oriented on "Activity Diary".</li> <li>• District Co-ordinators/ Staff are given regular monthly training-cum-orientation at state level.</li> <li>• Sahayoginies given training at state level.</li> </ul>	<ul style="list-style-type: none"> <li>• Five Resource Persons from each district given training at state level for VEC training.</li> <li>• Workshop for launching Mother Parent Teacher Association in all districts held in June '99 at IIE, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro-planning conducted for staff trainers.</li> <li>• First review meeting of Media and Documentation officers was held.</li> <li>• State Level workshop on Community Mobilisation and Participation conducted and Action Plan developed.</li> <li>• SRG meets regularly to share plan and monitor progress.</li> <li>• Training of VEC members on micro planning and school mapping was taken up. The orientation of Media Development Officers and selected personnel of Block Resource Centres was conducted.</li> </ul>

**DPEP - I**

Intervention s	ASSAM	HARYANA	KARNATAKA	K ERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Orientation/ Training/ workshop for staff/Master Trainers</b>	<ul style="list-style-type: none"> <li>• Orientation of BRCCs, ABRCCs on aspects of organizing communities like communications, awareness generation, networking and situational analysis.</li> <li>• Training of SRG and DRG members on SHGs, micro-credit and accounting procedures.</li> <li>• <i>Workshop on Children participation activities for SRG and DRG members.</i></li> <li>• <i>Workshop to develop strategies for improved participation of students' government in school management and teacher support.</i></li> </ul>						<ul style="list-style-type: none"> <li>• <i>Training to teachers handling SC/ST and special coaching classes were organised.</i></li> <li>• <i>DPEP BRCs have conducted training programmes for teachers in Std II &amp; III in teaching the new textbooks.</i></li> <li>• <i>Nearly 6500 teachers were trained.</i></li> <li>• <i>Activity Based Teaching was another training area under special focus of BRCs.</i></li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Areas and instances of Participation</b></p>	<ul style="list-style-type: none"> <li>• Community members (resource persons) involved in classroom transactions as volunteer teacher who participate in teaching children in the school on various co-curricular subjects that community perceives to be crucial learning inputs. These include agriculture, local folklore, items of culture like wood and cane craft, etc.</li> <li>• Community taking up micro-projects like sanitation and health awareness programmes.</li> <li>• VEC members involved in TLM preparation and House to House survey.</li> <li>• All civil works related to school buildings and CRCs is being carried out through VECs.</li> <li>• Women groups in Tea garden areas involved in negotiating with management for improving school condition.</li> <li>• Regular supervision of NFE &amp; ECE center by VEC members and community.</li> <li>• Community involved in school decoration and development.</li> <li>• Community providing and contributing infrastructure including sheds, thatched houses, buildings, space for AS centres, NFE centres, ECE centres and schools.</li> <li>• <i>Rs. 2000/- given as school improvement grant by DPEP</i></li> </ul>	<ul style="list-style-type: none"> <li>• Door –to- door survey by teachers and VECs conducted.</li> <li>• VECs are involved in construction of school building, toilets, repairing and water supply.</li> <li>• VECs involved in micro planning.</li> <li>• VECs and MTAs have implemented the ECE programme.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>SDMC has taken decision for opening of NFE centres based on micro planning.</i></li> <li>• <i>SDMC has ensured proper utilisation of grant for school development.</i></li> <li>• <i>SDMC involved in organising activities for community mobilisation including Kalajathas, Chinnara melas .</i></li> <li>• <i>SDMC involved in community mobilisation on gender issues.</i></li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door survey.</li> <li>• VECs involved in micro planning through VIPP technique.</li> <li>• VECs involved in monitoring and functioning of ECCE centers.</li> <li>• VECs involved in school monitoring as well as academic monitoring.</li> <li>• MPTA involved in TLM preparation.</li> <li>• Conducted monthly class PTA in all the DPEP schools.</li> <li>• <i>Construction of building for AS centers in Kasargod, Palakkad &amp; Idukki districts.</i></li> <li>• <i>Supply of furniture to AS centres by NGOs and Grama panchayat.</i></li> <li>• <i>Library books to school reading</i></li> </ul>	<ul style="list-style-type: none"> <li>• VECs participated in Lok Sampark Abhiyan</li> <li>• VECs involved in the selection of teachers in both SSKs and ASs.</li> <li>• The Gram Shiksha Sabha undertook social audit of village education.</li> <li>• SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>• Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>• SMCs including members from local community frequently visit/monitor schools of their area.</li> <li>• VECs are involved in micro planning and development of VEP/ SIP.</li> <li>• Community is involved in construction of primary school buildings and additional classrooms.</li> <li>• Members of VECs/SMCs participated in Mahila</li> </ul>	<ul style="list-style-type: none"> <li>• VECs are involved in doing micro-planning and school mapping.</li> <li>• VECs participating in Civil Works</li> <li>• Local communities have contributed about Rs. 7.5 crores. VECs contributed Rs. 14 lakhs in Nanded district for school development.</li> <li>• VEC/Gram Panchayat runs Vastishala.</li> <li>• MTAs in some places providing nutritional inputs to children in ECCE centers.</li> </ul>	<ul style="list-style-type: none"> <li>• VLCs mobilised local contribution the form of cash, land and labour etc. also provided additional buildings for school.</li> <li>• For the first time, children from "Rurels community" traditional snake catchers have started going to the school.</li> <li>• NFE teachers appointed with VLC consultation.</li> <li>• Parents helping teachers in the survey work and in the stoppage of dropout.</li> <li>• 17 class room construction works completed by community using cost effective technology.</li> <li>• School development plans are prepared with community participation.</li> <li>• ALS centers conducted in villages with community support and assistance.</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<p><i>improvement grant by DPEP to all VECs.</i></p> <ul style="list-style-type: none"> <li>• <i>Community members (Resource persons) involved in classroom transactions as volunteer teachers.</i></li> <li>• <i>Community providing and contributing infrastructure including sheds, thatched houses, buildings, space for AS centres, NFE centres, ECE centres and schools.</i></li> <li>• <i>Community involved in school decoration and development.</i></li> <li>• <i>Women groups in Tea Garden areas involved in negotiating with Management for improving schooling conditions.</i></li> <li>• <i>Communities acting as pressure groups on agencies and government for improving schooling conditions.</i></li> </ul>			<p><i>corners by local bodies uniforms to tribal children of AS centres by NGOs &amp; rotary clubs. Supply of Aid &amp; Appliances to children with disability by community in all the 6 districts.</i></p>	<p>Shiksha Abhiyan.</p> <ul style="list-style-type: none"> <li>• <i>Panchayati Raj institutions actively involved in DPEP.</i></li> <li>• <i>Gender coordinators and Sahyoginis have been trained for MPBA.</i></li> <li>• <i>Gurujis of EGS School are also trained for MPBA at district level.</i></li> </ul>		<p>Building, lights and other facilities are extended by the community for running the centers.</p> <ul style="list-style-type: none"> <li>• <i>AL instructors and supervisors appointed through the VLC.</i></li> <li>• <i>School grants spent by Head Master jointly with involvement of VLC/ PTA.</i></li> <li>• <i>The formation of Block level Evaluation Committees was the result of the programme.</i></li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Other activities to promote Participation and Innovations</b></p>	<ul style="list-style-type: none"> <li>• In selected clusters in Tribal villages, community is involved in documenting on the subjects, e.g. environment, traditional health practices, folk art, folklore and culture.</li> <li>• Community based school health programme is experimented on pilot basis.</li> <li>• Focus on Community Participation in TL activities and Children Participation.</li> <li>• VEC involved in developing secondary learning materials.</li> <li>• VEC awards given.</li> <li>• Health programme on the road. Health awareness programme in inaccessible areas have been followed by intensive follow-up activities by the communities. This includes sanitation programmes.</li> <li>• A Self Help Group movement is being promoted in conjunction with other organisation.</li> <li>• <i>Collective teaching in the school by VEC.</i></li> <li>• <i>Women organisation activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A grant of Rs.11.5 lakhs has been released to the districts as health check up grant.</li> <li>• Media Resource Groups at state and district levels, constituted.</li> <li>• NGO involved in providing training on micro planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Micro planning outcomes used as basic decision making tools for VECs to identify places to open NFE centres and overseeing their functioning.</li> <li>• In Bellary district children get the camp from village households for evening classes.</li> <li>• In Raichur district VEC members pooled their TA/DA for purchasing of a durri (carpet) for BRC.</li> <li>• 'Samudayadatta Shala' - a community owned school programme has been launched through out the state.</li> <li>• Micro planning conducted in 888 and 1104 villages of DPEP I and II.</li> <li>• Experience sharing workshops on Chinnara Melas and VEC melas were organised at the State level.</li> <li>• Rural folk tales and stories collected for parents and community.</li> <li>• <i>House to house survey conducted during Feb 2002 and out of school children identified. The outcome of this survey is used as basic decision making tools for SDMCs to identify places to open 'Chinnara Angala' Bridge course centres and overseeing their functioning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Village level monitoring system involving VECs and Panchayat developed.</li> <li>• Volunteers from tribal communities appointed to mobilise these communities.</li> <li>• Living together camps (Sahavasa Camp) for students, teachers and parents for three days conducted with the help of PTAs and School Support Group (SSG).</li> <li>• Distance mode of education has been employed to empower people with regard to the new primary school curriculum.</li> <li>• Convergence meeting with PRIs conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Teacher felicitated on Guru Purnima.</li> <li>• Gram Shiksha Sabha and Shiksha Chaupals held.</li> <li>• Activity centres in EGS schools have been developed by community participation.</li> <li>• Library Movement: Libraries have been established at 982 JSKs and 8582 EGS Schools.</li> <li>• <i>In order to modernise Madarsas, 1595 Madarsa Teachers have been trained on modern curriculum of the state.</i></li> <li>• <i>Free text books have been trained on modern curriculum of the state.</i></li> <li>• <i>Shiksha ghars have been started as an innovative programme for migrant children in Jhabua district.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Information dissemination through leading news papers on "Vastishala; and Mahatma Phule Shikshan Hami Yojana on 2<sup>nd</sup> July &amp; 5<sup>th</sup> Sept. Posters on DPEP Scheme for display in exhibition.</li> <li>• MTA and PTA meetings organised.</li> <li>• IIE, Pune conducted training of DRG for VEC.</li> <li>• SCERT developed VEC training module.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of objectives and achievements of VLCs undertaken by DPC, Dharmapuri highlighting the role of VLCs in school activities. Likewise Pudukkottai has documented ECE and pre-school activity for effective convergence of ECE centers and schools.</li> <li>• Teleconferencing conducted on the role of community in school development during September 1999.</li> <li>• <i>School Adoption Programme has started for improvement the performance of those schools.</i></li> </ul>



**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Networking	<ul style="list-style-type: none"> <li>• Steering Group at the state level provides support.</li> <li>• Steering Groups at the district level provide support.</li> <li>• A number of NGOs from Assam &amp; outside as well as NEIBM are involved, namely National Alliance Mission, Voluntary Health Association of Assam, Department of health Services, Bosco Reach out, etc.</li> <li>• Establishment of networks of SHGs and Women Groups.</li> <li>• PEACE, a Delhi based NGO in involved in training SRG.</li> </ul>		<ul style="list-style-type: none"> <li>• Collaboration with local NGOs, such as Rangayana, BGVs, Mahila Samakshya etc.</li> <li>• AIR, Doordarshan and DAVP are roped in.</li> <li>• NGOs are involved for awareness generation programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved along with PTA and</li> <li>• Strong linkages with PRIs.</li> <li>• Panchayat Monitoring Committees (PMC) consisting of people's representatives regularly monitor all the activities of the school including academic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved.</li> <li>• UNICEF is involved in teachers empowerment programme.</li> <li>• PTAs are being formed at school level.</li> <li>• VEC and PRIs have been assigned important roles.</li> <li>• <i>SRCs are involved in various training of MPBA and SHG.</i></li> </ul>		<ul style="list-style-type: none"> <li>• Various local bodies, NGOs and voluntary organisations are participating in the campaign.</li> <li>• MYRADA, an NGOs is helping the SPO in VEC training.</li> <li>• Six Voluntary Agencies involved in the implementation of IED.</li> <li>• <i>VECs are becoming active centres changing community participation in education into community ownership of schools.</i></li> <li>• <i>VECs have shown their mettle in completing civil works entrusted to them is record time and expenses and the resultant saving are used for additional benefits.</i></li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Administrative Arrangements</b></p>	<ul style="list-style-type: none"> <li>Community Mobilisation and participation is look after by Community Mobilisation Officers under the Supervision of DPCs at District level and under the Supervision of State Project Director at State Level.</li> <li>At present, 19 Community Mobilisation Officers are working at Districts and 2-community mobilisation Officers at State Project Office.</li> </ul>	<ul style="list-style-type: none"> <li>Community Mobilisation is looked after by OIC Teachers' Training)at the State level.</li> <li>Project coordinator is in-charge of Community mobilisation at DPO.</li> <li>BRC &amp; CRC Co-ordinators provides Block and cluster levels support.</li> </ul>	<ul style="list-style-type: none"> <li>SPD assisted by Media officer looks after community mobilisation.</li> <li>Deputy Project officer in the district are the incharge of mobilisation</li> <li>SRG and DRG have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>At state level core Group is formed to advise on community mobilisation.</li> <li>DRG and BRG formed.</li> <li><i>The Resource Groups have been formed at State, District and Sub-district level on Media and community mobilisation.</i></li> </ul>	<ul style="list-style-type: none"> <li>State and district coordinators.</li> <li>DRG formed in the district.</li> <li>One Deputy DPO looks after community mobilisation activities in the district.</li> <li>DRG, BRG and VECs constituted.</li> <li>SRG on CM at state level.</li> </ul>	<ul style="list-style-type: none"> <li>Senior professional at the SPO looks after their nctional area.</li> <li>District Community Mobilisation Coordinators appointed.</li> <li>SRG, DRG, BRG and VECs constituted.</li> </ul>	<ul style="list-style-type: none"> <li>Media/Communi ty Mobilisation coordinators are placed at State level office &amp; district level office.</li> <li>Core team on community mobilisation &amp; VEC functional at every DLO.</li> <li>SRG/DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Director community mobilisation are placed to see the community mobilisation activities.</li> <li>At DPO, one of the core team members assigned the work of community mobilisation.</li> <li>State and district level Resource Groups constituted.</li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Community Mobilisation Material Development</b></p>	<ul style="list-style-type: none"> <li>• Posters, Brochures, Desk calendars highlighting DPEP objectives and role of VECs published.</li> <li>• DPEP Newsletter brought out by SPO.</li> <li>• Preparation &amp; production of Audio Cassettes in tribal dialect is in process.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures booklets, pamphlets, prepared and distributed to teachers, VEC members, PRI members and others.</li> <li>• Audio cassettes developed.</li> <li>• Development of posters, cut outs and folders.</li> </ul>	<ul style="list-style-type: none"> <li>• DPEP posters and leaflets prepared and distributed.</li> <li>• Wall calendars depicting DPEP activities prepared and distributed to the schools and PRIs by Sirmour, Chamba and Kullu districts.</li> <li>• Kullu district developed two audio cassettes based on folk and Hindi songs focusing on the importance of education.</li> <li>• slogans were developed relating to education for community mobilisation by the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure on DPEP published.</li> <li>• Leaflets printed and distributed to all primary schools of DPEP.</li> <li>• News letter published and circulated.</li> <li>• DPEP message disseminated and textbooks distributed.</li> <li>• Audio-video cassettes developed in connection with "Ninad".</li> </ul>	<ul style="list-style-type: none"> <li>• Hand book "Sangathakder Prati" on community participation and primary education for grass root functionaries including VEC members developed.</li> <li>• 3 Posters (teachers role, community contribution towards school infrastructure and role of community in UEE) developed, printed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters developed.</li> <li>• Folders printed on School Improvement Grant.</li> <li>• Audio-video kit to mobilise child laborers are under preparation phase.</li> <li>• Geet for school chalo Abhiyan were developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters/pamphlet s/banners developed at every DLO/SLO/ECE.</li> <li>• Booklets/ brochures on DPEP were published and distributed.</li> <li>• A set of 5 books (related to VEC, micro planning, training manual, micro planning were developed.</li> <li>• Magazine BEP Ahwan published by SPO.</li> <li>• 5 audio cassettes (Abhiyan geet, Shiksha geet mala, Munia beti padhti jaye,) distributed in every district</li> <li>• Two more cassettes on Women Economic Empowerment and Shiksha Geetmala were developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures containing elementary information have been developed, printed and distributed.</li> </ul>

## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Community Mobilisation Material Development</b></p>	<ul style="list-style-type: none"> <li>• <i>Book-let containing success stories has been printed and distributed among school committee members to motivate them so as to take up similar activities.</i></li> <li>• <i>Handbook for School Committee Chairpersons along with school committee calendar was printed and supplied to all the school committee Chairmen.</i></li> <li>• <i>School committee calendar for 2000-01 &amp; 02 indicating monthwise activities to be taken care by school committee was prepared, printed and supplied to schools for implementation This calendar also serves for self assessment of school committees about their performance.</i></li> <li>• <i>School committee calendar is under preparation with a new design in diary shape with monthwise feedback cards to be filled in by SEC Chairpersons and sent to DPO for analysis.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Introductory handbook on DPEP prepared and circulated in the districts.</i></li> <li>• <i>Audio material script namely "Gramin Shiksha Samiti Ki Bhumika, Akikrit Shiksha Awam Biklang Bachhche, Hema Padhai Me Aage Badhi" developed by SPO.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A monthly newsletter "Paribartan" is being published and circulated to all primary schools, CRCs, BR Cs, DIETs, D.Is. of schools and DPCs.</i></li> <li>• <i>A new training module for members of school committee has been prepared.</i></li> <li>• <i>Some audio-video cassettes, posters, Flash cards, Pamphlets &amp; Leaflets relating to DPEP activities have been prepared and distributed.</i></li> <li>• <i>A ten-point rating scale have been developed in order to assess the activities of VECs frequently and strengthening their participation in schooling process.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Reading material "Prathmik Shikshar Unnayane Jana Sadharaner Bhumika" for community mobilisation developed. Audio cassette of folk songs developed &amp; distributed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Folders printed on School Improvement Grant.</i></li> <li>• <i>A training module for VEC training and Gram Shiksha Yojna hand book have been developed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>5 Video films/documentaries produced on themes like teachers' training, civil works and alternative schooling and community mobilisation.</i></li> <li>• <i>2 Lok Chetna and Dut Lok Sampark Abhiyan module on micro planning and rapid survey developed.</i></li> <li>• <i>Material for capacity building through Distance mode developed and distributed in different languages.</i></li> <li>• <i>Plays developed, printed and distributed.</i></li> <li>• <i>Abhiyan Geet, VECs training module, Micro planning (Rrasoon), Utprerak Trg. Module, were developed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Second Broachers have been developed which is under printing.</i></li> <li>• <i>Review of the training module of SMC.</i></li> </ul>

**DPEP - II, III&IV**

Community Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Campaign and other mobilisation activities</b></p>	<ul style="list-style-type: none"> <li>Electronic and print media utilized to spread the message of importance of girl child education.</li> <li>Regional Sadassu and Vijayawada. Held at Kurnool.</li> <li>State district and mandal level seminars were conducted.</li> <li>Melas, Ma-Beti melas, rallies, Kalajathas and enrolment drives conducted in 475 model approach villages of 19 DPEP district.</li> <li>Literacy Week "Chaduvukundam" conducted in July, 2000.</li> <li>Janmabhoomi Programme conducted to spread awareness on education among women.</li> <li>District and Mandal level seminars on "Education For All" were conducted in all the districts inviting school committees members, Mandal and ZPTC members, office bearers of teacher association, Ministers, MLAs etc.</li> <li>Habitation-level and Mandal-level mobilisation campaigns have been taken up to bring the "Out of School children" into Residential/Non-Residential Bridge Courses.</li> </ul>	<ul style="list-style-type: none"> <li>Bal Mahotsava, Prabhat Pheris, Mashal Yatras, praveshotavas were undertaken.</li> <li>District level awareness meeting held to discuss strategies.</li> <li>Special campaign launched for girls' enrolment in tribal areas.</li> <li>Chaudhary Community Sammelan organised in Banaskantha.</li> <li>Thematic drama and folk theatre (Bhavai) used during awareness campaigns.</li> <li>Special campaign like Mahila Jagruti Shivir, Ma-beti sammelans organised in 'Gender Focus Areas'.</li> <li>Special VEC, MTA/PTA meetings organised before enrolment drive.</li> <li>Stalls set up in local popular fairs.</li> <li>TLM exhibitions for local communities organized.</li> </ul>	<ul style="list-style-type: none"> <li>Maa-beti melas, bal-melas Balika melas organised.</li> <li>Exhibitions in DPEP put up at local festivals.</li> <li>Bal Parvesh Mela (children enrolment drives) organised with the help of banks and other organisations.</li> <li>Block level mahila and PRI sammelans to sensitise the community.</li> <li>Kalajatha movement in the district with focus on universal enrolment and importance of education in convergence with TLC and Public Relation Department.</li> <li>Rallies were taken out in the villages by school children, such rallies were also organised at block and cluster level.</li> <li>June 5, 2000 was celebrated through out the primary schools in the state.</li> <li>Meena week celebrations focussed girl's education were organised in the month of Sept.</li> </ul>	<ul style="list-style-type: none"> <li>Hoarding put up at strategic places.</li> <li>Sishu melas organised at block level.</li> <li>Women's conventions, Matru Sammelans are being organised.</li> <li>Wall writings undertaken in some districts.</li> <li>Enrolment drives organised in all the districts.</li> <li>District block and cluster level conventions organised.</li> <li>A village level intensive awareness campaign "Ninad" organised in July, 2000.</li> <li>A wide publicity made through AIR, Doordarshan and newspapers in the month of January and February, 2001.</li> <li>Vidyalaya Pravesh Utshav are organised to encourage enrollment of eligible school age children.</li> </ul>	<ul style="list-style-type: none"> <li>SPO organised folk festivals with the help of folk artists.</li> <li>Districts organised rallies, meetings, padayatras, cultural competitions etc.</li> <li>CLRCs book fairs organised at 108 circles of 5 DPEP districts.</li> <li>Districts completed at least one wall writing in every school.</li> </ul>	<ul style="list-style-type: none"> <li>Ma-beti and Baap-beti melas organised.</li> <li>Meena campaign for girls education organised.</li> <li>Cultural activities organised.</li> <li>'School Chalo' campaign organised state-wide with high public and media participation.</li> <li>Poster competition organised.</li> <li>District/block and village level rallies were organized.</li> <li>Relay of Radio jingles &amp; TV spots on girls education.</li> <li>Buses of UPSRTC carried the logo &amp; messages of primary education.</li> <li>Intensive trainings for women <i>motivator groups, VECs &amp; PTA, were organised at model cluster.</i></li> </ul>	<ul style="list-style-type: none"> <li>Intensive campaigns launched for VEC formation.</li> <li>Munia Beti campaign launched.</li> <li>Wall writing, Padyatras, Bal melas, sports meet, Ma-Beti melas, Audio-video campaign, enrolment drive, Prabhat Pheries, street play etc. organised in every district.</li> <li>State level Maa-Beti melas Bal melas, organised.</li> <li>Exhibitions on UPE being put up on 26<sup>th</sup> January &amp; local fairs.</li> <li>Innovative wall paintings done in East Singhbhum district.</li> <li>Jhankhis on UPE being put up the occasion of Republic Day/Independence Day celebrations at the state and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>Advt. and News in various local and National papers published.</li> <li>Programme on AIR is being broadcasted regularly.</li> <li>Mobilisation through Gram Sabha.</li> <li>Balmela, Kala jatha, Mahila Meetings are being held at cluster and village level.</li> <li>State Level Bal Mela and Mahila meetings organized at Jaipur.</li> <li>Meetings and public functions organized.</li> <li>AID and NEWS in various local and national papers published.</li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Campaign and other mobilisation activities</b></p>	<ul style="list-style-type: none"> <li>• Chaduvula Pannduga programme was conducted during 2-8<sup>th</sup> Aug, 2002 involving community public representatives to enrol out of school children and free child labours from employers.</li> <li>• During Chaduvula panduga 4.78 lakhs out of school children were enrolled in regular schools/ residential bridge course centre/ non residential bridge course centres.</li> <li>• <i>Local artists from villages are engaged for folk performance.</i></li> <li>• <i>Electronic and print media is utilised to spread the message of importance of girl child education.</i></li> <li>• <i>Radio interviews of VEC members, ward adoption by VEC members propagated</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Radio Spots hired on AIR stations for broadcast of campaigns on enrolment and retention of children, especially girls, completion of primary education.</i></li> <li>• <i>Awareness programmes meetings held to discuss community mobilisation activities have been organised.</i></li> <li>• <i>Meeting regarding girls education were conducted.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Kullu district put up a DPEP exhibition during Buddi Diwali local fair at Nirmand in November, 2000</li> <li>• Chamba district organised MTA meetings at GPS Manjir and GPS Khadet in November, 2000.</li> <li>• Kullu district put up hoarding depicting DPEP objectives.</li> <li>• Sirmour district used signboards for DPEP intervention.</li> <li>• Kullu district organized and participated in cultural programme focussing on education during Dusshera festival, 1999.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sharing workshops in the shape of women convention, Tribal Convention, Jati Mahasava are organised at District and Sub-district level to promote community participation.</i></li> <li>• <i>Traditional cultural groups are trained and oriented to deliver the message of primary education and its utility.</i></li> <li>• <i>Vidyalaya Pravesh Utshav were organised to encourage enrolment of eligible school-age children.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Posters and hoarding at strategic points.</li> <li>• 33 teams of 349 folk artistes performed folk songs and plays disseminating DPEP message. They performed 973 shows in 10 districts.</li> <li>• Enrolment week at district level.</li> <li>• Grassroots level meetings with PRI functionaries and community leaders organised.</li> <li>• Posters and hoarding were developed and deployed.</li> </ul>	<ul style="list-style-type: none"> <li>• School Chalo Abhiyan organized in 2001 with retention as the focus issue.</li> <li>• <i>Kala Jathas targeted to blocks with low female literacy.</i></li> <li>• <i>Basic Shiksha Parishad decides to form PTAs in all govt. school.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A state level conference on Sarva Shiksha Abhiyan organised.</li> <li>• A national seminar on UPE organised.</li> <li>• State level Balika Mela organized.</li> <li>• Praveshotsavas organized in every district.</li> <li>• Innovative wall paintings done in Bhagalpur district.</li> <li>• Mahila Day organised at DLO level.</li> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</li> <li>• <i>State level Bal Mela organized.</i></li> <li>• <i>Shiksha Mahotsav 2002 organised at Bhagalpur.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A film shows were organised in the all district of Rajasthan to motivate non going school.</li> <li>• 1136 Balmela, 1128 Kala Jatha, 1133 Mahila Meetings are being held at cluster and village level.</li> </ul>

## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<b>Campaign and other mobilisation activities</b>	<ul style="list-style-type: none"> <li>• <i>Organisation of Kala Jathas. Pub. Meetings, film shows, rallies and exhibitions conducted.</i></li> <li>• <i>Wall writing was undertaken</i></li> <li>• <i>Special campaign drive was organised for women, Youth &amp; VEC for girl education.</i></li> <li>• <i>Organisation of trival youth camps.</i></li> <li>• <i>Parent teacher association meetings are being organised for every 3 months and school committee meeting once in a month.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Sirmoure district organised block level mahila and PRI sammellans to sensitize the community.</i></li> <li>• <i>Awareness campaign through wall writing under taken by the districts.</i></li> <li>• <i>50 Bal Melas have been celebrated with the help of VEC/IPTA/MTA/PRI s/School &amp; Teachers in Kullu district.</i></li> <li>• <i>Mahila Mandal camps at chamba and Mahila Sammelan district were organised.</i></li> </ul>				<ul style="list-style-type: none"> <li>• <i>Kalajathas performed in Gaya , Bhojpur, Mujaffarpur, Rohtas, Sitamarhi, Vaishali, Darbhanga and Bhagalpur districts</i></li> </ul>	

DPEP - II, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</b></p> <p><b>Material development</b></p>	<ul style="list-style-type: none"> <li>• Training module for VECs' training prepared.</li> <li>• A booklet containing guidelines for enrolment, retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation.</li> <li>• Hand book for School Committee Chairpersons along with school committee calendar was printed and supplied to all the School Committee Chairman.</li> <li>• A gender focused training module for School Committee members developed.</li> <li>• School Committee Calendars indicating the month-wise activities of School Committees was prepared, printed and supplied to all schools for implementation of various activities indicated therein. This calendar also serves for self-assessment of School Committees about their performance.</li> <li>• School committees were constituted through election as per A.P. School Education (CP) Rules, 1998 to strengthen community school linkages.</li> <li>• Village Education Committees were constituted in all the districts.</li> <li>• School Committees were constituted through election as per AP School Education (Community Participation) Act 1998 to strengthen community school linkage.</li> </ul>	<ul style="list-style-type: none"> <li>• Gujarati version of Manual for VCWC members are prepared and distributed.</li> <li>• VEC Manual developed and distributed among VEC and VCWC members.</li> <li>• Training module developed at the state Project Office and distributed to Chairmen of VEC/MTA/PTA.</li> <li>• <i>Development of posters, cut outs and folders.</i></li> <li>• <i>VEC, MTA and PTA members were given adequate power and responsibilities to play an effective role in mobilisation activities.</i></li> <li>• <i>Meeting of Sarpanches of Panchayats organised.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A two-day training module for training of resource persons for VEC training was developed.</li> <li>• A VEC manual prepared at the SPO and distributed by the districts for the guidance of VECs.</li> <li>• Chamba, Kullu and Sirmour districts developed and distributed printed brochures among the VEC members highlighting the role responsibilities of VEC.</li> <li>• <i>All the CRCCs trained initially to act as MTs for VEC trainings.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Manual for VEC training prepared by SIEMT.</li> <li>• Community Mobilisation manual prepared by the SPO.</li> <li>• Module on VECs' training has been prepared.</li> <li>• Improved training modules on VEC developed.</li> <li>• Revised Module on composition and function of VECs has been prepared and sent for printing.</li> <li>• A new training module for the members of school committee have been prepared in order to trained the newly Constituted School Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of training module for VEC training.</li> <li>• Construction manual developed for VCC training.</li> <li>• SPO developed handbook on community participation in primary education for grassroots-level functionaries including VEC members.</li> <li>• Training module for MTAs developed in Cooch Behar district.</li> <li>• Developed Lesson's Posters for participatory Training at VEC/WEC level.</li> <li>• Guidebook on organisation of training for VEC members developed.</li> <li>• Developed 8 posters on Community Participation, on Civil Construction, restructuring Quality Education, Girls Education and Disabled Children.</li> <li>• Book for the stake holder on SSA planning.</li> <li>• Module of VEC training "Prashikshan Sahayika" published.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's handbook for training of VECs developed.</li> <li>• Trainer's hand book for MTA, PTA and WMG have been developed.</li> <li>• A training module for VEC training and Gram Shiksha Yojna hand book have been developed.</li> <li>• <i>480 model VEC meetings held.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC and micro planning developed.</li> <li>• Training module on community construction process developed.</li> <li>• Training module for mata samitis developed.</li> <li>• Training module for PRI members developed.</li> <li>• Training module of trainers on Lok Chetna &amp; Lok Sampark Abhiyan developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Module for SMC and BNS training has been prepared.</li> <li>• SMC training module finalised.</li> <li>• Various modules have been printed.</li> </ul>



## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<b>Community Participation /Community Organisations</b>	<ul style="list-style-type: none"> <li>School Education Committees, Panchayat Education Committees, Mandal Education Committees, District Edu. Committees formed.</li> <li>10404 VECs constituted in all the districts.</li> <li>Special teams organised at Mandal level for educating community.</li> <li>PTA meetings being organised in all the schools though out the state</li> <li>50884 school committees at primary and 6495 at upper primary level constituted.</li> <li>School Education Committee at the School-level, Panchayat Education Committees, Mandal Education Committees, District Education Committees are formed.</li> </ul>	<ul style="list-style-type: none"> <li>3043 VEC formed in all villages.</li> <li>MTA, PTA and Mahila Mandals have been formed.</li> <li><i>A total of 1640 Parent Councils comprising of parents of disabled children formed in DPEP II districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>2944 VECs and equal number of PTAs and MTAs constituted.</li> <li>VECs re-organised with the change of Presidents on account of Panchayati Raj elections in the State.</li> <li><i>School specific village based structures have been constituted in the districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>12683 VECs constituted.</li> <li>MTAs and PTAs are constituted.</li> <li>VCCs formed.</li> <li>School Committee (VECS) are in place in all the districts.</li> <li>The Resource Groups have been formed at states, districts and sub district level and Media and Community Mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>In 5 DPEP districts 12812 out of 14738 VECs, &amp; WECs have already been formed. No. of VEC formed in Expansion district is 6992.</li> <li>VCCs formed for civil works.</li> <li>1806 MTAs formed in Cooch Behar district.</li> <li>2000-01, 21308 VECs constituted (2000-01).</li> <li><i>In Phase I DPEP districts 13103 out of 14738 VECs, &amp; WECs have already been formed. No of VEC formed in Phase II districts is 8205</i></li> </ul>	<p><i>Total no of VEC in UP are 40826</i></p>	<ul style="list-style-type: none"> <li>24856 VECs constituted.</li> <li>Each VEC usually meets ones in a month.</li> <li>Mata Samities formed to run ALS and ECE centres.</li> <li>Mata Samitie, Formation of 2765 VEC including 200 VEC for New DPEP Schools.</li> <li>VEC formed in 72 DPEP schools. Mata Samiti formed for LAS/ECE Resource support. ALS centres opened in singhwar block on the basis of data of MLP, ECE centres are going to be opened on basis of Micro Planning data.</li> </ul>	<ul style="list-style-type: none"> <li>3500 BNS have been constituted.</li> <li><i>24192 SMCs have been constituted.</i></li> <li><i>3 Days training of SMC are being organised.</i></li> <li><i>103848 SMC members have been trained.</i></li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Community Participation /Community Organisations</b></p>	<ul style="list-style-type: none"> <li>• Out of 48,506 school committees constituted in primary and upper primary schools, 46,553 joint accounts were opened in the name of member convenor (HM) and Chairman of school committee to operate funds except salary component of teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs formed in all the villages. Regular meetings of VECs held.</li> <li>• MTAs, PTAs have been cooperating with VECs in generating community participation in villages.</li> <li>• Community Contributions, both in cash and kind, have been received for school construction, which have enhanced the sense of ownership among people.</li> </ul>			<ul style="list-style-type: none"> <li>• VCC formed for civil work under VEC/WEC where it was needed.</li> <li>• In 5 Expansion Districts (8481+262)= 8743 VEC/ WECs were formed out of 10061 Gram Sansad areas.</li> <li>• No. of VEC members trained in Phase -I district = (126388+500)= 126888 No. of VEC members trained in Phase - II Districts= (36084 + 300) = 36384.</li> </ul>	<ul style="list-style-type: none"> <li>• 17605 VECs are constituted.</li> <li>• MTAs/ PTAs and WMGs (Women Motivator Group) formed.</li> <li>• Basic Shiksha Parishad decides to form PTA's in all govt. schools</li> </ul>	<ul style="list-style-type: none"> <li>• All VECs constituted/Reconstituted through a well-orchestrated &amp; process- oriented mobilisation campaign in all districts. The campaign is process-based in which community is at the fore.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• Community providing resource support at grass root levels.</li> <li>• Village committees are constructed under "Bihar State VSS, Act 2000"</li> </ul>	

## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<b>Orientation/ Training/ workshops for Community Organisation</b>	<ul style="list-style-type: none"> <li>Gender Sensitisation programme for VECs conducted.</li> <li>An eight- day orientation workshop for all VEC members organised.</li> <li>State level sharing workshop organised for VEC chairmen, NGOs, &amp; Mahila Mandal presidents.</li> <li>Exposure tour of VEC members to M.P. was organised.</li> <li>Training to school Committee Chairperson organised at mandal level. Training programme at operational level held in 7 districts.</li> <li>Training cum orientation to women members of local bodies in educational issues organised.</li> <li>School Committee Members have visited the Residential Camps of MV Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly meetings of VECs, PTA &amp; MTAs were organised at school level.</li> <li>Workshops for women sarpanches and Anganwadi workers organised.</li> <li>MTA/PTA members have been trained during 2000-1.</li> <li>Orientation and training workshops of VEC members at the CRC level. <i>During 2000-01, 65197 MTA/PTA members were trained.</i></li> </ul>	<ul style="list-style-type: none"> <li>Resource Groups orientation taken up by State Project Office in 2000.</li> <li>VEC/MTA Members have been orientated</li> <li>VEC members trained by Sirmour and Kullu districts to take up the work on Village Education Plans.</li> <li>Kullu district trained 96 VEC members for preparation of village Education Plans.</li> <li>BRCs and Engineers trained in dealing with community.</li> <li>VEC training taken to cluster level.</li> </ul>	<ul style="list-style-type: none"> <li>Training of VCC on Civil works organised.</li> <li>Training on Micro-planning and school mapping organised.</li> <li>Training of VECs completed in 7 districts.</li> <li>1500 Sarpanches have been trained.</li> <li>A state level workshop organised for development of audio cassettes, slogans and posters on community mobilisation in August and September 2000.</li> <li>VEC members are trained in two rounds on effective school management and on different activities like construction, community mobilisation etc.</li> <li>Selected members of PTA, MTA are trained.</li> <li>School Committee members of DPEP districts are trained about their duties and responsibilities through Tele-conferencing programme. This programme was conducted for a period of 12 days through Gramsat Pilot Project.</li> <li>Village meeting on the line of Gram Sabha and Palli Sabha are initiated to educate people for owning the village school.</li> </ul>	<ul style="list-style-type: none"> <li>3- day training for VEC members (7 from each VECs) is over in all the districts.</li> <li>MTA training has been started in Cooch Behar district.</li> <li>2- day workshop on street corner plays organised.</li> <li>Organised one day workshop with the President of VEC (Murshidabad and Uttar Dinajpur)</li> </ul>	<ul style="list-style-type: none"> <li>Regular VEC meetings held.</li> <li>VEC's, MTAs, PTAs and WMGs have been trained.</li> <li>Orientation programme held for newly elected Pradhans and members of VECs.</li> <li>2 rounds of training of VEC's for micro-planning &amp; household contact.</li> </ul>	<ul style="list-style-type: none"> <li>5 days training to VEC members initiated.</li> <li>One-day orientation to newly constituted/re-constituted VECs organized and</li> </ul>	<ul style="list-style-type: none"> <li>Orientation programme organised by DPO.</li> <li>1-day orientation programme for BNS members organised by DPO in all the ten districts.</li> <li>12434 BNS members have been trained.</li> <li>3-day training of SMC has been planned.</li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Orientation/ Training/ workshops for Community Organisation</b></p>	<ul style="list-style-type: none"> <li>• Chairpersons and members have been given one-day awareness on the duties and responsibilities of school committees.</li> <li>• Mandal level seminars on "Education for All" were conducted on 28.4.99 in all the mandals of the districts duly inviting members of school committees, DWACRA, self help groups, teacher organisations, parents etc.</li> <li>• Habitation level and Mandal level mobilisation campaigns have been taken up to bring the "Out of School Children" into Residential/non-Residential Bridge Courses.</li> <li>• During Chaduvula Panduga 4.78 lakhs of out of school children are enrolled in regular schools/Residential Bridge Course Centres/ Non-Residential Bridge Course centres.</li> <li>• Conducted Parent Teacher Association meetings in all the schools throughout the state on 1.1.1999.</li> </ul>	<ul style="list-style-type: none"> <li>• Special orientation cum training to 12885 VECs, MTAs, PTAs members in Banaskantha and Dangas on enrollment drive (June-August 2001).</li> <li>• Meetings of Sarpanches of Panchayats organised.</li> <li>• Several MTAs meeting held for enhancing retention of girls.</li> <li>• Training imparted to 7029 members of 1640 Parnet Councils for Disabled Children.</li> </ul>	<ul style="list-style-type: none"> <li>• A study on community participation in Himachal Pradesh conducted through an NGO.</li> <li>• VEC members trained by Sirmour and Kullu districts to take up the work VEPs.</li> <li>• One day training to MTA and VEC training was organised at GPS Salograwn on 16.5.01 in Lahaul-Spiti district. 47 participants were present in the workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC members are trained in 2 rounds on effective school management and on different activities like construction, community mobilisation.</li> <li>• Selected members of PTA, MTA are trained</li> <li>• School committee members of DPEP districts are trained about their responsibilities through tele-conferencing programme through Grammat Pilot Project.</li> <li>• Sharing workshops in the shape of women convention, tribal convention Jodi Mahasava are organised at district/sub-district level to promote community participation</li> <li>• To sensitize the Panchayat Raj functionaries regarding roles in UEE, one-day try. Programme for Sarpanches of all Gram Panchayats of DPEP districts have been conducted.</li> <li>• To orient peoples representative regarding their roles in UEE, 1 day training for all the MLAs of DPEP districts have been conducted in 3 phases.</li> </ul>		<ul style="list-style-type: none"> <li>• 3949 MTA/PTA and 2582 WMGs formed and trained in MCDA clusters of DPEP-II.</li> <li>• 422725 Members of 16907 VECs have been trained in DPEP- II.</li> <li>• In 23190 village education plans completed in DPEP-II districts.</li> <li>• 19152 VEC trained in DPEP- III.</li> <li>• 2819 MTAs/PTAs 1039 WMG formed DPEP-III Districts.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day training to PRI members initiated.</li> <li>• Quarterly Reflections of VEC President and Secretary at block level organized.</li> <li>• Workshop to monitor progress of VEC formation organized at different levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 58990 SMC and 3500 BNS members have been trained.</li> <li>• Module for SMC and BNS training prepared.</li> <li>• 103848 SMC members have been trained.</li> </ul>

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<b>Orientation/ Training/ workshop provided for staff / Master Trainers</b>	<ul style="list-style-type: none"> <li>• 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT.</li> <li>• SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons.</li> <li>• Head Masters attended the School Committee training Programmes</li> <li>• District team of Mandal Officers and two other Resource Persons were given training for 3 days on community mobilisation for UPE. This included one day exposure visit to MVF, an NGO.</li> <li>• CMO of SPO &amp; CMO of Chittoor attended National Workshop on Community ownership in DPEP.</li> <li>• Workshop for preparation of training module for training of newly elected School Committee Chairpersons was conducted on 24-25-4-01.</li> <li>• Training course to the DRG was conducted at State level on 4.5.01 and 5.5.01.</li> <li>• Workshop for preparation of School Committee Calendars was conducted from 10.5.01 to 14.5.01.</li> <li>• Workshop on Participatory Rural Appraisal organised.</li> <li>• MRPs have visited the Residential Camps of MV Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of DRG organised.</li> <li>• Training Programmes for MT organised in Dung.</li> <li>• Training includes orientation on girl child, IED, AS and village mapping and school improvement support provided by local CRC.</li> <li>• 30- day intensive training programme conducted for Master Trainers on English workbook for Std. V.</li> <li>• 5-day re-orientation training to MTs for std. I completed in July, 2000.</li> <li>• Re-orientation training to MTs for Vidya Sahayaks held in July- Aug. 2000.</li> <li>• 5 days training imparted to BRC, CRC Coordinators and primary teachers in Dangs in Std. V english.</li> <li>• Resource Persons comprising DIET personnel, CRC Co-ordinators and primary teachers were trained on Std. V English for achieving proficiency in English language and teaching skills.</li> <li>• 1 day training of BRC and CRC Co-ordinators for launching enrollment drive.</li> </ul>	<ul style="list-style-type: none"> <li>• All the CRCCs trained initially to act as MTs for VEC training.</li> <li>• BRCCs and Engineers trained in dealing with community.</li> <li>• State level workshop for the orientation of BRCCs and Assistant Engineers in community mobilisation organised at Shimla in March, 1999.</li> <li>• State level training to head teachers and engineers for Saraswati Bal Vidya Sankalp Yojana.</li> <li>• Resource Persons for VEC training were given training.</li> <li>• State level workshop on community mobilisation and participation organised.</li> <li>• 93 RPS trained in Kullu district.</li> <li>• CRCCs were trained regarding micro planning activity in Kullu district.</li> <li>• State level workshop for the orientation of BRCCs and Assistant Engineers in community mobilisation organised at Shimla in March, 1999.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of SRG for VEC organised at State level.</li> <li>• Workshop on role of media in community mobilisation organised.</li> <li>• Training of BRG (Media) on mass mobilisation in the districts organised.</li> <li>• Workshop on Community Participation held in October 1999.</li> <li>• DRG training conducted in Dec. 1999.</li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop on community mobilisation for district functionaries held.</li> <li>• State level workshop with folk artists conducted.</li> <li>• State level Workshop with theatre Group organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by SPO for SRG.</li> <li>• 5-day PLA/PRA training organised for SRG and BRG.</li> <li>• PLA training given to district coordinators and NGOs.</li> <li>• DRG trained in all DPEPIII districts.</li> <li>• Training workshops organised by DIET for BRG in DPEP II districts.</li> <li>• 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation in DPEP III.</li> <li>• Visioning workshops for district coordinators organised and a 3-day orientation programme for DPEP III districts.</li> <li>• SRG and BRG given training.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised.</li> <li>• State level workshop organised to review the process of VEC formation.</li> <li>• Training for Utpre raks organised.</li> <li>• Monthly reflection of VEC coordinators at state level.</li> <li>• State level workshop on different strategies of VEC formation organised at different levels.</li> <li>• Workshop to monitor progress of VEC formation organised at different levels.</li> <li>• State level workshop on Vidyalaya Shiksha Samiti.</li> <li>• State level workshop on different strategies of VEC formation and its implementation by DLOs organised.</li> </ul>	

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Orientation/ Training/ workshop provided for staff / Master Trainers</b></p>	<ul style="list-style-type: none"> <li>• A state level seminar on "Education For All" was conducted on 10.4.99. Eminent personalities in Education Department, VC of Universities, &amp; Chairpersons of Zilla Parishats are involved. The Hon'ble CM attended the seminar.</li> <li>• District level seminars on "Education for All" were conducted on 23.4.1999 in all the districts duly inviting school committee members, Mandal and ZPTC members, office bearers of teacher organisations, MLAs, Ministers etc.</li> <li>• Community mobilisation officer of SPO has participated in National Level Workshop on "Efficacy and Sustainability of Community Mobilisation" held from 4-7 January 2002 at Kolkota.</li> <li>• CMO of SPO and CMO of Ranga Reddy district have participated in National level workshop on 'strategies for motivation of primary stake holders' held from 16-21 Sept. 2002 at NIRD, Rajendranagar.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days orientation training programme for the project staff (BRCCs, CRCCs, Ad. BRCCs CRCCs) held in all three districts. The District AS Co-ordinators and AS Supervisors imparted the training on the entire operational aspect of Alternative Schooling in the state. Issues discussed in the workshop ranged from opening as AS centres to mainstreaming the out of school children into formal schools.</li> </ul>	<ul style="list-style-type: none"> <li>• One day orientation workshop for district and State Project Office functionaries was organised in September, 1999 to clarify the role of community.</li> <li>• Community mobilisation dealt specifically during district Resource Group orientation taken up by State Project Office in Sirmour (Jan.2000) and Chamba (March,2000).</li> <li>• VEC and MTA training was held in Sirmour w.e.f. 18-22 June,2001 in Bakras block.</li> <li>• VEC and CRCCs were trained regarding micro planning activity in Kullu district on 4<sup>th</sup> May,2001.</li> <li>• One day workshop was held at Chamba in the month of April, 2001 wherein 10000 members of VEC and MTAs were trained.</li> <li>• 965 members of VECs and MTAs were trained at cluster level workshop in Sirmour district in the month of May,2001. Pamphlets were also distributed during this training.</li> </ul>	<ul style="list-style-type: none"> <li>• A chapter relating to Community Mobilisation and mobilising resource support from community on Pedagogical issues is included in the Teachers' Training module in order to train the teachers in that line.</li> </ul>	<ul style="list-style-type: none"> <li>• Organized KRP reorientation Training of three districts. No. KRPs- 1348.</li> <li>• Organised workshop with Teachers organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• One day SRG workshop organised on 23<sup>rd</sup> March 2002.</li> <li>• 3 day workshop organised at the State Level to develop new strategies for community mobilisation and Quality Improvement.</li> <li>• Workshop of District Coordinator (community mobilisation and girls education) on 26-27 July 2002, for DPEP - III.</li> <li>• DRG, BRG trained in all DPEP-III Districts. Training of VEC's in DPEP-III underway, 19162 completed.</li> <li>• Second round of VEC orientation commenced in DPEP-II. BRG's reconstituted. 11262 VECs oriented.</li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop on Para teacher</li> <li>• State level workshop on micro planning (Lok Chetna)</li> <li>• State level workshop on EGS&amp;AIE</li> <li>• State level workshop on SSA</li> <li>• State level workshop on development of TRG module for community leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• 1050 KRPs and RPs have been trained for SMC training.</li> <li>• 2 days training Community Leaders.</li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Areas and instance of participation</b></p>	<ul style="list-style-type: none"> <li>• VECs involved in door to door surveys.</li> <li>• VECs involved in monitoring the programme and micro planning.</li> <li>• Construction of school buildings done with active involvement of VECs.</li> <li>• VECs involved in enrolment drives.</li> <li>• VECs of remote villages provide free accommodation facilities to the teachers.</li> <li>• Local committees participated in whitewashing of school buildings and keeping the premises clean and green.</li> <li>• Village committees in some cases organised community lunch for children and parents.</li> <li>• The contribution of villagers in all districts put together is about Rs. 2,19,20,857 lakhs.</li> <li>• This has enhanced the sense of community ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door surveys, village and school mapping.</li> <li>• VECs actively involved in enrolment drive organising Praveshotshavs and Prabhat Pheries etc.</li> <li>• Community contribution for school building and repairing, both in cash and kind.</li> <li>• School construction, repairing and monitoring is done through the active involvement of VECs &amp; VCWCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation in enrolment and micro planning activities.</li> <li>• Mother Teachers Association has shown over whelming response towards their role in primary schools.</li> <li>• All the new schools running in the community donated rent-free accommodation till the construction of school buildings.</li> <li>• Land for construction of about 700 schools out of a total of 808 donated by community free of cost. The response has been over whelming in Kullu district (211/250).</li> <li>• 18 village education plans prepared by Kullu district while Sirmour district completed 17 village education plans involving VECs.</li> <li>• New Schools being constructed with the participation of community through VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• 442 AS instructors have been engaged by VECs.</li> <li>• VECs have been participating in             <ul style="list-style-type: none"> <li>- Micro planning and School mapping, to develop school improvement plan and village education plan.</li> <li>- Civil Works e.g. construction of New School Buildings, Additional Classrooms, toilets etc.</li> <li>- Improving School environment</li> </ul> </li> <li>• Mobilising Community for enrolment and retention and facilitating overall school management.</li> <li>• VECs across the districts under DPEP, Orissa are active in varied degrees in -             <ul style="list-style-type: none"> <li>- Raising voluntary contribution for schools.</li> <li>- Appointment of Para-teachers, Educating Volunteers.</li> <li>- Conducting house-to-house surveys for AS/EGS.</li> <li>- Utilisation of School Improvement Grant provided by DPEP.</li> <li>- Day-to-day management of Primary Schools, Upper Primary Schools, AS/EGS Centres and ECCE Centres.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Community contributions towards building support reported from districts.</li> <li>• Community mobilisation for enrolment of out of school children done through RPs at GP level.</li> <li>• Rs. 2000/- school improvement grant utilized by VEC.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in micro-planning.</li> <li>• VECs involved in school improvement maintenance and repairs.</li> <li>• 2068 schools provided with boundary walls and 79 with additional classrooms.</li> <li>• Appointment of para-teachers/achary aji is being done through VECs.</li> <li>• VECs involved in survey.</li> <li>• VECs involved in facilitation, enrolment and retention of children especially girls &amp; SC/ST.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participating in micro-planning.</li> <li>• VEC participating in school improvement and community mobilisation.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.</li> <li>• VEC participation in Lok Chetna.</li> <li>• VEC participation in distribution of textbook.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> </ul>	

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Areas and instance of participation</b></p>	<ul style="list-style-type: none"> <li>• With community involvement, 178 villages have achieved 100% girl child enrolment and retention.</li> <li>• VECs entrusted with supervising effective functioning of ECE centres.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>VECs playing an important role in bringing about attitudinal change (especially the gender issue) in the rural people.</i></li> <li>• <i>VECs involved in improving enrolment and retention of children in schools.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Community is directly involved in construction work. All the constructions are done by VEC.</i></li> <li>• <i>VECs/MTAs have been motivated during monthly meetings to help teachers for school development programmes and teaching learning process.</i></li> <li>• <i>VEC orientation workshop have been organised in 12 clusters of Kullu district.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Involvement in schooling process i.e. Planning, Management, Monitoring, Supervision, Utilisation of existing resources, mobilisation of Additional Resources.</li> <li>- <i>Raising voluntary contribution for schools</i></li> <li>- <i>Appointing of Para-teachers, educating volunteers</i></li> <li>- <i>Conducting house-to-house surveys for AS/EGS</i></li> <li>- <i>Utilisation of school improvement grant provided by DPEP</i></li> <li>- <i>Day-to-day management of primary schools, Upper primary schools, AS/EGS centres and ECCE centres.</i></li> <li>- <i>Involvement in schooling process, planning, management, monitoring, supervision, accountability, utilisation of existing resources, mobilisation of additional resources</i></li> </ul>	<ul style="list-style-type: none"> <li>• Organised noon workshop on enrolment, retention and school beautification.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>VEC involved in construction work of new schools, reconstruction of old schools &amp; additional classrooms.</i></li> <li>• <i>23190 VEP completed in DPEP- II districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Community providing resource support at grass root levels.</li> <li>• <i>VSS/VEC participation of local folk forms to spread the message of DPEP.</i></li> </ul>	<ul style="list-style-type: none"> <li>• PRIs are involved in Para teacher selection.</li> <li>• Pradhan, Sarpanch and Ward Panch are Chairperson of various committees and play lead roles.</li> </ul>



**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Other activities to promote Participation and Innovations</b></p>	<ul style="list-style-type: none"> <li>Region-wise School Committee Sadarsulu organised at six places.</li> <li>Bio-data particulars of school committee members (total 48709) have been collected and computerized for training purpose.</li> <li>School monitoring information system, which has provisions to monitor the functioning of school committees, is being operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>Cultural talent search activities organised.</li> </ul>	<ul style="list-style-type: none"> <li>The state govt. has proposed to appoint 1000 para teachers through Panchayats.</li> <li>State sponsored scheme of Saraswati Bal Vidya Sankalap Yojna also envisages formation of school committees.</li> <li>A study on community participation in Himachal Pradesh was conducted through an NGO.</li> </ul>	<ul style="list-style-type: none"> <li>Traditional cultural groups are trained and oriented to deliver the message of primary education and its utility</li> <li>To reduce the gender disparity in education in some specific pockets of the following districts, District Authority of DPEP have engaged Community Mobiliser (specifically educated and dedicated lady) at gram panchayat level to promote girls education.</li> <li>Ten-point rating scales have been developed in order to assess the activities of VECs frequently and strengthening their participating in schooling process.</li> <li><i>Village meeting on the line of Gram Sabha and Pali Sabha are initiated to educate people for owning the village schools.</i></li> </ul>	<ul style="list-style-type: none"> <li>Children Registers prepared in all the DPEP districts.</li> <li>Organised MTA (Cooch Behar)</li> <li>Involvement of Folk artists, Folk theater etc</li> </ul>	<ul style="list-style-type: none"> <li>Moulvies sensitised to mobilise the minority community.</li> <li>Media used to change mindsets towards new pedagogy.</li> <li>Kalajathas organised, focussing on girls education.</li> <li>Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness.</li> <li>342 model clusters have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Theatre workshops for capacity building of cultural groups in 5 linguistic zones held.</li> <li>Innovative usage of local folk forms to spread the message of DPEP.</li> <li>District-wise identification of UTPRERAKS and ABIPRERAKS held.</li> <li>Mata Samities to run ALS and ECE centres.</li> </ul>	

## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Other activities to promote Participation and Innovations</b></p>	<ul style="list-style-type: none"> <li>• Out of 48506 School Committees at primary and upper primary level, 46553 joint accounts opened.</li> <li>• Local artists from village used for folk performances.</li> <li>• At the habitational -level core teams are formed for the cause of 'Education for All with special reference to 6-14 age group.</li> <li>• In UEE mandals, 10 mobilisers are placed in each Mandal to take the responsibility of motivating the children as well as parents for educating them through Residential / Non-Residential Bridge Courses.</li> </ul>		<ul style="list-style-type: none"> <li>• <i>The state government of Himachal Pradesh vide its notification No. PCH-HA (1)12/87-10206-406 dated 31<sup>st</sup> July, 96 has entrusted the following powers, functions and responsibilities upon the Panchayati Raj Institutions (Gram Panchayats) in Himachal Pradesh in respect of Primary Education.</i></li> <li>• <i>Ensure full enrolment of school-age children in primary schools.</i></li> <li>• <i>Maintenance of primary school buildings, play grounds etc.</i></li> <li>• <i>Vigilance on regular attendance of primary school teachers and non-teaching staff and students reporting to the concerned authorities.</i></li> <li>• <i>Assist primary schools in the distribution of study material to the target group students.</i></li> <li>• <i>Mahila Shashkti Karaan Divas have been celebrated at distt. Level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some school committee members of Kalahandi district have developed corpus fund to the tune of Rs. 5 lakhs for infra. Devp.</i></li> <li>• <i>The committee members of one UGUP school of Anandapur block in Keonjhar district have contributed Rs. 4.5 lakhs for infra. Devp.</i></li> <li>• <i>In majority of schools Corpus fund have been developed for improvement of school.</i></li> <li>• <i>In several schools across the districts the school committees are engaged para-teachers by giving them some monthly honorarium from village funds.</i></li> <li>• <i>While washing and wall painting have been completed in all the primary and upper primary schools of Sonepur district by the voluntary contribution of villagers.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Observing enrolment week at district level in May &amp; July 2000.</i></li> <li>• <i>Grass-root level meetings with PRJ functionaries and community leaders.</i></li> <li>• <i>Organised one-day workshop with the secretary &amp; president of VEC (Murshidabad and Uttar Dinajpur).</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>In School Chalo Abhiyan 2001- role of Kalajathas redefined and located in blocks with low girls enrolment &amp; high dropouts.</i></li> <li>• <i>TV spots &amp; radio jingles.</i></li> <li>• <i>Meena campaigns with pre &amp; post screening discussions with the community.</i></li> </ul>		

DPEP - H, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Networking</b></p>	<ul style="list-style-type: none"> <li>Local NGOs, Mahila Mandals, youth organisations and social groups associated with capacity building and implementation of DPEP activities.</li> <li>A.P. Housing corporation conducting training programme for VEC members and masons on low cost construction technique.</li> <li>VECs working with podupu laxmi groups to tackle problem of child labour.</li> <li>Monthly Review Meetings of School Committees, Community Mobilisers, Residential Bridge Course Camp incharge and instructors of Non-Residential Bridge Courses have been organised by DPOs/ CMOs.</li> </ul>	<ul style="list-style-type: none"> <li>Lok Jumbish assisting in Micro Planning.</li> <li>Various local bodies and NGOs participating in the campaign.</li> <li>Ahmedabad Study Action Group (ASAG) to help in community based civil works.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Mandals, Yuvak Mandals, Saksharata Samities and NGOs participating in community mobilisation activities.</li> <li>A study on community participation in Himachal Pradesh conducted through an NGO.</li> <li>Bal Parvesh Mela (children enrolment drives) organised with the help of banks and other organisations.</li> </ul>	<ul style="list-style-type: none"> <li>NGO members and other PRI members and Sarpanches are also trained through Televised programme in Gramsat Pilot project about their roles in mobilizing community members to make primary education universal.</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, youth clubs and other groups involved in the community mobilisation programme.</li> <li>Network developed during TLC and PLC being reviewed and activated.</li> <li><i>Folk artists, Folk theatre etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>NGO workshop at the state level for their strategic involvement in community mobilisation and capacity building of VECs organised.</li> <li>Proposal of NGOs are invited through advertisement. Selection process is going on through test and field appraisal. Desk top appraisal has completed &amp; field appraisal is going on.</li> <li>With electronic &amp; print media.</li> <li>With SIET, Doordarshan &amp; AIR.</li> <li>With Mahila Samakhya.</li> <li>NGO's</li> </ul>	<ul style="list-style-type: none"> <li>Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities.</li> <li>Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.</li> </ul>	<ul style="list-style-type: none"> <li>A strong inter-linkage envisaged at every level with Panchayati Raj Institutions.</li> <li>PRIs are involved in Para Teacher Selection.</li> <li>PRIs are active members of Bhawan Nirman Samiti &amp; SMC.</li> <li>Pradhan, Sarpanch &amp; Ward Panch are Chairman of various committees and play leading role.</li> </ul>

Community Mobilisation & VEC Interventions	New States		
	Chhattisgarh	Jharkhand	Uttaranchal
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>• Presently formation of SPO is in progress.</li> <li>• SRG Formed. DRGs and BRGs are working.</li> <li>• DPC and GC at district level, BRC and BEO at block level, CAC at cluster level and guruji at village level ensure community mobilisation and participation.</li> <li>• SPO has been formed &amp; fully functional.</li> <li>• Jan Bhagidari Samities in each villages are in progress.</li> </ul>	<ul style="list-style-type: none"> <li>• District Level Media community mobilisation coordinators in place.</li> <li>• Media/ Community Mobilisation coordinator in place at SLO and DLOs.</li> <li>• Core team on Community Mobilisation &amp; VEC functional in every DLO, DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>• District coordinator (Community Mobilisation) appointed.</li> <li>• Senior Professional looks after the programme at SPO.</li> <li>• <b>SRG, DRG, BRG, VEC, SMC, MTA &amp; WMG constituted.</b></li> </ul>
<b>Community Mobilisation Material Development</b>	<ul style="list-style-type: none"> <li>• Publication of Bulletin on achievements of DPEP.</li> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Development of IEC material such as posters, handouts, brochures, newspapers and advertisements for mobilisation of community for girls education and UPE.</li> <li>• Training modules for VEC, training module for involving community and VEC in participatory micro planning, training materials, revised formats for Village Education Registers finalised.</li> <li>• <b>Mobilisation through Radio programmes.</b></li> <li>• <b>Audio Cassettes for teaching English in class I &amp; II.</b></li> <li>• <b>Preparation of Video Cassettes and Compact Disk for teaching English in classes I &amp; II.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Folders, posters, brochures, Pamphlets developed and distributed.</li> <li>• Audio and Video cassettes developed.</li> <li>• Handbooks in Nagpuri, Mundari and Kurukh prepared.</li> <li>• Posters in Nagpuri, Hindi, Mundari and Kurukh prepared.</li> <li>• Community mobilisation through use of publicity materials like pamphlets, folders, posters, newsletters, calendars, audio cassettes of songs developed in local dialects.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster &amp; folders developed and printed.</li> <li>• Audio-video cassettes have been developed by DIETs &amp; SPO.</li> <li>• Brochures having basic information about DPEP developed &amp; printed by the DPO &amp; DIETs.</li> <li>• VEC training manual printed by DPOs.</li> <li>• Village Education Plan Register printed by the DPOs for micro planning &amp; school mapping.</li> <li>• Door to door survey formats developed at SPO level.</li> <li>• <b>Folder for IED developed &amp; printed.</b></li> <li>• <b>Survey format printed at DPO level.</b></li> </ul>
<b>Campaign and other mobilisational activities</b>	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>• Slogans and wall writings undertaken.</li> <li>• Door-to-door contact organised.</li> <li>• Posters developed in local tribal dialects.</li> <li>• School Chalo Abhiyan' organised with emphasis on tribal children.</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats organised at cluster level.</li> <li>• Bal Melas, Bal Panchayats, Maa-beti Melas, sports and cultural competitions carried out.</li> <li>• Make the School Green &amp; Clean campaign undertaken with VEC participation.</li> <li>• Lok Sampark Abhiyan-II, a participatory micro planning exercise conducted to develop School Education Plan has been consolidated at cluster, block</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment drives organised at school, CRC, BRC and DLO level.</li> <li>• Cultural programmes, nukkad nataks, padyatras Bal melas, jhankies, prabhat pheries and rallies organised.</li> <li>• Maa-Beti melas organised at state level.</li> <li>• Kalajathas performed in Hazaribagh, East and West Singhbhum, and Chatra districts.</li> <li>• Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.</li> <li>• A state level conference on Sarva Shiksha Abhiyan organised.</li> <li>• Mahila Day organised at DLO level.</li> <li>• Innovative wall painting done.</li> <li>• One day Orientation/ 5 days training of VECS being organised in all districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ma-beti and Baap-beti melas organised at 35 places in 06 districts.</li> <li>• Meena campaign for girls education organised.</li> <li>• At the start of academic session 2001-2002, School Chalo Abhiyan was organized in the state from July 1-15.01. Prabhat Pharies were organized.</li> <li>• Banners/Posters and wall writing undertaken in all the districts of DPEP-III.</li> <li>• Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.</li> <li>• District, Block &amp; village level meeting arranged before enrolment drive.</li> </ul>

New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>• Presently formation of SPO is in progress.</li> <li>• SRG Formed. DRGs and BRGs are working.</li> <li>• DPC and GC at district level, BRC and BEO at block level, CAC at cluster level and guruji at village level ensure community mobilisation and participation.</li> <li>• SPO has been formed &amp; fully functional.</li> <li>• Jan Bhagidari Samities in each villages are in progress.</li> </ul>	<ul style="list-style-type: none"> <li>• District Level Media community mobilisation coordinators in place.</li> <li>• Media/ Community Mobilisation coordinator in place at SLO and DLOs.</li> <li>• Core team on Community Mobilisation &amp; VEC functional in every DLO, DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>• District coordinator (Community Mobilisation) appointed.</li> <li>• Senior Professional looks after the programme at SPO.</li> <li>• <b>SRG, DRG, BRG, VEC, SMC, MTA &amp; WMG constituted.</b></li> </ul>
<b>Community Mobilisation Material Development</b>	<ul style="list-style-type: none"> <li>• Publication of Bulletin on achievements of DPEP.</li> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Development of IEC material such as posters, handouts, brochures, newspapers and advertisements for mobilisation of community for girls education and UPE.</li> <li>• Training modules for VEC, training module for involving community and VEC in participatory micro planning, training materials, revised formats for Village Education Registers finalised.</li> <li>• <b>Mobilisation through Radio programmes.</b></li> <li>• <b>Audio Cassettes for teaching English in class I &amp; II.</b></li> <li>• <b>Preparation of Video Cassettes and Compact Disk for teaching English in classes I &amp; II.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Folders, posters, brochures, Pamphlets developed and distributed.</li> <li>• Audio and Video cassettes developed.</li> <li>• Handbooks in Nagpuri, Mudari and Kurukh prepared.</li> <li>• Posters in Nagpuri, Hindi, Mundari and Kurukh prepared.</li> <li>• Community mobilisation through use of publicity materials like pamphlets, folders, posters, newsletters, calendars, audio cassettes of songs developed in local dialects.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster &amp; folders developed and printed.</li> <li>• Audio-video cassettes have been developed by DIETs &amp; SPO.</li> <li>• Brochures having basic information about DPEP developed &amp; printed by the DPO &amp; DIETs.</li> <li>• VEC training manual printed by DPOs.</li> <li>• Village Education Plan Register printed by the DPOs for micro planning &amp; school mapping.</li> <li>• Door to door survey formats developed at SPO level.</li> <li>• <b>Folder for IED developed &amp; printed.</b></li> <li>• <b>Survey format printed at DPO level.</b></li> </ul>
<b>Campaign and other mobilisational activities</b>	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>• Slogans and wall writings undertaken.</li> <li>• Door-to-door contact organised.</li> <li>• Posters developed in local tribal dialects.</li> <li>• School Chalo Abhiyan' organised with emphasis on tribal children.</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats organised at cluster level.</li> <li>• Bal Melas, Bal Panchayats, Maa-beti Melas, sports and cultural competitions carried out.</li> <li>• Make the School Green &amp; Clean campaign undertaken with VEC participation.</li> <li>• Lok Sampark Abhiyan-II, a participatory micro planning exercise conducted to develop School Education Plan has been consolidated at cluster, block</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment drives organised at school, CRC, BRC and DLO level.</li> <li>• Cultural programmes, nukkad nataks, padyatras Bal melas, jhankies, prabhat pheries and rallies organised.</li> <li>• <b>Maa-Beti melas organised at state level.</b></li> <li>• <b>Kalajathas performed in Hazaribagh, East and West Singhbhum, and Chatra districts.</b></li> <li>• Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.</li> <li>• A state level conference on Sarva Shiksha Abhiyan organised.</li> <li>• Mahila Day organised at DLO level.</li> <li>• Innovative wall painting done.</li> <li>• One day Orientation/ 5 days training of VECS being organised in all districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ma-beti and Baap-beti melas organised at 35 places in 06 districts.</li> <li>• Meena campaign for girls education organised.</li> <li>• <b>At the start of academic session 2001-2002, School Chalo Abhiyan was organized in the state from July 1-15.01. Prabhat Pharies were organized.</b></li> <li>• Banners/Posters and wall writing undertaken in all the districts of DPEP-III.</li> <li>• Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.</li> <li>• District, Block &amp; village level meeting arranged before enrolment drive.</li> </ul>

Community Mobilisation & VEC Interventions	New States		
	Chhattisgarh	Jharkhand	Uttaranchal
	<p>and district level to form the district education plans.</p> <ul style="list-style-type: none"> <li>• Orientation of PRIs, VECs and community for making habitation level Education plans.</li> <li>• Padhbo padhobo School Jabo Abhiyaan initiated on 2-7-2001, to encourage school going habits and retention. Under the direct supervision of Hon Chief Minister and Governor of state.</li> <li>• MSA was taken up in 97-98&amp;99 to encourage out of school and unenrolled girls to come to school.</li> <li>• During the habitation level planning for SSA, several Nukkad Nataks were arranged to create awareness among the community.</li> <li>• <i>Selection of best mode for Praveshutsav and will be propagated as the role model of the Praveshutsav in the State.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 'Process' of the campaign: door to door contact, informal/formal discussions with community, evolving a shared vision on education through collective participation.</li> <li>• <i>Street play etc. organized in every district.</i></li> <li>• <i>Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</i></li> <li>• <i>Praveshotsavas organized in every district.</i></li> <li>• <i>Jhankhis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels.</i></li> </ul>	<ul style="list-style-type: none"> <li>• State &amp; district level conferences on Sarva Shiksha Abhiyan organised.</li> <li>• DPEP Exhibition in Magha Mela, Uttarkashi.</li> <li>• <i>Kala Jatha/ Nukad-Natak arranged in 34 villages of 15 model clusters.</i></li> </ul>
<p><b>Community Participation</b> <b>Community Organisations</b></p>	<ul style="list-style-type: none"> <li>• 20,728 VECs constituted.</li> <li>• 5720 SMCs formed in DPEP-I&amp;II district.</li> <li>• Formation of library in every village through "Rajiv Gyanodaya Yojana".</li> <li>• Formation of Mahila self help group in villages.</li> </ul>	<ul style="list-style-type: none"> <li>• 10237 VECs constituted.</li> <li>• Mata Samities are also formed for ALS as per need &amp; ECE centers. In fact, DPEP is facilitator, &amp; Mata Samities are the de-facto agencies to run ALS/ECE.</li> <li>• Community providing resources support at grass root levels.</li> <li>• SC/ST &amp; Women well represented in the VECs. (1/3 SC/ST, 1/3 Women)</li> <li>• VECs organised through a process driven intense campaign.</li> <li>• <i>VECs motivated to run schools during teachers strike in Bihar.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2674 VECs constituted.</li> <li>• 1310 MTAs, PTAs &amp; 335 WMG are formed and trained.</li> <li>• Draft for the constitution of school management committee (SMC) submitted to the state government for approval.</li> <li>• <i>Training of 13745 members of MTAs &amp; 4802 member WMGs completed.</i></li> <li>• <i>School management committee constituted dated 30 March 2002 vide G.O.No. HRD-06/B.E/2002.</i></li> </ul>
<p><b>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</b> <b>Material development</b></p>	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• Activity Diary developed.</li> <li>• VEC diary printed and distributed.</li> <li>• Training Module "NEEV" developed for the training of VNS &amp; BNS.</li> <li>• <i>Training Module for VEC, training module for involving community and participatory Micro Planning, training materials, revised formats for VER finalised.</i></li> <li>• <i>Posters developed to mobilize community.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC, Mata Samities and micro planning are being used that were developed by the parent state- Bihar.</li> <li>• Training modules for VEC &amp; Micro-lanning developed.</li> <li>• Training module on community construction process developed.</li> <li>• VEC manual and guidelines for School Development Grant developed.</li> <li>• Module on VECs developed &amp; capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's handbook for MTA, PTA and WMG have been developed.</li> <li>• Trainer's handbook for VEC training developed.</li> <li>• A training module for VEC training and Gram Shiksha Yojana hand book printed.</li> <li>• School grading &amp; student achievement format developed for the use of community.</li> </ul>

New States			
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		building of the campaigners completed before the actual launch of the campaign.	• <i>A folder of IED developed.</i>
Orientation/ Training/ workshops for Community Organisations	<ul style="list-style-type: none"> <li>• Orientation programmes for VECs members organised.</li> <li>• A workshop was organised in March 2000 in which experts from state and district participated.</li> <li>• The strategy for participatory micro planning or Lok Sampark Abhiyan (LSA) and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences.</li> <li>• Training Module for VEC, training module for involving community and VEC in participatory Micro planning, training materials, revised formats for VER finalised.</li> <li>• <i>Participation in National level workshop on community participation held in Kolkata:</i></li> <li>• <i>Training and orientation of State, District, Block, Cluster level functionaries by NIAR Mussoorie.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A 1-day orientation imparted to all VECs.</li> <li>• Regular meeting of VEC held at school.</li> <li>• Construction training organised for VECs.</li> <li>• A 5-day training has been completed in chatra and the same is being organised in other districts under DPEP.</li> <li>• Workshops organised for identification of Utpreraks/ Abhipreraks.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organised.</li> <li>• Five days training to VEC member initiated.</li> <li>• Community construction process in place, training before start of construction training of the Masons/lady masons.</li> </ul>	<ul style="list-style-type: none"> <li>• 24500 members of 1200 VECs have been trained.</li> <li>• 03 days training for VEC members conducted at village level.</li> <li>• Monthly meetings of VECs were organized at school level.</li> <li>• <i>2579 VECs trained.</i></li> <li>• <i>Orientation workshops for DRGs and BRGs organized at DIET level.</i></li> <li>• <i>Master trainers of WMG/MTA trained at the SPO level.</i></li> <li>• <i>Training on micro planning &amp; School mapping organised at NIAR, Mussoorie.</i></li> <li>• <i>Training on data capture format (Survey format) for district level functionaries organised at SPO level.</i></li> </ul>
Orientation/Training/ workshop for staff/Master Trainers	<ul style="list-style-type: none"> <li>• Master Trainers identified at the Block level and trained at DIET.</li> <li>• Meeting organised at the state level with SRG for Shiksha Panchayat.</li> <li>• Sahayoginies given training at state level.</li> <li>• Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning material.</li> <li>• MTs have been 12 days training at district level on Seeking Sikshana Package of class V.</li> <li>• Schooling packages of Madhya Pradesh is adopted.</li> <li>• RSK, ZSK JPSU and JSK orientation has been planned.</li> <li>• Staff from SPO attended a workshop on Community mobilisation.</li> <li>• <i>CACs have been given training on 3 days English training in Teleconferencing mode.</i></li> <li>• <i>SPO staff is trained to use computers to speed up the work.</i></li> </ul>	<ul style="list-style-type: none"> <li>• DLO staff and two master trainers from Chatra, two APO, two ARP and one DRP from Dumka and two master trainers from Hazaribagh have been trained through state level workshops.</li> <li>• Workshops to monitor progress of VEC formation organised at different levels.</li> <li>• <i>After placing key posts at the State level the training and orientation will be provided.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by DIET for BRG for SRG.</li> <li>• DRG trained in all DPEP districts.</li> <li>• Orientation programmes held for newly elected Pradhans, members of VECs at the Nyaya Panchayat level.</li> <li>• A 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation.</li> <li>• Visioning workshops for district coordinators organised.</li> <li>• 162 trainers have been trained.</li> <li>• 3 days training programme for District Coordinator (C.M.) held regarding community participation and PRA etc.</li> <li>• Orientation programme for SRG, DRGs &amp; BRGs organized.</li> <li>• Training programme for MTs for MTA/WMG training organised at SPO.</li> </ul>

New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
			Lucknow & SPO, Dehradun. <ul style="list-style-type: none"> <li>• District coordinators participated in national level workshop held at NSDART, Mussoorie.</li> <li>• Orientation workshop for DRGs and BRGs organised at DIET level.</li> <li>• Master trainers for WMG/MTA training trained at the SPO level.</li> <li>• Training on microplanning &amp; school mapping organised at NSDART, Mussoorie.</li> <li>• Training on data capture format (Survey format) for district level functionaries organised at SPO level.</li> <li>• <i>District coordinators participated in national level workshop held at NIAR, Mussoorie.</i></li> <li>• <i>State &amp; District coordinator took part in national workshop organised at Kolkata.</i></li> </ul>
<b>Areas and instances of Participation</b>	<ul style="list-style-type: none"> <li>• VECs participated in Lok Sampark Abhiyan.</li> <li>• VECs involved in the selection of para-teachers in both SSKs and Ass.</li> <li>• The Gram Shiksha Sabha undertook social audit of village education.</li> <li>• SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>• Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>• Joint account of local panch/sarpanch with EGS teacher and CAC.</li> <li>• SMCs including members from local community frequently visit/ monitor schools of their area.</li> <li>• VECs are involved in micro planning and development of VEP.</li> <li>• Panchayati Raj institutions actively involved in DPEP.</li> <li>• Active participation of community in construction of PS Buildings through VNS &amp; BNS.</li> <li>• Active community participation in Padhbo Padhobo School Jobo abhiyaan.</li> <li>• Community involved in construction of PS Buildings</li> </ul>	<ul style="list-style-type: none"> <li>• VECs are helping teachers in distribution of books.</li> <li>• VECs involved in maintenance, minor repairs and plantation within school premises.</li> <li>• VECs involved in environment building, awareness generation, enrolment drive, micro-planning and construction activities.</li> <li>• Community has provided para teachers where teachers are not sufficient in number.</li> <li>• Participation of VEC presidents in CRC meetings.</li> <li>• VECs have organised special campaign, rallies and mahil Sammelans.</li> <li>• Donation of land for school building has been reported from Hazaribagh.</li> <li>• VECs participating in micro-planning school improvement and community mobilisation.</li> <li>• VECs were motivated to run schools during teachers strike in Jharkhand.</li> <li>• All Civil Works including construction of BRC entrusted to community through Community Construction procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in survey and micro planning.</li> <li>• VECs involved in facilitation, enrolment and retention of children.</li> <li>• VECs involved in school improvement, maintenance and repairs.</li> <li>• Appointment of para-teachers/acharyajis and AS workers is being done through VECs.</li> <li>• Construction &amp; repairs of school buildings, additional rooms &amp; toilets done with active involvement of VEC.</li> <li>• VEC provide place &amp; drinking water for AS &amp; EGS centres.</li> <li>• VEC purchase educational material for AS, EGS &amp; ECCE centres.</li> <li>• Free text book distribution in formal schools.</li> <li>• <i>VECs involved in Door to Door survey.</i></li> <li>• <i>VECs involved in selection of para teacher in formal schools.</i></li> <li>• <i>VEC identify the Acharyaji/Anudeshaka for the EGS &amp; AS centers.</i></li> </ul>



New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
	<ul style="list-style-type: none"> <li>and additional classroom.</li> <li>• Community participation is ensured while appointing gurujis in EGS schools and through monitoring.</li> <li>• Community involved in construction of PS Buildings and additional class room.</li> <li>• <i>SMCs are involved in micro planning and development of VEP.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>SMC involved in preparation of cooking meal under mid-day-meal scheme.</i></li> </ul>
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Shiksha panchayats are being organised in which social audit of Panch/Sarpanch is done through reading of progress report of their educational centres. It has resulted in the development of sense of responsibility among the community.</li> <li>• Mobilisation through various Radio programmes.</li> <li>• Activity centres in EGS schools have been developed.</li> <li>• Orientation of Teachers, Guruji, CAC and MTs through teleconferencing mode.</li> <li>• In the school Improvement programme, ranking is given on the basis of the involvement of Community in the matter of School activities.</li> <li>• Institutional reforms of school management are to be considered by the state government of Chhattisgarh.</li> </ul>	<ul style="list-style-type: none"> <li>• Mata Samities formed to run ALS and ECE centers.</li> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zone held.</li> <li>• Innovative usage of local folk forms to spread the message of DPEP.</li> <li>• Creative use of drama forms through identifying &amp; training of the local theatre groups for dissemination of the content of education in the community.</li> <li>• Habitation level planning to trace out the out of school children &amp; their enrolment/retention in schools/ Alternative schools.</li> <li>• Micro-planning initiated in selected blocks- PRA technique adopted.</li> <li>• Water /sanitary facilities being created in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 80 Model cluster have been formed.</li> <li>• Student tracking in schools of model clusters with the help of MTA/WMG.</li> <li>• Participation of VEC &amp; community "study on class room culture &amp; processes-gender perspective".</li> <li>• DRG, BRG for VECs constituted.</li> </ul>
Networking	<ul style="list-style-type: none"> <li>• NGOs are involved in various activities of community mobilisation and participation.</li> <li>• PRI actively involved in DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Networking with NGOs NKS, Zil Sksharta Samitis, Kalyan Kendras and Bharat Sevashram Sangh.</li> <li>• Convergence with NGOs, Mahila Samooh and Mata Samities.</li> <li>• Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisation, etc. in VEC formation campaign and other community mobilisation activities.</li> <li>• Networking done with trade unions, NGOs teachers association, youth clubs and NYKS.</li> </ul>	<ul style="list-style-type: none"> <li>• NGO, Yoth clubs, Mahila Mandals, yovak mandals &amp; mahila Samakhya participating in community mobilisation.</li> <li>• Networking with NGO's in different areas such as enrolment drive campaign, local specific need based curriculum development &amp; VEC/ MTA/ WMG training.</li> </ul>

# **PEDAGOGICAL IMPROVEMENT**

## **A Background**

### *Overview*

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

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

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

### *Textbooks*

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

time in many states. Madhya Pradesh was one state that followed an intensive process of field trials. Finally, some states, especially those who had involved teachers intensively in textbook development, e.g., Kerala and Haryana also made efforts to improve the capacities of the writers.

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

### ***Teaching learning materials***

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

### ***Training***

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

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

intensive. Briefly, teacher training improved radically, in qualitative as well as quantitative terms.

### *Resource Groups*

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

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

### *Resource Centres*

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

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

As these centres are evolving, many issues pertaining to their capacity building, linkages with schools, involvement with community etc. have been thrown up. Factors like what funds they have at their disposal to function independently, what kind of standing they have with respect

to the local school inspecting staff and what their capacity is to offer academic support to teachers are also of critical importance. Efforts are being made continuously to address these issues through field visits and through national and state level workshops. Now greater emphasis is being placed on BRCs and CRCs taking responsibility of schools in their area for their overall improvement.

### ***Institutional Development of DIETs***

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

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

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

### **Current Concerns**

#### ***Capacity Building***

As DPEP progressed, experiences of phase I states in undertaking the complex task of pedagogical renewal threw up capacity building as a major issue. It was found that wherever capacities of state resource groups were built prior to undertaking renewal tasks of textbook development, teacher training etc., a more holistic and effective intervention was made. Similarly, capacity building of DIETs, DRGs, BRCs and CRCs for extending support to

teachers emerged as a critical factor. To address this issue efforts have been initiated at the national and state level.

In an attempt to respond to the felt and emerging need for building capacities at different levels to undertake the task of pedagogical renewal, a scheme for capacity building, "Enhance" was formulated in May 2001. It is flexible, as it allows state agencies to make their own plans and proposals as per their local specific needs. In this scheme, once a proposal is received, an attempt will be made by the Pedagogy Unit of the Technical Support Group DPEP to locate a resource agency which can support the state's plans. Subsequently, activities for capacity building mutually agreed to by the state and the resource agency such as training, workshops, material development and others will be funded in this scheme. The idea is to help states to access a wide range of expertise and resources across the country.

This scheme aims to:

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

It has not been possible to operation analyse this scheme because reservation of the Finance Department. However, capacity building efforts are on in other ways.

### ***Resource Enhancement Programme***

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

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

The first workshop was held in SCERT Gurgaon from 29 August – 6 September, 2000. After the first workshop a review and feedback meeting was held. Upon discussion in the review meeting it was felt that it would be worthwhile to increase the membership of the state resource persons in this programme by organising a repeat workshop. This workshop was hosted by Rajasthan DPEP in December 2000. In addition to the Rajasthan team state level resource persons from H.P and Haryana participated in this workshop.

A meeting was then held in November 2000 to conceptualise and plan the second workshop. Readings (selected excerpts from books on education) to be used in this workshop were short listed and transcreated. The second workshop was held from 30<sup>th</sup> January to 10<sup>th</sup> February, 2001. A repeat workshop was organised in August for those who could not attend the above mentioned workshop. Home tasks were assigned to state level resource persons at the end of each workshop. The third and final workshop was organised from 25<sup>th</sup> December, 2001 to 5<sup>th</sup> January, 2002 at V.V. Giri National Labour Institute, Noida.

**The follow up activities of Resource Enhancement Programme include the following:**

- 1. Feedback and review of the third workshop of Resource Enrichment Programme and also review of the overall programme.**
- 2. Sharing the experience with a larger national level resource institutions.**
- 3. Compiling and editing of the reading material used in the three workshops in both Hindi and English.**
- 4. Initiating follow up activities in REP states in form of projects, seminars etc.**
- 5. Initiating similar programmes in other DPEP states.**
- 6. Organizing and conducting National level seminars and follow up workshops on issues emerging from Resource Enrichment Programme.**

### ***School-based Quality Improvement Programs***

In the past few years four school improvement programs have been initiated by TSG, namely, 'Vikalp' in Uttar Pradesh; School Improvement Program in Himachal Pradesh; and FLIP (Falta Learning Improvement Programme) in West Bengal. These programs were of different types. For instance, the program in Chamba concentrated initially on the physical and functional aspects of the school, which in due course threw up a demand for improvement in learning aspects as well; 'Vikalp' and FLIP were started as learning improvement programs focussing more on the classroom organisation & teaching learning aspects. To achieve these, however, intervention in the physical and functional aspects also became imperative in these cases.

Each of these programs was supported intensively by TSG for about a year, after which they were taken over by the respective states with reduced support from this end. Each of these programs has now entered the expansion phase. Vikalp is running in 73 schools in 2 districts (Hardoi & Barabanki). The program in Chamba has now expanded to cover 84 schools of the initial block, plus it has been introduced in selected clusters in other districts. FLIP led to a much larger program called SLIP (School based Learning Improvement Program) in West Bengal covering 435 schools in six districts. **The state has now decided to undertake a major expansion of SLIP covering about 2000 schools. Prior to that they are planning to have the program reviewed by a team comprising internal and external persons. The aspects to be reviewed have already been delineated, and the exercise is likely to begin in the first half of December.**

The fourth school based quality improvement program was initiated in the Shankarpally mandal of Rangareddy district (Andhra Pradesh) in 2001-2002. It is being supported by MV Foundation.

The main aspects covered under this program are :

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

The process that was begun in Rangareddy district in Andhra Pradesh in eight schools in the first phase has now been expanded to two mandals in the next phase – one each in Rangareddy and Nalgonda districts. The mandals are Moinabad (37 schools) and Bommam Ramaran (46 schools) respectively. The learnings in the first phase of the program were that the macro level pedagogic inputs (such as new textbooks, teacher training, TLM grant & academic support provisions) do not take root adequately in the schools, because a majority of schools are not in a position to absorb them. They are struggling with more basic functional problems like high levels of irregularity and absenteeism on part of children, continuous interruptions in the teaching schedule, adhocism in work distribution of teachers, mid-session teacher transfers, delays in text book supply to schools, lack of planning and time management on part of teachers, and so on. Secondly, teachers are unable to contextualise and build upon the inputs given to them in form of training, textbooks, TLM, and so on, in their schools.

Based on these learnings, in the second phase of the program, each school has been helped to assess its own functioning based on certain basic parameters, and identify problem areas. They have also identified, at which level these need to be addressed, whether school, mandal, district or state. Each of the levels has then tried to address them in a time bound manner so as to streamline the functioning of each individual school.

Further, the learning levels of children in classes III-V have been assessed by the teachers, and a significant amount of deficiency have been found even of the class I & II level competencies. Therefore, a tight 6-week program has been designed in Language and Maths, addressing the basic language and number skills for the children of classes III-V. It is expected that following this they will be better equipped to handle their grade level texts/course. At that stage teachers will be further trained in concepts, teaching strategies and instructional planning to run their classes in a changed mode, leading to more effective learning. This program has a strong on-site support component. The monitoring team is being specially trained and supported to help teachers contextualise these inputs in their own classroom situations and innovate further.

The dynamics of expansion is being carefully addressed (from 8 to 83 schools) and not just being taken up in a linear manner. Many of the aspects have been reworked for the second phase of the program. In many respects refinement / modifications have also been made from the earlier phase. Many of the issues raised during the course of this work are being taken up simultaneously with the larger DPEP program in the state.



### *Sharing workshop on 'School Based Quality Improvement Programs'*

A 2-day sharing workshop on School-based Quality Improvement programs was held in the first week of March in New Delhi. The four states UP, WB, HP & AP where such programs are going on were invited. In addition four new states Bihar, Uttaranchal, Chattisgarh & Maharashtra were also invited who have shown keenness in initiating similar programs (Bihar and Maharashtra had to drop out at the last minute because of disturbed train routes due to the communal riots in Gujarat)

Main discussions in the workshop:

1. Each of the four states presented their programs in detail with the help of school-based data, records, excerpts from teacher diaries and teaching plans, learning materials prepared by teachers at school & cluster level and children's work.
2. The main achievements of each program were described in terms of improvement in school environment & facilities, teachers' changed attitude towards their work, improved participation and learning levels of children, and greater involvement of community.
3. During discussions the different programs were compared and contrasted with respect to their commonalities and specific features. For e.g.
  - a. The main emphasis in SLIP is on the *learning of every child*;
  - b. Vikalp has concentrated mainly on classroom processes
  - c. In Shankarpally the emphasis is on overall development of school in terms of regular attendance of children, more efficient school organization, improved teaching strategies, a clear definition of the role of the HMs, and academic monitoring of schools on part of community. The main goal of the program is that *schools should provide learning guarantee to every child*.
  - d. In Chamba the initial focus was on improvement of physical facilities as the schools were in quite bad condition. The approach adopted was to help teachers prepare school profiles, followed by school development plans. Gradually the attention is shifting to classroom issues.
4. Participants deliberated on the differing approaches to quality improvement adopted in the different programs, which were highly contextualised and based on the ground realities of the field, as well as the local needs and capacity.
5. Older states learnt new approaches/strategies from each other. New states tried to understand how they can initiate similar programs in their areas.
6. Experts present at the workshop helped the state personnel to clarify conceptual issues and chart out directions for future.
7. States showed interest in visiting each other's programs in the coming session.

**Maharashtra has now shown interest in initiating school based quality improvement program. A preliminary meeting was held with the state officials, and representatives of the districts, to orient them on its basic aspects of such an effort. It was decided that initially two blocks, one each in two adjoining districts would be chosen. To start with the program will be initiated in just one cluster of each block, and during the course expanded further.**

### *School Libraries Programme*

This program has picked up momentum in several states. Almost all states now budget regularly for purchase of books for school libraries. Several states are undertaking measures

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

In West Bengal the link library program is growing further. The state has organized a round of cluster level book fairs in the year following the book van tour. A second round of purchase of books for the schools has been done. The state level Book Review Committee constituted for the purpose of book selection recommends appropriate books for the school libraries. The District Review Committee, makes a final selection from the recommended list of books. NBT gives a 50% discount on books for school libraries under DPEP.

A Book Van Tour had been planned for DPEP Gujarat in March 2002 in association with NBT. It was supposed to cover the nine project districts, and specially visit all those block which were affected by the earthquake last year. The tour was to begin on the 7<sup>th</sup> of March and continue for three months. Districts with a high percentage of local teachers were to be covered during the vacation months. After all preparations had been completed, the Book Van Tour had to be called off at the last minute due to the communal riots in the state.

DPEP Uttaranchal had also expressed interest in organizing a Book Van Tour in its project districts. It could not be taken up in this quarter due to assembly elections. In the coming months the tour will be organized in Uttaranchal.

*Workshop on "Effective use of Library Books to develop Reading and Writing Abilities of Children in Primary Classes"*

Over the past few years some of the DPEP states have taken up the School Library Program in earnest, with the purpose of providing a better literacy environment in schools. From the national level, through mobile book van tours, workshops, publication and state level interactions an attempt has been made not only to expose children, teacher and community to good quality children's literature, but also to bring about a shift in the conventional image of a library (its "extra-curricular" status, books kept under lock and key, strict rules with respect to loss and damage, a weekly issue system, and so on). The effort has been to encourage a far more free and active use of books in schools through the concept of "class libraries", with an open display system, free reading time, and use of books in curricular transaction and so on. The objective is not only to improve the reading and writing abilities of children, but also enrich content learning.

In some of the states this shift is already becoming visible in classrooms. But a strong need has emerged from the field for further inputs in this area.

West Bengal, Maharashtra, Andhra Pradesh, Kerala, Himachal Pradesh & Uttar Pradesh were invited to participate in the workshop. These states are already in the process of developing their school library programs. Each state sent teams of 4-8 persons from selected districts (1-2) where they would like to initiate an intensive pilot project on the use of library books to improve the reading/writing and overall learning levels of children. About 15-16 districts were represented.

## Main discussion of the Workshop

1. The current status of literacy skills amongst children in primary classes was discussed in detail. By and large it was agreed that children at class V level have literacy skills of class II or III level. Participants shared the strategies they are adopting to address this problem. Inadequate utilization of library books was also focussed.
2. Participants were exposed to theoretical foundations of early literacy i.e. how do children first begin to read and write. Related reading and reference material was also distributed.
3. Practical aspects of how to organise and run a class incorporating elements of the above theories was also demonstrated and discussed.
4. Participants were exposed to a variety of children's literature classified according to genre and age.
5. Finally, some time was spent on how this understanding would be translated into action in the districts/states. It was broadly agreed that these are fairly complex issues and need to be taken upon a small scale initially to be fully understood and adapted in the local context. Therefore it was felt that it would be appropriate to take up 25-50 schools to begin in each state/district. These schools would be carefully monitored and supported by the CRC which in turn would receive the support of block, district and state. In 3-6 months as some results start becoming visible the program can be expanded in the same district and other districts.
6. Pedagogy Unit, TSG would provide support to states that initiate small projects of this sort with respect to planning, training, book selection & monitoring.

**As a follow up to this workshop states have initiated work in respect of enriching library activities in their schools. Andhra Pradesh has already selected and acquired a set of around 80 children's books for classes I-V. They were supported in having a 5-day workshop to discuss the use of these books in class and how they can be integrated in the teaching learning process. Both conceptual as well as practical aspects (teaching strategies, activities, exercises, etc) were discussed and demonstrated. The state is now in the process of bringing out a manual for the teachers which will help them in the effective use of library books in class.**

### *Pupil Evaluation Study*

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

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

The states selected for the study were Karnataka, Madhya Pradesh, Uttar Pradesh, Maharashtra & Haryana; and the NGOs are Digantar, Jaipur & Eklavya, Bhopal.

Preliminary study reports were shared and discussed in the group of researchers. Since in some of the states only one of the two processes, either formal evaluation or continuous and comprehensive evaluation could be captured in the first visit, another round of field visits were made in some states.

The studies were shared in national level workshop organised from 27<sup>th</sup> February to 1<sup>st</sup> March, 2002 with all DPEP states. This workshop not only served as a forum for sharing these studies but provided an opportunity to reflect on the what? how? and why of evaluation. One of the major concerns expressed was that the present evaluation system rarely feeds into the teaching learning process and is at times contradictory to activity based teaching methodology adopted in daily classroom transactions. Some of the preliminary follow up steps of this workshop include:

- (a) Initiating small scale projects at cluster level on pupil evaluation for which support can be extended by TSG and other identified resource persons. This project would involve intensive work on evaluation issue in the context of teaching learning process along with teachers, parents, centre coordinators and DIET faculty in a few identified schools. Developing a sound student evaluation system at the school level is essential before changes are made in the whole system.
- (b) Sharing the key findings of the workshop at the level of SRG.
- (c) Undertaking a more indepth study in the state to assess the status of pupil evaluation.
- (d) Visiting programmes to get a feel of different evaluation systems. Some of programmes that could be visited include: Kerala DPEP, Digantar (Jaipur), Active Schools (Maharashtra) and Nalli Kalli (Karnataka).  
A synthesis report of the case studies has been prepared. The report is mainly divided into 2 sections. One dealing with evaluation issues at the classroom level and the other dealing more with systemic issues.

#### *MGT Workshop at Rishi Valley and small scale piloting in the states*

Keeping in view the acute MGT condition in more than half of the schools of all states except Kerala a workshop on Multi-grade Teaching was organized at Rishi Valley, Andhra Pradesh from 5<sup>th</sup> to 9<sup>th</sup> March 2002. Eight-member teams from six states, viz., Uttaranchal, Himachal Pradesh, Madhya Pradesh, Chattisgarh, Orissa and Maharashtra turned up for the workshop with their tentative plans for pilot MGT projects. They were exposed to the schools, materials and curriculum of the Rishi Valley Institute for Educational Resources for more than 2 days. After this resource persons from concerned agencies narrated their approach to multi-grade/level teaching by sharing the pedagogy, curriculum and materials of Nali Kali (Karnataka), Eklayva (M.P.), Active Schools (Maharashtra), Digantar (Rajasthan). Finally the state teams finalized their state plans in consultation with the resource persons.

After the workshop each state team shared its experience with their respective state and district level authorities as a preparation to initiate a pilot MGT project in selected number of schools. State and district level workshops were organised to draw their plan of action, identify MGT schools in different districts, define own approach to MGT / MLT, finalise materials for the piloting, orient teachers for the cause and launch the experiment. The oriented states in collaboration with the TSG have started their small scale piloting as per own ground realities and expertise available with them. The following points indicate some of the highlights of the moves.

- Maharashtra team was represented by eight participants from five districts, viz., Jalna, Dhule, Nandurbar, Gadchiroli and Beed. The Jalna team initiated its piloting using the Hindi materials of RIVER (provided to them as the workshop resource

material) in a Hindi medium school to test their effectiveness. The state sent its own team once again to Rishi Valley for further capacity development. On return the state organised series of state level workshops at Mumbai and Jalna for the five districts for understanding the approach better, design own plan of action, develop materials for the try out, identify schools in the districts, orient teachers and initiate the piloting. The participants in collaboration with TSG have developed around 1500 self learning cards, 18 supplementary booklets and the guidebook for class I and II. The state is about to launch the piloting in around 40 schools of the five districts. Along with this similar piloting is also carried out in the Hindi medium school of Jalna.

- Madhya Pradesh has conducted state level preparatory workshops to orient its school teachers and finalise the materials. The state is piloting in two schools(one formal and one EGS school) in each of its districts across the states.
- Himachal Pradesh has initiated piloting in about fifteen schools of three districts. A lot of TLM has been developed for these pilot schools.
- Uttaranchal has identified thirty six schools of two districts for the piloting.
- Orissa and Chhattisgarh have drawn their plan of action and are preparing to initiate the experiments.

Other than these states like Karnataka, Assam, Haryana, Bihar, Jharkhand etc. are also taking interest in the issue. TSG has started discussion and planning with these states.

### *Issues in Primary Education*

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

The 9<sup>th</sup> issue has been released in October 2001. The theme of this issue is “Exploring Science in Primary Years”. This issue highlights five important aspects of primary level science teaching (EVS). They are : EVS – what and why?, EVS – a process or information?, Problems and possibilities in EVS teaching; Role of drawing in learning science; selected good practices in EVS teaching. Besides the issue also exposes its readers to some important journals of science education and science resource centre across the country which states may like to collaborate with.

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

The 10<sup>th</sup> issue focuses on Aims of Education. This issue draws upon the discussion of Resource Enhancement Programme and brings in a range of articles from different educationist in the country.

The Hindi translation of the Science issue is also being printed.

### *Support to new states*

The new states Chattisgarh & Uttranchal are being visited regularly and helped in setting up & orienting their State Resource Groups, in identification of their thrust areas and planning of activities over the next 1-2 years. Field visits to the districts have been made in both states. A

visioning workshop for the Uttranchal SRG was supported by the TSG in October 2001. A similar workshop with DIETs is planned in Chattisgarh in November.

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

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

The agency which undertake the study:

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

A flexible framework, design and broad tools of the study were developed in collaboration with the above agencies in a series of workshops organised at the national level. Agencies were expected to adapt the tools as per the state specific context.

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

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

The specific areas to be focussed upon were:

- a) Textbooks and teaching learning materials,

- b) Teacher-capacity building, i.e. teacher training, academic resource support and other strategies adopted.

The field work have been completed in all the states. Analysis and report writing is in progress.

**Draft reports of Tamil Nadu and Karnataka have already been shared at the state level. The Tamil Nadu sharing workshop was organised from 11th to 12th Sep. 2002 and the Karnataka sharing workshop was organised from 18-19th October, 2002. These state level sharing workshops were an attempt to share the main findings of the study with the state. Presentation by the principal investigators followed by group discussion on emerging issues from the study among state level participants helped in identifying the way forward (next steps). Presence of eminent educationist and resource persons from the state and national levels made these discussions more meaningful.**

#### *Agenda for the future*

- The school based quality improvement programs have proved to be important learning grounds for the states in terms of identifying factors which affect quality at the ground level. They have also demonstrated what works in practice. The current programs will be supported and helped to further expand. New initiatives of this kind will be encouraged in other states.
- **Final evaluation of pedagogical interventions in phase I states was initiated in 2001. Field visits for the study are over. State level sharing workshops have begun.**
- **A major thrust for the future will be capacity building of persons working at the state and district level, particularly in SCERTs and DIETs. The third and final workshop of the series of the resource enhancement programme was conducted in December, 2001. A repeat workshop for participants who could not attend is scheduled in the near future. A number of activities are planned post Resource Enhancement Programme. These include a series of seminars to be hosted by participating states on issues like learning process, philosophy of education and so on. In addition to these seminars, based on the proceeding of the workshops 4 newsletters are planned. These would focus on Aims of Education, Learning Process, Capacity Building and Reading and Counting.**
- **As a fall out of the resource enhancement programme a wide range of reading material on educational and pedagogy issues was identified, developed and used. This material will be compiled, transcreated and edited in both English and Hindi.**
- Through the School Libraries Program effort will be made to improve the use of books in the classroom so as to improve literacy levels of children. Book Van Tours will be undertaken in more states.
- Pupil evaluation will be taken up as another focus area. As a follow up of the national workshop small scale pilot projects will be taken up by the states. In addition to this exposure visits to innovative programmes, undertaking in depth research on pupil evaluation issues may also be undertaken.
- The pedagogy unit will continue to provide resource support to states as per need and demand.
- States will be supported in the multi-grade projects they have planned in the national workshop. New states interested in similar initiatives would also be helped in course of time.
- "Issues in Primary Education" will be brought out and circulated on a regular basis.

**Teacher Training And Support Activities Undertaken During The Last Year  
(Progress Since Last JRM Indicated In Bold)**

Coverage/Rounds/Cascade

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase I &amp; Phase II</i></p> <ul style="list-style-type: none"> <li>• Series of state level planning conducted with BRCCs (2-4 Jan, 02 and 15-17 May, 02) and CRCC (2-4 Feb, 02 and 2-4 June, 02)</li> <li>• Seminar conducted on school calendar and timing in Aug 02.</li> <li>• Workshop on modification of learning book organised at district level. Research at investigators have been identified</li> <li>• Block level need-based training of teachers (residential) is underway.</li> <li>• Need-based teachers training 9-11 days in all districts.</li> <li>• 4 day in-service training provided to all the teachers (30,000) in all the nine DPEP districts.</li> <li>• 10537 teachers were given need based district specific</li> </ul>	<ul style="list-style-type: none"> <li>• In summer Haryana 2002, In-service-training carried out in 5 rounds the 7 DPEP districts, in all 55 blocks. Of 18000 teachers, 17000 received 7 days training. Training Module "Sehpathi" developed and used for training of KRPs and MTs.</li> <li>• Extended Teachers Training being conducted at CRCs in DPEP districts. The teachers in the cluster are divided into two lots. Training organised on the 1st and the 3rd Saturday of every month alternately for each group.</li> <li>• 5 day in-service training in two cycles from Aug 2002. 18000 teachers in DPEP, 22000 teachers in non DPEP and 20000 teachers in upper</li> </ul>	<ul style="list-style-type: none"> <li>• 'Chaitanya' training is conducted by BRC covering all the teachers.</li> <li>• 6-day activity based training was provided to the DIET faculty covering all the DPEP districts.</li> <li>• Two state level workshops organised to plan and develop materials for MGT piloting.</li> <li>• UNICEF has evaluated 'Nali Kali'; The report is shared with districts and others for feedback.</li> <li>• A 5-day training programme for the headmasters/headmistresses conducted. So far 2329 in phase I and 10864 in phase II have been trained.</li> <li>• Multi level and Multi-grade teaching approach on the basis of 'Nali Kali' experience extended to one block each in 4 DPEP-I districts. 4152 and 6616 teachers have been trained in the DPEP-I and II districts respectively.</li> <li>• 35700 teachers in phase I and 59246 teachers in phase II have undergone 6 days of</li> </ul>	<ul style="list-style-type: none"> <li>• Kingnikkootam conducted in all schools.</li> <li>• District specific training on teaching of English, classroom practices etc.</li> <li>• 6 day Teacher Training Programme during April-May for all 30,000 teachers.</li> <li>• Trained headmasters for leadership qualities.</li> <li>• Conducted study of classroom processes to identify training needs of teachers for the teacher training during 2001-2002.</li> </ul>	<ul style="list-style-type: none"> <li>• Need based training imparted to 40459 teachers.</li> <li>• 162868 teachers given training on Integrated Learning Material (ILM).</li> <li>• In 2000-01 23246 EGS gurujis and AS teachers trained in 33 districts.</li> <li>• Training planned for 30,000 upper primary teachers in science and mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of teachers of class II in teaching of English during May 2002 through convergence.</li> <li>• 4-day workshop on universalisation of Activity Based Learning conducted.</li> <li>• Follow-up of SMART-PT program initiated by MSCERT</li> <li>• 30631 teachers trained through 12-day SMART-PT training (on English) organised by MSCERT.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow-up of intensive training on Evaluation Strategies to all teachers of primary schools started in June 02. Block Level Evaluation Committees formed.</li> <li>• Three days training to 3632 teachers in phase I and 672 teachers in phase II districts for class I new textbook.</li> <li>• Five days training to 2806 teachers in Phase I and 239 in phase II for English in Std. III, IV &amp; V.</li> <li>• Five days Booster training to 2378 teachers handling Std. II in phase I.</li> <li>• One day training in Activity Based Teaching for 195 teachers phase I and 802 teachers phase II.</li> <li>• Orientation training to newly appointed 480 teachers phase I and 191 phase II.</li> <li>• Four days training to HMs on administration.</li> </ul>



ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>training in phase I 19521 teachers have been trained for 7-9 days on 'nature and implication' and 'whole school approach' in classroom transaction in phase II.</p> <p><i>Phase I</i></p> <ul style="list-style-type: none"> <li>• 5 days training on sikon pothi</li> <li>• 3 days training on TLM in multigrade schools.</li> <li>• District and block level training on multigrade teaching organized.</li> <li>• Training organized on samal sambhar focusing on content of textbooks and activity based methodology.</li> </ul>	<p><b>primary scheduled to receive training.</b></p> <ul style="list-style-type: none"> <li>• Series of training programmes conducted to orient teachers about development and use of TLM. CRC, BRC, District &amp; state level TLM exhibition melas organised.</li> <li>• 20,000 teachers trained in 2001-02 in 8 days programme focussing on competencies and skills.</li> <li>• Series of workshops conducted to review, textbooks.</li> <li>• Three workshops conducted on Quality education to evolve school curriculum, school performance index.</li> </ul>	<p>training.</p> <ul style="list-style-type: none"> <li>• 3 days training based on the 7 films developed on gender, VEC, pedagogy etc. given to 12708 teachers in phase I and 22402 teachers in phase II districts.</li> </ul>				

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• Part II materials of learning book have been finalised.</li> <li>• Part II materials of learning book is printed.</li> <li>• Learning book is being evaluated.</li> </ul>			<p><i>Kingnikkootam</i></p> <ul style="list-style-type: none"> <li>• Kingnikkootam's focus varied from district to district (ranging from EVS project to planning of My own teaching manual)</li> </ul> <p><i>H.M training</i></p> <ul style="list-style-type: none"> <li>• Orientation to all heads of primary schools on school management and better coordination with AEOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Education of girl child, Learners Evaluation and Research &amp; Studies through teachers, DIETs and external agencies.</li> <li>• Based on Baseline Evaluation results every district developed its own training module to address local specific problems in classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Three state level - preparatory multigrade workshops conducted at <b>Mumbai (21, 22 May 02) and Jalna (9-13 July 02 &amp; 9-13 Aug 02) to develop self-learning materials for MGT piloting in 35 schools of five schools.</b></li> <li>• State level workshops conducted on school improvement and school library.</li> <li>• Three workshops under BRC Strengthening Programme.</li> <li>• Meetings of BRC subject experts and CRCC held twice to plan and review monthly Gat Sammelans.</li> <li>• Booklet on active school being circulated to all DPEP schools (20,000 copies).</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Evaluation</li> <li>• Content training in new class I textbooks.</li> <li>• English for class III, IV &amp; V.</li> <li>• Activity based teaching.</li> <li>• Special coaching classes SC/ST.</li> <li>• Health Education</li> </ul>

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p><b>Newly recruited teachers' training:</b></p> <ul style="list-style-type: none"> <li>• In DPEP I districts out of 3388 teachers 3252 trained.</li> <li>• In DPEP II districts out of 9180 teachers 7193 trained.</li> <li>• A workshop to finalise the multi level training package.</li> <li>• In collaboration with workshop CEE organised to develop a package on environmental issues. A teachers' manual also developed.</li> <li>• A series of twelve orientation programmes to all the DRPs in the state.</li> <li>• DRPs are to visit schools of the mandal 3 or 4 days a week for providing guidance/support to teachers.</li> <li>• Out of 1150 DRPs, 1040 have been oriented in the above programmes.</li> <li>• A two-day training programme for all the members of the Research forum conducted.</li> <li>• Workshops to analyse UEE formats. (given to</li> </ul>	<p><b>Textbook training</b></p> <ul style="list-style-type: none"> <li>• 248 teachers of std 4 and 5 trained on teaching of multiple subjects.</li> <li>• 4 month long training organised for newly appointed gram vidya upasaks.</li> <li>• 5 days training programme organised for vidya sahayaks.</li> <li>• Training of teachers on class I (5 days), class II (5 days), class III (6 days) textbooks over.</li> </ul> <p><b>Multigrade training</b></p> <ul style="list-style-type: none"> <li>• 120 teachers from 50 multigrade pilot project schools trained through 6 days training programme.</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>• 8 day</li> </ul>	<ul style="list-style-type: none"> <li>• Training on multigrade issues initiated at cluster level.</li> <li>• Vidya upasaks (para teachers) trained through 21 days on training module.</li> <li>• District specific training conducted on hard spots identified in different content areas, science kits, SIM for maths.</li> <li>• 37 RPs and 1643 teachers trained on school readiness and use of library books.</li> <li>• About 7500 teachers have undergone atleast 15 days of training.</li> <li>• Volunteer teachers (now regularised) were given a condensed</li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop organised on educational management, learners' evaluation, school improvement plan and multigrade teaching.</li> <li>• SCERT entrusted with teacher training component of DPEP and SSA.</li> <li>• All the S.I.s of schools, Headmasters of UP schools of 16 DPEP districts have been trained about different parameters of school improvement educational management.</li> <li>• A new package for induction training of teachers in new pedagogy 'unmesh' for teachers in expansion and non-DPEP (SSA) districts has been prepared, trialled and finalised.</li> <li>• Training module for transacting tribal primer has been</li> </ul>	<ul style="list-style-type: none"> <li>• Four rounds of teacher training in DPEP-II and two rounds in DPEP-III have been further decentralised to cluster level.</li> <li>• In the first round of motivational training 'Shikshakodaya' 51236 teachers are trained in 18 districts.</li> <li>• In second round residential trainings 'Sabal' 53160 teachers were trained in 22 districts.</li> <li>• The third round training 'Saadhan' 106324 teachers of 54 districts were trained.</li> <li>• In the fourth round 35932 teachers of 22 districts have been trained in one day workshops.</li> <li>• Cascade model</li> </ul>	<ul style="list-style-type: none"> <li>• 82000 teachers trained in phase I + II on module II for 6 days.</li> <li>• 31000 teachers trained in phase I on module I.</li> <li>• 79000 teachers trained on science in phase I + II.</li> <li>• 83000 teachers trained on English in phase I + II.</li> </ul>	<ul style="list-style-type: none"> <li>• 54910 teachers have been trained through the second round of 10 days training programme (Ujala II)</li> <li>• 5 days subject specific training started.</li> <li>• Till date 69015 teachers have been trained through the first round of 10-day training programme (Ujala I).</li> </ul>	<ul style="list-style-type: none"> <li>• 9 days in-service training module of teachers training completed.</li> <li>• 6 days refresher module of teachers training completed.</li> <li>• 3 days KRP workshop cum training has been organised.</li> <li>• TLM workshops organised at all blocks, 14000 teachers participated</li> <li>• 13038 teachers are provided 6 days refresher training.</li> <li>• 9 days induction training</li> </ul>

ANDHRA PRADESH	GUJARAT	JHARKHAND PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p>teachers during April/May 2001) organised. A state report titled "An analysis by teachers on the factors influencing parents and children in achieving UEE in Andhra Pradesh" shared with DRGs.</p> <ul style="list-style-type: none"> <li>• During 2001-02 Training Programme on UEE has been conducted.</li> <li>• 112 of Key Resource Persons Trained.</li> <li>• 2280 District Resource Persons Trained</li> <li>• 138147 teachers Trained</li> <li>• Workshops for development of module on UEE</li> <li>• KRP Training on "Role of Teacher in achieving UEE"</li> <li>• Review meeting on UEE Training</li> <li>• Analysis of UEE formats</li> </ul>	<p>residential training for English teachers of class V held under which 4786 teachers from all three districts were trained.</p>	<p>course of 90 days.</p> <ul style="list-style-type: none"> <li>• Training of RPs and MTs on new class I textbooks initiated.</li> </ul>	<p><b>finalised for three languages (i.e. Saora, Kuvi &amp; Juang)</b></p> <ul style="list-style-type: none"> <li>• <b>Training package for training of teachers in the expansion districts has been developed.</b></li> <li>• <b>DRGs of three districts have been trained so far.</b></li> <li>• All primary school teachers, S.I. of schools, CRCCs, BRCCs, headmasters have been exposed to four rounds of teacher training programme.</li> <li>• Six members of CTT have been exposed to National Resource Enrichment Programme of TSG.</li> <li>• Six members from CTT, DRG, BRG attended TSG's workshop on Multigrade teaching at Rishi Valley Pilot Projects formulated to be carried out in Bolangir, Gajapati and Kalahandi districts.</li> </ul>	<p><b>followed for training: SRG to MTs to TOTs who conducted training at BRC.</b></p> <ul style="list-style-type: none"> <li>• <b>In DPEP III the first round of teacher training (non-residential in nature) 80482 out of 110164 teachers have been trained.</b></li> </ul>			<p>given to 50927 teachers.</p> <ul style="list-style-type: none"> <li>• Training need assessment study for primary school teachers completed.</li> </ul>

Focus

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• Issues for DRP orientation :               <ul style="list-style-type: none"> <li>• Improving quality in schools.</li> <li>• Reducing the dropout rate</li> <li>• Improving classroom practices</li> <li>• Lang. &amp; Math teaching etc.</li> </ul> </li> <li>• The components of module on UEE are:               <ul style="list-style-type: none"> <li>• Achieving UEE</li> <li>• Approaches to Telugu,</li> <li>• Maths, EVS</li> <li>• All round development of the child</li> <li>• Songs of Primary level</li> </ul> </li> </ul>	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> <li>• <b>The training focuses on the transaction of the newly developed competency based textbooks for class III.</b></li> </ul> <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> <li>• <b>Orientation on pronunciation of local words and also on local glossary.</b></li> <li>• <b>To acquaint them with MLLs and activity based joyful method of teaching.</b></li> </ul> <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> <li>• Focuses on methods and techniques related to Multigrade Teaching.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>• Acquiring proficiency in English language.</li> </ul>	<p><i>Vidya sahayak training</i></p> <ul style="list-style-type: none"> <li>• The 21 days training addresses context, multigrade classroom demonstration.</li> <li>• Training on school readiness</li> <li>• Focus was on school readiness, activity based teaching and use of TLM.</li> <li>• The 15 days training focuses on a range issues covering educational theory, practices &amp; interventions.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>The second round of training focuses on 'pedagogy'. The training module 'Sabal' is development and used.</b></li> <li>• <b>The third round of training in DPEP-II focussed on effective use of new textbooks in proving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. Training module 'Saadhan' has been used.</b></li> <li>• <b>An independent feedback study of teacher training inputs under DPEP-II has been conducted. Its findings have been used to improve the IV round of teacher training in DPEP-II &amp; second round in UPDPEP-III.</b></li> <li>• <b>In DPEP-II &amp; III, fourth and second rounds of trainings are in continuity to the earlier rounds of teacher training.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training focussed on basic pedagogy issues: nature of learning process, approach to language maths and EVS teaching etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>5 days training focuses on different subject areas i.e. Hindi, Maths and EVS.</b></li> <li>• In the second round special focus was on classes 3-5.</li> <li>• The focus is on the following- motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</li> </ul>

## Curriculum, Textbooks And TLM

Classes covered/Nature of material & Process

### DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• Advisory committee and editorial board constituted for class 4 textbook. 4 books in all will be printed.</li> <li>• Review of class 1 &amp; 2 textbooks initiated.</li> <li>• Mobile library programme initiated at block level.</li> <li>• Resource materials to supplement class I integrated textbooks distributed to all schools.</li> <li>• Learning book 'Sikan Pathi' for MGT schools for all primary classes and all subjects (part I) ready for printing. The second part of class II is also ready for printing.</li> <li>• Resource material for activity based teaching for all subjects in class III&amp;IV has been</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for classes 1-5 revised, updated and approved. Envisioning workshops held. Book development workshops are in progress. 14 textbooks being written afresh. The work on accompanying workbook on.</li> <li>• Textbooks of class I, II &amp; IV have been reviewed, revised and enlarged wherever necessary.</li> <li>• Textbooks for class V developed a fresh and introduced.</li> <li>• Teachers handbook class II for English developed.</li> <li>• A module on Teaching Learning Materials has been prepared for the benefit of teachers and educational supervisors.</li> <li>• Class V book introduced in DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft books developed for class V and are being trialed in a block in Mandya district.</li> <li>• 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.</li> <li>• Printing and supply of Activity cum work books for children of Standards I to IV in Kannada, Urdu, Tamil and Marathi medium has been completed.</li> <li>• Activity based textbooks cum workbooks and teachers guides introduced for class I-IV in Kannada,</li> </ul>	<ul style="list-style-type: none"> <li>• Class III English source book for teachers distributed.</li> <li>• Audio cassettes on English teaching developed and distributed.</li> <li>• Developed a resource book for Pedagogic park.</li> <li>• District level book exhibitions organised with support from NBT. Headmasters selected and purchased books from the 2000/- library grant.</li> <li>• The project districts have developed some reading materials for Arabic children to be used in Reading corners.</li> <li>• Developed 3 monographs on pedagogical interventions of DPEP, based on the new primary pedagogy.</li> <li>• DPEP developed teacher's handbooks and self-learning materials for students as part of SLAP. The material has been introduced on trial, in two schools of gram</li> </ul>	<ul style="list-style-type: none"> <li>• All books from class 1-8 revised in 2002-03.</li> <li>• Textbooks for classes I to V on Integrated Learning Material (ILM) developed and implemented in 2001-02.</li> <li>• All textbooks translated into Urdu, English &amp; Marathi.</li> <li>• Supplementary material for tribal students of Jhabna prepared.</li> <li>• Action initiated for developing SLM for better classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' handbook on 'Action Research &amp; Teaching of Math' developed and supplied.</li> <li>• Teaching of English introduced from Class I from June, 2000.</li> <li>• 'SARAS 2000' is the programme undertaken by TBB to improve the textbooks and make them more effective, attractive, life and activity oriented. Revised editions for class 1,2,3 textbooks have been published. Feedback being collected on class 4 &amp; 5 textbooks.</li> <li>• The textbooks for std. II and III being revised on the basis of feedback in the previous year.</li> <li>• Teachers handbook on SLM in Language and Maths for Std. I developed by SCERT, Pune distributed to all DPEP districts.</li> <li>• Work for Std. II SLM is completed by SCERT, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised textbooks for std II &amp; III introduced during 2001-2002</li> <li>• Minority language textbooks in Telugu, Urdu, Malyalam &amp; Kannada prepared for stds. II, III, IV, V.</li> <li>• Audio video cassettes prepared by DPEP on classroom teaching and teaching learning materials have been distributed to all the schools and BRCs.</li> </ul>

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>developed (in two parts) to supplement the existing textbooks.</p> <p><i>Emerging issues</i></p> <p>The teacher training and textbook development processes have not been in tandem. There is too much focus on developing resource materials and workbooks. Need and efficacy for such material needs to be tested.</p>	<ul style="list-style-type: none"> <li>• <b>English textbooks for classes I + II introduced in all schools of DPEP districts.</b></li> <li>• Class IV textbooks introduced in all the schools.</li> <li>• Teacher's handbook for class IV has been published.</li> <li>• Three day's teleconferencing on use of textbooks was organised in collaboration with IGNOU and ISRO.</li> </ul> <p><i>Emerging issues</i></p> <p>Though new integrated textbooks with a holistic approach have been introduced more efforts are needed to sustain it in the field.</p>	<p>Urdu, Telugu, Tamil and Marathi.</p> <ul style="list-style-type: none"> <li>• 'Kali Nali' bi-monthly teachers magazine and a monthly wall paper for children is being published by the SPO. Districts have initiated processes to develop similar materials.</li> </ul>	<p>panchayat and schools of municipality.</p> <p><i>Library</i></p> <ul style="list-style-type: none"> <li>• <b>Library books supplied to all schools.</b></li> <li>• Conducted an exhibition of child-friendly books in all districts for utilising library grant.</li> </ul>		<ul style="list-style-type: none"> <li>• First edition of textbooks for std IV and V has been published. Feedback being collected.</li> <li>• Compendium of Self-Learning Activities for lang and maths for class II has been developed and tried out by MSCERT. The process of printing has been initiated.</li> </ul>	

## DPEP II &amp; III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• Academic calendar has been printed and distributed to schools.</li> <li>• Revised textbooks of class III math (Telgu &amp; English) got printed and distributed.</li> <li>• Math workbooks of classes I and II for Urdu printed and distributed.</li> <li>• Urdu readers of class III, IV and V developed, printed and distributed.</li> <li>• Class III math textbook for Urdu printed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards for English teaching in class 5 introduced in all DPEP schools.</li> <li>• Content based supplementary material distributed to schools in tribal areas.</li> <li>• Textbooks for class 1, 2 &amp; 3 introduced in all schools of DPEP districts.</li> <li>• English work books 1, 2 introduced in all schools of DPEP districts.</li> <li>• Awareness materials on MGT developed for the pilot project. Production of audio/video underway.</li> <li>• Teleconferencing on TLM held for over 1500 teachers, BRCs, CRCs. A similar exercise undertaken on use of flash</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for classes I, II &amp; III has been developed.</li> <li>• Class IV and V textbooks being developed by SCERT.</li> <li>• Math class III textbooks has been finalised. Other class III textbooks are at different stages of development.</li> <li>• Orientation for class V textbook writers held.</li> <li>• Final editing workshop for class I teacher's guide organized.</li> <li>• Textbook banks and school libraries being established in schools of some districts.</li> <li>• Class III Hindi textbook under print.</li> <li>• Class III EVS textbook under preparation.</li> </ul> <p><i>Emerging issues:</i></p> <ul style="list-style-type: none"> <li>• Close linkage needs to be established between the process</li> </ul>	<ul style="list-style-type: none"> <li>• Eight new textbooks on activity-based approach for classes IV-V have been developed and introduced in 16 districts on experimental basis.</li> <li>• The six textbooks developed for class I to II have been reviewed and have been introduced in 25 districts.</li> <li>• Six bi-lingual primers for tribal children (in Saora, Bonda, Koya, Kuvi, Juang &amp; Kui) have been developed.</li> <li>• Teachers handbooks on tribal primers have been developed.</li> <li>• Six teachers' handbooks (one for each textbook) have</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for primary classes (I-V) has been revised, printed and distributed to all primary schools. CRCs, BRCs and DIETs.</li> <li>• Teacher guides based on these new textbooks were developed, printed &amp; distributed, one set each to all primary schools, BRCs &amp; DIETs.</li> <li>• Teachers' guide based on new textbooks for upper primary schools are being developed.</li> <li>• Textbooks in English for</li> </ul>	<ul style="list-style-type: none"> <li>• Class III textbooks on language and maths revised and distributed.</li> <li>• Draft textbooks of class IV being prepared.</li> <li>• Process initiated to set up libraries in schools under the link library programme.</li> <li>• Class I &amp; II textbooks on language and mathematics revised and distributed to children.</li> </ul>	<ul style="list-style-type: none"> <li>• 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I &amp; II language books in Hindi, Urdu &amp; Bangla, class I, II, III, IV &amp; V, Maths in Hindi, Urdu &amp; Bangla, EVS Social Science class III and EVS Science class III in Hindi, Urdu &amp; Bangla)</li> <li>• Manuscripts developed and sent for print, language class IV &amp; V in Hindi, Urdu &amp; Bangla, EVS Social Science &amp; Natural Science Class IV &amp; V in Hindi, Urdu &amp; Bangla.</li> <li>• Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption.</li> <li>• Three textbooks developed and printed and are under trial. These are : Hindi III, Urdu-III &amp; Bangla-III.</li> <li>• A teacher guide TLM by the name of "Sikhana Asan Hai" – developed, printed &amp; distributed to every teacher in the</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher guides "Anand Pothi I &amp; II being printed.</li> <li>• Study on learners evaluation being conducted by SIERT.</li> <li>• Workbook for class IV under print.</li> <li>• Bal sahitya published by CBI, NBT circulated to 6356 schools 1041 CRCs &amp; 84 BRCs.</li> <li>• Teacher guide (Prabhat), teacher support material (Sankalan) developed and circulated among all teachers.</li> <li>• Newly developed curriculum by</li> </ul>



ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
	cards and English workbooks of class V.	of teacher training programs (activity based classroom practices) and the writing of textbooks.	<p>been developed for activity oriented classroom transactions.</p> <ul style="list-style-type: none"> <li>• Supplementary reading materials for children and teacher in kind of 223 books have been developed &amp; circulated.</li> <li>• The periodical newsletter 'Aroha' is being printed regularly.</li> </ul>	<p><b>class III-V are being developed in the bilingual approach of teaching English language.</b></p> <ul style="list-style-type: none"> <li>• Textbooks for classes 1-5 have been revised and introduced in primary schools across state.</li> <li>• 'Indradhanush' (supplementary reading material) developed in UP BEP distributed to 2 DPEP II &amp; III districts school distribution going on.</li> </ul>	•	project districts for use.	<p>SCERT being circulated to schools.</p> <ul style="list-style-type: none"> <li>• Shivam - book on TLM circulated to all the schools.</li> </ul>

**State Resource Group And District Resource Group**

**DPEP I**

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

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• 50 selected teachers identified as DRPs from each district.</li> <li>• Resource Groups formed in place of academic groups.</li> <li>• SRG comprises SPO/SCERT/SIET/IASE/CTE/experts from other institutes 35 members.</li> <li>• DRG has 50 members.</li> <li>• MRG has 8 members.</li> <li>• All resource group will provide training in all areas – TT, SC, ECE, VV etc.</li> <li>• A training of DRG &amp; MRG conducted at district level.</li> </ul> <p>A teachers' Research Forum has been constituted with the following objectives:</p> <ul style="list-style-type: none"> <li>• To promote competencies among teachers on various interventions in the field of education.</li> <li>• To take up small scale studies which have bearings on good classroom practices.</li> <li>• Providing and strengthening professional teacher support to the teacher at the grassroot level.</li> <li>• Forming and conducting</li> </ul>	<ul style="list-style-type: none"> <li>• SRG engaged in planning of DEP activities: teleconferencing, radio projects etc.</li> <li>• The SRG constituted for textbook renewal process consists of NGO representative s, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya.</li> <li>• District Resource Groups have been constituted for multigrade teaching and for providing academic support.</li> <li>• Constitution of BRG and CRG is</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building of DRG &amp; BRG on classroom processes initiated.</li> <li>• DRGs have been established.</li> <li>• Capacity building of CRG initiated.</li> <li>• An SRG for pedagogy exists but it is being redefined. It is proposed to include DIET and SCERT faculty members, representatives from NGOs, persons from outside the state.</li> <li>• A cluster resource group has been constituted of identified primary school teachers having expertise in language, maths or EVS.</li> </ul>	<ul style="list-style-type: none"> <li>• As per the State Govt.' decision SCERT has been entrusted with the management of all teachers training programmes in the state and a unit entitles State Resource unit in Pedagogy (SRUP) has been constituted with DPEP support to plan and implement the training programmes.</li> <li>• A series of four sharing were conducted from 20-30 May 2002 with SRG (CTT) members, DRGs of 8 DPEP districts with RPs from Ed.CIL, SCERT, RIE and members who had interstate visit exposures.</li> <li>• DRGs in 4 expansion districts and 3 SSA districts have been constituted through a series</li> </ul>	<ul style="list-style-type: none"> <li>• District &amp; Block level MT's developed over each round of teacher training (totaling about 20-25 persons per block) are being used for training of teachers in IVth / IInd round in live school situations. SRG (about 1300 in all) are supervising &amp; monitoring the decentralized process of teacher training in clusters.</li> <li>• SRG has developed IIIrd round of teacher training &amp; trained MTs.</li> <li>• Zonal workshops for capacity building were organised for district teams who in turn, oriented the block level functionaries towards academic support and supervision</li> </ul>	<ul style="list-style-type: none"> <li>• State working group on pedagogy in position</li> <li>• SWG visiting districts to support DRGs and CLRCs.</li> <li>• DRG on Pedagogy developed in each District</li> <li>• DRG meeting held regularly, undertaking follow-up of programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical Improvement unit at SPO is working in close association with SCERT.</li> <li>• Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit.</li> <li>• The DRG are functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc.</li> <li>• Block and cluster resource groups have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>• State Resource Group formed for all programs.</li> <li>• Orientation meeting of SRG organised.</li> <li>• DRG constituted in districts.</li> <li>• Quarterly meetings being held.</li> </ul>

<p>research conventions at the district and mandal levels.</p> <ul style="list-style-type: none"> <li>• Studying of impact of various DPEP interventions with reference to enrolment, retention and achievement.</li> </ul>	<p>underway.</p>		<p>of visioning exercises DRG in other districts are being formed.</p> <ul style="list-style-type: none"> <li>• A group of six from SRG &amp; DRG experienced multigrade teaching strategies of Rishi Valley and are now engaged in developing their own strategies in 3 years.</li> <li>• A special intensive monitoring programme 'AHWAN' conducted in two phases during 2000-2001.</li> </ul>	<p>system.</p> <ul style="list-style-type: none"> <li>• Academic Resource Groups of DIETs have been strengthened.</li> </ul>			
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**Block Resource Centre/Cluster Resource Centre**

*Status and Staffing*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 26 BRC coordinators and 414 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 25 BRC coordinators and 571 CRC coordinators are in position. 23 CRC positions vacant.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 28 BRC Co-ordinators and 235 CRC Co-ordinators are in position. 31 CRC positions vacant.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 20 BRC( BEOs) &amp; 221 CRC Co-ordinators are in position.</li> </ul> <p>5 BRC position vacant &amp; 56 CRC position vacant.</p> <p><i>Emerging issue</i></p> <p>No separate full time person has been appointed as a BRC coordinator in Phase II due to which it becomes difficult to initiate academic activities in the block.</p>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Out of 40 BRC coordinators 38 are in position.</li> <li>• Out of 200 BRC faculty, 103 are in position in DPEP – I.</li> <li>• Out of 339 CRCCs 310 are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 68 BRC coordinators in position out of 72.</li> <li>• Out of 360 BRC faculty, 242 are in position in case of DPEP-II.</li> <li>• 736 CRC co-ordinators are in position out of 867.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• <b>Out of 476 planned, 439 BRC staff in position.</b></li> <li>• <b>351 CRC secretaries are in position.</b></li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• <b>Out of 492 planned 442 BRC staff in position.</b></li> <li>• <b>317 CRC secretaries are in position.</b></li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• <b>Against 120 posts of BRC coordinators 116 are filled.</b></li> <li>• <b>Against 120 posts of BRC accountants, 116 are filled.</b></li> <li>• <b>All 2109 CRC coordinators are in position.</b></li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• <b>Against 116 BRC coordinator positions, 114 are filled.</b></li> <li>• <b>Against 116 posts of BRC Accountants 111 are filled.</b></li> <li>• <b>All 2216CRC coordinators are in position.</b></li> </ul>	<ul style="list-style-type: none"> <li>• All BRCs are functional with coordinators in position in all districts.</li> <li>• Appointment of BRCs subject experts in Phase II districts completed.</li> <li>• The role of BRC coordinators has been defined.</li> <li>• All 639 CRCs with coordinators are functional and monthly meetings held regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepared BRC Manual.</b></li> <li>• <b>Prepared CRC Manual.</b></li> <li>• <b>Prepared Module for school based training.</b></li> <li>• <b>Documentary films on Training of CRC &amp; BRC prepared.</b></li> <li>• <b>Satellite based interactive training program given to 700 CRC staff.</b></li> <li>• 48 BRC coordinators and 180 teacher educators are in position 702 CRCs coordinators and assistant coordinators have been nominated. There are 60 vacancies in the BRCs in phase I.</li> <li>• 29 BRC coordinators and 92 teachers educators are in position. 321 CRC coordinators and assistance coordinator have been nominated. There are 15 vacancies in BRCs.</li> </ul>

**Selection Procedure and Capacity Building**

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Recruitment was done from among the primary school teachers through open selection process including tests and workshops.</li> <li>The vacant position of BRCCs and CRCCs are being filled up.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Phase II BRC Co-ordinators have been given orientation training of 6 days at state level. CRC Co-ordinators were given 5 day orientation at state level and 5 day at district level</li> <li>All BRCCs &amp; CRCCs were provided training act as RP in the Mass Teachers training programme.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Mostly, secondary school teachers have been appointed as BRC Co-ordinators in phase-I districts. In phase II, BEOs are working as BRC Co-ordinators.</li> <li>Selection of CRC Co-ordinators in phase-II was done through an open test cum workshop</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>All the CRCs of phase-I &amp; II recently underwent a 5 days training programme. The focus of the training programme was on the roles and functions of CRCs besides also orienting them on the new textbooks of classes I and II.</li> <li>The state plans to hold quarterly training programmes for the CRC coordinators on different pedagogical issues depending upon the emerging need.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li><b>BRC co-ordinators oriented to their role.</b></li> <li><b>40 BRCs in phase I were identified and trained to orient the new faculty of second phase.</b></li> <li><b>Material on 'Multigrade Teaching' has been developed for SATCOM.</b></li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li><b>137 Resource Persons from the North-East region of Karnataka were trained at Regional Institute of English (RIE), Bangalore in English Teaching.</b></li> <li><b>'CHAITHANYA' – a new package developed for training of teachers, which is being used in BRCs, with funding from the Department of Public Instruction.</b></li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>High school head masters as coordinators &amp; high school teachers as resource persons were appointed at the BRC.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Orientated Educational Officers and BRCs &amp; DPCs in new pedagogy and monitor classroom/school activities.</li> <li>Distributed a trainer's bag to all trainers of the BRCs.</li> <li>Meeting held between state project office and trainers at BRC.</li> <li>Each BRC is conceptualising its own pedagogic park. Rs. 50,000/- have been sanctioned to each BRC for this purpose.</li> <li>10 days school placement programme "Kalari" for all trainers in identified needy schools organised.</li> <li>BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation of TLM in a series of workshops organised by SPO.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>BRC coordinators selected from the education tribal department and also on contract basis. CRC coordinators are being identified as per approval of DIETs, from primary school teachers only.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li><b>Refresher training on academic monitoring and evaluation processes given to Jan Shikshaks.</b></li> <li>A 3 days "Jagrook Jan Shikshak" training held.</li> <li>A 20 day training on ILM given to Jan Shikshaks of all DPEP phase I and II districts.</li> <li>One day Quality Watch-II training on methodology of monitoring Evaluation &amp; Research (MER) given to DPCs, BRCCs &amp; Jan Shikshaks.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Coordinators and resource persons are recruited on seniority basis from graduate teachers.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>BRC personnel has been trained on their job charts. <b>Comprehensive capacity building strategy for BRCs &amp; CRCs has been chalked out to strengthen their networking with schools.</b></li> </ul>	<p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Training to BRC supervisors and AEOs in 7 DPEP phase I/phase II districts.</li> <li>One day training for all the CRC coordinators in phase I and II districts.</li> </ul>

Status and Staffing

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p>Number of mandal resource centres DPEP – I – 254 DPEP II – 739 Mandal resource persons DPEP – I – 675 DPEP II – 1755 Teachers' centres DPEP – I – 1297 DPEP II – 4198</p> <ul style="list-style-type: none"> <li>• Out of 508 posts of MRPs in 5 phase I districts 448 have been filled. In 14 phase – II districts, out of 1468 posts, 1441 have been filled.</li> <li>• 1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional</li> <li>• 199 Mandal Education Officers (MEO) trained in phase I districts.</li> <li>• 503 MEOs trained in phase II districts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>70 BRC coordinators appointed in six DPEP IV districts. 800 new CRCs in position.</b></li> <li>• 23 BRCs and 482 full-time CRCs are in position in all the DPEP II districts.</li> <li>• 23 Additional BRCs (ABRCs) are in position (in all districts)</li> <li>• 32 CRCs are not working full-time in Banaskantha district; additional charge has been given to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Full time 31 BRC coordinators and 234 CRC coordinators (on deputation) are in position.</li> <li>• 2 BRC &amp; 47 CRC positions still vacant.</li> </ul>	<ul style="list-style-type: none"> <li>• 890 CRC coordinators are in position.</li> <li>• 87 BRC coordinators are in position</li> <li>• Selection of BRCCs in Expansion and SSA districts are going on.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SIEMAT has developed &amp; disseminated a financial handbook for BRCs &amp; NPRCs. It has also developed a ready reckoner for BRCs on their role in line with Academic Support System &amp; Govt. orders.</b></li> <li>• <b>243 BRCs and 253 ABRCs position in DPEP-II.</b></li> <li>• <b>2383 NPRCs are in position in DPEP-II.</b></li> <li>• <b>In DPEP-III districts 383 BRC coordinators, 736 Asstt. Coordinators and 3457 NPRC coordinators have been selected.</b></li> </ul>	<ul style="list-style-type: none"> <li>• There are CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up.</li> <li>• 3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. All RTs are in position.</li> <li>• SI of schools of the concerned circle are the Circle Project Coordinators (CPC).</li> </ul>	<ul style="list-style-type: none"> <li>• 466 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Co-ordinator.</li> <li>• 1895 CRCs(not full time) in position.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training modules for BRCF has been completed and tried out.</b></li> <li>• <b>Training module for Resource person has been completed.</b></li> <li>• <b>Training module for CRCF has been completed.</b></li> <li>• <b>Training module of Refresher Training of CRCF has been completed.</b></li> <li>• <b>Ten days orientation of CRCF organised at District Level 982 CRCF trained in 2 phases.</b></li> <li>• <b>Training of 78 BRCF have been organised.</b></li> <li>• <b>Review of BRCF module have been organised.</b></li> <li>• 84 BRCs and 1041 CRCs are in position in phase I.</li> <li>• 49 BRCs and 678 CRCs established in phase II.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• Training module developed for MEOs for the first time.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc.</li> <li>• These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• For ABRC, candidates were selected in response to an open advertisement; a merit list was prepared for each district, and personal interviews were held.</li> </ul> <p><i>Orientation:</i></p> <ul style="list-style-type: none"> <li>• <b>Newly appointed staff trained on pedagogy issues for 3 days.</b></li> <li>• Training on use of telematerial for English teaching.</li> <li>• Achievement test conducted for 90 CRCs based on which future interventions were planned.</li> <li>• 3 day state level media and documentation workshop to develop the communication skills of BRCs, Adl. BRCs and CRCs.</li> <li>• For BRCs and CRCs, each district had conducted a 3-day</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Capacity building of centre coordinators on child centred activity based pedagogy.</b></li> <li>• JBT teachers with five years of teaching experience were selected on the basis of BPEO (Block Primary Education officer) recommendation.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• Identified BRC-CRC coordinators participated in the national level resource enrichment programme</li> <li>• No separate training for CRCs. However a teleconferencing on roles and functions of CRCs was done in Feb 2000.</li> <li>• Capacity building programme for CRC &amp; BRC coordinators to develop school improvement plans with teachers has been initiated in one block of Chamba.</li> </ul> <p><i>Emerging Issues</i></p> <ul style="list-style-type: none"> <li>• There has been a large</li> </ul>	<ul style="list-style-type: none"> <li>• Primary school teachers were recruited as BRC co-ordinators through an open selection procedure. The participants underwent a written and situational test.</li> <li>• Matriculate teachers with a minimum of 10 years of experience have been recruited as CRC coordinators.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• All newly appointed BRC-CRC coordinators &amp; SIs have been trained.</li> <li>• All BRCs have already received orientation. The focus was on roles and functions of BRCs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>BRC, NPRC-coordinators are being imparted training on financial management of resource centres by SIEMAT/DIETs.</b></li> <li>• <b>In all districts primary school head teachers recruited as NPRCCs and BRCCs through an open test cum workshop at the DIET.</b></li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• <b>Three rounds of teacher training conducted for teachers, ABSAs, NPRCCs &amp; BRCCs.</b></li> <li>• <b>A publication named 'Samvet' is circulated to BRC &amp; CRC.</b></li> <li>• To strengthen</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The SI/S had been identified in circle project officers and circle project coordinators for CLRCs.</b></li> <li>• Three primary teachers have been selected as resource teachers at CLRC. Each VEC covered twice a month by Noon time Workshop and each teacher is covered twice a month by afternoon Workshop.</li> <li>• The RTs had been selected on experience, performance and quality basis.</li> </ul> <p><i>Major Activities of CLRC</i></p> <ul style="list-style-type: none"> <li>• <b>CLRC members have been oriented for school visits, organising afternoon workshops for VEC, data collection etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 10-15 good primary school teachers were identified in each block, during the programmes of teacher training. Resource persons were short listed for appointment as BRC resource persons. CRC Co-ordinators are selected during teacher training programmes by teachers.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• 3322 CRCs have already been trained.</li> </ul> <p><i>Emerging issues</i></p> <ul style="list-style-type: none"> <li>• The CRC coordinator is not a full time person due to which regular onsite academic support to teachers becomes difficult.</li> </ul>



ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
	<p>workshop where a review of their work was undertaken; ideas regarding their strengthening were also discussed.</p> <ul style="list-style-type: none"> <li>• 3 day capacity building workshop for BRC-CRC coordinator on video script writing of hardspot in language, maths and EVS.</li> </ul>	<p>turn over of BRC and CRC personnel in the past six months.</p> <ul style="list-style-type: none"> <li>• While CRCs are undertaking school visits the system of monthly meetings with teachers has not been operationalised.</li> </ul>	<p>sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc.</p>	<p>DIET-BRC-CRC linkages, 3 day trainer's workshops have been organised for district team comprising of BRCC, CRCC and DIET faculty members.</p> <ul style="list-style-type: none"> <li>• A seven day training has been organised for BRC-NPRC coordinators in DPEP III.</li> </ul>		

**Strengthening of DIETs****DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• DACG have been formed with the DIET Principal as convenor for academic, monitoring and supervision.</li> <li>• Each faculty has been given specific responsibility of one block and entrusted to develop at least one model school.</li> <li>• Principal DIETs oriented in a state level workshop.</li> <li>• Specific task of action research, adaptation etc. are entrusted to DIETs.</li> </ul>			<p><i>Strengthening of DIETs</i></p> <ul style="list-style-type: none"> <li>• DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principal of DIET and regularly undertakes the academic monitoring and planning.</li> </ul> <p><i>DIET Capacity Building</i></p> <ul style="list-style-type: none"> <li>• Developed three monographs on pedagogical interventions of DPEP, two of which were on theoretical basis of the new primary pedagogy. Trainers and faculty members of DIETs will be trained using this materials during this year.</li> </ul>	<p><i>DIET Capacity Building</i></p> <ul style="list-style-type: none"> <li>• One day Quality Watch-II training on methodology of monitoring Evaluation &amp; Research (MER) given to DIET personnel.</li> </ul>		

**Strengthening of DIETs**

**DPEP II**

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p><i>Institutional Development</i></p> <ul style="list-style-type: none"> <li>Rs. 25,000/- released to each DIET towards purchase of Library books.</li> <li>The amounts allocated in AWP &amp; B of 2001-02 for strengthening of DIETs is being released.</li> </ul> <p><i>Involvement of DIET staff</i></p> <ul style="list-style-type: none"> <li>DIET faculty members monitoring all the Primary Schools in two mandals in each districts and providing on job support to teachers.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>Methodologies of teacher training</li> <li>Action Research Methods</li> <li>Problems and issues of gender and tribal child education.</li> <li>Training programmes/exposure visits to other states for DIET staff is planned.</li> <li>Organization of Teleconferences</li> <li>Pedagogy</li> <li>Institutional Planning</li> <li>Micro planning, Using Audio Visual Equipment</li> <li>Training of newly appointed DIET Lecturers conducted on child-centred pedagogy.</li> </ul>			<p><i>Institutional Development</i></p> <ul style="list-style-type: none"> <li>Rs. 4.70 lakhs provided to each of the 5 DIETs in DPEP districts for development of Library, Laboratory, Documentation system.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>All 165 faculty members of all 13 DIETs have been trained in collaboration with SCERT, Orissa</li> </ul> <p><i>DIET involvement</i></p> <ul style="list-style-type: none"> <li>35 Centres in all 13 DIETs in the state and 22 ETTIs have been identified as district level resource centres for providing all types of teachers training and academic support plans for development of these centres have been drawn with DPEP-SCERT Convergence. Faculty members of 13 DIETs are involved in DPEP &amp; SSA in the areas of Teacher training, Monitoring programme, development of AWP &amp; B and action research.</li> <li>DPEP-SCERT convergence has plans for development of DIETs.</li> </ul>				

Staffing Position of DIETs, BRC & CRC

State	DIET			BRC resource persons / Co-ordinators			CRC		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	77	48	62	27	26	96.3	418	414	99
Haryana	55 + 21	43 + 15	78	28	25	89.2	266	235	88
Karnataka	100	78	78	240	141	59	339	310	91.4
Kerala	59	53	90	476	439		380	368	
Madhya Pradesh	1802*	1293*	72	240	211**	88	2109	2109	100
Maharashtra	130	115	88.4	238	223	93.70	639	634	99.21
Tamil Nadu**	88	72	82	288	262	91	-	702	-

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

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

Note - Planned column shows the number of posts sanctioned.

**Phase II & III**

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

State	DIET staff			BRC resource persons / Co-ordinators			CRC Staff		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	104	81	78	29	26	89.6	585	562	96
Haryana*****	86 + 18	70 + 15	82	27	20	74	277	221	80
Karnataka	175	150	85.71	432	310	72	876	736	84
Kerala	63	55	87	492	442	90	384	317	82.55
Madhya Pradesh	1802*	1293	72	232	222***	95	2216	2216	100
Maharashtra	104	90	86.5	312	291	93.26	561	541	96.43
Tamil Nadu**	66	57	86	136	120	88	-	321	-
Andhra Pradesh – I	136	91	67	508	448 MRPs	88	Listed under BRC		
II Expansion Districts	397	206	52	1468 MRPs	1441 MRPs	98			
Gujarat**	108	81	75	23	23	100	482	482	100
Himachal Pradesh	88 + 12	62 + 9	71.0	33	32	97	399	230	57.6
Orissa	125 + 10	91 + 10	75	87	87	100	1132	886	78
Uttar Pradesh Phase – II	425	184	43.3	255	243	95	2512	2383	95
Phase - III	650	322	49.09	393	383	97	3856	3457	90
West Bengal	NIL	NIL	NIL	NIL	NIL	NIL	650 CLRCs*** * CPCs- 325 RTs – 965	- 297 877	- 91.3 91
Bihar**	-	-	-	630	630	100	2476	2476	100
Rajasthan	28	28	100	84			1041		
Jharkhand				-	55(BRCC) 170 (BRC/RPs)	-	-	660	-
Uttanchal	140	112	80	114	114	100	280	280	100

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

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

**Teachers Appointment  
(Phase- I)**

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In-position	Percentage
Assam	<b>21,125</b>	<b>21,125</b>	100.00	NIL	NIL	NIL
Haryana	8269	-	0.00	660	-	-
Tamil Nadu	28719	25708	91	1614	1606	95.5
Kerala	<b>15690</b>	<b>15702</b>	<b>97</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
Maharashtra	62708*	58400*	93.13*	1899	1876	98.47
Karnataka	82815	78058	94.26	2270	2246	98.94
Madhya Pradesh	84650**	84650**	100.00**	-	-	-

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

\*\* Regular teachers + Para teachers

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

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Assam	16740	10,492	62.7	NIL	NIL	NIL
Haryana	7596	7210	95	NIL	NIL	NIL
Tamil Nadu	12280	11436	93	157	153	98
Kerala	14788	14317	97	NIL	NIL	NIL
Maharashtra*	62708	58400	93.13	1487	1435	97
Karnataka	67784	63533	93.73	2867	2245	78.30
Madhya Pradesh**	68065	68065	100.00	-	-	-
Orissa	NA	31872	NA	761	761	100
Himachal Pradesh	8495	7422	87.36	1616	1589	98
Gujarat	26308	21286	80.91	378	378	100
Andhra Pradesh Phase-I	3316	3019	88.94	NIL	NIL	NIL
Phase-II	3969	612	83.08			
Uttar Pradesh DPEP-II	75402	55692	74	4311	4311	100
DPEP-III	121739	103482	85	2156	2156	100
West Bengal	52134	47644	91.34	800***	NIL	NIL
Bihar	5690	NA	0	100	100	100
Uttanchal DPEP - III	10603	9430	89	299	251	84

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

\*\* Regular teacher + para teacher

\*\*\* Proposed

**Para Teachers (Phase-I)**

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

\* Teachers appointed through DPEP funds



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

State	Number of para teachers (Non-DPEP fund) * DPEP fund		
	Planned	In position	Percentage
Haryana	100	89	89.00
Madhya Pradesh	6704*	5713*	85
Himachal Pradesh	744	670	90.05
Gujarat	-	3391*	-
Andhra Pradesh	Phase-I Phase-II	3514 10021	0.00 89.43
Uttar Pradesh	Phase-I Phase-II	16776* (Shiksha Mitras) 10231 (Shiksha Mitras)	72 66
Uttanchal	Phase-III	648	639 (Shiksha Mitras) 99

\* Teachers appointed through DPEP fund

NEW STATES

Coverage/Rounds/Cascade  
Phase IV

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<p><i>Teacher Training and Support Activities</i></p>	<ul style="list-style-type: none"> <li>• Training of Practitioners on the Action Research has been planned.</li> <li>• After the introduction of English from class I, one teacher from each school has been given one week's training based on the books and teachers guide prepared by Chhattisgarh SCERT.</li> <li>• Very soon training in English is proposed for all BRCC &amp; CACs to monitor the teaching properly.</li> <li>• Need based training programme for teachers conceptualised.</li> <li>• Training initiated through teleconferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No. of teachers trained in</b> Ujala -I           25256 Ujala-II           18402</li> <li>• <b>237 teachers have been imparted Ujala training in 2001-2002.</b></li> <li>• The overall plan and initiatives resemble those of Bihar, Teachers of Jharkhand were part of the training programme Ujala - I and Ujala - II of Bihar.</li> <li>• Ujala - I is a 10 days residential training teacher training programme focussing on children of class I and II.</li> <li>• Ujala - II is a 10 days residential training and covers the need of students of class III to V.</li> </ul> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <b>The focus is on the following-motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SRG &amp; DRGs have been constituted. District coordinators (Trg.) in place. All have been oriented and trained.</b></li> <li>• <b>The Principal, Vice principal, Senior Lecturer, Lecturer of DIETs, staff of SPO &amp; DPO were trained in ATI, Nainital under the training programme of DTS.</b></li> <li>• <b>Visioning and planning workshop for SRG was held in DIETs, Roorkey and Bhimtal.</b></li> <li>• <b>Training on need identification of DIET &amp; district level functionaries on management issues conducted by NIEPA.</b></li> <li>• <b>Training programme on management development for DIET faculty &amp; district level functionaries conducted at Academy of Administration Nainital by NIEPA.</b></li> <li>• <b>8 days foundation training for BRCs &amp; NPRCc organised.</b></li> <li>• <b>State team oriented for pilot MGT project.</b></li> <li>• <b>190 master trainers trained for training for BRCs &amp; NPRCc.</b></li> <li>• <b>Mass in service teacher training programme included 8543 teachers. It mainly focussed on new textbook (class I to V) developed under UPDPEP.</b></li> <li>• <b>Tools developed to monitor the achievement level and all round development of child administered in Pithoragarh district.</b></li> </ul>

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<p><b>Curriculum, Textbooks and TLM</b> <i>Classes covered / Nature of material &amp; process</i></p>	<ul style="list-style-type: none"> <li>• Curriculum development for primary classes in final stages.</li> <li>• Materials on English teaching distributed CRCCs.</li> <li>• Material on inclusive classrooms under preparation.</li> <li>• Textbooks for class 1 &amp; 2, teachers guide for the same has been developed by the SCERT.</li> <li>• TLM of EGS has been made state specific.</li> <li>• To make children aware of the state, a special supplementary book in which lessons on the history, personalities and culture of state will be depicted.</li> <li>• Teacher's guide have been developed for class V.</li> <li>• All textbooks and teacher handbooks have been translated into Urdu.</li> <li>• Pilot project on multigrade teaching to be initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• No. of teachers who have received TLM grant Ujala 1           24495 Ujala 2           18671</li> <li>• No. of textbooks distributed in 2002-2003           125700</li> <li>• Pedagogical Improvement unit to be set up for revision of curriculum textbooks.</li> <li>• The present curriculum, textbooks and TLMs are similar to those of Bihar.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum of the UPEFA reviewed and revised through curriculum development workshops at Almorah and Dehradun.</li> <li>• The workshop for developing the curriculum tried an integrated approach to combine language, Mathematics and EVS in one textbook for class I &amp; for class 3, 4, 5 science and social studies are combined in one text book.</li> <li>• Textbooks for classes I-V have been revised by UPEFA and introduced in primary schools across state.</li> <li>• Training package literature development workshops organised to develop the training package on the hard spots in Maths, Language &amp; Social Science and the techniques were also developed to come out the Hard spots.</li> <li>• Workshop conducted to develop need based, local low cost, self-development TLMs.</li> <li>• To identify the hard spots in pedagogy and to deal with them a training package prepared in workshop held at DIET Dehradun in Jan – 2002.</li> </ul>
<p><i>State Resource Group &amp; District Resource Group</i></p>	<ul style="list-style-type: none"> <li>• State Academic group has been formed and had a meeting to discuss on academic issues.</li> <li>• On the suggestion of the SRG, a meeting was arranged with the DIET principals &amp; a programme on School Improvement was initiated in the state.</li> <li>• From each block 5-5 active teachers were identified as the Block Resource Group for future activities.</li> <li>• SRG &amp; DRG for different subjects are being formed.</li> </ul>	<ul style="list-style-type: none"> <li>• SRG to be constituted.</li> <li>• DRGs are already functional school/college teachers, NGOs, community members constitute the DRG.</li> </ul>	<ul style="list-style-type: none"> <li>• SRG, DRGs &amp; BRGs have been constituted. Visioning and planning workshops organised. Specialists of various fields of pedagogy are included in these group, who will assist in training programmers, curriculum revision &amp; developing training packages and monitoring.</li> <li>• Regular meeting of these groups at different levels are held quarterly.</li> </ul>

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<i>Block Resource Centre/Cluster Resource Centre</i>	<i>In phase I &amp; II</i> <ul style="list-style-type: none"> <li>132 BRCCs out of 134 are in position.</li> <li>1935 CRCCs out of 1941 are in position.</li> </ul>	<i>Status and Staffing</i> <ul style="list-style-type: none"> <li>No. of functional BRCs 55</li> <li>No. of functional CRCs 663</li> <li>121 BRC resource persons in position</li> <li>655 CRCs in position.</li> <li>No. of CRCCs appointed and trained 681</li> </ul>	<ul style="list-style-type: none"> <li>In DPEP-III districts 38 BRC coordinators, 76 Asst. BRC Coordinators and 280 NPRC Coordinators have been selected.</li> </ul>
<b>Selection Procedure and Capacity Building</b>	<i>Selection Procedure</i> <ul style="list-style-type: none"> <li>Some of the BRCCs has been taken on deputation from Education department and rest are on the contact basis.</li> <li>All CRCCs has been taken on deputation from Education department as identified by the DIETs.</li> </ul> <i>Capacity building</i> <ul style="list-style-type: none"> <li><b>Training held for SSA planning resource material distributed to CRCCs.</b></li> <li>Regular monthly meeting-cum-orientation of CACs held at block level.</li> <li>Block academic groups have been constituted and oriented on academic monitoring, learner evaluation, giving academic support to teachers to overcome hard spots. The BAG includes BRCC, BEO, 2-3 MTs and supervisors, 1-2 good teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Area Education Officer/Block Education Extn. Officer has been chosen jointly by DPC &amp; DSE as BRCC.</li> <li>Identified good teachers are provided training of Master trainers and deputed to BRC as RP.</li> <li>CRCC is chosen by teachers of the cluster.</li> <li>BRCC &amp; BRC RPs are being oriented at SCERT and CRCC at DLO level.</li> <li>Reflection meeting of CRCC at BRC 244</li> <li>Subject Specific Trg. 570</li> <li>BRCC meeting at DIET/DLO 22</li> </ul>	<ul style="list-style-type: none"> <li>In all DPEP-III district primary school head teachers have been recruited as NPRC co-ordinators and BRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy.</li> <li>Under DPEP-III training of trainers and orientation of BRC &amp; NPRC Coordinators have been completed.</li> </ul>

## **DISTANCE EDUCATION PROGRAMME**

The Distance Education Programme (DEP) has been envisaged as a national component and a major area of intervention under the District Primary Education Programme (DPEP) to strengthen the on-going training programmes for teachers and other personnel in the primary education sector. DEP has been consistently providing technical support and has been engaged in building capacity among institutions and people at national, state, district and sub-district levels to design, develop, produce and deliver distance learning inputs and materials for training the primary education personnel in a continual manner. The distance education activities could be organized efficiently by using alternative media available to us such as information communication services which have relevance to distance education, such as E-mail, voice message system, teleconferencing, audioconferencing, videoconferencing etc. The success of distance education activities depends on properly organising these communication services into a well-defined instructional strategy, which is the essence of information communication technology.

As regards reaching out large number of personnel in the primary education sector, the distance mode would remain most useful strategy. The DEP-DPEP has already developed capacity among all DPEP states in developing distance learning materials and delivering them to the clientele group through the distance mode. In view of these experiences, the distance education programme (DEP) will be able to facilitate the attainment of objectives of 'Sarva Shiksha Abhiyan' also in improving the quality of primary education by using the modern information communication technology for training/orienting the primary education personnel in all the states.

Among the proposed DEP activities in the AWP&B of 2002-03, following are the details of the activities at national and state levels. Attempts have also been made to provide pedagogic inputs in the training programmes developed, organised and conducted by different states and in the documentation of good practices/success stories for wider circulation.

The activities initiated at the National Level are given below, while State Level initiated activities with the support of core faculty of DEP are listed in the Table No.1. Activities organised from **April 2002 to October, 2002** are given in **bold letters**.

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

#### *Organisation and Management*

- The Distance Education Coordinators (DECs) are in position in fourteen states i.e. Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal.
- Orientation programmes (induction training) for the Distance Education Coordinators and Teacher Training coordinators of DPEP states were organised in December, 1998, September, 1999 and in October, 2000.

#### *Procurement of DR Sets*

The DEP has so far installed 134-DR Sets {23-Analog and 111-Digital) in 11-DPEP states as per the break-up given here: ( 28 DR Sets in Andhra Pradesh, 10 in Assam, 12 in Bihar, 8 in Haryana, 5 in Himachal Pradesh, 12 in Karnataka, 6 in Kerala, 10 in Maharashtra, 17 in

Orissa, 18 in Rajasthan and 8 in Tamil Nadu. Installation of DR sets for Uttar Pradesh has been done by the State Project Office. Up-gradation of analog sets to digital has been done in most of the States. **Process of Upgrading the DR Sets in the States of Haryana, Himachal Pradesh and Assam has been initiated.**

### *Planning*

Two National Technical Workshops, one at Mumbai and the other at New Delhi, were held in April, 1997 and June, 1997 respectively, to conceptualize and concretise DEP interventions in various states in consonance with the on going teacher training programmes in the states. Following these, State Level Planning Workshops were held in each of the states to evolve perspective and action plans for DEP activities in the state. Planning meetings were also held to finalise the DEP activities and AWP&B for the year 2002-03 in different states.

### *Material Development and Distribution*

- A two-day workshop was organised at the DEP for developing reading materials (print) in the areas of Maths, EVS and Language for training the EGS Gurujis of Madhya Pradesh. These materials were edited and finalised in a one-day workshop. 8000 copies of these materials were printed and distributed to the Gurujis. A set of Video Programmes (13) in the areas of Mathematics, EVS, and Language have been produced for use in training of the EGS Gurujis of Madhya Pradesh.
- Eight audio programmes were developed for Uttar Pradesh and Bihar in a national level workshop organised at the DEP office. These scripts have been tried out in DPEP districts of Bihar. They have been produced under the title 'SAVERA' and 5060 copies have been distributed among district/block level.
- A series of Video training package on ECE has been planned. Four draft scripts were edited in the workshop organised at the DEP office.
- About 14 video programmes produced by the CIET and RGF have been selected for distribution among DPEP states for immediate use in the teacher training programmes. The DEP has procured 1050 sets (each set consisting of six cassettes) of the 14 programmes and distributed to the states of Rajasthan, Haryana, Uttar Pradesh, Himachal Pradesh, Bihar and Madhya Pradesh along with a user manual. Eighteen video programmes produced by SIET, Pune and CASP-PLAN, Mumbai were selected for teacher's training in Maharashtra. These have been duplicated and distributed.

### *National/International Workshops/Meetings*

- A three-day International Workshop was organised on 14-16 February, 2001 at New Delhi on 'Information and Communication Technology (ICT) for Professional Development of Primary Education Personnel'. 189 experts in the area of distance education/teacher education and field functionaries of DPEP states including 11 international delegates attended the workshop. The workshop came out with a number of recommendations for effective use of ICT for the professional development of primary education personnel.
- A demonstration of INTERNET ACCESS DEVICE (MAGNET) was organised for DEP-IGNOU faculty on June 12, 2001 at DEP-IGNOU, New Delhi.
- Demonstration of computer software (E learning, an SGI perspective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU, New Delhi.

- A one day meeting with the officials of Government of Uttaranchal and the DEP faculty was organised on August 2, 2001 to discuss about DEP intervention in the state.
- DEP organised a two day discussion-cum-demonstration meetings for Teacher training coordinators and Distance Education Coordinators one at Bangalore on 13-14<sup>th</sup> Aug 2001 and another at New Delhi on 20-21<sup>st</sup> Aug 2001 for developing an understanding of the potential and use of Internet Access Device ( IAD) for enhancing effective interaction and communication among teachers and teacher educators of different DPEP districts and states. The DEP has taken initiative to distribute "IAD" sets to few selected DIETs of DPEP states namely Haryana, Kerala, Karnataka, Tamilnadu, Andhra Pradesh and Maharashtra. DEP has given training in different spells to the DIET faculty of these states for effective use of IAD.
- A meeting was conducted on 13<sup>th</sup> March 2001 at DEP office to discuss about Distance Learning Interventions in "Sarva Shiksha Abhiyaan".
- A preliminary discussion meeting was held on 8<sup>th</sup> April 2002 at DEP office on organising "Experience sharing seminar on radio broadcast for Primary Education".

### ***Strategy***

#### National Level Meetings:

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

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

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

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

#### **Participation in Seminars and Trainings**

The DEP faculty participated in the following seminars and training during April, 2001-March, 2002.

- A faculty member attended the ICDE World Conference on 'Open Learning and Distance Education' held at Dusseldorf, Germany during 1-5<sup>th</sup> April, 2001 and presented a paper on " Strengthening Knowledge Base of Primary Teachers through Distance Mode"
- Prof. Mohammad Miyan participated, delivered lectures in the following workshops/ seminars / committees:

1. Resource person at XIV Annual conference of All India Association of Educational Research held at Ghaziabad. Delivered a lecture on "Information and Communication Technology and curriculum of Teacher Education" on May 28, 2001.
2. Participated in the Expert Group Meeting on " Collaborative Action Research As A Strategy For Linking Higher Education and Basic Education" held at Colombo, Sri Lanka on July 19-20, 2001. The meeting was organised by the Commonwealth Secretariat, London and UGC (Sri Lanka).
3. Participated in the Seminar on " Promotion of values among Learners and Teachers at school stage through Distance Education Mode- Future Direction" organised by National Open School on July 27-28, 2001 at New Delhi.
4. Delivered a lecture on " Quantitative Methods in Educational Research " to participants of refresher course in Education organised by Academic Staff College, Jamia Millia Islamia for University/ College teachers on August 17, 2001.
5. Chaired a session on " Presentation of Coventry Papers " in the International Workshop organised by UNESCO Chair (IGNOU) on "Networking and collaboration for Distance Teacher Education : South Asian Initiatives and Expectations" held on August 20-22 , 2001 at New Delhi.
6. Participated in a panel discussion on "Pedagogical Aspects of Training Teachers through Distance Mode" on 03.01.2001 organised by NCERT as a part of professional development training programme for senior teacher educator from Sri Lanka.
7. Chaired a session on "Current Trends in E-Learning" in a workshop on role of Information Technology in University Management organised by Jamia Millia Islamia in collaboration with Association of Indian Universities on October 16-20, 2001.
8. Attended the 35<sup>th</sup> Annual Conference of the Indian Association of Teacher Educators held at Mysore from 27- 29 Dec 2001. The theme of the conference is " School Curriculum Framework and its implications for Teacher Education" and also participated in a panel discussion on " Teacher Preparation and Material Development for Open Learning Systems".
9. Attended a conference on " Promotion of Open Schooling" held at Goa from 28- 31<sup>st</sup> Jan 2002, conducted by National Open School, NewDelhi.

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

Activities	Progress
<p><b>Planning:</b></p> <p>a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> <li>• Development of Perspective Plan for DEP</li> <li>• Finalisation of activities for the current year</li> </ul>	<p>Activity has been completed in 18 DPEP states.</p> <p>Activity has been completed in 18 DPEP states.</p>



<p>b) Preparation of AWP&amp;B for 2002-03.</p>	<p>Activity has been taken-up in 18 DPEP states.</p>
<p><b>Capacity Building:</b></p> <ul style="list-style-type: none"> <li>• Development of Content Briefs for DL Materials</li> <li>• Training and Development Workshop for Self-Learning Materials</li> <li>• Editing of Self-Learning Materials</li> <li>• Training-cum-Development Workshop for Audio Script Writing</li> <li>• Training-cum-Development Workshop for Video Script Writing</li> <li>• Training on use of Video Programmes in Teacher Training</li> </ul>	<p>Activity has been completed in 15 DPEP states except in Uttaranchal, Jharkhand and Chhattisgarh.</p> <p>Activity has been completed in 13 states namely Assam, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Gujarat, Uttar Pradesh, Maharashtra, Kerala, Haryana, Madhya Pradesh and Bihar.</p> <p>Activity has been completed in 13 states namely Assam, Gujarat, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Uttar Pradesh, Kerala, Maharashtra, Haryana, Madhya Pradesh and Bihar.</p> <p>Activity has been completed in 10 states namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, West Bengal, Assam, <b>Andhra Pradesh, Himachal Pradesh, and Karnataka.</b></p> <p>Activity has been completed in 8 states of Maharashtra, Tamil Nadu, Assam, Andhra Pradesh, Bihar, Gujarat, <b>Himachal Pradesh and Rajasthan.</b></p> <p>Activity has been completed in the states of Gujarat, Andhra Pradesh, Maharashtra, Orissa, Bihar and Rajasthan.</p>
<p><b>Production and Distribution of DL Materials:</b></p> <ul style="list-style-type: none"> <li>• Self-Learning Materials (SLMs) /Print Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Activity has been completed in 12 states of Tamil Nadu, Orissa (<i>Ekalavya in three Volumes</i>), Andhra Pradesh, Uttar Pradesh, Kerala, Madhya Pradesh, Himachal Pradesh (<i>Sambridhi</i>), Assam (<i>Abhigyan</i>), West Bengal (<i>Pari Parai Anande</i>), Maharashtra and Gujarat. SIMs are in the process of printing in the states of <b>Bihar</b> and <b>Haryana</b>. Produced a Folder of 'Maa Beti Mela' for</li> </ul>

<ul style="list-style-type: none"> <li>• Audio Programmes</li> </ul>	<p>Haryana and distributed among 900 teachers\teacher educators participated in teleconferencing programme on 'Gender Issues'. Further, reading materials in the form of SLMs/Handouts were also prepared and distributed among the participants of the various teleconferencing programmes in the areas of Action Research, IED, Teaching of English, Teaching of Tamil, Textbooks, Alternative Schooling, Self-learning, Academic Support, Issues of DPEP/UEE Teaching of EVS-II,Activities in Primary Science for the states of Andhra Pradesh, Karnataka, Assam, Orissa, Himachal Pradesh, Haryana, Kerala, Tamil Nadu, and Maharashtra. SLMs on 'Hard spots in Mathematics' in Uttar Pradesh have been distributed to ToTs. One SLM module developed for Uttar Pradesh has been distributed to Rajasthan under the title 'Shikshakodaya'.</p> <ul style="list-style-type: none"> <li>• Production has been completed in the States of Maharashtra, Gujarat, West Bengal, Himachal Pradesh, Assam and Tamil Nadu. Audio programmes are in the process of production in the states of Orissa, and Andhra Pradesh. Two sets of audio programmes to support the manual on Joyful Learning have been developed and distributed in Tamil Nadu. An audio package has been prepared for Haryana containing 9 Rhymes related to teaching of English at Class-I and distributed to teleconferencing training centers.</li> <li>• 3 audio programmes were produced on sample basis in M.P during the workshop organised for Training-cum-Development Workshop for Audio.</li> <li>• Audio-cassettes have been prepared to demystify the integrated textbook titled 'Hanste Gatte', and 'Tarang' in Haryana.</li> <li>• A workshop has been conducted for the development of educational songs and poems and 225 songs and poems/rhymes have been developed and 113 were finalized. It has to be produced in print form titled 'Sursangam'.</li> <li>• Audio books are proposed to be developed in Uttar Pradesh in the form of Audio Cassette Set/Class text book to make the classrooms</li> </ul>
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	<p>prepared and distributed to the DPEP districts. Similar packages have been developed for Assam and Orissa and distributed. Five video programmes have been duplicated and distributed in Assameese to be used during training programmes in BRG/DIETs/DPOs.</p>
<p><b>Documentation:</b></p> <p>a) Documentation and Selection of DL Materials for Distribution for immediate use in the Teacher Training programmes.</p> <p>b) Practices/Activities</p>	<ul style="list-style-type: none"> <li>• More than 100 Video Programmes have been identified from among the films developed/available at the State Institutes of Educational Technology (SIETs) at Bhubaneswar, Ahmedabad, Lucknow, Hyderabad, Pune and Patna and other institutions. Video Programmes are on content enrichment, activity based teaching-learning, contextual issues. Films produced by GIET, Ahmedabad, and SIET, Orissa has been distributed to training centres (DIET/BRCs) along with user manuals. In Maharashtra, the video programmes produced by CASP-PLAN, Mumbai have been distributed to BRCs and DIETs. In Bihar 2 BEP programmes have been duplicated and sent for distribution up to the CRC level. In Uttar Pradesh, 7 Programmes of SIET, Lucknow have been duplicated (416 copies) and distributed to DIETs and BRCs. 10 video programmes produced by SIET, Pune and 9 by GIET, Ahmedabad have been duplicated and distributed to the field functionaries in Maharashtra and Gujarat respectively. The video cassette 'VIKALP' has been duplicated in Uttar Pradesh.</li> <li>• Video Documentation of the Training Workshop for Pre-Primary and Primary Education Personnel on developing educational materials for school readiness and activity based teaching was carried out in Gujarat.</li> <li>• Video Documentation of 'Multi-grade Teaching' being practiced in Mysore district of Karnataka was under taken.</li> <li>• Produced two-video programmes in the context of MGT and preparation of Low-cost, No-cost Teaching Learning Materials</li> </ul>

	<p>for the state of Assam. These programmes essentially focus on the documentation of good practices in the DPEP districts of the state. They have been duplicated and distributed among the field functionaries.</p> <ul style="list-style-type: none"> <li>• Video documentation of 3 programmes has been done in Uttar Pradesh one on 'Koshish' and two on 'Activity Based Teaching'.</li> <li>• A video documentation of the events of Community Mobilisation and Awareness programme through Folkform was carried out in the state of West Bengal.</li> <li>• Documentation of four video programmes one each on i) Civil Works, ii) Alternative School Systems, iii) Village Education Committees: Constitution and Functions, and iv) Teacher Training &amp; Innovative Teaching Practices have been completed in Bihar.</li> <li>• Video coverage of the 'Sandila Project' on Quality Development in Classroom Process is being under taken in the state of Uttar Pradesh.</li> <li>• Documentation of the innovative teaching practices in 'the School for Creative Learning' has been taken-up in the state of Bihar.</li> <li>• Scripts are finalized for the Video documentation of good practices on Community Mobilisation in the state of Assam.</li> <li>• Action has been initiated in different states by Distance Education Coordinators for documenting the existing Distance Education Materials.</li> </ul>
<p><b>Feedback on Usefulness of Video Programmes</b></p>	<ul style="list-style-type: none"> <li>• Feedback has been obtained from the teachers of Haryana, and Uttar Pradesh (on a sample basis) on the selected video programmes of SIET, Lucknow, and Maths' programme of ET&amp;T regarding the relevance and usefulness of the programme, after which duplication and distribution of these was undertaken.</li> <li>• Feedback has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.</li> </ul>
<p><b>Feedback on Effectiveness of SLMs</b></p>	<ul style="list-style-type: none"> <li>• Feedback on effectiveness of SLMs has been</li> </ul>

<p><b>distributed to Districts</b></p>	<p>obtained from the BLRG members and teachers in Orissa. Feedback on SLMs distributed in the field has also been obtained from teachers and MRPs of 3 districts in Andhra Pradesh.</p> <ul style="list-style-type: none"> <li>• DEP has obtained the feedback on the usefulness of the SLM distributed in the state of Assam.</li> </ul>
<p><b>Training of Teachers and Teacher Educators through Teleconferencing Mode.</b></p>	<p>In all, more than 70 programmes have been conducted so far through teleconferencing mode for training/orientation of more than 90,000 Primary Education Personnel (including Village Education Committee members, Panchayati Raj Members and some parents) of 12 DPEP states. More than 500 DIET faculty/BRC personnel were trained/oriented to act as panelists in the training programmes. Self-Learning Materials, Audio Cassettes, Video programmes, Activity Sheets and Evaluation tools were developed for use in different teleconferencing programmes.</p> <p>The following training/orientation programmes through teleconferencing mode were organized by DEP on the following themes to different target groups:</p> <ul style="list-style-type: none"> <li>• Action Research (May, 1999) for all the four southern states.</li> <li>• Innate abilities, Natural Learning Experiences School Committee and Vidya Volunteers Scheme, Multigrade teaching and activities, and Role of MRPs in the utilization of funds, teacher centres and organisation of teacher training programmes (March, 1999); Key issues of DPEP (UEE) (Sept., 2000); Two-year D.Ed. Curriculum (May, 2001); Teaching Environmental Science-II at Primary stage (Sept., 2001) and Activities in Primary Science (Dec., 2001) for the state of Andhra Pradesh.</li> <li>• Teacher Resource Materials (Dec., 1999); Alternative Schooling and MGT (Sept., 2000) for Assam.</li> <li>• <b>Teaching of English to classes I&amp;II (Sept.2002) for Chhattisgarh.</b></li> <li>• Discussion on New Text Books and Alternative Schooling (June, 1999); Gender issues (Sept., 1999); New Pedagogy and TLM (Jan., 2000); Role</li> </ul>

and Functions of VECs and contribution to School development (Jan., 2000); Action Research (Aug., 2000); Teaching of English at Primary Level (Sept., 2000); Teaching of English at Class-I (Sept., Oct., Nov., & Dec., 2000); Integrated Education for the Disabled (Dec., 2000); and Teacher training (June, July, 2001) for Haryana.

- Role and functions of CRCCs in DPEP (Feb., 2000) and Teaching of Mathematics (Oct., 2000) and **MTA and Gender Sensitization (Aug, 2002)** for Himachal Pradesh.
- Problems concerning Primary Education (Aug.1999), Chinnara Angala and School Development Monitoring Committee (SDMC) (April and July, 2001); Effective Implementation and Monitoring of Radio Broadcast (Aug., 2001), Children Census, School Development Monitoring Committee (Jan., 2002), **Chinnara Angala (April, 2002), SSA, free text books and Implementation of different schemes ( June, 2002), Radio Programme, Action Research, Multigrade Teaching, Inclusive Education (July, 2002)**, for Karnataka.
- Multi-Level activities, Thematic Integration Developing Writing Skills, Teaching of Mathematics (Dec., 1999), Issues related to DPEP and Parental Education (Dec., 2000), Training of BRCs (April, 2001) for Kerala.
- Self-Learning at Primary Stage (March, 2001), Alternative Schooling and Education Guarantee Scheme (Sept., 2001); Language Education at Primary School Level (Oct., Nov., 2001) and BRC Strengthening and Implementation of SSA (Dec., 2001), **Action Research (July, 2002)** for Maharashtra.
- Activity Based Teaching Learning Process (Jan., 2000), Academic Support to CRCC (Oct., Nov., 2000) and New Text Books (Jan., 2001) for Orissa.
- Basic Concepts in teaching Mathematics (April, 1999), Community Mobilization (Sept., 1999), Integrated Education of

Hearing Impaired Children (March, 2000), Teaching of Tamil (Nov., 2000) and Issues relating to Primary Education (Sept., 2001) for Tamil Nadu.

- Activity Based Teaching and Use of TLM Grant (Sept., 2000), **School Chalo Abhiyan (July, 2002) and Initiatives in Literacy programmes in Uttar Pradesh (Sept, 2002)** for Uttar Pradesh.

#### **DEP supported activities**

Some states like Madhya Pradesh, Gujarat, and Orissa have organized teleconferencing programmes on their own on the following themes:

- Alternative Schooling Systems (May, 1999), Role and Responsibilities of VEC, MTA and PTA members under DPEP (June, 1999), Village Civil Works Committee (July, 1999); Tribal Education (Aug., 1999); School Health and Sanitation (Aug., 1999); DISE Report (Sept., 1999); Preparation and Use of TLM in classroom Teaching (Oct., 1999); Village Civil Works and Alternative Schooling (Nov., 1999); Use of flash cards and English for Standard-V (Dec., 1999), Action Research (Jan., 2000) and Integrated Education for Disabled (Jan., 2002) in Gujarat.
- Mathematics, Language, and EVS (Jan., 2000); English Teaching (Nov., 2000) in Madhya Pradesh.
- Effective planning and Implementation of different programmes in DPEP, Orissa (Feb., 2001); Issues related to Tribal Education (March, 2001); Alternative Schooling and Mid-terms Assessment Survey (April, 2001); Integrated Education for Disabled (May, 2001); Education for Girl Child (June, 2001); Education Guarantee Scheme and Alternative and Innovative Education (June, July, 2001); Management Information System for effective planning and Progress Monitoring (Aug., 2001); Community Participation (NINAD-II) (Sept., 2001) and Role and



	<p>Responsibilities of Village Education Committee members (Nov., 2001; <b>April, 2002</b>), <b>District plan for the year 2002-03 (April, 2002)</b> in Orissa.</p> <p><b>State Initiated Video Conference</b></p> <p>By using the Andhra Pradesh State wide Area Network (APSWAN), an attempt was made to train/orient the Mandal Resource Persons, DIET Lecturers and DPOs on the topics 'Fractions and Integrated Education of Disabled (IED)' through two-way video interaction at each district headquarter on 14-15 March, 2001 in the state of Andhra Pradesh.</p>
<p><b>Radio Broadcast</b></p>	<ul style="list-style-type: none"> <li>• The DEP has been utilizing the facilities of AIR stations for training of primary education personnel in the DPEP states. Presently this activity has been undertaken in four states viz., Himachal Pradesh, Karnataka and Andhra Pradesh.</li> <li>• The DEP in collaboration with the State Project Office, Himachal Pradesh has launched the Radio Broadcast programme called 'Gyan Kalash' (Radio Prasikshan Pathashala) for training primary teachers in the subject areas using 'Air Time' of AIR, Shimla. The programme was first broadcast on 5<sup>th</sup> October, 2000. The programme is based on the integrated teacher-training module developed by the DPEP, Himachal Pradesh for teachers of DPEP and non-DPEP districts. The programme is aired at 19.05 hours of fifteen minutes duration by AIR, Shimla station on MW and SW frequencies on every Thursday and Saturday. A comprehensive plan has been drawn to assess the effectiveness of the radio broadcast programme. During 2002-03 the broadcast is being done from 12.30 pm to 1.00 pm for three days in a week. The programmes included among other topics, teaching of English for class-I.</li> <li>• The radio broadcast in Karnataka is being carried out since 2000-01. During 2000-01, the state project office started broadcasting lessons from AIR Gulberga and Raichur on EVS, Maths and Kannada for Class-III children and teachers. The broadcast began on 14<sup>th</sup> November, 2000. 60 Radio</li> </ul>

programmes were developed (20 each in Maths, EVS and Kannada) and 3 episodes per week in November and December and 4 episodes per week from January, 2001 to 16<sup>th</sup> March, 2001 were broadcast. Feedback has been obtained through Phone-in programme organised on 3<sup>rd</sup> April, 2001.

During 2001-2002, Radio Broadcast was extended for Class-IV covering all the districts of North Karnataka as the broadcast had been arranged from AIR stations of Dharwad and Gulberga. In all five lakh class-IV children of 15,000 schools are being benefited. 68 programmes of 30 minutes duration covering hard spots of the content areas of Kannada, Mathematics and EVS are being broadcast on Mondays, Wednesdays and Fridays. As part of this radio broadcast, a comprehensive booklet has been brought out which provides information on the date and the lessons being covered, objectives of the lesson and pre and post broadcast activities to be organised by the teachers. Since Aug 2001 till Oct 2001, AIR Gulberga has received more than 14,000 letters from children/teachers/parents. Broadcasting the lessons for class III students and teachers was repeated in the year 2001-02 also.

During 2002-03, the radio broadcast started from 5<sup>th</sup> August 2002. **208 episodes are being broadcast in Kannada medium for classes III, IV and V.** 30 episodes for Urdu medium for classes III, IV and V and the broadcast will begin from November 2002.

A detailed teachers guide was prepared highlighting objectives, pre and post broadcast activities etc. and distributed to all the 50,000 schools. Two one day teleconferencing programmes were organised to orient about 4000 BRG/CRGs about the radio programme who in turn organised one day training programme to all teachers of 50,000 schools highlighting the issues concerning radio broadcast including pre/post broadcast activities to be undertaken.

An achievement test based on Radio lessons

<p><b>Feedback/Impact Study</b></p>	<p>for class-IV has been developed and administered in 2001-02 to children of two schools in each district for assessing the impact of radio lessons on learners.</p> <ul style="list-style-type: none"> <li>The State Project office of DPEP, Andhra Pradesh started broadcasting the lessons on Telugu, Maths and EVS for class-III children and teachers during 2001-2002. Audio scripts were developed, edited and twelve scripts were finalized ( 4 each in Telugu, Maths and EVS ) for production. Based on these scripts, AIR, Vizag produced the programmes which were broadcast from 18<sup>th</sup> March to 10<sup>th</sup> April 2002. All the class-III children and teachers of 173 Mandals of four districts ( Vizianagaram, Visakhapatnam, East Godavari and Srikakulam) have had access to the Radio broadcast. One day training was given to the MEOs, MRPs and teachers on the Radio Programme in Feb/March 2002. <b>Regular broadcast of lessons for classes III and IV started during the academic year 2002-03 in the month of July 2002.</b></li> </ul> <p><u>State initiated programme</u></p> <p>DPEP, Assam has been engaged in broadcasting Radio programmes using AIR, Guwahati titled 'Abhigyan' for orienting district level functionaries on issues related to DPEP intervention.</p> <p><b>DPEP, Orissa also started broadcasting radio programmes on contextual issues from AIR, Cuttack during 2002-03.</b></p> <p>Taken up in the states of Himachal Pradesh, Karnataka and Andhra Pradesh.</p>
<p><b>Need Survey for Content Up-gradation</b></p>	<p>As per the requirement of the state of Orissa, a need survey for content up-gradation of Primary School Teachers was under taken. Deficient competencies in the areas of Maths, EVS, and Language (Oriya) were identified through administering diagnostic tests among the primary school teachers in 6 DPEP districts. The report has been prepared and hard spots have been identified and finalised through interacting with the state and district level personnel. About</p>

	<p>32 SLMs were developed to address these areas and 75,000 copies (25,000 in each subject) have been distributed to teachers.</p>
<p><b>Other Activities At The Center</b></p>	<ul style="list-style-type: none"> <li>• A demonstration of INTERNET ACCESS DEVICE (MAGNET) was organised on June 12, 2001 at DEP-IGNOU, New Delhi. <b>Workshops were organised for the Distance Education Coordinators, DIET and State Project Office staff for the state of Haryana on 9-10 April 2002 at DEP, New Delhi; for Andhra Pradesh and Kerala on 15-16 April 2002 at Bangalore and for Maharashtra on 18-19 April 2002 at Pune.</b></li> <li>• Printing and distribution of the first issue of the 'DEP Newsletter' in the month of June-July 2001.</li> <li>• Demonstration of computer software (E learning, an SGI perspective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU New Delhi.</li> <li>• A training programme was organised in Dec 2001/ Jan/Feb 2002 by DEP-DPEP in collaboration with DECU/ISRO (Ahmedabad) to train/orient state functionaries in organising teleconferencing programmes. A total of 59 persons representing 15 DPEP states participated in the training programmes. The DIET/SPO staff members were trained to act as facilitators/ anchor persons/ resource persons and to plan and execute the teleconference programmes. This 'State Resource Group on Teleconferencing' will further train facilitators/ anchor persons at the state level. As a result of this training, the state will be using the facility of teleconferencing, through its network of DRS, more frequently for training and communication.</li> <li>• <b>A workshop was conducted from 5-10 August 2002 on "New Media in Primary Education" at National Institute of Design, Ahmedabad in collaboration with DEP-DPEP with an objective to expose the participants to the potential of New Media as a teaching-learning tool that makes primary education more exciting and enjoyable. Nineteen participants</b></li> </ul>

	<b>representing eight DPEP states attended the workshop.</b>
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### **Emerging Issues**

- Ensuring the required facilities for teleconferencing and its maintenance for organising training/orientation programmes for teachers; teacher educators and others.
- Development of multimedia package in the content areas and contextual issues for use in the training programmes to be organised by the states.
- Documentation of innovative practices is being undertaken in different states.
- There is need to disseminate the Distance Learning Materials to teachers and teacher educators. The DEP does it on a limited scale, the states may require to take up the responsibility for wider dissemination and enriching cluster/block/district centres with distance learning materials.
- It is important to know the utility of the materials by users and/ or by the resource persons. Studies are to be planned to assess the utility/impact of the Distance Learning material from the point of view of the teachers.
- There is a need to address the requirements of para-teachers separately as they need continuous and vigorous training not only in the content upgradation and skill development but also in understanding the system and the factors influencing the system.
- There is need to train DEP DPEP faculty and Distance Education Coordinators, Teacher training in-charges of the state DPEP office for understanding the importance and use of information and communication technology in teacher training.
- Strategy to develop networking with National agencies such as ISRO, NCERT and state level agencies such as SCERT, SIET, DPEP, RESECO, SIEMAT, State Open Schools etc. so as to ensure continuous support for effective implementation of distance education activities.
- There is need to take up impact/research studies on the distance education activities conducted in all DPEP states since its inception till date and also to document the good practices in these states.

### ***FUTURE CHALLENGES***

The DEP is focussing on capacity building, development and dissemination of print, audio and video materials. With a view to supplement face-to-face mode of DPEP activities in states, the DEP has successfully built capacity in the development and use of distance learning materials among the primary education functionaries at the state level, which is being extended to the district and sub-district levels. The capacity building activities will continue at the state level wherever they are still to culminate and also in the three newly created states namely Chattisgarh, Jharkhand and Uttaranchal. In other states, the focus will be on district and sub-district levels. A lot of print, audio and video materials have been distributed to the field functionaries. The DEP will strive to collect the evidences of its utility and impact. Training programmes in the use of DL materials have been organised. There is still need to organise more such programmes. To reach large audience and maintain uniformity in presentation of curricular inputs, Direct Reception Sets (DRSs) have been made available at DIETs of DPEP states.

Teleconferencing is a powerful mode and we would like to continue with it as it covers a much larger client group and minimizes the transmission loss. This is an interactive mode where, presently, fax/STD facilities are being utilised. We also experimented with Internet facilities for interaction during teleconferencing. This calls for training of personnel in the use of computers at the level of DIETs. Use of computer/Internet Access Device will also facilitate each centre to download questions asked via e-mail from other centres and may be useful for local discussion later on.

Radio has a wider reach and is economical. DEP is utilizing this medium now in four states viz., Himachal Pradesh, Karnataka and Andhra Pradesh to train/orient the teachers and other personnel on DPEP and also for classroom instruction. Radio lessons in Andhra Pradesh and Karnataka are being broadcast for children and teachers in content areas and for teachers, teacher trainers and parents in Himachal Pradesh. DPEP, Assam and Orissa have already been engaged in broadcasting radio programmes for orienting district level functionaries. DEP will focus more on this medium and will replicate the same in other DPEP states.

Major focus of the DEP has been teacher training though the DEP has supported training/orientation of other functionaries like VEC, supervisory staff, BRCCs, CRCCs, DIET faculty. The DEP will also strive to address the contextual issues through DL interventions and continue with the documentation of innovative practices in the states.

**In addition to the regular activities of the DEP, the future activities could be listed as:**

### **Radio Project**

Impact studies will be taken up in Andhra Pradesh, Karnataka and Himachal Pradesh on the radio broadcast. Use of radio for training of teachers, supervisory staff and BRC coordinators will also be started in other states such as Uttar Pradesh and Madhya Pradesh in near future for which states have expressed desire and plans are being formulated.

### **National Workshop on Radio Broadcast**

For experience sharing among the states, a National workshop will be organized by DEP-DPEP in 2002. A variety of ways of using Radio for primary education (Class room and teacher training) will be discussed with a view to evolve several models for states to choose from.

### **Training of State Functionaries in Teleconferencing**

As Teleconferencing is being used in almost all states for large scale training, the DPEP staff involved in it should be trained to handle the teaching and learning ends of teleconferencing programmes with ease and confidence. Select group of personnel from DPEP states have already been given training with DEP-DPEP initiative and ISRO collaboration. More such trainings will be organized to cover the staff functionaries of the three new states - Uttaranchal, Jharkhand and Chhattisgarh. Besides this, more DIET staff will be trained with an attempt to cover all DIETS in all DPEP states. For this 5-6 programmes, of 20 participants each, will be organized in the year 2002-2003.

### **National workshop on teleconferencing**

The DEP, since its inception, has been using teleconferencing mode for interacting with field functionaries. This has generated lot of data at state level. Moreover, the different ways are being used by the states for teleconferencing. This workshop will give an opportunity of experience sharing and developing model(s) suited to the state requirements.

### **Websites of States**

For encouraging Distance Learning and Sharing of state experiences each State will be encouraged to develop their websites, if not done till now. The Internet Access Device (IAD) has been given to five states on experimental basis. The Kerala website [www.keralaprimarieducation.org](http://www.keralaprimarieducation.org) can be viewed as an example of interactive website.

### **Training through Internet/Computer**

Training of DPEP functionaries/DIET staff/BRC staff/Teachers on use of computers is proposed by a state with DEP collaboration. This has been done in Karnataka with success. This capacity building exercise will ultimately lead to use of internet for on-line teacher training and more experience sharing through frequently used e-mails and web sites. Use of IAD (Internet Access Device) is also envisaged under this programme.

### **Video Documentation of Success Stories**

In the last few years, the DEP-DPEP has achieved, considerable success in using Distance Education methods in reaching out to primary teacher, supervisors and even inside the primary classrooms.

The highlights of various successful DL programmes and success stories of various states in using DEP for teacher training, communicating and learning needs to be documented

### **National Experience Sharing (Workshop/Exhibition)**

To bring all the DPEP states together to showcase their various distance education initiatives (SIM/Video/Audio/Computer learning), an Exhibition is proposed in 2002 followed by an experience sharing workshop. Some National Resource institutions will also participate in this workshop to provide further insight and guidance.

### **Pilot projects of Computers in Primary Classes**

The success of "Head Start" project in Madhya Pradesh prompts that pilot projects be taken up in states (willing to participate) in "Use of computers in learning at primary level".

DEP will provide support for training, software development, duplication and its distribution. The hardware will be provided by the state concerned.

### **International Workshop on “Use of Story Telling in Primary Education”**

DEP-DPEP collaborates with NID, Ahmedabad to organize an International Workshop on “Story Telling in the Digital Age”. The DEP-DPEP is organizing a workshop in this event on “Use of Story Telling in Primary Education” in which innovative experiences of DPEP states will be shared with the international and well known faculty members and professional story tellers and researchers. A pre-workshop symposium will also provide an experience sharing opportunity and use of New-media in education.

### **Certification in Primary Education**

A certification course in Primary Education has been initiated by MHRD to redress the problem of a large number of untrained teachers in North Eastern region. The programme has been developed by IGNOU in Hindi & English languages and is meant for in-service teachers. It has also been recognised by NCTE.

On the request of Govt. of Sikkim, this programme is being launched in Sikkim through distance mode.



## **ALTERNATIVE SCHOOLING**

### **An Overview**

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

### **Coverage under AS**

Currently there are 83,501 Alternative Schools of different types covering 34,52,910 children in the DPEP states. 316 Residential Bridge Courses are also in operation in the states of Andhra Pradesh, Orissa and Uttar Pradesh covering 24,404 children. These residential camps are run on a permanent basis as long as children continue joining these camps. As and when children acquire appropriate competencies they are mainstreamed. Apart from this 7,753 Non-Residential Bridge Courses have been organised covering 1,53,346 children in Andhra Pradesh, Gujarat, Karnataka, Assam, Rajasthan and Uttar Pradesh. About 500 *Ashramshalas* and *Residential Hostels* in tribal areas are operational in co-ordination with Tribal Welfare Department in Madhya Pradesh, Chhatisgarh, Orissa and Gujarat, which also cover around 20,000 children.

During the period between March 2002 to October 2002 a total of 13,430 Alternative Schools have been started. A total of 932 Alternative Schools in Tamil Nadu, 128 in Gujarat and 50 in Bihar have been closed down & 18 MGLS of Kerala have been converted into formal schools. Tamil Nadu centres have closed down after mainstreaming majority of children from these centres. Due to closure and conversion of phase centres the actual increase in the number of Alternative Schools during this period has been to the tune of 12,260 only. The overall increase in enrollment of children has been to the tune of 2,84,148. If we include no. of children covered under residential and non-residential bridge courses also then the increase in total enrollment will be 4,61,898.

State-wise analysis shows that the increase in the Alternative Schools has been reported from the state of Orissa, Rajasthan, Uttar Pradesh, Madhya Pradesh, Uttaranchal, Maharashtra, Assam, Andhra Pradesh, Jharkhand and West Bengal

Increase in Alternative Schools have mainly been from the states of Madhya Pradesh - 2,654, West Bengal - 2,122, Maharashtra - 1,034, Uttar Pradesh - 2,040, respectively. These increases are mainly due to opening of EGS type of schools in unserved habitations to ensure universal physical access.

Increase in enrollment is mainly reported from the states of Madhya Pradesh - 99,971, Uttar Pradesh - 90,648, Rajasthan - 57,306, West Bengal - 50,607.

**COVERAGE DURING THE PERIOD (MARCH 2002-SEPTEMBER 2002)**

Sl.No.	Name of State	Total No. of Centres			Total No. of Children		
		16 <sup>th</sup> JRM	15 <sup>th</sup> JRM	Increase	16 <sup>th</sup> JRM	15 <sup>th</sup> JRM	Increase
1.	Madhya Pradesh	26,510	23,856	2,654	12,30,190	11,30,219	99,971
2.	Chhatisgarh	5,720	5,720	0	3,04,051	3,04,451	-400
3.	Tamil Nadu	0	932	-932	0	18,956	-18,956
4.	Kerala	307	325	-18	6,514	7,108	-594
5.	Karnataka	<b>The state has adopted single track strategy of mainstreaming through Bridge Courses</b>					
6.	Haryana	1,080	1,080	0	26,318	25,000 (approx.)	1,318
7.	Maharashtra	4,371	3,337	1,034	1,05,426	83,095	22,331
8.	Assam	3,138	3,138	0	1,29,622	1,29,622	0
9.	Himachal Pradesh	50	25	25	690	352 (approx.)	338
10.	Orissa	8,033	5,892	2,141	1,13,462	1,35,662	-22,200
11.	Andhra Pradesh	2,629	1,332	1,297	43,921	35,183 (approx.)	8,738
12.	Gujarat	2,282	2,452	-170	49,422	52,010	-2,588
13.	Uttar Pradesh	7,074	5,034	2,040	2,52,250	1,61,602	90,648
14.	Uttaranchal	477	350	127	11,834	7,418	4,416
15.	Bihar	2,201	2,251	-50	57,804	57,804	0
16.	Jharkhand	2,025	1,189	836	21,344	28,131	-6,787
17.	West Bengal	7,690	5,568	2,122	4,82,348	4,31,741(DPEP)	50,607
18.	Rajasthan	9,914	8,760	1,154	6,17,714	5,60,408	57,306
	<b>Total</b>	<b>83,501</b>	<b>71,241</b>	<b>12,260</b>	<b>34,52,910</b>	<b>31,68,762</b>	<b>2,84,148</b>

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

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

There has been significant effort to improve functioning of Madrasas in Madhya Pradesh, Uttar Pradesh and Rajasthan. Currently under DPEP 1,202 Madrasas have been adopted. **No new Makhtabs / Madrasas has been included during this period.**

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

<b>Madhya Pradesh</b>	<b>Uttar Pradesh</b>	<b>Assam</b>	<b>Rajasthan</b>	<b>Total</b>
547	412	111	132	1,202

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

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

Andhra Pradesh, Maharashtra, Gujarat and Orissa are the DPEP states, which have undertaken work with this category of children. Maharashtra and Gujarat are two states where work in this area has been going on for last many years. Andhra Pradesh started work with this category in Nalgonda district. Orissa and West Bengal are the two other states which have started work in this area recently.

Efforts made in Bolangir district of Orissa are significant. Based on the information collected during '*Ninad*' (House to house survey), comprehensive planning for families which migrate has been made. Migrant labourers are entitled to receive facilities like life insurance and crèche facilities for their children etc. Labour societies in villages have been formed and registered. Parents have been persuaded to leave their children behind while they migrate. 28 residential schools were stated to cover these children. DPEP provided fund for dinner, breakfast, TLM and teachers' honorarium. Lunch was provided from MDM scheme.

Similarly with the help of Action Aid, DPEP Bolangir has set up schools in the vicinity of Hyderabad for children who have migrated to brick kiln sites with their parents. Teachers honorarium is being shared by the DPEP and the brick kiln management. In the appointment of teachers it is ensured that the teachers teach children in their own language.

## Deprived Urban Children

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

All these efforts are significant even though these are on a small scale. Efforts in this area need to be upscaled. Urban areas have special problems. Many slums lack facilities of schools. EGS centres can be started in slums. Lack of proper space for running schools is one of the difficulties. EGS scheme does not provide for rent for building. Finding space for running of schools in slums in most cases is almost an impossible task. Similarly many slums lack basic facilities. There has been problem related to the lack of data of out of school children for urban areas. Planning for UEE in urban area require special efforts and focus.

## Adolescent Girls

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

State	No. of Camps	Children
Andhra Pradesh	245	21,703
Orissa	50	1,926
Uttar Pradesh	1	75
Rajasthan	20	700 (app.)
<b>Total</b>	<b>316</b>	<b>24,404</b>

A total of 316 Residential Bridge Courses are operational in the states of Andhra Pradesh, Orissa, Rajasthan and Uttar Pradesh which currently covers 24,404 children. Apart from these camps the DPEP states of Bihar and Jharkhand run Angana Vidyalayas for adolescent girls. These two states have 1128 and 178 Angana Vidyalayas respectively for adolescent girls which covers about 40,000 adolescent girls.

## EGS for Unserved Habitation

Almost all the states have made concerted efforts to provide schooling facilities in the pattern of EGS for unserved habitation which do not have schools or do not qualify for formal schools under the state governments' norms. The states of Uttar Pradesh, Maharashtra, Uttaranchal, Jharkhand & Orissa have operationalised EGS schemes in line with the provisions of EGS / AIE

schemes of the central government. Bihar, Karnataka, Tamil Nadu has also proposed EGS centres for unserved habitations. DPEP states of Rajasthan, Uttar Pradesh, West Bengal, Madhya Pradesh, Maharashtra, Orissa and Uttar Pradesh have added a large number of EGS centres during the intervening period. Many states have been able to universalise access to primary education by opening EGS schools. Within a period of six months rest of the unserved habitations are likely to be covered by EGS centres in all the DPEP states. With the opening of EGS centres in unserved habitations, DPEP states will be able to universalise access to primary education for all the habitations with minimum of 15 children.

**The DPEP state of Madhya Pradesh has decided to prepare school development plan for each EGS school which will take into account various requirements of school. The state has also decided to reserve all seats for D.Ed training through correspondence courses for Gurujis of EGS schools and for Shiksha Karmis. This is an important step towards building professional capacity of EGS Gurujis.**

**There are many urban slums for which EGS centers are required but community can not provide suitable space for running of EGS. The absence of provision for construction of school building or of rent for hiring in the EGS / AIE scheme has been restricting the setting-up of EGS centres in the urban areas. There is an urgent need to ensure availability of proper space for setting-up of the EGS in the urban areas.**

### **Mainstreaming**

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

### **Non-Residential Bridge Course**

<b>States</b>	<b>Number</b>	<b>Enrollment</b>
Andhra Pradesh	3,376	72,659
Gujarat	2,816	25,858
Karnataka	611	22,244
Assam	935	31,835
Uttar Pradesh	15	750
<b>Total</b>	<b>7,753</b>	<b>153,346</b>

**7,753 'Non-Residential Bridge Courses covering 1,53,346 children have been organised during the intervening period in the DPEP states of Andhra Pradesh, Gujarat, Karnataka, Assam, Rajasthan, and Uttar Pradesh.**

**In this context it is important to note that DPEP states of Madhya Pradesh, Chhatisgarh and Rajasthan have opened community run schools in all the unserved habitations which would continue permanently. These schools are treated as mainstream schools. So mainstreaming does not remain an issue for these states. For EGS schools which are**

treated as mainstream schools the professional development of teachers as well as ensuring basic facilities for the schools are some of the concerns. Mainstreaming through bridge courses of different duration is becoming a major activity in many DPEP states.

**Follow up of children after they are mainstreamed has been one of the important tasks. Most of the states have developed mechanism for follow up of mainstreamed children.**

### **Support to Formal Schools**

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

DPEP Andhra Pradesh has been running remedial classes in large numbers to arrest the drop out as well as to ensure detention of children in classes II and I. The DPEP Tamil Nadu has made provisions for coaching classes for SC/ST children. Gujarat organised remedial bridge courses, covering 25,558 children during this year. After 90 days remedial coaching, students were tested and successful students were mainstreamed.

### **Quality issues in AS**

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

#### **a) TLM Grants to AS Teachers**

All the DPEP states are providing TLM grants (though the amount ranges between Rs. 200 to 500 / annum) to Alternative School teachers for preparation of TLM.

The states have adopted mechanisms to ensure proper use of the TLM grant. The availability of TLM has helped teachers in organising activity-based learning. It was decided that a review of the utilisation of TLM grants would be undertaken by the states and in the light of the experiences shared during the meeting necessary changes be made wherever necessary to ensure effective utilisation of TLM grants.

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

It has been stated very categorically in the POA of NPE 1992, that the Children in Alternative schools (then called NFE) should be provided all the facilities that are available for the children belonging to the same categories, in formal schools.

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

Currently GOI has decided to extend Mid-day-Meal facility to all EGS like schools. School improvement grant is also being provided for Alternative Schools in the states

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

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

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

Formats for collecting information has been finalised after making suitable modifications in the DCF which has been in use for Formal Schools. This has been put to field-test in three states. Based on these formats information will be collected from September 2002. The format was circulated to all the states. A national level 2 days workshop was organised in Delhi during August 2002.

Certain modifications in the DCF and attached instruction sheets were suggested by the participants, which have been incorporated.

**A national level workshop was held on 13-14 August at Delhi to finalise implementation plan for operationalisation of MIS for AS. Each state has prepared a detailed plan for implementation which was shared in the workshop. The software for providing data is under preparation by the NIEPA. By the month of March 2003, all state will be sending computerized data to MIS unit of the TSG.**

### **Evaluation of AS Strategies**

Alternative Schooling Programme has significantly contributed towards bringing out of school children in the fold of primary education. More than 3 million children have been covered under different AS strategies. Diverse strategies keeping in view the heterogeneous nature of out of school children have been evolved in different states. The emphasis has been given on developing context specific strategies. Decentralization, innovation and flexibility have been the hallmark of AS programme under DPEP.

Not only varieties of strategies have emerged to meet specific requirement of different client groups in different states, variations within specific strategies also exist. Even EGS strategies across states, vary considerably. Besides these above, to cover children in difficult circumstances like, *street children, working children, migrant children*, number of strategies, suiting the needs of these groups have been evolved and made operational. Varieties in strategies can be witnessed across the DPEP states but within a state also variations exist.

The extent to which the programme has succeeded in achieving its' objectives, the current status of the programme, the direction in which it is evolving, it's relationship with the formal school system and the future direction it should take are some of the question before the Bureau.

The 13<sup>th</sup> JRM also recommended the evaluation of the AS strategies and suggested concrete aspects of evaluation. These aspects are following;

**How the Alternative school teachers teach, how the training and support given to these teachers effects their teaching, what the quality of textbooks and learning materials are, how long they meet, and what the form and quality of the space provided is?**

**Certain strategies in some states have been evaluated in the past. Makhtab intervention of Assam, EGS of Madhya Pradesh and Chhatisgarh has been evaluated. It was felt that a comprehensive evaluation of AS strategies in DPEP need to be undertaken.**

**A Research Advisory Group, consisting experts from national institutes /universities has been constituted to guide this evaluation.** Prof. A.K. Jalaluddin an educationist of international repute, Dr. R. Govinda, Senior Fellow NIEPA, Prof. Jean Dre'z, DSE, Delhi University, Prof. Shyam Menon and Dr. Poonam Batra, CIE, Delhi University, Prof. Anita Dighe, IGNOU' Dr. Geeta Nambishan, JNU and Dr. Janaki Rajan, Director, SCERT, Delhi are the members of Research Advisory Group.

RAG finalised the objectives and Research design for the evaluation.

The following are the main objectives:

The evaluation of alternative school interventions is being carried out with a view to understand:

- a) the context in which the need for such interventions arose
- b) the manner in which these were conceived / conceptualised / envisaged (at apex /state levels)
- c) the extent to which they are fulfilling the stated objectives
- d) the actual functioning of these schools within the overall context in which they were conceived
- e) implications of these interventions for Alternative Schooling as an educational strategy as well as for the formal schooling system.

The issue of comparison between FS and AS was debated in the RAG meetings at length. Finally it was decided that the evaluation would be undertaken in two phases. In the first phase, detail



study of all the broad three types of AS interventions would be undertaken keeping the formal school context in view. In the second phase, in depth case studies in limited areas would be undertaken by the RAG members themselves which will include formal schools also.

It was decided that for assessing learning achievement of children grades II and V or whichever is the terminal grade would be covered.

AS strategies of 6 DPEP states Andhra Pradesh, Kerala, Madhya Pradesh, West Bengal Rajasthan and Gujarat are being covered in the evaluation.

**The agencies identified by the states have already started their work for evaluation. The CIE, Delhi University has undertaken the task of central agency for this evaluation.**

**A four-day workshop was organised between 27-30<sup>th</sup> October in Delhi with all the evaluation agencies to finalise a common framework, tools and time frame for the research. By the next JRM major findings of the evaluation should be available for sharing.**

#### **•Sustainability**

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

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

Maharashtra has reviewed the existing AS strategies in the light of the provisions of the centrally sponsored EGS & AIE scheme. Currently Tamil Nadu, Bihar and Jharkhand have also introduced changes in their existing AS programmes. EGS & AIE scheme has been extended to all the DPEP districts under SSA.

**The Calcutta initiative to cover Deprived Urban Children is now being funded under EGS / AIE scheme. It was initiated by National Core Group (NCG) for Deprived Urban Children (DUC) and DPEP West Bengal. The funding for initial activities were made available by DPEP West Bengal.**

**The initiatives in urban areas are gradually also being linked up with the programmes of Urban Development Agencies of the respective areas.**

## **Issues in Focus**

**The issues identified during the last JRM remains relevant currently also. Some of the important issues in focus are:**

- **Establishment and operationalisation of an MIS for EGS types of schools under Alternative Schooling Programme.**
- **Bringing quality improvements in Alternative Schools and diversification of strategies to cover children in difficult circumstances remains the major challenges.**
- **The magnitude of migration has been increasing constantly. Up scaling of strategies covering migrating children and other difficult categories of children still is an important task.**
- **Evaluation AS strategies is in progress. During the next few months support to this evaluation exercise and incorporating recommendations of the evaluation, for further improving the programme are some of the important task.**
- **Professional development of EGS teachers is another challenge which require attention.**

**State-wise Progress Overview (upto September, 2002)**
**DPEP Phase - I**

State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
<b>Coverage</b>				
Current status	26,510	5,720	0 (All the 932 centres have been wound up during May 2002).	307 multi-grade centres.
No. of AS	All the Alternative schools have been merged with EGS.	All AS have been merged with EGS.		
Children Covered	12,30,190	3,04,051	All the 18,956 children mainstreamed.	6,514
<b>ADMINISTRATIVE ARRANGEMENT</b>				
Appointment of AS co-ordinator (State and district)	AS co-ordinator in place at state and district levels. EGS incharge, DPC, BRCC, BEO-- take care of EGS/AS School at district & block level.	<ul style="list-style-type: none"> <li>▪ AS Coordinator is in place at state &amp; district level</li> <li>▪ EGS incharge, DPC, BRCC, BEO take care of EGS / AS school at district &amp; block level.</li> </ul>	State AS co-ordinator appointed, Consultants as co-ordinators at district level.	AS co-ordinator appointed.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG, DRG formed.	DRGs at district level is formed. SRG is not formed.	SRG, DRG formed; SRG meeting every alternate month.	State advisory group (SAG) consisting of 24 member constituted & First meeting held.
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation done and meetings regularly held.	Previously done, As in Madhya Pradesh by Digantar, Jaipur. 3 day orientation of SRG was arranged for the state by Ed.CIL.	Orientation of SRG, completed. Orientation of DRG completed. DRG & SRG meetings – bimonthly.	Approach paper on AS for tribal & coastal communities developed by SAG through workshop .
Exposure visit for SRG/ DRG	Regularly being done.		Exposure visits to Digantar, Bodh, Lok Jumbish, MV Foundation, DDS & Rishi Valley, Loreto Sealdah.	<ul style="list-style-type: none"> <li>▪ Visit to HD Kotte, Karnataka.</li> </ul>
Visioning and Strategy planning workshop	Workshop held at RIE, Bhopal and DIET Raisen.	Workshop held at RIE, Bhopal and DIET Raisen.	Completed.	Completed.

State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>i. Schoolless habitations.</li> <li>ii. Working children from rural as well as urban areas.</li> <li>iii. Tribal children with special focus on girls.</li> </ul>	<ul style="list-style-type: none"> <li>i. Schoolless habitations.</li> <li>ii. Working children from rural as well as urban areas.</li> <li>iii. Tribal children with special focus on girls.</li> <li>iv. Children of migratory parents.</li> <li>v. Children of workers on brick kiln sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non- starters. Emphasis on covering child labourers.</li> <li>• Day schools for Children from schoolless habitations.</li> <li>• Girls doing domestic work.</li> <li>• Boys doing petty jobs.</li> <li>• Casual labour children.</li> <li>• Children helping their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• For children of schoolless tribal habitations.</li> <li>• Children of Fishermen communities.</li> <li>• Children employed in plantations and restaurants.</li> </ul>
Duration of the programme	5 years.	5 years.	5 years	4 years
School Hours	Full time school.	i. Full time school.		Regular school hours.
No. of learners per centre	<ul style="list-style-type: none"> <li>i. 47 (Average)</li> <li>ii. 25-40</li> </ul>	<ul style="list-style-type: none"> <li>i. 40-50 (Approximately)</li> <li>ii. 25-40</li> </ul>	15-25	25
Teachers qualification	<ul style="list-style-type: none"> <li>i. Matriculate</li> <li>ii. do</li> </ul>	<ul style="list-style-type: none"> <li>i. +2 HSS or Minimum 10<sup>th</sup> Board.</li> <li>ii. Do</li> </ul>	Matriculate (few instructors are trained graduates, 12 <sup>th</sup> pass. In the remote forest area instructors who have not completed matriculation have also been appointed.	Matriculate
Honorarium for Teachers Per Month (Rs.)	<ul style="list-style-type: none"> <li>i. 1,000/-</li> <li>ii. 1,000/-</li> </ul>	<ul style="list-style-type: none"> <li>i. 1,000/-</li> <li>ii. 1,000/-</li> </ul>	600+50	2,000/-

<b>Duration of training of teachers</b>	<p>i. 21 days initial training for AS instructors, 10 days of training in the following years + monthly meeting.</p> <p>ii. 10 days initial training + 21 days in the last days + monthly meeting 20 days in May-June-01 (AS).</p>	<p>i. 21 days initial training for AS instructors. 10 days of training every year.</p> <p>ii. 21 days initial training + 12 days orientation every year.</p>	7 days initial training followed by 2 days of training every month.	<p>Comprehensive training</p> <ul style="list-style-type: none"> <li>• District level workshop (3 days).</li> <li>• 10 day internship in schools.</li> <li>• Field exposure and training at Rishi Valley.</li> <li>• Onsite support by DIET staff.</li> </ul>
<b>Expenditure per school / per year in (Rs.)</b>	<p>i. 30,200/- (two teacher school)</p> <p>ii. 14,860/-</p>	<p>i. 30,500/- (two teachers school).</p> <p>ii. 14,860/-</p>	8,650/-	<ul style="list-style-type: none"> <li>• 25,200/-</li> <li>• 30,000/- contribution given to community for construction of semi-pucca structure.</li> </ul>
<b>Expenditure/child/yr. (Rs)</b>	<p>i. 826/-</p> <p>ii. 424/-</p>	<p>i. 826/-</p> <p>ii. 424/-</p>	For stage I children 300/- for stage II children 560/-.	768/-
<b>Academic Support and Supervision</b>	<p>i. AS incharge in DIET. One supervisor for every 10 centres.</p> <p>ii. EGS incharge in DIET, BRC and Jan Shikshak are responsible.</p>	<p>i. One supervisor for every 10 centres.</p> <p>ii. EGS incharge in DIET, BRC and Janshikshak are responsible.</p>	1 supervisor for every 8-10 schools in addition to BRC / CRC supervisor / coordinator on site academic support.	Supported by DIET.
<b>Honorarium of Supervisor (Rs.)</b>	<p>i. 1,500</p> <p>ii. Not applicable.</p>	<p>i. 1,500 p.m.</p> <p>ii. Not applicable.</p>	<p>Part – time supervisor</p> <p>700+100 (T.A.)</p> <ul style="list-style-type: none"> <li>• Decision to raise it to (900+100)</li> </ul>	Not applicable.
<b>Material being used</b>	Prepared in collaboration with Digantar. Now integrated text book have been developed at state level with active participation of teachers.	Prepared in collaboration with Digantar.	Formal school text books and workbooks. A set of literacy books has been provided to AS centres.	Adapted self learning material of Rishi Valley School Translation of MGLC material into Tamil. TLM for std. III being prepared.
<b>Collaboration with NGOs</b>	Digantar, Rupantar, Abhivaykiti, Apana School.	Digantar, Rupantar, Abhivaykiti & Eklavya (As in M.P).	Tamil Nadu Science Forum, SFRD, Myrada, Kalvi Kendra, Kalaimangel, Bless.	Rishi Valley.

DPEP Phase - I

State	Karnataka	Haryana	Maharashtra	Assam
<b>Coverage</b>				
Current status	Closed (only bridging strategy)	1,080 centres	i. MPEGs DPEP-I -- 1,055 DPEP-II -- 571 ii. Vastishala -- 2,745 iii. Sugar schools (10) iv. Condensed course (0). v. Group residential school (9). vi. Summer Bridge Course (40)	i. Amar Kendra (695). ii. Intervention in Makhtabs (111). iii. Amar Parhasali (2,332). iv. Short term Bridge Course - 935
Total Children Covered Through AS	16,349	26,318	i. 45,064 ii. 60,362 iii. 1,452 iv. NIL v. 330 vi. 1,663	i. 23,795 ii. 4,877 iii. 1,00,950 iv. 31,000
<b>ADMINISTRATIVE ARRANGEMENTS</b>				
Appointment of AS co-ordinator (State and District)	Consultant microplanning is appointed incharge. He is supported by an Asst. Programme Officer.	State Co-ordinator appointed (Part-time).	Tribal co-ordinator looks after AS. State co-ordinator in place. District co-ordinators are in place.	State and District co-ordinators' in place.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRGs, DRGs constituted.	SRG & DRG constituted.	SRG & DRG constituted.	SRG & DRG constituted.

State	Karnataka	Haryana	Maharashtra	Assam
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation of DRGs completed.	Preliminary orientation conducted for SRGs & DRGs. SRG meetings – monthly. Six meeting of SRG held. 4 meeting of DRG held in these meetings 20-50 AS volunteers also participated.	Orientation of AS functionaries completed. SRG members attend DRG meetings. SRG & DRG meet regularly. 10 meetings of SRG conducted up till now. Workshop organised at State level for District functionaries. State level workshop in ALS for all district and Taluka Mahila Sanchalika was conducted at J.P. Naik Centre, Pune for mobilization of MTA and VECs.	6 days, orientation of all functionaries completed. SRG functional.
Exposure visit by SRG/ DRG	Visited Rishi Valley Schools.	Some members of SRG visited Digantar. Further exposure visits for entire SRG to Bodh, Digantar, Lok Jumbish, Maya, SKCV, MV Foundation & CWC.	Some AS functionaries visited IIE Pune. District level personnel visited MVE.	Some SRG & DRG members have visited IIE Pune. DIET faculties have been given exposure to the modus operandi of M.V. Foundation of Andhra Pradesh.
Visioning and Strategy planning workshop	Completed.	Completed.	Completed.	Completed.
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>▪ Chinnara Angala</li> <li>▪ 59 Residential centres, with a minimum of 2 per district, were opened in convergence with the Departments of Social Welfare, Backward Classes &amp; Minorities and Women and Child Welfare.</li> <li>▪ A 60 days bridge course was</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters.</li> </ul>	<ol style="list-style-type: none"> <li>i. Out of school children &amp; child labour (6-14).</li> <li>ii. Children of school less habitations.(6-14) std. I &amp; IV.</li> <li>iii. Children of migratory labour. Std. I to V</li> <li>iv. Migratory children after return to</li> </ol>	<ol style="list-style-type: none"> <li>i. Amar Kendra (NFE Centres) -- out of school children particularly of 9-14 age group</li> <li>ii. Maqtabs -- Out of school children of Minority Community of 6-14 age group particularly girl child.</li> <li>iii. Amar Parhasali (AS centres) -- Out of</li> </ol>

State	Karnataka	Haryana	Maharashtra	Assam
	<p>conducted in 3,483 centres targeting 1,05,050 children in the age group of 7-12. Out of these children 81913 were enrolled and after completion of the Bridge course 77,316 children were mainstreamed to classes I to IV and 76,998 are continuing the school system during 2002-03.</p> <ul style="list-style-type: none"> <li>Retention of these children is continuously monitored by CRC and Educational Co-ordinators.</li> </ul>		<p>their native places.</p> <ul style="list-style-type: none"> <li>v. Schoolless habitations where Vastishala / contract schools cannot be opened as per norms.</li> <li>vi. Dropouts of class II,III, &amp; IV (9-14)</li> </ul>	<p>school children of 6-14 age group.</p> <ul style="list-style-type: none"> <li>iv. Short term Bridge Course: 5-7 years never enrolled children.</li> </ul>
Duration of the programme	60 days	2 years (some of the centres which have completed 2 years duration have been given extension).	<ul style="list-style-type: none"> <li>i. 2 years</li> <li>ii. Regular school</li> <li>iii. 6 months</li> <li>iv. 75-100 days in a year.</li> <li>v. Regular school</li> <li>vi. 45 days</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4 years</li> <li>▪ 45 days for Short term Bridge course</li> </ul>
School Hours	<p>Full day</p> <p>Morning to Evening</p>	3 -4 hours	<ul style="list-style-type: none"> <li>i. 4 hours</li> <li>ii. 6 hours</li> <li>iii. 6 hours</li> <li>iv. 2 hours</li> <li>v. 6 hours</li> <li>vi. Residential</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimum 3 hours in one shift (in case of large number of children centres run in two shift)</li> <li>▪ As per the 12<sup>th</sup> JRM recommendation the AS centres are now functioning from 10 a.m. to 3 p.m.</li> <li>▪ only one shift and in day time only.</li> </ul>
No. of learners per centre	30	20-30	<ul style="list-style-type: none"> <li>i. 20 children or 17 girls</li> <li>ii. Upto 15 children</li> <li>iii. About 40</li> <li>iv. 10</li> <li>v. About 30</li> <li>vi. 45</li> </ul>	<ul style="list-style-type: none"> <li>▪ 15 to 40 learners in one shift.</li> <li>▪ No shift system all the learners sit together. If in any case no. of learners exceeds 80 then additional AS worker is engaged and the learners are divided into two groups.</li> </ul>



Teachers qualification	SSLC	Matriculate	<ul style="list-style-type: none"> <li>i. XII pass</li> <li>ii. HSC, D.Ed.</li> <li>iii. Regular school teacher</li> <li>iv. Matriculate</li> <li>v. D.Ed.</li> <li>vi. HSC</li> </ul>	<ul style="list-style-type: none"> <li>i. H.S.S.L.C.</li> <li>ii. H.S.L.C.</li> <li>iii. H.S.S.L.C.</li> </ul>
Honorarium for Teachers Per Month (Rs.)	1,000	1,000	<ul style="list-style-type: none"> <li>i. 1,000</li> <li>ii. 1,000</li> <li>iii. Teacher on deputation</li> <li>iv. 30 per day.</li> <li>v. Teacher on deputation</li> <li>vi. 1,500 Lumpsum</li> </ul>	<ul style="list-style-type: none"> <li>▪ 900</li> <li>▪ 500</li> <li>▪ 900</li> </ul>
Duration of training of teachers	10 days	<ul style="list-style-type: none"> <li>• 11 days initial + 10 days every 6 months.</li> <li>• Training module has been developed for AS teacher &amp; supervisors. Final draft ready for printing.</li> </ul>	<ul style="list-style-type: none"> <li>i. 30 days pre-service &amp; 2 day orientation per month.</li> <li>ii. 30 days pre service &amp; 2 day orientation per month</li> <li>iii. 6 days Pre-service</li> </ul>	<ul style="list-style-type: none"> <li>i. 3 day induction training.</li> <li>ii. 7 day content based training</li> <li>iii. 10 day refresher training.</li> </ul> <p>Shiksha Mitra's of Amar Parhasali</p> <ul style="list-style-type: none"> <li>▪ 3 day induction training</li> <li>▪ 21 day content based training</li> <li>▪ 7 day refresher (need based) training.</li> <li>▪ All AS workers, Jonab or sikha Mitras received 5 day orientation on refresher course or on use of learning born in piloil AS. 40 AS (av.) per presently one supervision per 25 AS centres.</li> </ul>
Expenditure per school / per year (Rs.)	15,000 for two months	22,000	<ul style="list-style-type: none"> <li>i. 18,625</li> <li>ii. 13,000</li> <li>iii. Teacher on deputation.</li> <li>iv. 4,000</li> <li>v. 35,000</li> </ul>	32,900
Expenditure/child/yr. (Rs)	500	760	<ul style="list-style-type: none"> <li>i. 845</li> <li>ii. 600</li> <li>iii. 750 (approximate)</li> <li>iv. 400</li> <li>v. 780</li> </ul>	824

State	Karnataka	Haryana	Maharashtra	Assam
Academic Support and Supervision	By BRC, BEO & CRC.	Being supported by DIT, DRU, BRC. CRCs supervisors being appointed.  In the 3 districts process of appointment in progress. In 2 districts test for selection of supervisors is conducted.	CRC & BRC	<ul style="list-style-type: none"> <li>▪ 1 supervisor for 10 centres.</li> <li>▪ Regular academic support by Supervisor, BRCC, CRCC, DLRG &amp; SLRGs.</li> <li>▪ Monthly meeting of workers and supervisor at BRC level.</li> <li>▪ Monthly meeting of AS workers at cluster level instead of block level meet. In addition to it supervisor level / AS workers meet were held from last sept. onwards.</li> </ul>
Honorarium of Supervisor (Rs.)	Not applicable.	1,500+500 (T.A.)	Not applicable	1,500
Material being used	<ul style="list-style-type: none"> <li>▪ An instructional manual developed.</li> <li>▪ An integrated work book for children has been developed.</li> <li>▪ 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.</li> </ul>	Formal school books (new) used in class I & 2. Workbooks have been prepared to be used along with these textbooks.	i. TLM prepared by IIE, Pune. ALS kit as per regular school -- SLM and TLM.	<ul style="list-style-type: none"> <li>▪ For class I and II learners of Amar Kendras and Maqtabs textbook based on condensed curriculum.</li> <li>▪ For class III and IV learners formal school textbooks.</li> <li>▪ For learners of Amar Parhasali formal school textbook from class I to IV</li> <li>▪ Supplementary books like book on good hand writing, drawing are also given to learners.</li> <li>▪ One set of teachers supporting materials have been developed and distributed to the workers of Amar Kendras to minimise the gap between the condensed curriculum and formal school curriculum.</li> <li>▪ Learning books which are used in formal school in MGT situation in proposed clusters are also in produced in selected AS.</li> </ul>
Collaboration with NGOs	State Resource Centre, Mysore	Digantar, NSS.	IIE Pune, Janan Prabodhini, MAHEGS are started by NGOs.	Srujonika, IIE Pune, Bodh, Assam Gyan Vigyan Samiti.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	<ul style="list-style-type: none"> <li>50</li> </ul>	<ul style="list-style-type: none"> <li>4,722 EGS Centres (All AS has been converted into EGS)</li> <li>7,056 (EGS Centres run by VAs)</li> </ul>	<ul style="list-style-type: none"> <li>ALS Centres (2,629)</li> <li>NRBC - 3,376</li> <li>RBC - 245</li> </ul>	<ul style="list-style-type: none"> <li>Back to School (2282) <ul style="list-style-type: none"> <li>AS Centre</li> <li>Alternative School</li> <li>Education Camp (yet to start)</li> </ul> </li> <li>Bridge Courses (2816) <ul style="list-style-type: none"> <li>Vacation course</li> <li>Tent school</li> <li>Night class</li> <li>Premative course</li> <li>Farm school</li> <li>Agaria school</li> <li>Mobile school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Shikshaghar – 906</li> <li>Balshala – 185</li> <li>Prehar Pathshala – 110</li> <li>Makhtabs/Madarasas–369</li> <li>Rishi Valley – 127</li> <li>Camp – 1 (90 days) + 15 camp 60 days bridge course.</li> <li>592 EGS courses &amp; 576 AS is operational in DPEP II and DPEP III.</li> </ul> <p>An independent evaluation of DPEP-II commissioned.</p>
Total children covered through AS	690	<ul style="list-style-type: none"> <li>1,42,000 approximately</li> <li>12,000 approximately</li> </ul>	<ul style="list-style-type: none"> <li>43,921</li> <li>72,659</li> <li>1,703</li> </ul>	<ul style="list-style-type: none"> <li>Back to School – 49,422</li> <li>Bridge Course – 84,261</li> </ul>	<p>2,52,250</p> <p>B-1,45,797</p> <p>G-1,06,453</p>
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)	AS coordinator not in position (probably not required).	State AS co-ordinators in place. In district tribal co-ordinators in-charge for AS.	AS co-ordinator at districts & state levels are in place excepting two districts. In DPEP II districts, CMOs are monitoring the programme.	Tribal coordinator incharge of AS in state whereas in district separate posts for AS Co-ordinators have been created.	State & district coordinators in place in DPEP – II. All district coordinators in place DPEP III. All the district coordinator (AS) are trained through training and workshop of AS programmes. An experienced consultant appointed for AS at SPO.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG/DRG not constituted.	SRG constituted but does not meet regularly. DRG constituted by member drawn from DIET / BRG.	SRG & DRG constituted. Training for 10 days for SRG members (by Rishi Valley Education Society, Chittor A.P.) at Panderu. Instructor Pupil Ratio is 1:20.	In place	Functional SRG which meet regularly. Last meeting of SRG(AS) held on 29 <sup>th</sup> June, 2002.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
<b>CAPACITY BUILDING</b>					
SRG/DRG orientation & meeting		DRG oriented for 20 days training module.	No separate SRG, DRG exist for AS.		Functional SRG meets regularly.
Exposure visits by SRG/DRG		Visited M.V. Foundation, Hyderabad.			
Visioning & strategy building workshop	Conducted.	Orientation of functionaries by MVF, RangaReddy dist. AP	Orientation of functionaries by MVF Ranga Reddy district AP.	The AS SRG meeting was held at Vav and Halol in district Banaskantha and Panchmahal, respectively to review the progress made by Alternative Schooling programme. The district AS Coordinators made the presentation detailing the different aspects such as access, over-all functioning of Alternative Schooling and future plan of action.	<ul style="list-style-type: none"> <li>• Conducted a 6-day workshop to orient AS functionaries in DPEP-II.</li> <li>• 4 days workshop to orient AS functionaires about EGS &amp; AS (13-16 September 2000).</li> <li>• 4 days programme overview workshop organised (20-23 September, 2000)</li> <li>• 1 day District Coordinator (AS) review meeting held on 2.12.2000.</li> <li>• Training of MT for refresher training programme fo instructors of AS (26-29<sup>th</sup> September, 2000).</li> <li>• RVEC grade-2 material finalisation programme (18-23 November, 2000)</li> <li>• 4 days visioning workshop of district coordinators (AS) organised during 12-15 February, 2001.</li> <li>• 3 days visioning workshop of newly appointed district co-ordinators (AS) organised during 28-30 December, 2001.</li> <li>• Supervision formats for NPRC coordinators developed &amp; distributed.</li> <li>• Training of supervisors BRC / NPRC coordinators for 3 days in 32 districts.</li> <li>• Two days supervisors trg. programme organized in DPEP - II &amp; III districts.</li> <li>• DCF developed for EMKS for EGS / AS Programme.</li> <li>• Two refresher trg. Modules developed for AS (Shikshaghar and Balshala models).</li> <li>• Identification for working / out of school children, completed in Mirzapur, Bulandshahar, Etah.</li> </ul>

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
<b>ISSUE OF EQUIVALENCE</b>					
Strategy (Profile of the group)	Children from habitations where access is denied due to physical barriers like rivulets, glaciers, steep slopes etc.	ALS : same as formal schools  <i>Bridge Course:</i> Same as formal schools  In all Alternative Schools Community instructors are positioned.	• Children out of school: potential child labourers & child labourers.	i. Children migrating to sugar factories from Dangs class I- IV. ii. Children of migrating labourers working in Dangs (class I-IV). iii. Children of Sugarcane workers in Surat district (Class I-IV). iv. Children of sugarcane workers left at home. v. Children of families migrating to salt pans. vi. Children engaged in some seasonal activity like cotton plucking etc.	i. Children out of school 6-11 yrs. ii. Children from minority community (6-11 yrs.) iii. Children engaged in sibling care (3-11 yrs.) iv. Girls 9+age group. v. Out of school children engaged in labour (9-14 yrs.) vi. Children of scattered population 6-14 yrs. vii. Out of school children 6-11 yrs. (Grade-I & II).
Duration of the programme	Same as formal school.	Same as formal school	i. Same as formal schools.	i. 90 days ii. 6 months iii. 30-60 days iv. 6 months v. 4 months vi. 1-2 months	5 years - induction to format schools as & when desirable.
School hours	Full time (5 hours) school.	Full time (5 hours) schools.	i. Full time (same as formal schools).	i. 3-4 hours ii. Full time iii. 3-4 hours iv. Full time v. 3-4 hours vi. 1-2 hours	i - iv. 4 hours (inclusive of the time for lesson planning & community contact.) v. Residential vi. - vii 4 hours
No. of learners / centre	Minimum 15.	Minimum of 25 learners.	i. 20 to 80.	i. 5-20 per centre ii. 9-10 seats per school iii. 5-20 children. iv. -- v. 5-20 children vi. 5-20 children	i-iv. 30/- v. 75/- vi. 30/- vii. 30/- (Hill region - 20)

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Teacher qualification	Matriculate.	Trained matriculate not available than candidates with 8 <sup>th</sup> pass qualification can be engaged).	i. Minimum Senior school certificate (SSC).	i. SSC ii. SSC iii. SSC iv. SSC v. SSC vi. SSC	High School, Preference will be given to women candidates. (50% of instructor would be women).
Honorarium Per Month (Rs.)	800	800	i. 1,000 per month.	i. 1000/- (Rs. 50 per child).	i-ii. 1000/- iii. 1000/-+ 300/- for additional child care worker. iv. 1000/- & additional 3 craft teachers @ Rs. 100 per month. v. 1200/- instructor vi-vii. Rs. 1000
Training Duration	N.A.	Induction training of 12 days, followed by 30 days training for Instructors.	i. 3 days initial orientation + 10 days every year. ii. Same as above & monthly review cum meeting of volunteers at the district level. iii. 7 days iv. 15 days + 7 days (after six months) v. 15 days training has been given in the month of May 2000. vi. 7 days training will be given after six months i.e., in the month of December 2000.	<ul style="list-style-type: none"> <li>▪ 45 days pre-service training.</li> <li>▪ 6 months field experience at AS centers.</li> <li>▪ 15 days refresher training</li> <li>▪ 6 month field experience</li> <li>▪ 15 days refresher training</li> <li>▪ 6 month field experience</li> <li>▪ 15 days refresher training.</li> </ul>	<ul style="list-style-type: none"> <li>• 30 days for instructors / Acharya ji.</li> <li>• 15 days refreshing training.</li> <li>• 5 days training for Supervisors (3+2 days).</li> <li>• Training of instructors in NCLP schools also being undertaken.</li> </ul>
Expenditure Per School/Per Year (Rs)	N.A.	i. 15,725 per centre.	i. 15,000 ii. 9,000 iii. 9,000  15,000 per each Alternative school is planned for the construction of semi-Pucca building. Community will provide worth of Rs. 500 either cash or kind.	Around Rs. 3,500.	i. 20,270 per centre. ii. 20,270 per centre. iii. 26,470 per centre. iv. 24,970 per centre. v. 43,000 per camp. vi. 19,220 per centre. vii. 15,640 for EGS.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Exp. / Child / Yr. (Rs.)	N.A.	i. 629	i. 375 ii. 257 iii. 1,921	Rs. 1000 the expenditure includes purchase of reading and writing materials.	i-ii 675 iii. 880 iv. 810 v. 640 vi. 540 vi. 521 For EGS
Academic Support	By CRC and HT of nearest school.	CRC co-ordinator. In case there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support. ii. Same as above.		i. NPRC Co-ordinators are supervising the AS centres, training by DIETs & select NGO's. ii. 5 days training of supervisors / NPRC coordinators conducted in DPEP-II districts. iii. TLM grants being made available iv. Training modules for Shiksha Ghar, Balshala, under revision by SRG. v. SRG members visit and monitor AS centres in districts.
Honorarium of Supervisor (Rs.)	Supervise by BRC / CRC	1,500 in case an additional supervisor is appointed.	Not applicable.	Rs. 2000+600/- (Permanent Traveling Allowance)	Not applicable

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Material used	Formal school textbooks.	<ul style="list-style-type: none"> <li>▪ Formal school textbooks will be used at AS centres</li> <li>▪ A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for AS Instructors has been developed and distributed to all districts.</li> <li>▪ An activity bank, subject wise and topic wise entitled SAMBHARA for class -I has been prepared and distributed to all DPEP districts.</li> <li>▪ TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to AS centres.</li> </ul>	<ul style="list-style-type: none"> <li>i. ALS: Formal school textbooks and MGSL kits.</li> <li>ii. Bridge course: Bridge course material and textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>i. Books</li> <li>ii. Pamphlets</li> <li>iii. Charts</li> <li>iv. Pictures</li> <li>v. Geometrical Shapes</li> <li>vi. Globe, Compass box</li> <li>vii. Roll-up board</li> <li>viii. Cards (lesson card, activity card, progress card and evaluation.</li> <li>ix. Balmandir and Prathamik Shikshan Sarvani for continuous academic support.</li> <li>x. Activity books for Alternative Schooling developed. In a special workshop organised at Vav AS academy, activity book for Gujarati Std. I to Std. IV and at Halol AS academy, activity book for Mathematics and EVS (Std.I to Std IV) were developed.</li> </ul>	<ul style="list-style-type: none"> <li>i. Formal school textbooks &amp; multigrade materials used in AS centres.</li> <li>ii. Multigrade self learning kits for RVEC centres</li> <li>iii. Teacher Guide also distributed.</li> <li>iv. Additional reading material -- Indradhanush and local specific materials made available to centres.</li> </ul>
Collaboration with NGOs / Agencies	None	<ul style="list-style-type: none"> <li>▪ Aagragee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF, West Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gantar, Ahmedabad, Astha, Parivartan, Lok Swasthya Seva Sanstha (Panchmahal), Pratham (Baroda).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, RVEC, Pratham Mumbai.</li> </ul>



State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Current Status	i. 34 AS Centres opened. ii. 443 EGS are in operation.	Apna Vidyalaya (973) Angana Vidyalaya - (1,128)	Apna Vidyalaya -- (280) Angana Vidyalaya - (178) EGS -- 1,567	7,690	i. Rajiv Gandhi pathshala- 9,184 ii. 6 hourly AS -1,158 iii. 4 hourly AS - 671 iv. Condensed Course -556 v. Migratory Hostel - 145 vi. Madrasas-154 vii. Bridge Course - 54
Total children covered through AS	1,311 -- AS 10,523 -- EGS	57,804 approx.	21,344	4,82,348	6,17,714
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)	<ul style="list-style-type: none"> <li>▪ Senior professional looks after the programme</li> <li>▪ District Coordinators (AS) are in place</li> <li>▪ District Coordinators (AS) have been oriented &amp; trained.</li> </ul>	AS coordinator at state level & district level in place.	AS coordinator in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	SRG, DRG constituted.	SRG & DRG constituted.	Most of the places 5 members DRG constituted.	DRG constituted.	SRG & DRG constituted.
<b>CAPACITY BUILDING</b>					
SRG/DRG orientations & meeting	<ul style="list-style-type: none"> <li>▪ SRG &amp; DRG have been oriented.</li> <li>▪ SRG meeting held bimonthly.</li> </ul>		SRG & DRG Constituted.		Orientation of SRG/DRG is completed.
Exposure visits by SRG/DRG	SRG visited Rishi Valley Educatio Resource Centre, Andhra Pradesh				

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Visioning & strategy building workshop	i. 4 day workshop to orient AS functionaries about EGS & AS organized. ii. 4 day visioning workshop of Distt. Coordinators (AS) organised during 12-15 <sup>th</sup> February, 2001. iii. SRG meeting held on 12 September, 2001. iv. Workshop on TLM preparation organized on 28-30 <sup>th</sup> September, 2001.	Completed	Completed	A 2 day orientation was organised for district AS coordinators.  3 Convergence meeting held with various departments.	Orientation workshop proposed.
<b>ISSUE OF EQUIVALENCE</b>					
Strategy (Profile of the group)	i. Children from small schoolless & scattered habitations. ii. Children engaged in sibling case. iii. Children from minority community iv. Children engaged in domestic & seasonal activities	<ul style="list-style-type: none"> <li>• 9+ age girls.</li> <li>• Children of SC/ST. going to school.</li> <li>• Children helping their parents.</li> <li>• Dropouts &amp; children highly from marginalised communities children.</li> <li>• Children of schoolless habitations.</li> <li>• Working children and children of migrant levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Children of SC/ST. going to school .</li> <li>• Children helping their parents.</li> <li>• Dropouts &amp; children highly from marginalised communities children.</li> <li>• Children of schoolless habitations.</li> <li>• Working children and children of migrant levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Children of school less habitations.</li> <li>• Drop out and un-enrolled children in habitations where school exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for target group</li> <li>• Duration -- 5 years for bridge course -- 4 months packages</li> </ul>
Duration of the programme	5 years	i. 2 yrs (for 9+ age children) ii. 3 yrs (for 6-8 yrs. children). iii. In four semesters.	i. Apna-3 years ii. Angana-3 years	Same as formal schools (4 years).	Same as formal schools (5 years). For bridge course (3-6 months)

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
School hours	4 hours (including the time for lesson planning and community contract)	i. 3 hrs. (Apna) ii. 3 hrs. (Angana) iii. Mata Samiti to decide school timings.	i. Apna & Angana -- 3 hours a day. ii. EGS - 5-6 Hrs.	3 hours daily & 200 days in a year.	i. 6 hours ii. 4 hours
No. of learners/centre	10-20 per centre	i. 15 - 25 (Apna) ii. 15 -25 (Angana) -- only girls.	i. Apna & Angana -- 15-25 ii. EGS -- 25-100	Minimum 20 children required for opening SSK.	i. 6 hours - 30 ii. 4 hours - 15-20 iii. Bridge Course - 20 or more
Teacher qualification	i. High school	i. Minimum 8 <sup>th</sup> pass women (Mostly belonging to the disadvantaged section).	i. Apna & Angana -- Min. 8 <sup>th</sup> pass women (Mostly belonging to the disadvantaged section). ii. EGS -- Min. 10 <sup>th</sup> pass women (Mostly belonging to the disadvantaged section).	Madhyamik pass, women candidates, minimum age of 40, in case of non availability of Madhyamik the qualification required upto class VIII for SC / ST.	Minimum qualification XII passed, relaxed in case of female candidates upto X class. 843 para teachers are working in 826 AS.
Honorarium per month (Rs.)	1,000 per month	i. 700/- (Apna) per month ii. 400	i. Apna 700/- per month. ii. EGS -- 1000/-	1,000	i. 1,200 ii. 6,00  Per year increase of Rs.100.
Training Duration	i. 30 days induction training for instructors and Acharyaji. ii. 15 days refresher training	<ul style="list-style-type: none"> <li>• 30 days Induction training</li> <li>• 3 days recurring training (residential) every 3 months</li> <li>• 10 days of refresher training before every semester.</li> <li>• 10 days training to MT's</li> <li>• 10 days training to ASRG.</li> <li>• Monthly reflections</li> </ul>	<ul style="list-style-type: none"> <li>• 30 days Induction training</li> <li>• 3 days recurring training (residential) every 3 months</li> <li>• 10 days of refresher training before every semester.</li> <li>• 10 days training to MT's</li> <li>• 10 days training to ASRG.</li> <li>• Monthly reflections</li> <li>• 10 days (EGS)</li> </ul>	i. Two 5 days residential training for SSK teachers ii. 12 one-day training programme in a year. iii. 6 days on the job training.	<ul style="list-style-type: none"> <li>• 41 days foundation training.</li> <li>• Remedial training 10 days.</li> <li>• Content based training 30 days.</li> </ul>

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Expenditure per School per Year (Rs)	EGS -- 15,190 AS -- 16,190	i. 9,250 (in the first year). ii. 7650 (in the following year).	i. 9,250 first year ii. 7,650 following year iii. EGS 845/teacher x25	• Rs. 500/- grant to SSK every year as SSK grant and Rs. 500/- TLM grant.	i. 35,620 ii. 21,620
Exp./Child /Yr. (Rs.)	i. EGS -- 760 ii. AS -- 810	i. 462 (in the first year). ii. 382 (in the following year).	i. 462/- 1 <sup>st</sup> year ii. 382/- following year iii. 845/- teachers	Not yet worked out	i. 1,187 ii. 720
Academic Support	i. NPRC Co-ordinators are supervising the AS / EGS centres. ii. BRCc, NPRC & DIET functionaries giving academic support to Acharyaji & Anudeshaka	▪ By ASRG for every 5 to 10 centres as the case may be, provision for one ASRG has been made.	▪ By ASRG for every 5 to 10 centres as the case may be provision for one ASRG has been made. ▪ The ASRGs are drawn from retired school teachers / minimum matric passed local girls belonging to disadvantaged sections.	▪ Academic training on pedagogy & TLM grant of the Siksha Sahayika planned to be done by WBDPEP.	▪ CRCF-Twice a month. ▪ BRCF (BEEO)* - Whenever visit the village. ▪ P.O., AS at DPO - 10 % AS per month. ▪ DPC - 5% AS per month.
Honorarium of Supervisor (Rs.)	N.A.	1000/- p.m.	▪ 1,000 ▪ 1,500.(EGS)	2,000	N.A.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Material used	<ul style="list-style-type: none"> <li>▪ Formal school Textbooks</li> <li>▪ Teacher's guides</li> <li>▪ TLM developed with the help of DIETs.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum developed for ALS.</li> <li>• Books developed for semester (I) in Language, Mathematics and EVS printed &amp; distributed.</li> <li>• Books developed for semester (II) in Language, Mathematics and EVS printed &amp; distributed.</li> <li>• The Books so developed for Semester-I and II have been revised after first trialling on the ALS centres and through rigorous participatory workshops.</li> <li>• Additional reading writing material has been developed for Angna schools.</li> <li>• Books developed for Semester-III in Language, Math &amp; EVS printed &amp; distributed.</li> <li>• Books for Semester-IV in Language, Math &amp; EVS printing under process.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum developed for ALS.</li> <li>• Books developed for semester (I) in Language, Mathematics and EVS printed &amp; distributed.</li> <li>• Books developed for semester (II) in Language, Mathematics and EVS printed &amp; distributed.</li> <li>• The Books so developed for Semester-I and II have been revised after first trialling on the ALS centres and through rigorous participatory workshops.</li> <li>• Books developed for Semester-III in Language, Math &amp; EVS printed &amp; distributed.</li> <li>• Books developed for Semester-IV in Language, Math &amp; EVS printing under process.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal school textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Same textbooks will be used as in PFE. Extra material in the form of workbook and teacher guide will be developed.</li> </ul>
Collaboration with NGOs/agencies	SAMATA, BODH, SIDH, Divya Prem Sewa Mission, Haridwar	<ul style="list-style-type: none"> <li>• In material development, collaboration with individual drawn from NGO's.</li> </ul>	<ul style="list-style-type: none"> <li>• Mata Samitees fully involved to run the schools.</li> <li>• In material development, collaboration with individuals drawn from NGOs.</li> </ul>	Large panchayat network being utilized.	<ul style="list-style-type: none"> <li>▪ NGO's like IDS, Bodh and Digantâr will be involved in policy framing, supervision and academic support.</li> <li>▪ Proposal invited from NGOs to run Bridge Courses.</li> </ul>

## **GENDER**

The DPEP programme commenced with a distinct focus on gender, which was apparent in its selection criterion for districts as well as the staffing pattern.

The programme has marked at two levels to ensure an equitable educational system. It has marked to ensure gender mainstreaming in different areas of the programme at one level. At another, it has sought to take special initiatives for girls' education. During the life of the programme, there have been efforts to ensure mainstreaming in the areas of MIS, community mobilisation, civil works, pedagogy & AS.

In compliance with the programme's thrust on girls, implementation strategies have been designed to correct the adverse situation of girls in the context of primary education, through widespread awareness and community mobilization efforts. This was complemented by activating village level formal and informal groups that began working as a collective force towards improving the status of girls' education. A focused effort at mobilisation for girls' education has taken place through:

- Increased focus in enrolment & retention campaign through interventions like Ma-beti Melas.
- Increased representation of women in community level bodies like VECs through reservation.
- Formation of women's groups & MTAs for this purpose.

In civil works, this effort is visible in the stress on toilets & where necessary boundary walls in schools to encourage retention of girls.

In an attempt to ensure access for girls, unable to attend formal schools for a variety of social and economic reasons, special models of Alternative Schools like the ECCE cum primary schools in UP & Gujarat and the Angana vidyalay in Bihar etc. have been opened.

To improve the situation of girls' education in the school, there has been intensive effort for the integration of such concerns in the pedagogical processes, especially in :

- Teacher Training & Sensitisation
- Integration Of Gender Courses / Gender Review Of Textbooks
- Classroom Processes
- Special Coaching Classes For SC/ ST Girls

In addition to such efforts, many states have taken up backward clusters for an integrated intervention in this area. What has been unique about these strategies is the way in which local level support has been mobilised to sustain the requisite vigil and pressure on the community and the school system on issues of enrolment, retention and also achievement levels. These interventions have been characterised by efforts to build on available data and ensure flow of all possible inputs, either available within the programme or from external sources. In this way these states have been able to respond meaningfully to the situation on the ground and ensure very focused and

sustained inputs that have effectively addressed the deterrents to girls' education in the local context.

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

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

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

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

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

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

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

To discuss data analysis and report writing a five days National Workshop was held in Jaipur. Participants at this workshop were trained on analyzing data coming from the observations. With the help of data from the field the list of Core Categories, to be used by the States in analyzing their observations, was developed at this workshop. Following a similar process the code lists for the other research tools were discussed and a final draft prepared. A computerized package for data entry and analysis of data generated through interviews and group discussion has been developed with the help of a team of consultants. States have been provided detailed manual containing the code lists and guidelines for data entry.

Field work has been completed in all states. Data has now been received from the states of UP, Rajasthan, Chhattisgarh, Bihar, M.P., Orissa, Gujarat, Haryana, Uttaranchal, while H.P. has sent part of the data. Data from the states of AP, Assam, Kerala, Karnataka, Maharashtra, Tamil Nadu, West Bengal & Jharkhand are awaited.

## **Outcomes**

### *Enrolment*

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

### *Learner Achievement*

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



## DPEP I STATES

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

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Community mobilisation Material Development</i>	in Bongaigaon district.	<ul style="list-style-type: none"> <li>Material developed for celebration of girl child day, legal literacy, improving the health of women and children</li> </ul>	film with in built gender focus produced for training of teachers and VEC members.		level to motivate parents to enroll girls in school.	their role in promoting girls' education	
<i>Interaction at Sub-district level</i>	<ul style="list-style-type: none"> <li>Campaigns by special troupes in tea gardens, tribal and riverine area.</li> <li>Campaigns for SFGs including religious leaders.</li> <li>Meena campaign</li> <li>Awareness camps and follow up meetings</li> <li>Maa Beti melas, at block level.</li> </ul>	<ul style="list-style-type: none"> <li>Maa-Beti melas, cycle rallies, puppet shows, Kalajathas, etc. conducted</li> <li>Mahila sashakti Karan Saptah</li> <li>Massive enrolment drive organised with the help of mothers &amp; women VEC members</li> <li>300 Maa-beti melas organised to promote enrolment of children to Anganwadis.</li> <li>Balika Saptah activities comprising Antakshari, Kavitanjali, Nukkad Natak, Prasha Manch, Vykhana Maha, Declamation contests painting &amp; quiz competition launched in all schools in DPEP districts to create awareness about girls' enrolment &amp; retention in school.</li> </ul>	<ul style="list-style-type: none"> <li>Micro Planning with gender focus completed in specific blocks</li> <li>Cultural troupes have performed kala jathas in 7965 villages/ habitations in the districts.</li> <li>VEC melas - 610</li> <li>95 Ma Beti melas</li> <li>1541 Chinnara melas at cluster level conducted with girl child &amp; SC/ST children focus</li> </ul>	<ul style="list-style-type: none"> <li>Campaign in coastal and tribal areas</li> <li>In Kasargod and Wayanad <ul style="list-style-type: none"> <li>Female volunteers posted in the Muslim areas of</li> <li>District &amp; block meetings of religious leaders</li> </ul> </li> <li>Grihasadas (10 -15 women per meeting) held with involvement of VEC &amp; volunteers</li> <li>Conduct of melas, rallies, Kalajathas, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Shiksha Abhiyan Phase II</li> <li>Shiksha Panchayat</li> <li>Conduct of melas, rallies, kalajathas, etc.</li> <li>Maa - Beti Melas organised in some districts</li> <li>Mahila Shiksha Abhiyan Phase III</li> <li>Shiksha Panchayats</li> <li>School Chalo abhiyan in all the districts</li> <li>Gram Sabhas organized regularly at village level.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct of melas, rallies, Kalajathas targeted mainly at women and girls</li> <li>Celebration of Balika Din</li> <li>Mahila and Kishori Melas organised at the time of enrolment drives.</li> <li>Separate retention drives for girls held</li> <li>International Women's Day celebrated in the districts on 8<sup>th</sup> March.</li> <li>Review meeting of District Gender Coordinators in May-June, 2002</li> </ul>	<ul style="list-style-type: none"> <li>Mobilisation of VLCs and PTAs</li> <li>VLCs involved in enrolment of girls</li> <li>1027 Melas and campaigns were conducted during 1999-2000.</li> <li>Street plays about educating girls and elimination of gender bias enacted.</li> <li>Area specific intensive follow up for detection of out of school girls.</li> <li>Special enrolment drives conducted.</li> </ul>
<i>Community</i>	<ul style="list-style-type: none"> <li>Mahila Jagaran</li> </ul>	<ul style="list-style-type: none"> <li>Door to door</li> </ul>	<ul style="list-style-type: none"> <li>In Bellary district</li> </ul>	<ul style="list-style-type: none"> <li>PTAs in all schools</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Shiksha</li> </ul>	<ul style="list-style-type: none"> <li>12593 MTAs in</li> </ul>	<ul style="list-style-type: none"> <li>Door to door</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Participation</i>	<p>Samitees in Darrang district, which focus on empowerment through economic activities</p> <ul style="list-style-type: none"> <li>• Training to 100 SFG groups of Darrang District by NABARD.</li> <li>• Cultural Programme on issues related to girls' education at Kathalguri in Morigaon District.</li> <li>• <b>1020 mothers groups formed in 9 districts</b></li> </ul>	<p>campaign for girls' enrolment by women members of Panchayat</p> <ul style="list-style-type: none"> <li>• Celebration of special days for girls' education like Dholak Manjira.</li> </ul>	<p>children get the lamp from the village house-holds for the evening classes as there is power breakdown.</p> <ul style="list-style-type: none"> <li>• In Raichur district VEC members pooled in their TA/DA for purchasing a durri (carpet) for the BRC.</li> <li>• <i>Samudayadatta Shale</i> – a community owned school programme – and a child adoption programme launched throughout the state</li> </ul>	<ul style="list-style-type: none"> <li>• MPTAs in majority schools</li> <li>• Support from the community is being arranged for <b>helping poor children to pursue studies</b></li> </ul>	<p>Abhiyan, Shiksha Panchayat and formation of Mahila Samoohs, thrift and credit groups.</p> <ul style="list-style-type: none"> <li>• Formation of Prerak Samoohs, district and block core groups for Mahila Padna Badna Andolan</li> <li>• To promote community participation Gram Shiksha Sabhas, Bal Mela, Maa Beti Mela held regularly at block /cluster/village level.</li> <li>• Regular orientation of Mahila Samoohs.</li> <li>• Door to door contact under Mahila Padna Badna Andolan</li> <li>• 3 days training of Gender Coordinators &amp; Sahyoginis held to orient Self Help Groups.</li> </ul>	<p>place in 9 districts</p> <ul style="list-style-type: none"> <li>• MTA has adopted 10 girls of migrant families in Bhokandhar village, Jalna district, provides them food etc. These girls have thus been retained in school.</li> <li>• Some MTAs provide uniforms to girls</li> </ul>	<p>campaign for girls' enrolment by women members of Panchayat.</p> <ul style="list-style-type: none"> <li>• Community support in getting scholarship for SC/ST girls, providing toilets &amp; furniture to schools.</li> <li>• In the Panchayat Union Middle schools of Chinthamani &amp; Pappanapatti, the Magalir Mandram enrolled the dropouts girls.</li> <li>• Children from private schools attracted by the method of teaching in the panchayat union PS Namachivayapuram.</li> <li>• List of absentee girls provided to VEC by the HM of panchayat union primary school Sirakilan-dhannallur which tried to readmit them.</li> </ul>
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs involved in home visits, teacher sensitisation, awareness campaigns for girls' education</li> <li>• 2000 Mothers'</li> </ul>	<ul style="list-style-type: none"> <li>• VEC training addresses issues of girls' education &amp; women.</li> <li>• Both basic and refresher training of VEC members</li> </ul>	<ul style="list-style-type: none"> <li>• VECs are sensitising Mother and other community leaders</li> <li>• VEC meetings, VEC melas and Chinnara melas are used to promote gender</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs &amp; PTAs alongwith VECs are actively involved with education of the children</li> <li>• PTAs in all schools</li> </ul>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh, Panchayat and MSA training, Shiksha</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of MTAs are held for every class to follow up the progress of the children and their participation in</li> </ul>	<ul style="list-style-type: none"> <li>• Three days training every year. to VEC and PTA members</li> <li>• VEC module focuses on importance of education.</li> </ul>
<i>VEC</i>							

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<p>groups and 1000 SHG formed.</p> <ul style="list-style-type: none"> <li>• Women VEC members' convention held</li> <li>• MTAs constituted</li> <li>• Orientation of Mothers' Group on health &amp; development issues in all districts.</li> <li>• Adult Women's Literacy classes at Kapili Block of Morigaon district</li> </ul>	<p>completed</p> <ul style="list-style-type: none"> <li>• VECs involved in motivating parents to educate girls &amp; re-examine the role of women in society</li> </ul>	<p>equity.</p> <ul style="list-style-type: none"> <li>• Basic training to VECs has been given. Gender focus is inbuilt.</li> <li>• VECs are being reconstituted in the form of School Development and Monitoring Committees (SDMC).</li> <li>• <b>4 days training module for SDMC prepared.</b></li> </ul>	<p>oriented. Parents made aware of the fact that girls and boys need to be treated alike and given equal opportunities.</p>	<p>Panchayat.</p> <ul style="list-style-type: none"> <li>• Special training for newly elected women panchayat members</li> <li>• VECs and SMCs functioning. MTAs &amp; PTAs are being formed.</li> <li>• One day gender specific MSA training completed in all districts.</li> </ul>	<p>school activities.</p> <ul style="list-style-type: none"> <li>• Pursue enrolment and retention of girl children</li> <li>• VEC members participating in MTA meetings</li> <li>• Workshop for representatives of VECs held on 17<sup>th</sup> to 20<sup>th</sup> July 2001.</li> </ul>	<p>particularly girls. Covers issues of enrolment, retention and completion of Class V.</p> <ul style="list-style-type: none"> <li>• Involvement of women members of PTAs and local bodies increased in promoting girls education, mobilising resources, participation in school activities &amp; meetings</li> </ul>
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation integrated in training for teachers, SIs, DIs, BEEOs, DIET personnel, principals &amp; Instructors of BTCs, BRCCs, CRCCs.</li> <li>• Sensitisation of teachers to reduce gender bias in classroom activities</li> <li>• Completed basic teachers training in DPEP II &amp; refresher training in DPEP I.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of 8969JBT teachers, 1582 VEC members, 63 Education Administrators &amp; DIET faculty, using the package Dasha and Disha</li> <li>• Gender training of district and sub district level functionaries, teachers &amp; grassroots level functionaries through tele-conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Gender concerns integrated in the in-service teachers training programme</li> <li>• The 6 day teacher training module has an inbuilt component of gender</li> </ul>	<ul style="list-style-type: none"> <li>• One day brainstorming session to discuss ways of sensitising teachers on gender issues</li> <li>• Study in 168 schools on classroom processes &amp; gender.</li> <li>• ½ day gender training to 28,000 teachers to minimise the biased outlook that prevails in primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> <li>• Gender sensitisation module integrated in teacher training</li> <li>• All the teachers, EGS Gurujis, Jan Shikshaks and Supervisors trained on the gender specific SLM developed.</li> <li>• Elimination of gender bias in the Integrated Learning Material (ILM) undertaken in workshop mode</li> </ul>	<ul style="list-style-type: none"> <li>• Gender module included in the in-service teachers' training programme - SMARTPT.</li> <li>• Training of all teachers on Sankalp'98</li> <li>• Gender perspective in classroom situations included in Sankalp 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Module prepared and distributed to all the schools.</li> <li>• Gender perspective integrated in training programmes for teachers, CRCC, BRCC, Educational Administrators, SCERT and DIET faculty and project personnel.</li> </ul>
<i>Material development</i>		<ul style="list-style-type: none"> <li>• Gender information kit to eliminate gender bias in textbooks &amp; their alternatives by SCERT</li> <li>• <i>Mujhe Padna Hain</i></li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of gender issues (role play) for use in tele-conferencing completed</li> <li>• 7 module video film produced is used for</li> </ul>	<ul style="list-style-type: none"> <li>• Module for MTs.</li> <li>• Write up on gender issues for Parents handbook developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Coordinators trained on strategies developed and documented for Mahila Padna Badna Andolan .</li> </ul>	<ul style="list-style-type: none"> <li>• Sankalp/Agenda 1998-10 commandments for the classroom to ensure girls' participation.</li> <li>• Teachers handbook on MPP</li> </ul>	<ul style="list-style-type: none"> <li>• A module on "girls' education and women empowerment" developed and distributed to all teachers</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
		(I Want to Study) – a gender module for the tele conferencing on girls' education. • <i>Dholak Manjira, Abhibhavak Shala Sangam Samaroh</i> Packages relating to women's empowerment and promotion of girls' education distributed at BRC level.	3 days film based training			covers ways of conducting MTA meetings • Compilation of 5 case studies per district on instances of girls in difficult circumstances being brought into schools into a handbook. • OJAS – quarterly in house magazine on success stories. • Folder on visit to Vastishala for MTA and VEC members, Gender and Cluster Co-ordinators.	
<i>Teacher support material</i>	<ul style="list-style-type: none"> <li>• 2 booklets – on educating girls &amp; a compilation of stories of girl recipients of national bravery award</li> <li>• Teacher sensitisation material on how to reduce gender bias in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Specific material to teachers on how to handle textbooks/ curriculum &amp; extra curricular activities without any gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• Chiguru : Resource Book for teachers.</li> <li>• Manthana : Resource Book for Trainers of teachers.</li> <li>• Seven module film – “Before we begin the lesson...” alongwith 3 days training designed for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Short stories invited to sensitise teachers on gender discrimination, for compilation.</li> </ul>	<ul style="list-style-type: none"> <li>• SLM has been developed on gender specific issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook for Sahayogini, CRCCs &amp; teachers finalised</li> <li>• Handbook Margdarshika for Sahayoginis &amp; project personnel.</li> <li>• A booklet based on textbook focused gender issues “Samanteehya whatever” (on the way to equality) developed</li> </ul>	
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>• Textbook developers provided with checklist of ‘dos’ &amp; ‘don’ts’</li> <li>• Textbooks for class III &amp; IV to</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks for classes I-V reviewed to eliminate gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• All textbooks of standards I to IV in Kannada, Urdu, Marathi, Telegu and Tamil reviewed for elimination of gender bias. A</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts made to use ‘she’ wherever ‘he’ has been used in the textbooks</li> <li>• All textbooks for Classes I to IV reviewed for</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT has completed gender analysis of textbooks</li> <li>• The Teaching Learning material prepared under the Seekhana Sikhana</li> </ul>	<ul style="list-style-type: none"> <li>• Gender perspective built into the process of textbook development</li> <li>• The process has been completed for all text books for</li> </ul>	<ul style="list-style-type: none"> <li>• Gender neutral textbooks upto Class V- all subjects</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	be reviewed.		gender resource person, associated with Text Book Committee.	elimination of gender bias	package and the AS pedagogy screened for gender sensitivity. • The Integrated Learning Material (ILM) scrutinised for gender bias	Classes I - V	
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>• Separate chapter in AWPB detailing girl-child specific interventions</li> <li>• On going efforts to sensitise the planning process</li> </ul>	<ul style="list-style-type: none"> <li>• Gender analysis of EMIS data &amp; cohort studies used for planning</li> <li>• Provision for educational incentives &amp; other support for girls in the AWPB.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going efforts to sensitise the planning process</li> <li>• Interventions for girls integrated in the various activities proposed in the AWPB</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of the gender perspective being attempted</li> <li>• Interventions for girls' education in the district plans</li> <li>• Focussed interventions for girls included in the AWPB 1999-2000</li> </ul>	<ul style="list-style-type: none"> <li>• Separate Chapter in AWPB spelling out interventions for women &amp; girls</li> <li>• Sahyogini project for the blocks having lowest female literacy incorporated in the plan for the year 2001-02.</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts being made to integrate the gender perspective.</li> <li>• A chapter in the AWPB details strategies for girl children.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of gender concerns attempted</li> <li>• AWPB includes a chapter on girl child specific interventions.</li> </ul>
<i>Capacity Building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>• Modules developed for teachers, Educational Administrators, VEC members, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Training manual &amp; package for educational administrators</li> <li>• Section on girls' education and gender issues in the teacher training module <i>Tarang</i></li> </ul>	<ul style="list-style-type: none"> <li>• Gender training modules for Head Teachers, Teachers, Educational Administrators &amp; VECs</li> <li>• Social mapping in the VEC training module have a gender and caste focus. Separate sessions on inequality in access &amp; participation in schools</li> </ul>		<ul style="list-style-type: none"> <li>• Gender sensitisation built into the training programme for teachers and educational managers</li> <li>• Training module on Mahila Padma Badna Andolan prepared for the district functionaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training module for DIET faculty &amp; Educational Administrators</li> <li>• Gender Module incorporated in SMART PT.</li> <li>• 3 days gender module for CRCC/BRCC developed</li> </ul>	
<i>Sensitisation programmes for DPEP personnel</i>  <i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation built into the planning and introspection workshop for DPEP personnel</li> <li>• Orientation of Gender SRG &amp; DRG</li> <li>• SCERT faculty attended 40 days</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation program for district and sub district project staff</li> <li>• Training on girls' education of project personnel through tele conferencing</li> <li>• Gender sensitisation of</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of teacher, Head teachers, BRCC, CRCC and VEC conducted</li> <li>• Repeated focus in all review workshops involving BRC and project personnel.</li> <li>• BRCs, BEOs and CRCs trained to use</li> </ul>		<ul style="list-style-type: none"> <li>• Gender sensitisation of district gender co-ordinators at SNDT University.</li> <li>• Gender sensitisation of BRCCs</li> <li>• Training for role clarification of Gender Co-ordinators.</li> <li>• Sahayoginis under-</li> </ul>	<ul style="list-style-type: none"> <li>• One day orientation of Sahayoginis.</li> <li>• Inter district exposure visits</li> <li>• Exposure visit to Gujarat for Block/ District Mahila Sanchalikas</li> <li>• 3 days gender training of BRC, educational admi-</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days Gender Sensitisation programme held for teachers BRC Co-ordinators and educational administrators</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	training on women's issues <ul style="list-style-type: none"> <li>• DPOs and DRG members visited Lok Jumbish</li> <li>• Sensitisation of Teachers, CRC, BRC, DIET Administration for 3 days</li> </ul>	BRCCs, CRCCs and administrators through the package Dasha and Disha. <ul style="list-style-type: none"> <li>• Teachers community and planners sensitized on education of girls and children of weaker sections</li> </ul>	MIS data from gender and ECE perspective. <ul style="list-style-type: none"> <li>• State level workshop on use of MIS data</li> </ul>		gone training on gender sensitisation <ul style="list-style-type: none"> <li>• Gender coordinators trained on thrift and credit groups</li> <li>• Gender Coordinators and Sahyoginis trained on the training module of Mahila Padma Badna Andolan</li> </ul>	nistrators, SCERT, DIET and project personnel <ul style="list-style-type: none"> <li>• Training of Sahayoginis</li> <li>• Training for implementation of Sankalp 1998</li> <li>• About 85 district /Taluka Mahila Sanchalikas visited Nanded district &amp; saw sugar school and met MTA.</li> </ul>	
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• Workshops on planning and review of progress held regularly at the State level</li> <li>• 3 day State level Seminar on Gender Equity Issues in March 2000</li> <li>• Workshop for sharing of Evaluation Report and development of new Evaluation Programme to assess the achievement level of learners.</li> <li>• One day state level workshop to prepare district action plans on Girls Education for all the districts</li> </ul>	<ul style="list-style-type: none"> <li>• Material development workshop for teleconferencing on girls' education</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Workshops with Support from NIPPCD on strengthening collaboration between Department of Women and Child Development &amp; Department of Education.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Five days workshop on strategising and planning for girls' education and ECCE ( including fields visits to Idduki district).</li> <li>• Regional seminar on Elimination of Gender Discrimination through Education.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 day orientation of gender coordinators for Quality Watch.</li> <li>• 2 days workshop at SPO for text book analysis.</li> <li>• 2 days state level workshop to finalise Gender Development Index.</li> <li>• 2 days workshop held for gender work plan</li> <li>• 3 days workshop at SPO for preparing the module for VEC/PTA</li> <li>• 2 days workshop held at state on classroom culture and process.</li> </ul>	<ul style="list-style-type: none"> <li>• Job chart for CRCCs to guide them to meet the objectives of MPP</li> <li>• Mahila Prabodhan Programme- Case Study workshop</li> <li>• State level workshop for gender coordinators, MTA, VEC members and Cluster coordinators in July 2001.</li> <li>• <b>Workshop on MTAs for District functionaries from DPEP – I expansion districts</b></li> </ul>	
<i>Processes for Review</i>					<ul style="list-style-type: none"> <li>• Review – cum-orientation of all Sahyoginis at block</li> </ul>	<ul style="list-style-type: none"> <li>• Review meeting of District and Block Gender Co-</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly review meeting of District Women</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
					level every month.	ordinator, and Cluster Co-ordinators <ul style="list-style-type: none"> <li>Monthly review meeting of Taluka Mahila Sanchalika by District Mahila Sanchalika</li> <li>Monthly review meetings of Kendra Pramukha by Block Mahila Sanchalika.</li> </ul>	Development Officer by DPC and at state level by SPD <ul style="list-style-type: none"> <li>Periodical visits to schools by DPO and SPO officials</li> </ul>
<i>Networking</i>	<ul style="list-style-type: none"> <li>Networking with NGOs, NEIBM, MS, Women's Studies Centre, Gauhati University</li> <li>Convergence with Social Welfare Depatt. for health</li> <li>Conduct of health check up involving PHC, Red Cross and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Persons for gender programmes drawn from DWS, NCERT, TSG Ed.CIL, &amp; NGOs</li> <li>Women's' Education Cell in SCERT</li> </ul>	<ul style="list-style-type: none"> <li>MS, SRC, NIAS, CLR (Pune). CRY and BGVS have been involved in various activities</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with institutions of repute. Govt. Depts., experts of child development and child psychology</li> </ul>	<ul style="list-style-type: none"> <li>Networking planned with NGOs</li> <li>Convergence with TLC, SRC and Mahila Samakhya</li> </ul>	<ul style="list-style-type: none"> <li>TISS, SPARC, BMC, CLR Pune, SNDT University.</li> <li>Life skill enrichment programme for adolescent girls developed with the help of voca-tional training department of Govt. of Maharastra &amp; SNDT College, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with the Social Welfare Department and voluntary agencies</li> <li>DTERT and DIET faculty assist in training programmes.</li> </ul>
<i>MIS Availability of Gender Disaggregated data</i>	<ul style="list-style-type: none"> <li>From EMIS &amp; VEC survey</li> <li>Development of Software for collection of information on Self Help Group and Mothers' Groups.</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through cohort study and house to house survey data</li> </ul>	<ul style="list-style-type: none"> <li>Through village mapping and EMIS</li> <li>Micro Planning data</li> <li>Gender disparity reports are generated for Districts, blocks and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> </ul>	<ul style="list-style-type: none"> <li>EMIS and Lok Sampark Abhiyan</li> <li>Gender concerns integrated in IPMS</li> <li>Disaggregated data of Mahila Shiksha Abhiyan 2000-01.</li> <li>Data of Mahila Padna Badna Andolan for girls enrolment.</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through Micro-Planning and House to House survey</li> </ul>	<ul style="list-style-type: none"> <li>EMIS &amp; compulsory registration of children in school going age (micro-planning)</li> <li>Through cohort study</li> </ul>



GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>Operational in one block in 3 DPEP I districts</li> <li>Expanded to DPEP II districts</li> </ul>		<ul style="list-style-type: none"> <li>MS associated with microplanning and also with other DPEP interventions.</li> <li>MS resource book on gender, 'Kusuma' distributed to all BRCs and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>MS operational in 2 DPEP districts (with independent funding).</li> </ul>	<ul style="list-style-type: none"> <li>MS operational in 5 districts of Phase I &amp; II</li> <li>MS support drawn upon for conducting MSA &amp; Sahayogini training</li> <li>Formation and training of Mahila Samoohs &amp; SHG</li> </ul>	<ul style="list-style-type: none"> <li>MPP operationalised in line with MS</li> <li>The MPP has located functionaries at district, cluster and block level. Sahayogi/ Sahayoginis work at school level.</li> </ul>	
<i>Innovations</i>	<ul style="list-style-type: none"> <li>Shiksha Sevikas in 10 villages</li> <li>Moktabs as AS for girls' education</li> <li>Awareness campaigns on girls' education in 12 Tea Gardens of Sonitpur district.</li> </ul>	<ul style="list-style-type: none"> <li>Special coaching for girls' in urban slums</li> <li>Special interventions for girls working in brick kilns</li> <li>Flexible timings introduced to promote participation of girls.</li> <li>Gender sensitization programme launched. Through special project in Mewat area of Gurgaon and Faridabad districts to increase girls' enrolment and retention</li> <li>Pilot project launched in Khol block of Rewari district to improve quality and equity among girls and other social groups</li> </ul>		<ul style="list-style-type: none"> <li>Meetings with religious leaders, placement of volunteers in coastal &amp; muslim dominated areas in Kasargod, Malappuram and Wayanad. House Visits made regularly by volunteers to motivate dropout children &amp; parents towards primary education</li> </ul>	<ul style="list-style-type: none"> <li>Providing primary school facilities under the scheme of "atrodermisation of Madarssas." within Madarssas.</li> <li>Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li>15 Ashram Schools in phase - I and 55 in Phase - II are functional for girls in tribal pockets.</li> <li>12 days training of 552 Madarsa teachers held in the year 2000-01. Also text books have been distributed to the children of these 552 Madarsas.</li> <li>In the year 2001-02, 523 Madarsas have been approved for modernization in the AWP &amp; B.</li> </ul>	<ul style="list-style-type: none"> <li>Life skill enrichment programme for out of school girls.</li> <li>Pre-vocational training to out of school girls</li> <li>Gender specific inputs provided in clusters selected for UPE.</li> </ul>	<ul style="list-style-type: none"> <li>To prevent drop-outs and ensure regular attendance local escort system implemented in 3 blocks in 75 schools.</li> <li>BRC level awards to girls who complete Class V.</li> <li>No major disparity seen in achievement levels/ completion rate between boys and girls from Cohort study &amp; analysis of common evaluation test</li> <li>Special coaching classes for SC/ST girls in 1892 centres in Phase I and 553 centres in Phase II districts. 48277 girls in Phase I and 13574 girls in phase II districts covered in these centres.</li> </ul>
<i>Innovations</i>							

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> <li>Drop out girls and working girl children are benefiting</li> <li><b>60% learners in AS Centres are girls.</b></li> </ul>	<ul style="list-style-type: none"> <li>Working girls, girls engaged in sibling care/ domestic chores, who are drop outs, who do not have access to schools mainly benefit from AS</li> </ul>	<ul style="list-style-type: none"> <li>Dropout girls working girls &amp; girls engaged in sibling care/ domestic chores are the main beneficiaries of AS</li> <li>Preference to appointment of female instructors</li> <li><b>During April-June, 2001 1994 eninnara Angala Centres 49268 out of school girls enrolled. April-June, 2002 3438 CA Centres and 34563 out of school girls enrolled.</b></li> </ul>	<ul style="list-style-type: none"> <li>The multigrade centres in school-less habitations reach out to SC/ST and other girls in the 8-12 years age group.</li> </ul>	<ul style="list-style-type: none"> <li>3250 girls admitted in 15 Ashramshalas of Phase I and 55 in Phase II districts</li> <li>535758 (47%) girls being educated in 23,856 EGS schools.</li> </ul>	<ul style="list-style-type: none"> <li>Girls in Prerna Centres and Contract, Summer Sugar, Mobile, Ashram Schools</li> <li>District/Block Mahila Sanchalika briefed about Vasti Shala and Mahatma Phule Shikshand Hami Yojana (EGS / AIE scheme)</li> <li>Enrolment of girls Vastishala : 46% Sugar schools : 44% AIE : 50%</li> </ul>	<ul style="list-style-type: none"> <li>Ten AS centres for muslim adolescent girls running in Ramanathan Puram district</li> <li>One AS centre set up for girls engaged in beedi rolling in Dharma puri district</li> <li>131 AS centres being run exclusively for girls by lady instructors.</li> <li>In the 960 AS centres 57.1% students enrolled are girls.</li> </ul>
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>Survey on language and girl child issues</li> <li>Open evaluation of NFE centres</li> <li>Study on gender bias in classroom transaction</li> <li>In the sample monitoring conducted in the last 5 months emphasis has been given to analysis of attendance, enrollment and drop out of girl students</li> <li>Inter rating of observations and data entry in progress for the</li> </ul>	<ul style="list-style-type: none"> <li>Study on Gender Disparities in District Kaithal, Department of Women's Studies, NCERT</li> <li>Study in Sirsa, Hisar, Faithal and Jind to know the causes of non enrolment of girls. Based on the study steps initial in these districts to enhance and sustain their enrolment</li> <li>Study on Classroom Culture and Processes from the Gender Perspective in</li> </ul>	<ul style="list-style-type: none"> <li>A study on observation of the use of new text book in Kolar district by Ms. Prema Clarke.</li> <li>A study on Classroom Processes on Gender Perspective in 18 schools is in progress in 8 districts of Karnataka.</li> </ul>	<ul style="list-style-type: none"> <li>Report on girls education in Kerala</li> <li>Evaluation study on the changes in attitudes of teachers towards children</li> <li>Conducted district level Seminars / Workshops to empower women.</li> <li>Exhibitions and Seminars at VEC level organized about the status of women in Kerala and Gender difference.</li> <li>National study on Classroom culture and processes from the gender</li> </ul>	<ul style="list-style-type: none"> <li>Effect of Bal Mela in bringing back children in school of village Dupada, Distt. Shajapur,</li> <li>Impact of EGS, AS, NFE and SSK on girls' enrolment.</li> <li>Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Rural Girls entangled in the chain of social customs.</li> <li>School activities with reference to Gender.</li> <li>Role of female members in VECs.</li> <li>ST girls' participation in other activities in school.</li> <li>Education of retarded girl children.</li> <li>Factors contributing towards enhancement of girls' attendance.</li> <li>Action research on dropout &amp; retention of girl students.</li> </ul>	<ul style="list-style-type: none"> <li>Study of Enrolment and retention of girls in primary schools in the coastal villages of Cuddalore.</li> <li>Comparative study of learning achievement of SC/ST girls of Thiruvannamalai</li> <li>Evaluation of the Local Escort System</li> <li>Study on functioning of special coaching centres for SC/ST girls</li> <li>National study on Classroom culture and processes from</li> </ul>
<i>Research and Evaluation</i>							

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	Study on Classroom Culture and Processes from the Gender Perspective's • Study in progress I reasons for high dropout • Reports drafted for studies on reasons for low achievement in specific SFG areas.	Progress.		perspective in process.		Osmanabad district. • Study on enrolment, attendance and retention • National study on Classroom culture and processes from the gender perspective - inter-rating of observations and data entry in progress.	the gender perspective - inter-rating of observations and data entry completed.

## DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Staffing Position State Gender Co-ordinator</i></p> <p><i>District Gender Co-ordinator</i></p>	<ul style="list-style-type: none"> <li>In Place – Three co-ordinators for Gender and ECE</li> <li><b>In Place in all 19 districts – Girl child Dent Officers positioned in 15 of 19 districts.</b></li> <li>411 mandal gender co-ordinators are in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>Separate ECE Co-ordinator in place</li> <li>ECE /Gender Co-ordinators in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>In Place in all the three districts</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> <li>In place in 3 districts. Position is vacant in Lahaul Spiti.</li> </ul>	<ul style="list-style-type: none"> <li>Addl. Director (Planning) oversees Gender and ECE at the state level</li> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>In place in all DPEP II and III districts</li> </ul>
<p><i>Resource Groups (Gender &amp; ECE)</i></p>	<ul style="list-style-type: none"> <li>Common Resource Groups for Gender &amp; ECCE constituted at the state, district and mandal level.</li> <li>Andhra Mahila Sabha provides professional support</li> </ul>	<ul style="list-style-type: none"> <li>SRG and DRG under Mahila Samakhya (MS) formed and functional.</li> <li>State and district Core Teams of MS in place</li> <li>SRG and DRG for ECE constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG – Gender</li> <li>DRG – Gender</li> </ul>	<ul style="list-style-type: none"> <li>In place at state level</li> <li>In place at district level</li> <li><b>DRGs were reoriented in Kullu &amp; Chamba.</b></li> </ul>	<ul style="list-style-type: none"> <li>SRG (gender) and SRG(ECE) in place.</li> <li>Gender DRG in place</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place meeting held every quarter.</li> <li>DRGs in place. Meetings held every month.</li> <li>BRGs in place meetings held as and when required</li> </ul>	<ul style="list-style-type: none"> <li>SRG for Gender &amp; ECCE constituted. Members oriented.</li> <li>Members assist in mobilisation campaigns, material development, review &amp; planning, training. Help implement the Model Cluster Development Approach.</li> <li>DRG constituted and oriented</li> </ul>
<p><i>Community mobilisation Material Development</i></p>	<ul style="list-style-type: none"> <li>Posters, audio cassettes, magazines &amp; newsletters developed to sensitise the community on girls' education at the district level.</li> <li>Children's drawings</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti Padhti Jaye' audio cassettes and calendars developed and disseminated</li> <li>Quarterly newsletter being published</li> <li>Audio-Video</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for gender awareness</li> <li>Posters on girls' education</li> <li>Brochure on girls' education</li> <li>Documentation of mobilisation programmes organised at</li> </ul>	<ul style="list-style-type: none"> <li>Slogans highlighting importance of girls education developed &amp; used</li> <li>Calendars focussing on girls' education developed by Chamba &amp; Sirmour district</li> </ul>	<ul style="list-style-type: none"> <li>Printed materials produced &amp; distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week &amp; local festivals</li> <li>Posters and Audio cassettes</li> </ul>	<ul style="list-style-type: none"> <li>Meena Cassettes used for awareness campaigns at GP &amp; VEC level in expansion districts.</li> <li>Ma-O-Meye Melas held at GP</li> </ul>	<ul style="list-style-type: none"> <li>Posters, Audio Cassettes, Abhiyan Geet</li> <li>Meena Video Cassettes</li> <li>Mahila Samakhya Bulletins &amp; magazines made available to teachers and VECs.</li> <li>Kalajatha scripts</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community mobilisation Material Development</i>	have been used for developing posters.	cassettes on gender developed/ disseminated <ul style="list-style-type: none"> <li>• Munia Beti campaign materials (calendar) developed &amp; disseminated.</li> <li>• Special issue of the State level quarterly magazine 'BEP Ahwan' published on the issues of girls' education and women's empowerment.</li> </ul>	the district level.	<ul style="list-style-type: none"> <li>• Audio Cassettes with songs on gender issues developed and used by Kullu district</li> <li>• Pamphlets on role of MTAs printed by Chamba district.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaflets on MTA</li> <li>• Activities, enrolment drives, etc. have in built focus on education of girl children</li> <li>• Women have been engaged on temporary basis in the clusters where girl enrolment and regular attendance of girl children are quite low</li> <li>• Intensive Community mobilization campaign NINAD-II was conducted with focus on <ul style="list-style-type: none"> <li>- Dissemination of basic indicators</li> <li>- Role of Community, particular MTA, on enrolment, retention and quality achievement of girls girls education</li> </ul> </li> <li>• 949 Balika Sanghas have been constituted (Kalahandi alone has formed 497) across the districts</li> <li>• some of the activities are : <ul style="list-style-type: none"> <li>- 331 Self-Help</li> </ul> </li> </ul>	levels in Birbhum, Mursh-dabad and Dakshin Dinajpur.	developed for retention of girls in primary school

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community mobilisation Material Development</i>					<p>Groups formed among MTA members and other women</p> <p>979 MTA meeting in Kalahandi during two months</p> <p>36 adolescent camps opened in Kalahandi and Bolangir and 38,3,45 and 30 centers are going to be operational</p> <p>1282 MTA meeting in Rayagada, 17472 dropout boys and girls and 921 disabled children enrolled in Schools/ASCs during NINAD-II.</p>		
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>•Balika Melas, Rallies meetings film shows, Ma-beti melas organised.</li> <li>•Meetings held with villagers, school committee chairpersons and teachers. Parents interviewed to elicit their attitude towards girls' education. Reasons identified for girls lagging behind in education</li> </ul>	<ul style="list-style-type: none"> <li>•'Munia Beti' Campaign in SC,ST OBC and minority areas</li> <li>•Prabhat Pheris, Padyatras, Bal Melas and Ma-Beti melas at block and district level.</li> </ul>	<ul style="list-style-type: none"> <li>• Rallies, Prabhat Pheries, publicity in Haats, Tamasha Party.</li> <li>• Meeting &amp; orientation of Mahila Sangam girls.</li> <li>• MTA meetings held for enhancing retention of girls in Gender Focus Areas. Active MTAs shared problems, ideas, success stories and strategies to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Girl Child Week organised</li> <li>• Village rallies by school children focusing on girls education held.</li> <li>• Meena Week organised in the form of Ma-Beti Mela at the centre level in Chamba district. Girls participated in different competitions and presented</li> </ul>	<ul style="list-style-type: none"> <li>• Community mobilisation with gender focus</li> <li>• Ma-Jheea (Mother daughter) Melas in tribal areas</li> <li>• Women's conventions, Pada Yatra &amp; rallies at block and cluster level organized with help from Mahila Mandals, NGOs, ICDS functionaries</li> <li>• Special enrolment</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive enrolment and retention drives conducted in gender focus blocks in all districts except Purulia</li> <li>• Awareness campaigns using Meena audios-video material in Malda, Dakshin and Uttar Dinajpur.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of melas, rallies, Kalajathas</li> <li>• 1 day meeting of VEC, MTAs &amp; PTAs at village &amp; cluster level.</li> </ul> <p><i>DPEP II</i></p> <ul style="list-style-type: none"> <li>• Meena Campaigns -779 in DPEP II and 664 in DPEP III</li> <li>• Ma beti melas- 289 in DPEP II and 35 in DPEP III.</li> <li>• Women's parliament-289</li> <li>• School chalo abhiyan</li> </ul>
<i>Interaction at Sub District level</i>							

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
			<p>retention of girls. Each MTA given a list of irregular children to bring them back to school.</p> <ul style="list-style-type: none"> <li>In the Maa-Beti Sammelans held in selected blocks of Panchmahal, mothers were urged to be sensitive towards needs of their daughters &amp; give equal treatment to boys and girls</li> <li>20 women's group meetings held in Gender Focus Area in Panchmahal.</li> <li>CRCC meeting of Gender Focus Area held in Dangs.</li> <li>Muslim Nayak Sammelan organized in Banaskantha</li> </ul>	<p>cultural shows.</p> <ul style="list-style-type: none"> <li>More than 260 Ma-Beti melas held in Chamba and Sirmour districts</li> <li>Celebration of International Women's Day on March 8<sup>th</sup>.</li> <li>Block level women's conference organised in Sirmour district</li> <li>Mahila Sammelans held to mobilise women for education.</li> <li>Bal Pravesh Melas to ensure enrolment of girls.</li> <li><b>Material for Ma-beti Mela and Bal mela being modified.</b></li> </ul>	<p>drive for girl children</p> <ul style="list-style-type: none"> <li>Meena campaigns</li> <li>Palli Sabha of PRI members</li> <li>A comprehensive voluntary community mobilisation plan for girls' retention evolved through sensitisation of women at the grassroots. 1432 voluntary community mobilisers trained. Master Trainers trained, community mobilisers</li> <li>Material developed for mobilisation distributed at BRC / CRC level.</li> </ul>		<p>linked to girls' education.</p> <ul style="list-style-type: none"> <li>1094 retention marches</li> <li>2405 Summer camps for girls' retention (10 days)</li> <li>Kalajata - 736</li> </ul> <p><i>DPEP III</i></p> <ul style="list-style-type: none"> <li>Meetings with community</li> <li>Meena campaigns-664</li> <li>School Chalo Abhiyan for girls - 300</li> <li>Summer camps - 1127</li> <li>Maa-Beti mela - 25</li> </ul>
<p><i>Community Participation</i></p> <p><i>Community Participation</i></p>	<ul style="list-style-type: none"> <li>Community has been donating land, cash and other building material</li> <li>Community organised competitions for parents and even distributed prizes.</li> <li>Motivated parents offer scholarships and incentives to facilitate girls' enrolment, retention and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Management of Apna/Angana Vidyalayas and ECE centres rest with mothers committees.</li> </ul>	<ul style="list-style-type: none"> <li>MTAs involved in issues concerning girls' education - ensure regular attendance</li> <li>Several Mahila Sammelans organised.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Mandals help in enrolment &amp; retention of girls</li> <li>Funds donated by MTAs for schools.</li> <li>The Mahila Mandal exerted pressure for the selection of a school site in Chowari education block of Chamba district which had remained undecided for long.</li> <li>2745 MTAs</li> </ul>	<ul style="list-style-type: none"> <li>MTAs &amp; community contributing funds for school repair, boundary walls, etc.</li> <li>Women trying to create awareness on ill effects of alcoholism and the importance of girls' education</li> <li>In Dhenkanal, a lady VEC member provides 3 hours coaching to children of her village. She</li> </ul>		<ul style="list-style-type: none"> <li>Community provides materials for running various centres, local teacher, space, escorts and even in solving local level issues adversely impacting on education of girls.</li> <li>Community run preparatory classes for out of school children &amp; provide escorts &amp; child care in villages with model cluster approach.</li> <li>Community is actively</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> <li>• Village Core Groups and MRPs interact with parents and sensitise them on girls' education and jointly evolve strategies to address problems.</li> <li>• Balika Melas, competitions for children focusing on girl child empowerment organised</li> <li>• Mothers Association members are enrolling children and monitoring their retention.</li> </ul>			<p>constituted.</p> <ul style="list-style-type: none"> <li>• Primary school in Akahar Bazar, District Kullu sent an invitation for MTA meeting by writing a message on the blackboard which the children copied and shared with their mothers. On the fixed date, all mothers participated in the meeting &amp; offered to contribute funds for the MTA fund/school improvement.</li> <li>• Other examples are available in the form of resource mobilization for repair, provision of slates &amp; community teacher <ul style="list-style-type: none"> <li>- donation of land for school construction</li> <li>- installation of hand pump</li> <li>- enrolling girls</li> </ul> </li> </ul>	<p>tracks their attendance.</p> <ul style="list-style-type: none"> <li>• VECs engage lady teachers by paying a honorarium of Rs.400/- per month.</li> <li>• Qualified girls are taking classes voluntarily in the nearest primary schools.</li> <li>• MTA members collected wood from nearby forest to construct a fence for their school.</li> </ul>		<p>involved in</p> <ul style="list-style-type: none"> <li>- Textbook distribution</li> <li>- Monitoring teachers' attendance</li> <li>- Children's health check up</li> </ul>
<p>VEC</p> <p>VEC</p>	<ul style="list-style-type: none"> <li>• Statutory School Committees constituted with 50% women</li> <li>• Orientation of women VEC members and members of women's groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Women constitute one third of VEC members. The total membership of a VEC is 15/21 and women constitute 7/21 of the same.</li> <li>▪ One post of chairperson/Vice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Regular meetings of VEC/MTA/PTA</li> <li>▪ VECs actively involved in improving girls' retention.</li> <li>• Gender Awareness Training Workshop at Danta. 140 women from 3 block in Banaskantha oriented</li> </ul>	<ul style="list-style-type: none"> <li>• Women VEC members sensitised</li> <li>• Training module for MTAs developed</li> <li>• Second round of training to VEC members given included gender specific issues</li> </ul>	<ul style="list-style-type: none"> <li>• Issues of girls' education built into VEC training package.</li> <li>• For NINAD MTAs worked towards mobilising villagers, especially women for rallies, meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Block gender committees formed. Meet-ings held every month.</li> <li>• GP level core teams formed in Cooch Behar in GPs with low girls' enrolment</li> </ul>	<ul style="list-style-type: none"> <li>• VEC training module focuses on girls' education (importance of educating girls, equity issues, girl friendly environment in school &amp; at home)</li> <li>• VECs pursue enrolment and retention of girls.</li> </ul>



GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>completed.</p> <ul style="list-style-type: none"> <li>Organised training of MTA members</li> <li>50% reservation for women for the position of School Committee Chairperson</li> <li>Management of centres entrusted to democratically elected committee members from among the parents under statutory APSE (CP) Act 1998. More than 90% of the members are former members of Mothers' Association.</li> </ul>	<p>Chairperson of VECs earmarked for women</p> <ul style="list-style-type: none"> <li>At least two women members from each VEC being imparted professional training.</li> <li>VEC women members take active part in orientation trainings</li> <li>The State Government has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VECs constituted as per the act.</li> </ul>	<p>to tackle the problems of girls' irregular attendance &amp; dropouts. Later they trained VEC, MTA &amp; PTA members during Gram Sabha meetings.</p> <ul style="list-style-type: none"> <li>Cross visits arranged for MTAs in 22 CRCs of 4 blocks in Banaskatha. MTA members were exposed to best practices to encourage them to improve enrollment and retention of girls.</li> <li>In Panchmahal, 547 meetings of women's groups organized and attended by 32820 members on the issue of regular attendance &amp; retention of girls.</li> <li>Block level meetings of BRCC and CRCC held to train VECs, MTAs and PTAs on organizing enrolment drive.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly VEC meetings held in Kullu with active women's participation</li> <li>With women's representation in PRIs as pradhans / up-pradhans and members, they hold the position of Chairperson of VECs</li> <li>30% VEC members are women.</li> <li>Pamphlets on the role of MTA printed in Chamba district.</li> <li>2944 MTAs constituted</li> </ul>	<p>and discussions.</p> <ul style="list-style-type: none"> <li>Involvement of MTA in enrolment, regular attendance/ retention of girls in school</li> <li>In the revised "Orissa School Education (Community Participation) Rules 2000" the School Education Committee (VEC) has 9 guardian members of which 3 are women with at least one from SC/ST community.</li> <li>MTA members and other women in villages of Kalahandi have formed 331 SHGs.</li> <li>979 MTA meetings held in Kalahandi and over 1500 meetings held in Raygada</li> <li>School Education Committee (VEC) has 9 guardian members of which 3 are women members with one from SC/ST community.</li> </ul>	<ul style="list-style-type: none"> <li>1806 MTA formed in Cooh Behar</li> <li>At least five members in each VEC are women</li> <li>Gender sensitization covered during VEC training</li> <li>Sensitisation of women Panchayat functionaries undertaken in gender focus blocks of Bankura, Birbhum and Murshidabad.</li> </ul>	<p>ensure participation of women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women's groups.</p> <ul style="list-style-type: none"> <li>Women Motivator Groups : 2248 in DPEP II and 1108 in DPEP III – all have been trained</li> <li>Core Teams : 350 in DPEP II and 380 in DPEP III.</li> <li>46563 VECs in DPEP II and 12828 in DPEP III trained.</li> <li>3875 MTAs and 3341 PTAs formed in DPEP II. There are 2495 MTAs &amp; PTAs in DPEP III.</li> <li>Microplanning data compiled for DPEP II districts. 937890 children identified as out of school. Reasons show 40% for domestic work and 21.5% for sibling care.</li> <li>2528 and 1039 women Motivator Groups found in DPEP II and DPEP III respectively.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>The integrated module for teacher training includes a gender component</li> <li>Two days training of MEOs – covered ECE &amp; girls' education</li> <li>All DGCEO's, SRGs given 2 days orientation on gender issues</li> <li>The revised integrated module of teacher training, includes 7 chapters on girls' education and a full session is allotted to it on the 1<sup>st</sup> day of the 7 days teacher training programme.</li> <li>One day orientation to Addl. Project Co-ordinators and Sectoral Officers of DPOs on the training module for Chairpersons of School Committees covering the importance of Girls' Education.</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training to teachers and programme personnel.</li> <li>Gender sensitisation forms part of all training modules.</li> <li>567 Jagjagi teachers trained</li> <li>1220 female ALS instructors trained.</li> <li>Training modules for BRC RPs, teachers, VECs, educational administrators and CRCCs include orientation gender sensitization.</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training for BRCCs and CRCCs</li> <li>Gender awareness training to 3897 female teachers of Panchamahar, 2699 of Banaskantha and 447 of Dangs</li> <li>Training of academic staff on issues such as enrolment status, retention and future mobilisation strategy.</li> <li>During State level workshop on "Classroom Transaction and TLM Preparation with Gender Perspective", Master Trainers from DIETs for content based training, DIET lecturers, OIC – TT and Gender from districts were trained</li> </ul>	<ul style="list-style-type: none"> <li>District level gender sensitisation of teachers conducted in all DPEP districts.</li> <li>Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, which focussed on: <ul style="list-style-type: none"> <li>Role, function &amp; responsibilities of MTA in school development.</li> <li>Re-orientation Programme for BRCC's at DIET.</li> <li>Orientation of BRCC/CRCC/ DPO/DIET faculty on selected pedagogical issues.</li> </ul> </li> <li>Teleconferencing on Role of CRCCs</li> <li>Representation of female resource persons increased manifold.</li> <li><b>5 days, 11nd phase integrated teachers training module on classroom culture.</b></li> </ul>	<ul style="list-style-type: none"> <li>In attitudinal training of teacher in tribal areas one day devoted to gender issues.</li> <li>Orientation of BRCCs included one day for gender issues</li> <li>Gender equity is emphasized in general teacher training programme. Teachers have been sensitized on ways to remove gender discrimination in classroom situation</li> </ul>	<ul style="list-style-type: none"> <li>40 KRPs from the expansion districts trained for transacting the gender module</li> <li>Teacher sensitisation programme conducted in all the Phase I districts and the Gender Focus Blocks of Phase II districts</li> </ul>	<ul style="list-style-type: none"> <li>Shikshodaya, a 10 days module for teachers, provides one full day for girls' education</li> <li>Sabal, a 8 days module for teachers includes a chapter on inadvertent messages. (round two for teachers)</li> <li>150 BRCC and 250 NPRCC provided 3 days training on gender issues and classroom process in DPEP II</li> <li>Anant – A 3 days gender specific module to orient teacher on gender friendly classroom processes and other gender related issues. 8593 teachers imparted this 3 days exclusive training.</li> <li><b>33115 teachers are undergoing 3 day gender training programme in DIETs/BRCs.</b></li> </ul>
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>Training module <i>Amma Nenu Badiki Potha</i>, exclusively on girls' education, developed and distributed among teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Book on TLM "Shikhana Asan Hai" developed, which addresses gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher support material on gender awareness, gender sensitive curriculum, and gender sensitive attitude of teachers in classroom transaction</li> </ul>	<ul style="list-style-type: none"> <li>Gender focused support material for Master trainers has been developed in workshop on "Development of Integrated Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>A hand book on gender issues has been printed for the KRPs and project personnel.</li> <li>Monthly workshop with</li> </ul>	<ul style="list-style-type: none"> <li>Handbook developed by USAID trailed in one cluster in Sitapur district</li> <li>Teacher training material (Model Cluster Approach) developed</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>• KRPs trained on the module at state level to train DRG members</li> </ul>		<ul style="list-style-type: none"> <li>etc, distributed in every school.</li> <li>• Teachers' training module on Gender equity in classroom transaction and use of TLM, printed and distributed to all schools of the project districts.</li> <li>• A handbook and a set of 12 posters developed &amp; distributed to all schools of DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>Training Module". This material is being used in the revised 21 days Integrated Teacher Training Module.</li> <li>• <b>Script teleconferencing on gender issues developed by DRG Shimla and telecast in June.</b></li> </ul>		<ul style="list-style-type: none"> <li>teachers being conducted at the CLRC with the help of this material.</li> <li>• Reading material on gender issues with emphasis on girls' education developed in Bankura, Birbhums, Coochbehar, Jalpaiguri, Murshidabad and Uttar Dinajpur</li> </ul>	
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>• Class V Telegu and Class II English and Mathematics and Class IV English textbooks reviewed for elimination of gender bias</li> <li>• Elimination of gender bias being ensured in textbooks under development - Class IV Telegu, Class III textbooks, EVS I and II textbooks and Class V textbooks.</li> <li>• <b>Gender friendly textbooks being developed 2002-03 Mathematics Text Books for class-III developed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Removal of gender bias in the content of new textbooks for Standard I, II &amp; III.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender focus and elimination of bias ensured</li> <li>• The teams working on curriculum and text book renewal were sensitised towards gender sensitive issues &amp; they were motivated to perform their tasks in a manner that the end products are bias free</li> </ul>	<ul style="list-style-type: none"> <li>• Review of all textbooks for Classes I to III for elimination of gender bias has been undertaken</li> <li>• Special care to remove gender bias from the activity-based textbooks developed for primary classes</li> </ul>	<ul style="list-style-type: none"> <li>• Class I and II textbooks have been revised</li> <li>• SRG looking into the revised textbooks for gender equity.</li> <li>• SCERT carrying out similar activity for existing textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist of 'dos' and don'ts' developed for authors of textbooks to ensure gender neutrality</li> <li>• 2 district gender co-ordinators are members of the SRG for textbook development.</li> <li>• Workshop with teachers, illustrators, specialists &amp; gender experts for TLM development</li> <li>• New textbooks reviewed by SRG Girls' education before finalisation</li> </ul>
<i>Management Planning Integration of gender</i>	<ul style="list-style-type: none"> <li>• Separate chapter on girls' education in</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the planning</li> </ul>	<ul style="list-style-type: none"> <li>• Separate budget for activities on girls</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the</li> </ul>	<ul style="list-style-type: none"> <li>• Specific activities and allocations</li> </ul>	<ul style="list-style-type: none"> <li>• Gender perspective and analysis of EMIS data</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>perspective in plan formulation</i></p> <p><i>Management Planning</i></p> <p><i>Integration of gender perspective in plan formulation</i></p>	<p>AWPB</p> <ul style="list-style-type: none"> <li>• Efforts made not to compartmentalise gender in all levels of the programme</li> <li>• <b>A women's convention held on 12 – 14 February, 2002 to debate issues on girls' education and to develop a plan of action.</b></li> </ul>	<p>process</p> <ul style="list-style-type: none"> <li>• AWPB makes separate provisions for girls' education and MS</li> </ul>	<p>education proposed in the current budget (2001-2002).</p>	<p>planning process</p> <ul style="list-style-type: none"> <li>• AWPB makes separate provisions for girls' education</li> </ul>	<p>planning process</p> <ul style="list-style-type: none"> <li>• AWPB makes separate provisions for girls' education</li> </ul>	<p>included in the AWPBs 2002 – 2003</p> <ul style="list-style-type: none"> <li>• Sensitisation of planners taken up during planning workshop</li> <li>• Two blocks identified in Phase II districts for special intervention. In Phase I districts, gender interventions extended to 19 blocks.</li> </ul>	<p>inform planning process</p> <ul style="list-style-type: none"> <li>• AWPB makes separate provisions for girls' education</li> <li>• <b>All strategies and activities under UP DPEP ensure integration of the gender perspective.</b></li> </ul>
<p><i>Capacity building</i></p> <p><i>Preparation of gender training module</i></p>	<ul style="list-style-type: none"> <li>• Teachers' training included gender sensitisation – modules developed</li> <li>• Gender strategy paper in place modified in September 1999</li> <li>• DGCDs exposed to Residential Bridge Camps (exclusively for girls), in villages with 100% enrollment and where there are 'A' grade schools etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Training Modules of BRC Resource persons, teachers, VECs Educational Administrators and CRC Co-ordinators include orientation on gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training modules for teachers, Master Trainers and BRCCs/CRCCs developed. Training of teachers and vidhyasahayaks have been conducted using the module.</li> <li>• MTA formation and training module has been developed and distributed to all BRCs</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for personnel have a gender focus</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training Modules for teachers developed</li> <li>• Gender component integrated in training module for BRCCs &amp; CRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district coordinators being held regularly</li> </ul>	<ul style="list-style-type: none"> <li>• School placement of SRG – Pedagogy to observe girls' participation in classrooms</li> <li>• Two days gender sensitisation of Educational Administrators, DIET &amp; project personnel by MS</li> <li>• 5 day training on PRA to District Coordinators, for Girls' Education, Comm-unity Mobilisation &amp; AS.</li> <li>• 3 training packages namely Anant, Muktakash and Assem for teachers, MTAs and Women Motivator Groups developed, respectively. 264 Master Trainers from DPEP II trained by SPO. Training of 320 Master Trainers from</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
							DPEP III in progress • 33115 teachers trained in gender sensitization module in DPEP – II.
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>• District GCDOs imparted 8 days training to MRPs &amp; went on exposure visit to Kerala.</li> <li>• Refresher training to SRG on gender in January 1999</li> <li>• DRG trained at state level, who in turn trained MGCDOs and ECE instructors</li> <li>• Two days training organised for SRG of DPEP I and II districts on the Model Village Approach</li> <li>• One day orientation to all APCs and sectoral officers of DPO on transaction of the topic "Girls' Education" to school Committee Chairpersons</li> <li>• 6 posters on "Girl Child friendly atmosphere in the schools" printed and displayed in TCs and villages to sensitise teachers and community.</li> </ul>	<ul style="list-style-type: none"> <li>• All SPO, DPO and programme personnel imparted professional training in which gender sensitisation is an integral part.</li> <li>• Training modules developed for <ul style="list-style-type: none"> <li>– Mata Samitis Jagjagi teachers</li> <li>– ECE/AW workers</li> <li>– ECE programme personnel</li> <li>– Sahayoginis of MS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of BRCCs &amp; CRCCs</li> <li>• 'Gender Awareness Workshop' for Gender OICs, BRCCs and CRCCs</li> <li>• SRG, DRG review meetings and training are held regularly.</li> <li>• Gender sensitisation training of 613 male teachers held in district Dangs.</li> </ul>	<ul style="list-style-type: none"> <li>• Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, focussing on functioning of MTAs, involving community in girl child issues, and involving more female RPs</li> <li>• Training module and material for MTA developed and edited now ready for printing.</li> <li>• 13 – DRG (Gender) re – oriented in Kullu and Chamba districts Module for their re-orientation developed at SPO.</li> </ul>	<ul style="list-style-type: none"> <li>• State level training to DRG members for training of comm.unity mobilisers.</li> <li>• 5 days district level training to comm.-unity mobilisers to enroll out of school girls, monitor regular attendance by school visit, attend VEC meetings, organize &amp; conduct MTA meetings, facilitate formation of SHG and Balika Sangha (meena club) in consultation with CRCC &amp; BRCCs, identify out of school adolescent girls and suggest opening of adolescent girls camps.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation workshop for DRG members (Gender) from Phase II districts conducted by SPO.</li> <li>• BrCs in Coochbehar trained on campaign strategies on girls' education.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitisation for universalisation by SIEMAT for Educational Administrators, SCERT and DIET faculty and project personnel</li> <li>• Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra</li> <li>• Two days workshop on community convergent action to introduce concept of convergence &amp; relevance of PRA in working with communities in Firozabad, Hardoi, Sonbhadra</li> <li>• 2 training/ orientation programmes, 4 days each, organised in DPEP III for District gender Coordinators</li> </ul>
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• Workshop on development of</li> </ul>	<ul style="list-style-type: none"> <li>• National Seminar on UPE where special</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sharing workshop on gender education</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gender issues deliberated for 5</li> </ul>	<ul style="list-style-type: none"> <li>• District &amp; Sub-district personnel</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days workshop on PRA held in</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days State level gender orientation</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Workshops</i>	<p>village profile.</p> <ul style="list-style-type: none"> <li>• Workshop on poster development. Six posters developed on "Girl Child Friendly Atmosphere" with reference to schools/classrooms.</li> <li>• Workshop held on 11 &amp; 12 December, 2001 for Head Teachers of primary schools in low female literacy habitations</li> <li>• <b>Workshops organised for headmasters working in schools in low female literacy habitations.</b></li> <li>• <b>Inter district visits of DGCDOs.</b></li> <li>• <b>Visit of State GCDO to Assam.</b></li> </ul>	<p>emphasis was given to gender issues</p>	<p><b>held at State on 13<sup>th</sup> June, 2002.</b></p> <ul style="list-style-type: none"> <li>• <b>District specific components incorporated in gender awareness modules for MTAs and teachers.</b></li> </ul>	<p>sessions in the capacity building workshop of the BRG at Kaza in Lahaul-Spiti in June, 2000.</p> <ul style="list-style-type: none"> <li>• A state level work-shop on develop-ment of training material for MTA in Aug. 2000.</li> <li>• 3 days workshop organized in dist. Chamba in July, 2001 to develop material for women members of panchayati Raj Institutions with the objective of making them aware of their role in primary education. Their orientation programme is in progress.</li> <li>• For study on Classroom Culture perspective. <ul style="list-style-type: none"> <li>- Workshop on inter-rating observations held at SPO ON 20-22 October</li> <li>- Workshop on categorization of inter rated observations of DIET una (29.10.01 - 2.11.01)</li> </ul> </li> </ul>	<p>oriented on gender issues in Gajapati</p> <ul style="list-style-type: none"> <li>• State level workshop to develop gender strategy &amp; plan of action for integrating gender perspective in implementing DPEP <ul style="list-style-type: none"> <li>▪ Workshop to develop training &amp; sensitisa-tion material for MTA and PTA and strategise for model cluster approach through field visit</li> <li>▪ Seminar on women's empowerment in the context of DPEP</li> </ul> </li> <li>• Conceptual workshop on role and functions of Gender resource groups etc</li> </ul>	<p>Bankura.</p> <ul style="list-style-type: none"> <li>• Orientation workshop on Balika Siksha Karmasuchi conducted in the existing districts.</li> <li>• Workshop with female panchayat members held in Gender Focus Blocks of Bankura, Pribhum and Murshidabad for gender, IED, ECE based on positive feedback received on the impact of Balika Shiksha Karmsuchi.</li> <li>• 5days field based training workshop on PRA/PLA for District Co-ordination</li> </ul>	<p>workshop for district Gender Co-ordinators and SRG members</p> <ul style="list-style-type: none"> <li>• State level workshop to develop training and sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups.</li> <li>• State level workshop to finalise training material for BRCC, CRCC, MTA, PTA and other motivator groups.</li> <li>• Workshop to finalise material for BRCC, CRCC etc. for Model Cluster Approach.</li> <li>• 3 days state level script writing workshop organized.</li> <li>• 2 training/orientations programs 4 days each were organized in DPEP - III for District Gender Coordinators.</li> <li>• State level Kalajatha workshop for enrollment drive and retention specially for girls education held.</li> </ul>
<i>Review Processes</i>	<ul style="list-style-type: none"> <li>• One day review meeting organized for DGCDOs of</li> </ul>	<ul style="list-style-type: none"> <li>• Text book distribution among girl children being</li> </ul>	<ul style="list-style-type: none"> <li>• Gender awareness meeting of CRCC in Phase II districts to</li> </ul>		<ul style="list-style-type: none"> <li>• Review progress on the basis of child wise data generated</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings held with District Gender CO-</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings at SPO with district co-ordinators</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>DPEP I – II districts on girl child develop-mental activities alongwith ques-ionnire on various aspects if classroom observation focusing on how to make a school or classroom Girl Child Friendly.</p> <ul style="list-style-type: none"> <li>• One day review meeting with all district GCDOs held on 10.12.01 to get feedback on the progress of activities taken up improving girls' education</li> </ul>	<p>monitored through revised PMIS formats</p>	<p>review progress and gender related activities</p>		<p>through Anusandhan</p> <ul style="list-style-type: none"> <li>• Involvement of BRCC and CRCC for monitoring retention activities at school level.</li> </ul>	<p>ordinations at SPO and DPO to discuss activities undertaken</p>	
<i>Networking</i>	<ul style="list-style-type: none"> <li>• Seva Bharti Nellore</li> <li>• HRESS and UNDP, Kurnool</li> <li>• Close linkages with, Andhra Mahila Sabha, Hyderabad University, Osmania University, Department of Women and Child Development .</li> <li>• Representatives of Mahila Samakhya participated in induction training programme on gender strategies and ECE .</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with MS, AWTC and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with Government Departments such as WCD &amp; ICDS, MS, NGOs, Academic Institutions etc.</li> <li>• Collaborating with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• 978 ICDS workers have helped in : <ul style="list-style-type: none"> <li>– enrolling 8492 children in primary schools including 4012 girls</li> <li>– 3630 children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Working through existing structures such as Mahila &amp; Yuvak Mandals &amp; Saksharta Samittis</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established with existing Mahila Samitis</li> <li>• Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies &amp; Psychology department, Utkal University, SRC for Adult Education, SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University, UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support drawn from SIF , SIEMAT, SCERT, NGOs, Mahila Samakhya, TSG, Ed.CIL, BETI, NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc.</li> <li>• UNICEF</li> <li>• USAID</li> </ul>
<i>Networking</i>							

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
			regularised in school, out of which 1625 were girls. - 370 children were re-enrolled including 234 girls - out of 314 children identified for AS 148 were girls.		B.Ed. College, CAS, Lutheran World Service.		
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> <li>Available from EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>Available from the EMIS and micro planning data</li> </ul>	<ul style="list-style-type: none"> <li>Available from the EMIS and micro planning data in selected areas.</li> <li>Gender desegregated data on enrollment and retention of girls, number of women teachers, etc. have been generated</li> </ul>	<ul style="list-style-type: none"> <li>Available from the EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>Available from the EMIS data</li> <li>Anusandhan (child tracking) was launched to undertake co-hort study which has provided drop out rates for girls.</li> <li>DISE and child tracking data and other indicators have been shared with MTA/VEC.</li> </ul>	<ul style="list-style-type: none"> <li>Available from the monthly/ annual returns of Department of School Education, GOWB, DISE and studies conducted by the Research &amp; studies cell of West Bengal DPEP</li> </ul>	<ul style="list-style-type: none"> <li>Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUP</li> <li>House to house survey data</li> <li>MCDA maintains disaggregated data for the clusters covered by it.</li> </ul>
<i>Mahila Samakhya</i>  <i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>Close linkages with MS are being established</li> <li>One day review meeting organized for all DGCDOs of 19 districts to appraise the progress on girl child activities.</li> </ul>	<ul style="list-style-type: none"> <li>MS an integral part of the gender strategy of DPEP.</li> <li>Active participation of MS in VEC meetings and activities.</li> <li>5 MSKs running</li> <li>MS actively involved in meetings &amp; activities of VECs</li> <li>691 Jagjagi and 486 Bal Jagjagi Kendras being run</li> <li>1854 Mahila</li> </ul>	<ul style="list-style-type: none"> <li>Linkages established in Banaskantha and Panchamahar</li> <li>'Balamandir' is sent to Balwadis of Mahila Samakhya, which is a step towards convergence.</li> <li>MS representatives in MTAs</li> </ul>				<ul style="list-style-type: none"> <li>Close operational linkages - MS is represented in the Gender SRG</li> <li>MS provides support in development of material and training modules</li> <li>Extended to 6 more districts in DPEP III</li> <li>Mahila Sashaktikaran Mahotsav held in March 2001 by Mahila Samakhya. Attended by DPEP Gender Coordinators and VEC</li> </ul>



GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
		Samoochs under MS functional at the village level.					members. • <b>Shiksha Dayitwa Abhiyan in 8 districts in convergence with MS.</b>
<i>Innovations</i>	<ul style="list-style-type: none"> <li>• Chinnarula Sabhas conducted at Chittoor, Cuddapah and Srikakulam districts on an pilot basis to</li> <li>- study the child's (including girls') preparation and expectation</li> <li>- examine the impact of peer group pressure on non-school going children</li> <li>• 5 low female literacy villages in 5 low Female Literacy mandals in each district adopted. 25 villages per district taken up under model village approach</li> <li>- Village profile developed</li> <li>- 180 out of 475 villages achieved 100% enrolment and retention</li> <li>- Efforts on to bring qualitative improvement in achievement levels</li> <li>• <b>Women convention</b></li> </ul>	<ul style="list-style-type: none"> <li>• State level 'Friendship Camp' organised at for the adolescent girls of Urban Schools and rural Jagjaggi.</li> <li>• State level Maa-Beti Mela organised.</li> <li>• One block in each district selected for focused gender interventions</li> <li>• Mahila Shikshan Kendra for girls</li> <li>• Mahila diwas organised in all project districts</li> <li>• Girls' enrolment in ALS being monitored</li> <li>• One block in each project district selected for focused gender interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Special mobilisation efforts through meetings among Rabaris, Thakores, Machis &amp; tribals to enrol children and regularise their attendance</li> <li>• Mahila sangam programme : educated girls are mobilising families in Dangs to ensure enrolment and regular attendance of girls.</li> <li>• Adopted the Focus Area approach covering 218 villages - achieved universal enrolment in all</li> <li>• In the Focus Area, schools upgraded to Class V. This has benefited many drop out children.</li> <li>• Formation and strengthening of Mahila Mandals towards economic empowerment of women.</li> <li>• Integrated efforts made by BRCC, ABRCC and CRCC by involving active</li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives in one backward block to inculcate a scientific temperament among girls</li> <li>• By consistent efforts lady teachers were mobilised to come forward to accept the responsibility of working as BRCC and CRCC. 29 CRCC are now female teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Block with high dropout of girls have been identified for addressal. Block specific activities developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers. Community mobilisers will play a major role in counseling the parents of dropout girls.</li> <li>• 369 residential hostels with a capacity of 40, opened in 3 existing and five expansion KBK districts in convergence with the SC/ST Development Dept. of the State Govt.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the Balika Shiksha Karma Suchi which is a field based intensive intervention to be carried out in 50 schools of Bankura and 30 schools of Uttar Dinajpur</li> <li>• GP level Core temas formed in Coochbehar in GPs with low enrolment of girls</li> <li>• Activities of 1806 MTAs in Coochbehar monitored by BRGs.</li> <li>• Micro - interventions being designed at village level in all 10 project districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible timings have been introduced in 18 schools.</li> <li>• School Chalo Abhiyan in the year 2001</li> <li>• Retention marches &amp; summer camps for girls in 2001</li> <li>• Initiated the Model Cluster Approach for Girls Education. Following expansion a total of 1030 clusters are covered - 550 in DPEP II &amp; 480 in DPEP III.</li> <li>• Universal enrolment in 3994 and 1357 MCDA villages in DPEP II and III respectively.</li> <li>• 3007 and 1357 MCDA villages are drop out free in DPEP II and III respectively.</li> <li>• Community based attendance monitoring system being used</li> <li>• Intensive retention policies &amp; strategies in clusters</li> <li>• 10 days summer camps organized to bring back drop out girls to schools 2480 summer camps were held. 74302</li> </ul>
<i>Innovations</i>							

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>at district and mandal for strategies to improve girls education.</p> <ul style="list-style-type: none"> <li>To support the MGCDO to plan, execute, monitor, assess &amp; strategise. all the 3 personnel at the mandal made responsible for pursuing girls' education</li> <li>Each sectoral officer of the SPO has adopted one village, to convert it into a model village</li> <li>Sensitisation of DWACRA and youth groups on activities for girls.</li> </ul>		<p>women's groups to enhance enrollment and retention of girls.</p> <ul style="list-style-type: none"> <li>Under the Gender focus area approach, 93 AS centres opened enrolling 1928 children comprising 1120 girls and 808 boys.</li> <li>Of the 254 children re-enrolled 120 were girls and 132 were boys.</li> </ul>				<p>children were re-enrolled after summer camps.</p>
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> <li>Special modules for Angana Vidyalaya for 9+ girls – modeled after Jaggjagi of MS</li> <li>1022 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate</li> <li>Apna &amp; Angana Vidyalayas have female instructors only &amp; are under the management of Mata Samities</li> </ul>	<ul style="list-style-type: none"> <li>AS centres for 9+ girls set up in selected villages</li> <li>Incentives to Instructors to encourage better enrolment of girls in AS Centres</li> <li>32 ECCE – AS centers (5 in Banas-kantha, 27 in Panch-mahal opened) 329 of 529 children enrolled in AS Section are girls</li> <li>90, 58 &amp; 16 AS centres set up in Banaskantha, Dangs &amp; Panchmahal, respectively.</li> </ul>		<ul style="list-style-type: none"> <li>In the 587 AS centres in Kalahandi, 8740 girls are enrolled.</li> <li>28 adolescent girl camps running in Kalahandi, 8 in Bolangir and 29 are proposed in Keonjhar to provide access to 999 girls in the 9 – 14 years age group.</li> <li>In the 1631 AS centres opened in unserved habitations 20614 girls are</li> </ul>	<ul style="list-style-type: none"> <li>All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women</li> </ul>	<ul style="list-style-type: none"> <li>2 days workshop to develop AS module for working girls in Firozabad &amp; Moradabad</li> <li>Prahar Pathshalas (9-14 years girls), Balshala (3-11 years), Maktabas specially address girls in different age groups</li> <li>Muslim girls are being reached through Moktabas &amp; Madarssas</li> <li>48% of the children enrolled in AS centres are girls.</li> <li>Enrolment of girls has been as follows:</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
			<ul style="list-style-type: none"> <li>Catering to 2558 girls (53.9%).</li> </ul>		enrolled (46.3%).	-	- AS centres : 48%
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha</li> <li>Following studies are in progress : <ul style="list-style-type: none"> <li>Convergence of activities of DPEP &amp; Child Welfare Department with special reference to ECE.</li> <li>Long term qualitative study on ECE centres.</li> <li>Quick mini qualitative study on the placement of under and over aged children</li> </ul> </li> <li>Study on Classroom Culture and Processes from the Gender Perspective data entry in progress and inter rating of observations completed</li> </ul>	<ul style="list-style-type: none"> <li>Study on problems in the education of Muslim girls completed</li> <li>Data coding and entry in progress for the study on Classroom Culture and Processes from the Gender Perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Study on Problems of Girls' Enrolment in Panchmahal by DIET &amp; Gujarat Vidayapeeth completed.</li> <li>"Tej Punj" a report on Gender Education Programme in district Panchmahal developed.</li> </ul>	<p>Studies in progress or planned.</p> <ul style="list-style-type: none"> <li>Absenteeism in girl students particularly in agree cultural and labour class families in Sirmour.</li> <li>Educational problems of girls among Gujjars.</li> <li>Educational problem of the children with special reference to Girl Child in rural areas of Kullu.</li> <li>5 days Regional workshop for study on classroom culture &amp; processes from the gender perspective organized in June 2001 covering Gujarat, Haryana and Himachal Pradesh</li> <li>Data analysis for the study on Classroom Culture and Processes from the Gender Perspective in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of strategy for improving enrolment and retention of girl child. (distt Bolangir)</li> <li>Analysis of problems in the enrolment &amp; retention of girls from weaker sections.(DIET Kalahandi)</li> <li>Effectiveness of strategies for improving enrolment &amp; retention of girls (DIET Sambalpur)</li> <li>As study of effectiveness of parent-teacher association in achieving universalisation of Elementary education in primary schools. (DIET, Keonjhar)</li> <li>Causes of low enrolment &amp; retention of the SC and ST children with special reference to girls &amp; suggestions on the strategies to be taken for their improvement. (DIET Keonjhar)</li> <li>A study entitled Classroom Culture and Processes from Gender Perspectives has been undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>Study on low participation of girls in Primary Education by ISI</li> <li>Indepth study to ascertain reasons for low enrolment and high drop out rates of girls under taken in two blocks for focused intervention for girls data.</li> <li>Inter rating of observations and data entry in progress for study on Classroom Culture and Processes from the Gender Perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Study on repetition &amp; drop-out among minority students</li> <li>Job Involvement &amp; Problem of female teacher</li> <li>Study of socio-cultural context of female school dropouts in Etawah, UP</li> <li>Role of community &amp; other factors in promoting primary education among muslim girls in Saharanpur</li> <li>Improving effectiveness of ECCE in UP</li> <li>Study of enrolment, attendance and Retention in Primary Schools in relation to incentive schemes</li> <li>Study of class-room processes in EFA and non-EFA districts of UP.</li> <li>Making a Difference Document on the experiences of UPBEP &amp; DPEP in the area of girls' education revised &amp; updated.</li> <li>Evaluation of MCDA in DPEP II completed.</li> <li>Inter – rating of observations and data entry completed for study on Classroom Culture and Processes from the Gender Perspective.</li> </ul>

## DPEP IV and Newly Constituted States

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Staffing Position</i> <i>State Gender Co-ordinator</i>  <i>District Gender Co-ordinator</i>  <i>Sub District</i>	<ul style="list-style-type: none"> <li>• Position lying vacant</li> <li>• 3 out of 6 in place</li> <li>• Sahyoginis in place in Surguja and Raigarh and Rajnandgaon districts</li> <li>• <b>Proposed to be expanded to all districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• State Gender/ECE coordinator in place</li> <li>• ECE/Gender Coordinator in DPO in place</li> </ul>	<ul style="list-style-type: none"> <li>▪ In place</li> <li>• In place</li> <li>• 504 Girl Child Motivator in position in selected CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In place</li> <li>• In place in all six districts</li> </ul>
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>• Constituted</li> </ul>	<ul style="list-style-type: none"> <li>• District resource groups under Mahila Samakhya formed and functional barring two districts</li> <li>• DRG for ECE constituted.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SRG for ECCE and Gender constituted and meeting irregularly.</li> <li>▪ SRG assisted in the process of developing training modules.</li> <li>▪ DRG constituted, meets twice a year</li> </ul>	<ul style="list-style-type: none"> <li>▪ SRG and DRG formed at state and district</li> </ul>
<i>Community mobilisation</i> <i>Material Development</i>	<ul style="list-style-type: none"> <li>• Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>• Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>• Gender specific awareness material and scripts prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Poster, pamphlets, slogan, banner, audio cassettes, newspapers</li> <li>• VEC booklets</li> <li>• Wall writing</li> <li>• Audio and video cassettes on gender developed/disseminated</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the process of development, material from various states have been collected.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Meena cassettes used</b></li> </ul>
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan Phase II and Phase III</li> <li>• Conduct of melas, rallies, kalajathas, etc.</li> <li>• Maa-Beti Melas organized in some districts</li> <li>• School Chalo Abhiyan in all districts</li> <li>• Special emphasis on unenrolled and dropped out girls during Padhbo, Padhabo, School Jabo Abhiyan</li> </ul>	<ul style="list-style-type: none"> <li>• Community meetings, prabhat pheri, rally organised</li> <li>• Environment building</li> <li>• Organising melas, sammelans, ma-beti melas, munia beti campaign</li> </ul>		<ul style="list-style-type: none"> <li>▪ Maa-Beti Melas organized in 35 model clusters</li> <li>▪ Meena Cassettes shown in 370 villages</li> <li>• Kala Jatha/Nukkad Natak organized in 98 villages</li> <li>• School Chalo abhiyan</li> <li>▪ Meetings with VEC,MTA, WMG</li> </ul>
<i>Community Participation</i>  <i>Community Participation</i>	<ul style="list-style-type: none"> <li>• Formation of Mahila Samoohs</li> </ul>	<ul style="list-style-type: none"> <li>• Running ALS and ECE centres</li> <li>• Civil works, micro planning</li> </ul>		<ul style="list-style-type: none"> <li>• Assist in text book distribution</li> <li>• Monitoring teacher attendance</li> <li>• Conducting health check ups..</li> <li>• Construction of School buildings</li> <li>• School management</li> <li>• Distribution of mid day meal</li> </ul>

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	• RAJASTHAN	UTTARANCHAL
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh</li> <li>• Panchayat and MSA training, Shiksha Panchayat – special training for women members.</li> <li>• Special training for newly elected women panchayat members</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of VECs and orientation of VEC members completed</li> <li>• Women constitute one third of VEC members. The total membership of a VEC varies between 15/21 and 5/7 of them are women</li> <li>• One post of chairperson/vice- chairperson of the VECs is earmarked for women.</li> <li>• In the orientation training, VECs women members take active part.</li> <li>• At least two women members from each VEC are being imparted professional training.</li> </ul>		<ul style="list-style-type: none"> <li>• Solving local level issues</li> <li>▪ 335 WMGs formed and 4802 members trained</li> <li>▪ Regular meetings held with WMG and MTAs</li> <li>• 1310 MTAs formed and 13745 members trained</li> <li>• 1930 VECs trained – VEC training module focusing on girls' education</li> <li>▪ <b>Ma-Beti Melas in 58 model clusters.</b></li> </ul>
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 362 Jagjagi teachers trained</li> <li>• 1165 female ALS instructors trained</li> <li>• Gender sensitization training imparted to teachers/programme personnel.</li> <li>• Gender sensitization forms part of all training modules.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Sadhan teacher training has one session on girls' education</li> <li>▪ BRCC and NPRCC trained on gender issues</li> <li>▪ 43 KRPs trained for MTA &amp; WMG trained programme.</li> </ul>
<i>Material development</i>	<ul style="list-style-type: none"> <li>• Training materials developed and distributed during training</li> </ul>			
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>• Some material developed earlier is being used by the districts</li> </ul>	<ul style="list-style-type: none"> <li>• Books related to gender issues. TLM prepared</li> <li>• Special inputs provided in Ujala - II – teacher training</li> </ul>		<ul style="list-style-type: none"> <li>▪ Two days gender sensitization module developed for teachers by SRG.</li> </ul>
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>• Presently, suggestions of SCERT M.P being followed.</li> <li>• Textbooks are made state specific</li> </ul>	<ul style="list-style-type: none"> <li>• Success stories of girls, plays related to girls and reinforcement of equity through illustrations in the textbooks.</li> <li>• Gender issues addressed in the 16 MLL based textbooks developed</li> <li>• Book on TLM "Sikhana Ashan Hai" developed which addresses gender issues.</li> <li>• Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS.</li> </ul>		
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>• On going efforts to integrate the gender perspective</li> </ul>		<ul style="list-style-type: none"> <li>• Separate budget for Girls' Education in AWP &amp; B</li> </ul>	

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Capacity building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>Gender sensitisation built into the training programme for teachers and educational managers</li> </ul>	<ul style="list-style-type: none"> <li>Training modules of BRC resource persons, teachers, VECs, education administrators and CRCCs include gender sensitization.</li> <li>Gender sensitization is an integral part of professional training imparted to all SPO, DPO programme personnel</li> </ul>	<ul style="list-style-type: none"> <li>Training module for Girl Child Activist has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on development of gender sensitization module for teacher at DIET Dehradun.</li> <li>Workshops for development of training module for MTA/WMG at SPO.</li> </ul>
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>Sensitisation has been done earlier by the state of M.P. and now it will be done by Chhattisgarh.</li> </ul>	<ul style="list-style-type: none"> <li>Training women members of VECs.</li> <li>Gender sensitisation undertaken by SCERT and SLO</li> </ul>	<ul style="list-style-type: none"> <li>Gender workshop organised for state and district level personnel in September, 1999.</li> <li>Block selection committee for selection of Girl Child Activist and Escort has been constituted.</li> </ul>	
<i>Workshops</i>	<ul style="list-style-type: none"> <li>2 day SRG workshop for preparation of Sahyogini evaluation format in Dec'99</li> <li>2 day orientation of gender coordinators for Quality Watch.</li> <li><b>One day workshop of gender coordinators in Bilaspur.</b></li> </ul>	<ul style="list-style-type: none"> <li>A State seminar on UPE organized, in which special emphasis was given to gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>One day meeting of gender experts for preparation of gender awareness material</li> <li>Three days workshop for preparation of village approach module.</li> <li>Organised the regional workshop for State Research Teams of Maharashtra, Rajasthan and Uttar Pradesh in September, 2001 for the Study on Classroom Culture and Processes from the Gender Processes.</li> </ul>	<ul style="list-style-type: none"> <li>One day orientation workshop for gender Co-ordinators and SRG members</li> <li>3 days MTA-WMG sensitization module development workshop.</li> <li>8 days workshop for gender sensitization module development for teachers</li> <li>4 days state level training of MTs for MTA-WMG training</li> </ul>
<i>Networking</i>	<ul style="list-style-type: none"> <li>Linkages with Action Aid, Eklavya, TISS, SNDT University, FRCH Pune and other State agencies</li> </ul>	<ul style="list-style-type: none"> <li>Government departments of Education Health, PHED, Welfare and DRDA</li> <li>NABARD</li> <li>UNICEF, CARE</li> <li>NGOs, NYK, ZSS, Bankers Wives Association</li> <li>NCERT, SCERT</li> </ul>		<ul style="list-style-type: none"> <li>NGOs</li> <li>Mahila Samakhya</li> <li>TSG, Ed.CIE</li> <li>BETH, Lucknow</li> <li>SPO, DPEP UP</li> <li>ICDS</li> </ul>
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> <li>EMIS &amp; Lok Sampark Abhiyan data</li> <li>The IPMS attempts to integrate gender concerns through LSA and MSA data</li> </ul>			

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>MS operational in 6 DPEP districts</li> <li>MS support drawn upon for conducting Mahila Shiksha Abhiyan and Sahyogini training.</li> <li>Formation and training of Mahila Samoohs and Self Help Groups</li> </ul>	<ul style="list-style-type: none"> <li>MS is an integral part of DPEP in Jharkhand.</li> <li>Mahila Samakhya is operational in 4 project districts covering 14 blocks (1100 villages and 30 Mohallas)</li> <li>It runs 310 Jagjagi Kendras</li> <li>There are 1062 Samoohas (Women's Collectives) functional</li> </ul>		<ul style="list-style-type: none"> <li>Representatives of Mahila Samakhya are members of SRG (Gender)</li> <li>Mahila Samakhya supports the development of gender training modules</li> </ul>
<i>Innovations</i>	<ul style="list-style-type: none"> <li>Providing primary school facilities within Madarssa</li> <li>Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li>24 Ashram Shalas for girls in tribal pockets</li> </ul>	<ul style="list-style-type: none"> <li>One block in each project district selected for focused gender interventions.</li> </ul>		<ul style="list-style-type: none"> <li>80 Model clusters identified in 12 blocks having low female literacy rate.</li> <li>Monitoring formats developed and distributed in all schools of model cluster</li> <li>To ensure enrolment and regular attendance charts prepared in each school of the model clusters</li> <li>Student tracking chart proposed in all schools of model cluster.</li> <li>1.84 lakh girls provided free textbooks.</li> </ul>
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> <li>Apna and Angana Vidyalayas and Jagjagi Kendras are run as AS centres</li> <li>343 Angana vidyalaya for 9+girls. Drop-outs as well as illiterates opened so far.</li> <li>Special moduels for Angana Vidyalaya for 9+girls girls modeled after Jagjaggi MS.</li> <li>Apna and Angana Vidyalayas have female instructors only and are under the management of Mata Samitees.</li> </ul>		<ul style="list-style-type: none"> <li>10 ECCE with EGS selected in non ICDS district of Champawat</li> </ul>
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>Study on tribal girl child – distt. Sidhi</li> <li>Impact of EGS, AS, NFE and SSK on girls' enrolment</li> <li>Impact of SSK in Udaipura and Obaidullaganj Blocks, Distt. Raisen</li> <li>Status of education of women and girls working in stone mines</li> <li>Contribution of Alternative schools in UPE in Mandsaur, with reference to girls' education</li> <li>Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Areas being identified</li> </ul>	<ul style="list-style-type: none"> <li>Data collection for the study on Classroom Culture and Processes from the Gender Perspective in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Data coding and inter rating in progress for the study on Classroom Culture and Processes from the Gender Perspective completed.</li> </ul>
<i>Research and Evaluation</i>				

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
	<ul style="list-style-type: none"> <li>• Data entry for the study on Classroom Culture &amp; Processes from the Gender Perspective completed.</li> <li>• <b>Problems of lady teachers working in remote areas.</b></li> <li>• <b>Identification of the reasons of low enrolment of girls.</b></li> </ul>			



## EARLY CHILDHOOD EDUCATION

DPEP was conceived as a holistic programme, for ensuring Universal Primary Education emphasizing therefore the centrality of pre school education as the foundation for achieving UPE. Since the ICDS programme was already present in a large form and had shortly announced its intention to universalise, DPEP decided to work closely with the programme.

The DPEP programme decided to adopt a multi prong strategy for ECE. This included working with identified ICDS centers, and strengthening it through a basket of interventions, and also increasing timings to ensure that it coincides with the FPS, seeking to impact on the ICDS programme on a larger scale for pre school education , through selected interventions and the opening of new centers in areas where ICDS was not in operation, as well as the opening of pre primary classes in Formal Primary Schools, and school readiness packages.

The DPEP Guidelines state that:

*“DPEP would finance expansion of ECCE through establishment of ECCE centres in villages not eligible to be covered by ICDS. In states with limited experience of ECCE, new ECCE centres would be financed initially on a limited scale only, in one district, or in one block per district, where inter-district variations are substantial. This activity could be scaled up gradually over the project period. The DPEP would not finance nutrition.*

*In order to improve the quality of ECCE. DPEP would finance development of pre-school materials and training of functionaries in the ECCE centres set up under DPEP. It would also finance the training of ICDS Anganwadi/ Balwadi workers in forging linkages with schools.”*

Although different models have been followed by the States, there are common issues that have dominated the overall strategy followed by them. The thrust areas for ECE under DPEP have been :

- o Opening of ECE centers
- o Coordination with ICDS
- o School readiness
- o Opening of pre primary classes in formal primary schools

New ECE centers have opened by States in areas where ICDS did not exist. The highlights of these centers have been:

- \* Site selection- near or in the primary school: Since a major objective of the pre school education was to familiarise children to a school atmosphere and to prepare them to join formal primary schools, many States tried to bring the physical location of the two together, including where possible, the same campus
- \* Curriculum development; States have developed curriculum for ECE centers that are in line with the curriculum for primary schools. Complementary TLM/ PLM have also been developed and provided in ECE centers.
- \* Modules have been developed for the training of staff for the ECE centers.
- \* Monitoring and supervision is done through regular DPEP structures

- \* A major issue in such centers has been to ensure sustainability of these ECE centers after DPEP. Some States like Andhra Pradesh have issued Government orders to ensure that the centers are taken up by ICDS. A letter is being issued by the Department of Women and Child, Government of India, to ensure the sustainability of these centers after DPEP, through the ICDS programme.

### Opening pre primary classes in FPS

Opening pre primary classes in FPS has taken place mainly in the State of Assam, which has started a pre primary class in all formal primary schools called the "Ka man". The status of preprimary classes is given below:

Sl. No.	State	Number of schools with			% of Pre-primary facilities
		Primary	Upper	Pre-primary facilities	
1	ANDHRA PRADESH	73731	24786	17358	17.62%
2	ASSAM	11967	3191	3530	23.29%
3	BIHAR	24356	4748	3414	11.73%
4*	CHHATTISGARH	13080	2679	3150	19.99%
5	GUJARAT	6361	2969	233	2.50%
6	HARYANA	4008	1537	113	2.04%
7	HIMACHAL PRADESH	3031	691	105	2.82%
8	JHARKHAND	9456	1999	1112	9.71%
9	KARNATAKA	27860	13622	5654	13.63%
10	KERALA	3621	1712	587	11.01%
11	MADHYA PRADESH	55048	18330	22983	31.32%
12	MAHARASHTRA	16252	8138	8139	33.37%
13	ORISSA	12685	3208	1110	6.98%
14	RAJASTHAN	23165	8593	3076	9.69%
15	TAMIL NADU	7972	1986	946	9.50%
16	UTTAR PRADESH	78930	11623	7104	7.85%
17	UTTARANCHAL	4027	1191	442	8.47%
18	WEST BENGAL	23818	3878	62	0.22%
	<b>Total</b>	<b>399368</b>	<b>114881</b>	<b>79118</b>	<b>15.39%</b>

### School Readiness programmes:

School Readiness is another important area to be looked at while viewing transition from pre primary to primary school. Under DPEP most States have commenced school readiness programmes, either as part of pre primary facilities or as a part of class I curriculum.

### Coordination with ICDS has involved :

Extended timing to coincide with primary school . Social assessments and gender studies conducted highlighted that a major problem keeping children , especially girls out of school , has been the burden of looking after younger siblings. As a strategy to ensure that primary school going age children are not prevented from attending school on this ground an effort

has been made to synchronize the timings of the AWC/ ECE center and the primary school, and where possible to locate them in the same premises or in close proximity. This enables children in FPS to leave siblings in the ECE center while they attend school and to thereby impact on the enrolment of children, especially the girl child.

Provision of TLM for AWC. Many States are providing kits for AWCs. In addition, some States are providing grants to the AWC for TLM.

Ensuring Linkage with Primary School, through the location of the AWC . In Uttar Pradesh, for example, the State Government passed an order, saying that where available, primary schools would provide the space for AWCs in their campus

Convergence is also ensured through training, through the monitoring of transition from AWC to primary schools. Other interventions have included influencing curriculum, (e.g. in Gujarat the training module for the ECE/ AW workers has been finalised with the help of GCERT and the Early Child Development Learning Resource Center (ECD-LRC), MS University, Baroda and Master Trainers have been trained by the ECD- LRC),convergence for training, and in some cases, augmenting infrastructure.

ECE cum AS centers have been started in Uttar Pradesh and in Gujarat on a pilot basis to directly impact the problem of sibling care. One ECE instructor and one AS instructor are attached to each of these centers. While the ECE instructor is on a monthly honorarium, the AS instructor receives Rs 50 per child enrolled. The minimum number of children expected to be enrolled is 20. If there are more than 60% girls enrolled , the instructor will get an additional Rs 10 per child. Strategy to mainstream children in the AS has been kept in mind while starting these centers, which are also providing nutrition under the mini Anganwari scheme of ICDS.

### **School Readiness**

Since a major objective of the pre school education was to familiarise children to a school atmosphere and to prepare them to join formal primary schools, many States tried to bring the physical location of the two together, including where possible, the same campus. This started in the DPEP/ BEP areas, but was soon formalised for the State as a whole, by passing of GOs for the State.

School Readiness is another important area to be looked at while viewing transition from pre primary to primary school. Under DPEP most States have commenced school readiness programmes, either as part of pre primary facilities or as a part of class I curriculum.

School readiness programmes being run by the states are:

<b>Andhra Pradesh</b>	<b>This is undertaken either in the last 6 weeks of ECE or in class I. There is a joint induction by AWC and Class I</b>	<b>Madhya Pradesh</b>	<b>It forms a part of the general training</b>
<b>Assam</b>	<b>This is undertaken in Ka-man or pre primary classes in primary schools</b>	<b>Orissa</b>	<b>There is a training package exclusively for school readiness</b>
<b>Bihar</b>	<b>School readiness programme is in-built in ECE centres.</b>	<b>Tamil Nadu</b>	<b>Exercise in AWC</b>

Himachal Pradesh	This is undertaken either in the AWC or in the first 30 days for class I	Uttar Pradesh	A film and a module for primary school has been developed as a part of the class I component
Karnataka	In AWC. KSRTC - revising the module which includes school readiness programme.	West Bengal	AW module contains a school readiness package
Kerala	In the AWC training there is a separate module for school readiness	Haryana	One module for old primary school is continuing. In class 1, the first 10 days are for school readiness.
Gujarat	In-built in ECE & AWC modules. A 2 day training is part of the general training		

### **Involving Communities in ECCE**

A major area of intervention in DPEP has been involving communities in ECCE has been another area where States have been working. In Bihar DPEP, for example, ECE centres are established by Mata Samitis who select the ECE workers, provide the space for the centres and purchase equipment/materials, etc. for the centre. They also organise Prabhat Pheries, Melas and meetings at the centres. Suitable training modules have been developed for ECE/AW workers, ECE programme personnel, ICDS Supervisors and AWTC Instructors.

## DPEP I STATES

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PARDESH	MAHARASHTRA	TAMIL NADU
<i>ECCE Approach</i>	<ul style="list-style-type: none"> <li>• Mahila Pragati Manchas &amp; Balika Surobhi Manchhas started in Dhubri</li> <li>• 2220 ECE centres established under DPEP</li> <li>• 1047 AW Centres covered through convergence</li> <li>• Mukulika mela at Sub-centre level</li> <li>• 1020 Mother Groups formed in 9 districts.</li> <li>• VEC and school involved in running the ECE centres</li> <li>• Relocation of some ECE centres and setting up new centres</li> </ul>	<ul style="list-style-type: none"> <li>• 3867 Anganwadi Centres covered by DPEP to strengthen their ECE component</li> <li>• 4066 AWCs proposed to be set up in DPEP II districts in convergence with ICDS</li> <li>• Permission granted to open AWC in Primary Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 45 ECE Centres established.</li> <li>• All centres are in school premises</li> <li>• Under convergence with ICDS, 2455 AW Centres supported by DPEP</li> <li>• All centres are located near the school.</li> <li>• Workshop with support from NIPCCD on strengthening collaboration between DWCD &amp; Education Department for implementation of ECE.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen the pre school component of ICDS centres and pre-primary centres run by PTAs. These centres are attached to Government Primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• 3018 ECE Centres (SSKs) set up and run by DPEP in phase I</li> <li>• 205 Jhoolaghars being run as child care centre Phase-II districts.</li> <li>• Model for community run SSK developed and will be piloted.</li> </ul>	<ul style="list-style-type: none"> <li>• 545 ECE centres started in DPEP districts</li> <li>• Convergence with ICDS in 10652 AW centres</li> <li>• Convergence with ZP and Social Welfare Department run ECE centres (Balwadi Centres) - 4033</li> <li>• ECCE centres are started where AW centres are not available. Wherever possible these centres are taken over by ICDS.</li> </ul>	<ul style="list-style-type: none"> <li>• 2307 ICDS centres and WB-ICDS 5518 centres being covered.</li> </ul>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• Training modules developed for :               <ul style="list-style-type: none"> <li>- Foundation and Refresher training of ECE Workers</li> <li>- In-service ECE supervisors</li> <li>- 5 day training of ICDS workers</li> <li>- CRCC &amp; <i>Ka maan</i> teachers on ECE</li> </ul> </li> <li>• Training of BRCC/CRCC on ECE and <i>Ka-Maan</i> held</li> <li>• Maa Beti Mela at block level</li> <li>• Survey conducted for identification of new</li> </ul>	<ul style="list-style-type: none"> <li>• Five days Training of AW Workers completed. Helpers, Supervisors and CDPOs have also been trained</li> <li>• SCERT providing special training on material development in blocks adopted by it</li> <li>• Film shows and puppet shows being organised at AWCs</li> <li>• About 300 Ma-beti melas organised to promote the enrolment of</li> </ul>	<ul style="list-style-type: none"> <li>• ECE unit at DTERT is the resource centre for ECE</li> <li>• Refresher course arranged for AWW and AWH.</li> <li>• Training module for ECE developed in collaboration with CLR P. i. e. DSERT and NIPCCD which is to be tried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of ICDS Supervisors from DPEP I districts</li> <li>• Involved in Government of Kerala's efforts to develop the pre-primary curriculum</li> <li>• 3 days induction training package for Anganwadi Workers and pre primary teachers of centres developed.</li> <li>• So far 7140 ECE workers trained in the districts. This includes 6536 AWW</li> </ul>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika (helper)</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> <li>• A training module for workers of SSK, Jhoolaghar and Anganwadi centres has been developed. Preparations have also been made to impart this training</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided to anganwadi workers twice in a year.</li> <li>• Handbook developed for Balwadi Tais at SPO. To be used for AW Workers. Handbook covers planning, pedagogy, child psychology and education.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE developed by DPEP and DTERT</li> <li>• 2 days training at BRCs on pre school activities to 5215 ECE/ AW workers.</li> </ul>

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Training and Mobilisation</i></p>	<p>centres.</p> <ul style="list-style-type: none"> <li>• Plantation drives, preparation of no cost TLMS, Water Purification (Filters), Cleanliness drives, celebration of National Days &amp; awareness drives on Health &amp; sanitation, etc. in ECE centres, with community support</li> <li>• Refresher training to mother group members.</li> <li>• 1456 ECE workers, reoriented in Barpeta, Goalpara, Kokrajhar and Sonitpur.</li> <li>• State level training of KRPs for Ka Maan</li> <li>• Training of Teachers of selected schools (4-5 teachers of the gardening and riverine area) for Ka Maan in all districts .</li> <li>• <b>1456 ECE workers weak in methodology were re-oriented in Barpeta, Goalpara, Kokrajhar &amp; Sonitpur</b></li> </ul>	<p>children in Anganwadi Centres and Schools.</p> <ul style="list-style-type: none"> <li>• The training modules focused on pre-primary students, role of workers, community and creative activities.</li> </ul>		<p>and 604 private ECE workers.</p> <ul style="list-style-type: none"> <li>• An orientation programme for the teacher trainers of pre-primary teacher training institutes in the private sector organised for 2 days.</li> <li>• Orientation to parents of pre-primary children at school level conducted in Wayanad district</li> <li>• District level convergence programme conducted for district level officers of ICDS and pre-primary.</li> </ul>	<p>through tele-conferencing.</p> <ul style="list-style-type: none"> <li>• 2/3 days training on ECCE organized for DRG, Gender Coordinator, Master Trainers, Teacher and Helpers of SSKs Jhoola-ghars &amp; Sahyoginis.</li> <li>• <b>2 day SRG training</b></li> <li>• <b>3 day MT training</b></li> <li>• <b>5 day activity based training for all teachers</b></li> <li>• <b>3 day Sahyogini training</b></li> <li>• <b>5 day SSK training</b></li> </ul>		

<b>ECE INTERVENTIONS</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>M&amp;DHYA PARDESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
<p><i>Material</i></p> <p><i>Material</i></p>	<ul style="list-style-type: none"> <li>Supervision and monitoring mechanism revised through a three day workshop.</li> <li>Handbook on ECE modified at State level workshop in September 2000</li> <li>Booklet on evaluation system developed.</li> <li>Community support for play way materials</li> <li>Compilation of Lesson Plan Bank on weakly themes to be transacted in the ECE Centres.</li> <li>Package developed for training of pre-primary teachers.</li> <li>Compilation of various training modules to serve as modals for training such as induction training, need based training etc.</li> </ul>	<ul style="list-style-type: none"> <li>Play way material/teaching aids, teaching kits provided to 3701 Anganwadi Centres</li> <li>Tat patis provided to 3867 AWCs.</li> <li>TLM developed through workshops with AWW</li> <li>Book of poems developed for pre schoolers.</li> <li>Module cum activity chart for AWCs developed.</li> </ul>	<ul style="list-style-type: none"> <li>One time grant provided for purchase of ECE materials</li> </ul>	<ul style="list-style-type: none"> <li>TLM developed for pre-school centres</li> <li>A monitoring tool, for periodic assessment of the pre-school component of AWC developed.</li> <li>A pre school kit containing 15 items is provided to the AW and Pre-school centres developed by SCERT.</li> <li>Handbook developed for pre-primary teachers.</li> <li>A handbook for the ECE workers developed, with emphasis on learner centered approach and what active learning should be in the early years.</li> <li>Nutritious food is supplied by local bodies &amp; voluntary organisations in all project districts ensuring community participation in ECE.</li> </ul>	<ul style="list-style-type: none"> <li>Books and educational material provided to SSKs</li> <li>Handbooks developed for SSK and Jhoolaghar teachers.</li> <li>Activity based material developed by SRG for SSK &amp; Jhoolaghar</li> <li>Activity book developed for teachers</li> </ul>	<ul style="list-style-type: none"> <li>Toys are provided to AW Centres.</li> <li>MIAs in some places providing nutritional inputs to children at ECE centres</li> <li>Handbook for Balwadi Tai developed</li> <li>Workshop held to finalize the handbook</li> <li>The handbook is under print.</li> </ul>	<ul style="list-style-type: none"> <li>Folders, posters printed and stickers on ECE prepared for encouraging the enrolment of girls children.</li> <li>Audio and Video cassettes on ECE were bought &amp; supplied to the District Programme Co-ordinators. Propose to supply the same to the BRCs and ECE centres</li> <li>Documentary film on ECCE produced and distributed to all BRCs.</li> </ul>
<i>Costs</i>	<ul style="list-style-type: none"> <li>Following monthly honoraum is paid : Supervisor- 1500/-</li> <li>ECE worker- 700/- Helper – 500/-</li> </ul>	<ul style="list-style-type: none"> <li>Rs 200/- paid to AW Workers, per month, for extending the timings of Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>Provision of monthly honorarium to AWW (Rs.300/-) &amp; Helper (Rs.250/-) for 10 months for extending the timing of AW</li> </ul>	<ul style="list-style-type: none"> <li>Each kit costs Rs.985.00</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Honorarium paid</li> <li>Teachers and Didis Rs. 400/-Helpers Rs. 200/-</li> </ul>	<ul style="list-style-type: none"> <li>Balwadi Tais paid Rs 350/- per month.</li> <li>Rs 500/- provided for toys &amp; other contingent expenditure.</li> <li>DPEP starts ECE centres to meet the gap in need after</li> </ul>	<ul style="list-style-type: none"> <li>Rs.1000.00 per ECE Centre provided to Phase II districts for purchase of play material</li> </ul>





ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	Resource persons and DIET Faculty <ul style="list-style-type: none"> <li>• TLM development workshop at State and districts.</li> <li>• KRPs training</li> <li>• Ka-Shreni training in all districts.</li> <li>• Cluster meetings on Ka-Shreni.</li> </ul>						
<i>Innovations</i>	<ul style="list-style-type: none"> <li>• Setting up sand corners in ECE centres</li> <li>• Construction of temporary structures with comm.-unity support</li> <li>• Mother's Groups               <ul style="list-style-type: none"> <li>- celebrates birth-days of children in ECE Centres</li> <li>- tracks attendance of children and workers</li> <li>- provides snacks, fruits, water</li> </ul> </li> <li>▪ Gradation of ECE Centres.</li> <li>▪ Needs assessment and conduct of need based training.</li> </ul>				<ul style="list-style-type: none"> <li>▪ Convergence with ICDS in 3 districts on a pilot basis.</li> </ul>		

## DPEP II & III STATES

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>ECE Approach</i></p>	<ul style="list-style-type: none"> <li>• Strengthening ECE Component in ICDS centres</li> <li>- AW Centres covered under convergence, vide GO MS No 49 (Edn) DPEP, 2.5.2000.</li> <li>• support extended to 5333 AW Centres</li> <li>• <b>8140 AWC are now proposed to be upgraded and supported this year.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 765 ECE centres set up in 11 districts.</li> <li>• Strengthening ECE in Anganwadi Centres in convergence with ICDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ECE component in Anganwadi Centres through training, provision of kits, distribution of newsletter</li> <li>• 32 ECE cum AS centres- 5 in Bsanakantha and 27 in Panchmahal opened, covers 779 children under ECE and 329 girls out of 529 children under AS</li> <li>• <b>From 15 ECE centres in Panchmahal, 92 children were enrolled in Class I in 2001-02 of which 46 were girls.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Decisions taken at convergence meeting with Secretary and Director Social &amp; Women Welfare</li> <li>1. ECE centres in DPEP districts will be auxiliary centres of existing AW centres</li> <li>2. Micro-planning data of Welfare Dept to be consulted while mapping for ECE centres.</li> <li>3. ICDS to provide nutrition &amp; immunization. Absorption of these Centres on preferential basis by ICDS.</li> <li>4. Enhanced honorarium to ECCE workers as per HP norms for consideration of EC</li> <li>5. Explore possibility of setting up model ECCE/ ICDS centres in schools with surplus accommodation</li> <li>6. Services of ICDS Supervisor to be used for ECE centres set up by DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Timing of 110 ECCE centres extended for 2 hours.</b></li> <li>• 19 ECE centres (10 in Dhenkhal and 9 in Kalahandi) opened in convergence with DWCD.</li> <li>• Strengthening of AW Centres through training of AW Worker and supply of pre school kits.</li> <li>• Enrolment drive includes enrolment of preschoolers in AW centres.</li> <li>• Following decisions taken at the convergence meeting on ECCE with DWCD and HETC :             <ul style="list-style-type: none"> <li>- supply black boards to AWCs</li> <li>- develop Activity Bank for the rest of the year</li> <li>- print &amp; distribute the Activity Bank</li> <li>- improve the monitoring mechanism to ensure transaction of pre primary education in the AW centres.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with Social Welfare Department have been finalized both at the state and District levels and activities are being initiated accordingly.</li> <li>• <b>Bi-monthly DRG meetings.</b></li> <li>• <b>Provision of TLM to AWC</b></li> <li>• <b>Development of pre-school database.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ECE Component in Anganwadi Centres by providing training, Material and additional honorarium.</li> <li>• 2398 AW centres covered under convergence, known as the Shishu Shiksha Scheme in DPEP II, 3842 ECCE Centres operationalised in DPEP III.</li> <li>• Strategy expanded to include non ICDS blocks in 2002-03 through NGOs. Selection of NGOs in progress</li> </ul>

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	• ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Training and Mobilisation</i></p>	<ul style="list-style-type: none"> <li>• 3 day Refresher training to all instructors of AW Centres covered through convergence.</li> <li>• 2 days training to DRG members on school readiness</li> <li>• A 5 day training cum workshop for ECE Instructors on "Developmental areas of Child and related activities" and develop the annual plan.</li> <li>• <b>Training programmes for MRP/DRP/ECE/ICDS instructors on school readiness in March/April, 2002.</b></li> <li>• <b>Printing and distribution of activity Bank and Story Card Kit.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of Training Modules and their field trial</li> <li>▪ Training modules               <ul style="list-style-type: none"> <li>- AWWs/ECE Didis 15 days Induction</li> <li>- ECE Trainers 10 days Induction</li> <li>- Helpers 4 day</li> <li>- Mata Samitis one day orientation</li> <li>- ICDS Supervisors (6 days)</li> </ul> </li> <li>• Induction Training of ECE Trainers</li> <li>▪ Induction Training AWTC Principals/ Instructors</li> <li>• Printing of all Training Modules.</li> <li>▪ Recurrent Training to ECE Trainers in 4 Batches</li> <li>▪ Training of ASRGs on Monitoring and Supervision of ECE centres</li> <li>• Special training on early detection of disabilities in children</li> </ul>	<ul style="list-style-type: none"> <li>• ECE Training module developed in collaboration with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed</li> <li>• Training of ECE and AS teachers for these centres completed.</li> <li>• Regular academic support to 5760 ECCE centres provided through the newsletter Balmandir</li> <li>• Around 5500 AW workers and Supervisors given refresher training on activity based pre primary education and school readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• 7 days training modules for ECE/AW Workers and Helpers.</li> <li>• Training is being imparted in ECE through Gyan Kalash, a programme through All India Radio, Shimla.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE workers developed</li> <li>• More than 1400 AW Workers trained on pre-school education.</li> <li>• Training of AW workers being conducted in a phased manner in the districts.</li> <li>• <b>1 day meeting of ICDS workers organised at State.</b></li> </ul>	<ul style="list-style-type: none"> <li>• State level orientation workshop held for DRG members of Bankura &amp; South 24 Pgs. Workshops for other districts organized at SPO.</li> <li>• Sensitisation of DPO of ICDS, DSWO, CDPO, Supervisors, RTs and CPCs completed in Birbhum, Ban-kura, South 24 Parganas, Mur-shidabad, Jal-paiguri and Uttar Dinajpur</li> <li>• Sensitisation of AW Workers and Helpers completed in Birbhum.</li> <li>• Wall- writing on pre-schooling completed in Birbhum</li> <li>• <b>Campaign materials have been developed at State Level.</b></li> </ul>	<ul style="list-style-type: none"> <li>• AW workers have been trained as also ICDS Supervisors, CDPOs, BRCCs and NPRCCs in DPEP II and III.</li> <li>• 2419 AW worker trained in DPEP II</li> <li>• 128 Master Trainers trained in DPEP III</li> <li>• 1653 AW Workers trained in DPEP III in the 1<sup>st</sup> phase and 979 in the 2<sup>nd</sup> phase</li> <li>• Training package developed in 1998 was revised in 2001.</li> </ul>

<b>ECE INTERVENTIONS</b>	<b>ANDHRA PRADESH</b>	<b>BIHAR</b>	<b>GUJARAT</b>	<b>HIMACHAL PRADESH</b>	<b>ORISSA</b>	<b>WEST BENGAL</b>	<b>UTTAR PRADESH</b>
<i>Material</i>	<ul style="list-style-type: none"> <li>• A module on "story telling using masks" is proposed to be developed</li> <li>• A handbook for ECE/Anganwadi Instructors titled "Chinnarula Vikasa Kendram" was published and supplied all ECE/Anganwadi Centres</li> <li>• Workshop held to develop compile stories songs and creative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Supply of Playing kit to AW centres (Non-World Bank) and ECE centres.</li> <li>• Printing of Aao Gaien Geet, Aao Kahani Sune and Aao Khelein Khel (Scong Book, Story Book and Play Book)</li> <li>• Workshop on development of Playing Materials</li> <li>• A Workshop on Development of TLM/PLM conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly ECE Newsletter <i>Balamandir</i> being published. The anniversary issue has brought out a special edition on <i>Bal-geet</i> (songs for children).</li> </ul>	<ul style="list-style-type: none"> <li>• 7 Days Training modules for ECCE workers and helpers developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre school education kit with User's Manual developed and supplied to AW Centres on experimental basis.</li> <li>• Draft Activity Bank for 96 days developed, scheduling various components of pre school education. DWCD is circulating this for use by the AW Workers, CDPOs and Supervisors oriented on the use of the Activity Bank</li> </ul>	<ul style="list-style-type: none"> <li>• Training material has been developed on pre-schooling by Cooch Behar and is in process in South 24 Paraganas and Malda.</li> <li>• Resource kit on pre-schooling is identified and being procured.</li> </ul>	<ul style="list-style-type: none"> <li>• A theme based activity book, Kilkari along with a calendar developed</li> <li>• Time table for ECE centres</li> </ul>
<i>Costs</i>	<ul style="list-style-type: none"> <li>• Honorarium : Worker -Rs.400/- Ayah -Rs.200/-</li> <li>• Annual grant of Rs. 1000/- provided for material purchase.</li> <li>• Rs.3500/- provided for purchase of immovable assets as one time grant</li> </ul>	<ul style="list-style-type: none"> <li>• Rs.8100/- given to Mata Samitis for purchasing equipment for the ECE centres.</li> <li>• Instructors (Didi) are paid a monthly honorarium of Rs.500.00.</li> </ul>	<ul style="list-style-type: none"> <li>• One kit per AW Centre provided at a cost of Rs 310.00</li> <li>• Rs.1000.00 per centre provided for educational toys, charts, picture story books etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Cost of each pre school education kit is Rs.1600.00. An users manual accompanies the kit</li> <li>• Honorarium for new center Worker : Rs.500.00 Helper : Rs.200.00</li> <li>• <b>Supply of blackboard to AWC</b></li> </ul>	<ul style="list-style-type: none"> <li>• TLM grant of Rs.1000/- to all Anganwadi Centres in Cooch Behar released</li> </ul>	<ul style="list-style-type: none"> <li>• One time grant of Rs.5000.00 provided per centre for equipment, education toys and other TLM.</li> <li>• Annual contingency of Rs.1500.00</li> <li>• Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.00 to Helpers</li> </ul>
<i>Monitoring, Supervision, Research</i>	<ul style="list-style-type: none"> <li>• Visits by MRPs &amp; GCDOs are the channels of feedback</li> <li>• Formats used for monitoring ECE. Visits by MRPs &amp; GCDOs are channels of feedback</li> <li>• Regular review meeting at mandal and district level conducted. All functionaries of DPEP and DWCD attend these meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The trainers team of ECE, trained on monitoring ECE centres, work as ASRG and are given Rs. 600.00 per month for 5 to 10 centres.</li> <li>• Monthly meeting of Mata Samiti</li> <li>• Reflection meetings of ECE Didis</li> <li>• Reflection meetings of ECE coordinators</li> <li>• Reflection meetings of SRG</li> </ul>	<ul style="list-style-type: none"> <li>• From 15 ECCE centres in Pnachmahal, a total of 92 Children were enrolled in std. I after completing pre-primary education, out of whom 46 were girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Services of ICDS Supervisors will also be utilised for the ECCE centres established under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Format for supervision developed, tried out and supplied to districts for use by field functionaries to monitor pre-school activities at AW Centres.</li> <li>• <b>Impact assessment Study of ECE training and pre-school education kit on AW workers.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Child wise evaluation cards used</li> <li>• Monitoring formats have been developed and are being used.</li> <li>• Proposal to engage specialised agencies for regular monitoring and supervision.</li> <li>• Evaluation of the ECCE programme in DPEP II complete. Finds location of</li> </ul>
<i>Monitoring, Supervision, Research</i>							

<i>ECE INTERVENTIONS</i>	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> <li>• Mandal wise review meeting of ECE instructors held to review the programme for the previous month and plan for the current month.</li> <li>• Review meetings held with all ECE and AW Instructors in Cuddapah, Srikakulam, Vizianagaram, Vishakapatnam by State -ECE Co-ordinator. Plan for December 01 and January 2002 class formulated at the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reflection training of ECE trainers.</li> <li>▪ Reflection meetings of ECE Co-ordinators held</li> </ul>					<p>ECCE centre in school premises successful.</p>

### DPEP IV and New States

ECE INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>ECE Approach</i>	<ul style="list-style-type: none"> <li>• Own Centres (SSK) and convergence with ICDS</li> <li>• 1,56,800 girls benefited by SSKs and Anganwadies.</li> </ul>	<ul style="list-style-type: none"> <li>• 528 ECE centres set up</li> <li>• Convergence with ICDS</li> </ul>	<ul style="list-style-type: none"> <li>▪ 437 ECE centres opened.</li> <li>▪ Strengthen the ECE component of existing AW Centres through training and provision of pre school kits</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthening ECE component in Anganwadi Centres by providing training, material and additional honorarium.</li> <li>▪ 619 new AW Centres covered.</li> </ul>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> </ul>	<ul style="list-style-type: none"> <li>• 15 days induction training for ECE and AW worker + 3 day recurrent training.</li> <li>• Orientation training of Academic Support Resource Group</li> <li>• One day orientation to Mata Samiti members</li> <li>• AWTC/MLTC principals/ instructors training</li> <li>• <b>8 Helpers training in Hazari Bagh and Ranchi and Chatra</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>12487 AWW given induction training.</b></li> <li>• Training module for ECE/AW worker has been developed</li> <li>▪ 35 persons trained as Resource Persons who include CDPOs, Supervisors and one person from the DPO</li> <li>• These Resource Persons have been training AW Workers at the block level since November 2000.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 187 Anganwadi Workers given 7 days training.</li> <li>▪ MTs trained on 7 days package to train AW workers and DPEP and ICDS functionaries.</li> <li>▪ <b>585 ECCE workers given 7 days training in DIET.</b></li> </ul>
<i>Material</i>		<ul style="list-style-type: none"> <li>• Distribution of Health Kits to ECE centres</li> <li>• The training module for Helpers and Mata Samiti members has been field trialled.</li> <li>• Community/Mata Samiti provides material for preparing play kits.</li> <li>• <b>1 day orientation of Mata Samiti.</b></li> <li>• <b>Audio cassettes of songs has been prepared.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ ECCE kit finalized</li> <li>▪ Charts, Poems, Songs, etc. developed</li> <li>• 504 Girl Child Motivator were selected and trained and are in position</li> <li>▪ 437 ECE centres has been opened.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Video film of ECCE Centres developed by Uttarkashi, Pithoragah and Tehri.</b></li> </ul>
<i>Costs</i>		<ul style="list-style-type: none"> <li>• <i>Didis</i> (Instructors are paid a monthly honorarium of Rs.500.00</li> <li>• ASRG paid Rs. 600.00 every month for monitoring 5 – 10 ECE centres</li> </ul>		<ul style="list-style-type: none"> <li>▪ One time grant of Rs.5000.00 per centre for equipments educational toys and other TLM</li> <li>▪ Annual contingency of Rs. 1500.00 per centre</li> <li>▪ Additional honorarium of Rs.250.00 and Rs.125.00 paid to AW Worker and Helper, respectively.</li> </ul>
<i>Monitoring, Supervision, Research</i>		<ul style="list-style-type: none"> <li>• Monthly monitoring by ASRG.</li> <li>• Reflection meetings of ECE Didis</li> <li>• Reflection meetings of ECE Coordinators</li> </ul>		

## **INTEGRATED EDUCATION FOR THE DISABLED**

### **Introduction**

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

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

### **National Level Interventions**

- 8 national level workshops conducted to discuss major issues on IED like supply of aids and appliances, education of children with special needs, curriculum transaction, resource support, IED in MIS and pre- integration skills
- School Readiness manual prepared by National Institute of the Mentally Handicapped at the behest of DPEP
- A study on Integrated Studies for Moderately Hearing Impaired Children and another study on the status of Integrated Education in 78 schools of 8 districts in Tamil Nadu was conducted in 1999-2000
- The IED unit prepared a booklet on pre-integration training; a handbook on learning disabilities and a handbook for resource teachers.
- A study entitled "A Study on Awareness and Attitude towards Learning Disability among Primary School Teachers" conducted by Samveda - Karnataka in 2000-01 for DPEP. The objectives of the study were to study awareness and attitude towards children with learning disability among primary school teachers of Karnataka and Kerala; to study the impact of awareness training programme on teachers awareness and attitude towards learning disabilities and; to study the effectiveness of supplying reading material about learning disability on teachers awareness and attitude towards learning disability.
- An agreement with RCI and DPEP has been reached regarding the provision of resource support to children with special needs. RCI has developed a 45-day foundation course to train general teachers on IED. This foundation course will be a multi-category course. The teachers under-going this foundation course will be given provisional registration by RCI, however, they will need to register themselves for a regular diploma or degree in special education through conventional and distance mode. This needs to be completed in 5 years. Only then final registration would be granted.
- **Most of the states have conducted or propose to conduct the 45-day RCI foundation course soon for capacity building of general teachers on IED. 11 states of Assam, A.P., Bihar, Jharkhand, M.P., Orissa, H.P., Kerala, Karnataka, Maharashtra and U.P have already conducted this training. States like Haryana, Gujarat, West-Bengal and**

Uttaranchal plan to conduct this course soon. This training is being conducted in the states through good and competent NGOs, DIETs and SECRs. 2019 teachers have been trained through this foundation course.

- The issue of providing essential educational and rehabilitation aids and appliances to the identified disabled children has been taken up with the Artificial Limbs Manufacturing Corporation of India (ALIMCO), a Govt. of India undertaking. ALIMCO has agreed to help states in organizing medical assessment camps and providing aids and appliances. 60% of the cost of the aids and appliances will be borne by ALIMCO.
- **Most states have conducted assessment camps and provided aids and appliances to the disabled children through ALIMCO, NGOs or through convergence. A total of 65683 aids and appliances have been provided by 14 DPEP states of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Orissa, Jharkhand, Tamil Nadu, Uttaranchal, Uttar Pradesh and West Bengal.**
- **Convergence between DPEP and IED finalized**
- DPEP societies were advised to apply directly under ADIP scheme of Social Justice and Empowerment. ALIMCO and other NGOs will help in conducting camps, taking measurements, fabricating appliances and maintenance and servicing of the devices.
- **8<sup>th</sup> national workshop on IED in DPEP, conducted in Haryana in August 2002. This focussed on curricular modifications, novel innovations and monitoring mechanism for children with special needs. Progress, problems and possible solutions on IED were also discussed.**
- **A development that has taken place in the past six months is that for the first time states focused on the curricular adaptations and effective pedagogical strategies for children with special needs**
- 7<sup>th</sup> national workshop on IED in DPEP, conducted in Kerala in September 2001. This focussed on classroom processes and pedagogical strategies for children with special needs. Progress, problems and possible solutions on IED were also discussed. It was generally agreed upon that the future workshop on IED would focus on the quality of education being imparted to the disabled children.
- National level workshop, held in Pune in March 2001, discussed highlight specific strategy used by every state for the implementation of IED. The progress of states regarding the two major agreements of RCI and ALIMCO and convergence with the IEDC and ADIP schemes were also deliberated on.
- In the national level IED workshop held in Hyderabad from 2<sup>nd</sup> – 4<sup>th</sup> August 2000, three main issues that emerged were: provision of resource support to children with special needs, supply of aids and appliances to disabled children and to gear efforts towards the expansion of IED programme, particularly in DPEP – I states.
- **The total number of children identified in 17 DPEP states (except Chhattisgarh) in the catchment area is 8.12 lakh. Out of this, 5.66 lakh children have been enrolled.**
- **The total number of general teachers given special training on IED is 130310. The number of teachers trained through the mass training programme are 1034714.**
- Awareness programme have been conducted in all the states, with focus on community mobilization and parental counseling
- **A quick evaluation study on IED in the DPEP states of Madhya-Pradesh, Maharashtra, Tamil Nadu, Uttar-Pradesh and West- Bengal is in progress.**



## DPEP Approach and Coverage

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. **10 states - Maharashtra, Gujarat, Haryana, Karnataka, Uttranchal, Himachal Pradesh, Kerala, Madhya Pradesh, Tamil-Nadu and Orissa - have upscaled the IED programme to all the blocks. Other states are also gradually strengthening and expanding efforts in IED to cover more blocks and districts. IED is being implemented in 2014 blocks/mandals in all the DPEP states. Table I shows the initial catchment area, expansion plans and approach adopted in IED by the various states.**

**Table I:  
DPEP Coverage and approach adopted by the States for IED**

State	Initial catchment area	Expansion plans	Approach
1. Assam	1 cluster in 3 districts of Sonitpur, Darrang and Goalpara. Then 5 clusters in 2 blocks in each of the 3 districts were chosen. Now the IED programme is being implemented in 36 blocks of 9 districts.	<b>43 blocks covered out of a total of 56 blocks</b>	Training of the key resource persons and convergence with the different departments /NGOs/ agencies/ RCI. Convergence with the IEDC scheme
2. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurnool. 1 more mandal in these 3 districts chosen. At present IED is being implemented in 133 mandals out of the total of 1050 mandals in the state.	<b>570 mandals out of a total of 1125 mandals being covered for IED</b>	Resource support with the help of a team at the district and mandal level to reach out to children with special needs. The state has conducted the RCI training. Convergence with the IEDC scheme. NGOs also being used for IED implementation
3. Bihar	1 cluster in each of the 17 districts. 50 blocks have been covered.	<b>78 blocks being covered out of a total of 257 in 20 districts</b>	Linkages with different departments and resource support to disabled children being provided by training the CRCCs and RCI.
4. Chattisgarh		<b>16 blocks chosen for IED</b>	
5. Gujarat	1 block in each of the 3 districts of Dang,	<b>Now the state has expanded</b>	Linkages with different departments and resource

	Panchamahala and Banaskantha. Then 5 more blocks chosen in each of these 3 districts.	<b>the IED programme to all the blocks in these 3 districts.</b>	support to disabled children by recruitment of three resource teachers at the block level. The state has conducted 45-day foundation course developed by RCI.
6. Haryana	Initially 2 blocks were chosen in the 3 districts of Gurgaon, Mahendergarh and Hissar. Then the programme was expanded to 15 blocks in 7 districts. The programme is now being implemented in 17 blocks out of a total of 55 in 7 districts.	<b>The state has expanded in IED to all the 55 blocks.</b>	Convergence with different NGOs. Resource support to the children with special needs was initially thought of being provided by resource teachers who are in the process of being appointed. But now the state will launch the RCI foundation course soon.
7. Himachal Pradesh	Initially 1 block in each of the four districts.	<b>33 educational blocks in the 4 districts of Kullu, Sirmour, Chamba and Lahual- Spiti</b>	Convergence with the IEDC schemes and other departments. Resource support to children being provided by conducting the foundation course through RCI and national institutes.
8. Jharkhand	6 blocks being covered under IED, 1 from each of the 6 districts	<b>39 blocks out of a total of 96 being covered for IED</b>	Convergence with NGOs, RCI and other institutes
9. Karnataka	1 block in Bangalore Rural district. IED has been initiated in 1 block each of the 16 districts	<b>IED upscaled to all the blocks</b>	Convergence with NGOs, which is also imparting training and resource support to disabled children. RCI foundation course also launched in the state
10. Kerala	1 block in Mallapuram district. Now the programme has been launched in 30 more blocks. 25 blocks in DPEP- I districts and 1 block each in each of the 5 DPEP- II districts	<b>The state has upscaled IED programme to all the 55 blocks.</b>	Convergence with different agencies and training of key resource persons to impart support to disabled children. RCI developed foundation course has been conducted.
11. Madhya Pradesh	1 block each in each of the 10 districts, out of the total of 79	<b>The IED programme has been expanded</b>	Convergence with NGOs and the RCI training

	blocks in these districts	to all the blocks of the 33 districts of the state	
12. Maharashtra	1 cluster in each of the 9 DPEP districts was chosen.	<b>The programme has been expanded to all the blocks in all the districts.</b>	Convergence with various departments/agencies. Resource teachers being appointed to provide support. RCI developed foundation course has been conducted.
13. Orissa	1 block in each of the 8 districts	<b>Under the Operation Empowerment scheme, all the blocks have been taken up for IED</b>	Convergence with the social welfare departments and the other agencies, besides the recruitment of resource teachers at block level. Convergence with the IEDC scheme. RCI training course also conducted
14. Rajasthan	1 block in each of the 10 district identified for IED programme	<b>52 out of a total of 81 covered for IED</b>	Convergence with the IEDC scheme and Lok Jumbish. Networking established with NGOs.
15. Tamil Nadu	1 block in each of the 7 districts. 42 blocks being covered	<b>All the 106 blocks covered under IED</b>	Entire implementation of the IED programme to the NGOs appointed for the chosen block in the district. Convergence with the IEDC scheme to cover the remaining blocks
16. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly and Sonbhadra, out of a total of 69 blocks in these districts.	<b>224 blocks covered for IED out of a total of 645</b>	Convergence with the ICDS officials to integrate children the special needs in the age group 0-5 in the Anganwadi centres. Majority of the work in this area is being done by the chosen NGOs. RCI training course also conducted
17. Uttaranchal	12 blocks being covered under IED, 2 from each of the 6 districts	<b>Coverage extended to all the blocks</b>	Convergence with NGOs, national institutes and RCI
18. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas. Now the coverage of IED	<b>109 blocks are now being covered for IED, out of a total of 173 blocks in these districts.</b>	District Level Resource Group being formed by convergence with NGOs who are providing resource support to children with special needs. Convergence with the IEDC scheme.

	programme has been extended to 4 more blocks in these districts.		
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## State Specific Progress and Issues

### Assam

- **About 17267 children have been identified through survey, out of which 5268 have been enrolled in schools.**
- **1040 aids and appliances have been supplied to these children through convergence and DPEP funds**
- 10 resource persons have been trained for 5 days
- The state has conducted 5 training workshops for district level resource group
- **3000 general teachers have been given 4-day orientation to IED**
- **25 resource persons trained through the RCI course**
- For IED friendly support, 163 schools and all CRCCs buildings are being equipped with ramps and handrails. The BRCs and the CRCs of the selected blocks and clusters are planned to be equipped as resource centres.
- A very novel idea adopted by the state of Assam is that of opening readiness centers only for children with needs. Pre-integration training is imparted to these children with the help of key resource persons already trained at the state level. 9 readiness centers have been opened in the district of Darrang, 30 in Karbi Anglong, 8 in Goalpara and 10 in Sonitpur.

### Issues

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

### Andhra Pradesh

- **About 161000 children have been identified through survey**
- **98107 disabled children have been enrolled**
- **4788 children have been supplied aids and appliances through DPEP and convergence. The number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation**
- 3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children
- 5700 teachers trained in IED for 3-5 days

- 7600 general teachers sensitized on IED for 2-days
- **500 teachers given 45 day foundation course**
- **About 1,50,000 teachers given one day orientation on IED through mass teacher training**
- Tele-conferencing on IED organized in collaboration with IGNOU
- Residential bridge courses organized for disabled children in several districts as a pilot project
- Monitoring mechanism for IED in the state is in place.

#### Issue

- **The state has to upscale efforts in IED**

#### Bihar

- **19654 disabled children enrolled out of a total of 28258 identified**
- **1894 CRCC's trained through a 3-day training module**
- **3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district. 204 CRCCs have been provided 3 days training**
- **75 teachers trained through RCI foundation course. Four more batches of foundation course planned**
- **51334 general teachers have been given 1-day orientation to IED. This training is a part of the 4-day Ujala-II module developed by the state**
- **6934 aids and appliances provided**
- **2675 ramps provided in each new school building.**

#### Issues

- **More number of aids and appliances should be provided with assistance from ALIMCO**
- **The state should conduct more RCI training courses to strengthen resource support for disabled children**
- **Upscaling efforts should also be strengthened.**

#### Chattisgarh

- DPEP interventions have started in the state from this year only
- 1 block chosen in each district for IED implementation
- Survey for disabled children conducted.

#### Issues

- **The state should chalk out a concrete strategy and plan of action for IED.**

## Gujarat

- 19940 children identified in the pilot block, out of which around 16983 enrolled
- **280 children provided aids and appliances**
- **General teacher training exclusively on IED started. 4338 teachers trained**
- 13 vacant posts of resource teachers filled in all the 3 districts
- About 20100 teachers given orientation to IED through mass teacher training programme
- Most of the VEC's formed have parent of a disabled child.

## Issues

- **IED implementation weak in the state**
- **The state has no concrete plan of action for IED**
- **Enrolment of disabled children dropped from 17031 to 16983**
- **The state is not clear as to how to provide resource support to disabled children**
- **Very few aids and appliances have been provided to disabled children at all. For this purpose, convergence should be established with more NGO's**
- **No concrete training strategy has been chalked out**
- **General teachers not sensitised so far on disability related issues, although a module has been prepared**
- **No novel innovations or curricular modifications have been done to make education more inclusive**
- **No monitoring mechanism available on IED.**
- **Not much progress has been made in IED past since one year.**

## Haryana

- **Around 16635 children identified. All of these enrolled**
- **450 CRCC's given a 5 day orientation**
- **18726 general teachers given a two day orientation on IED**
- The state plans to conduct RCI foundation course soon
- **10935 aids and appliances provided with the help of local Red Cross, NGOs and ALIMCO**
- The state of Haryana has organized tournaments for disabled children. In these tournaments disabled children along with other peers took part in sports and other cultural activities.
- Tele-conferencing on IED conducted
- **The state has started a model Inclusive Education Project in the four districts of Panchkula, Rohtak, Hissar and Gurgaon.**

## Issues

- **The state should start training of resource teachers through RCI training**
- **Resource support is not adequate**
- **Monitoring is for IED in the state is very weak.**

## Himachal Pradesh

- **6128 children identified in the 33 blocks of 4 districts of Kullu, Chamba, Nahan and Lahaul – Spiti. 5958 children enrolled in the schools**
- Medical assessment is in progress in the state
- The aids and appliances are being applied to the eligible children through the district authorities in convergence with the IEDC scheme of MHRD, Rotary clubs, NGOs etc. So far only 283 disabled children provided hearing aids
- 6500 primary school teachers in the district of Sirmour, Chamba and Kullu. It is in progress, in the district of Lahaul-Spiti. The main focus of training of general teachers was on identification, mainstreaming and understanding the needs of these children
- **2988 teachers have been trained on development of TLM**
- **187 teachers trained through RCI foundation course**
- 236 master trained on IED for 10 days
- DPEP, Himachal Pradesh has also taken an initiative to replicate the DPEP experience in IED in non-DPEP districts. The educational functionaries in the non-DPEP districts were sensitized about the provisions of the Persons With Disabilities Act, 1995 and implementation of IEDC scheme of 1992. Identification of disabled children has also been started in the non-DPEP districts and the integrated children are being provided with assistance available under IEDC provisions.

## Issues

- **The state should expedite the process of providing aids and appliances to disabled children**

## Jharkhand

- **39 blocks out of a total of 96 being covered for IED**
- **IED coordinator at SLO/DLOs in place**
- **5567 disabled children identified and 3739 enrolled**
- **Component of IED incorporated in the ongoing general teacher training programme**
- **CRCC training module has a component on IED**
- **10 days Ujala-II training module also provides adequate discussion on IED**
- **2163 teachers given a 5-day training on IED**
- **Aids and appliances given to 541 children**
- **43 teachers given the 45 day course**
- **25128 teachers trained through the mass teacher training programmes**

## Issues

- **Bringing as many out of school children with special needs to regular schools**
- **Providing them the needed assistive devices**
- **Upscaling the IED programme to all the blocks**
- **To improve the quality of education imparted to them in regular schools and promote their all round personality development**
- **Chalking out a concrete strategy for resource support.**

## Karnataka

- All blocks covered for IED
- Data on IED not clear
- Assessment camps being conducted
- **219 teachers trained through RCI**
- About 526 general teachers specially trained on IED
- 1,67,500 handbooks distributed to the teachers, which include the component of identification and classroom management on IED
- A 'Vision' document developed by the state on IED
- ALIMCO supplied aids and appliances to the identified children in Gadag district and process is in process in other districts.

## Issues

- **IED implementation under DPEP in the state is weak**
- **The state should chalk out a concrete strategy on IED**
- **No concrete data on IED is available. This should be done urgently**
- **No information on the number of teachers trained provided**
- **Supply of aids and appliances should be given priority.**

## Kerala

- The state has upscaled the IED programme to all the districts and blocks
- **22085 disabled children identified and enrolled in schools**
- A 3-day package of teacher training on IED was designed to impart the initial training to all primary level (Stds I to IV) teachers of above 55 blocks. All 30000 teachers have been given training with the help of the following materials supplied to them.
- **3831 aids and appliances given out to children through DPEP funds**
- The state has provided a resource center in all the 55 blocks. A number of schools also have learning corners that comprise of disabled friendly material. Ramps and handrails are being constructed in all the schools under DPEP
- **Out of 165 resource teachers required, 138 are in position. 153 teachers given the RCI training**
- Convergence with NISH to develop a computer based education package
- The state has conducted an internal study on "Effectiveness of Teacher Training in IED." It has also conducted an 'Impact Assessment of IED Activities' for necessary expansion during 2000-2001.
- Tele-conferencing on IED conducted

## Issues

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



## Madhya Pradesh

- The state has upscaled the IED programme to all the districts and blocks
- **Around 124603 children with special needs have been identified. Out of these, 104297 enrolled in schools**
- **350 master trainers were imparted 45 days training with the help of NGOs working in the area of disability**
- **3650 general teachers could be specially trained on IED for 5 days**
- **166554 general teachers given orientation to IED through mass teacher training**
- **Camps with the help of ALIMCO being conducted. 10136 aids and appliances provided so far**
- **2500 schools provided ramps and 1200 schools provided handrails**

## Issues

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

## Maharashtra

- The state of Maharashtra has upscaled the IED programme to all the 73 blocks. 3 out of 9 districts in the state do not have any officer in charge for IED at DPO. A total of 225 resource persons are providing resource support to disabled children (Aurangabad – 24, Parbhani – 35, Nanded – 16, Latur – 25, Osmanabad – 18, Beed – 21, Jalna – 20, Dhule – 30, Gadchiroli – 36).
- **32180 children identified through survey in all the districts, out of which 19186 enrolled in schools.**
- The state has developed a training cascade. The first level of training comprised of training of key resource persons working at the district level by the experts at the state level. This training was held for four day at SCERT, Pune and 50 district level resource persons were trained. 225 resource persons were trained for 3 days at the DPO. At the block level, 2400 cluster level resource persons have been given one-day orientation to IED issues at the BRC. **A total of 68112 general teachers have been oriented so far in all the clusters for identification of disabled children and on different types of disabilities**
- In all the MTA's and PTA's, the parents are being sensitized to IED
- ECCE and AS centres are being used to impart pre-integration training to children with special needs
- **219 teachers given the RCI training**

## Issues

- **IED implementation in the state is very weak**
- **No aids and appliances have been provided to the disabled children. This should be a priority area after 3 years of implementation of IED in the state.**
- **There has been no initiative in the area of curricular modification**
- **A concrete strategy for resource support should be chalked out**
- **Networking needs to be done with more NGOs**
- **Monitoring needs to be strengthened.**

## Orissa

- Operation Empowerment 2000 was carried out in 82 blocks out of the total of 87 in the 8 DPEP districts. Identification survey and medical camps were organized to identify children belonging to mild to moderate disabilities
- **The identification survey done shows that 33743 children have special educational needs. Out of these, 22979 are enrolled in school.**
- **4378 aids and appliances for disabled children were supplied by Dept. of Social Welfare, NIRTAR, ALIMCO**
- **The first round of intensive training with the help of RCI developed foundation course conducted. 82 teachers trained**
- **A 7-day training of key resource persons was conducted at the state level by the regional institution of education, Bhubaneswar, faculty from SCERT/DPEP/ Utkal University/RRTC, NIRTAR Cuttack. So far 5970 general teachers have also been oriented to IED issues for 5 days. The DIET faculty members, resource teachers and IED coordinators have been imparting training in a phased manner to the regular school teachers.**
- **About 30818 teachers given orientation to IED through mass teacher training programme**
- **118 schools in the selected IED blocks have learning corners equipped with special TLM for disabled children. Ramps in 288 schools and handrails in 33 schools have been constructed. A small portion of the CRC building is being used as IED resource center. So far 16 resource centers have been equipped**
- The state has received grant from the IEDC scheme to provide benefits to the disabled children
- Tele-conferencing on IED held in May 2001
- **Theme based camp held for parents of disabled children.**

## Issues

- **Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option**
- **Providing them the needed assistive devices**
- **To improve the quality of education imparted to them in regular schools and promote their all round personality development.**

## Rajasthan

- **52 blocks covered for the implementation of IED programme**
- **Networking with NGO established**
- **26794 disabled children identified. 21064 enrolled in schools**
- **49000 teachers have been oriented to IED through the mass teacher training programme**
- **450 schools have been provided ramps**

## Issues

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

## Tamil Nadu

- IED extended to all blocks in DPEP districts.
  - 16420 children have been identified in the 7 districts. Out of these, 14528 children with special needs have been enrolled.
  - 2673 children have been provided the necessary aids and appliances through convergence and DPEP funds
  - 12774 general teachers in all the districts have been given a two-day orientation. The teachers are also being given one day in-service training by the resource teachers once a month
  - 4034 general teachers have been oriented to IED issues for 5-days
  - 39604 teachers trained through the mass teacher training programme
  - Resource support is being provided through agencies/ NGOs appointed in all the seven blocks for implementation of the IED programme. 126 posts of resource teachers have been sanctioned, out of which 118 are in place. The state has developed a comprehensive strategy to provide this support
  - Appropriate monitoring and supervision mechanism also developed by the state
  - A study on achievement level of disabled children conducted
  - So far 877 ramps and 169 handrails have been constructed. 211 resource centers are functioning and 1591 learning corners are equipped with TLM for disabled children. Construction of special toilets attempted, wherever necessary
- Many novel innovations like yoga, simulation park, special centers for mentally retarded children are being undertaken by the state.

## Issues

- Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option
- Providing the remaining disabled children appropriate assistive devices.

## Uttaranchal

- All blocks covered for IED
- 4324 disabled children identified and 4142 enrolled
- 1909 aids and appliances required, out of which 482 have been provided
- Parental training on use and management of aids and appliances
- 450 general teachers given training through the mass teacher training programme
- 45 resource persons given a 5-day training
- The state will start RCI recognized training soon
- Initiatives also taken up in the area of community awareness
- IEPs also being developed for disabled children.

## Issues

- Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option
- Providing the remaining disabled children appropriate assistive devices
- To chalk out a concrete and a long term strategy to provide resource support to children with special needs
- To improve the quality of education imparted to them in regular schools and promote their all round personality development.

## Uttar Pradesh

- Around 189662 children with special needs have been identified so far in the selected blocks. Out of these 122503 enrolled in schools
- 396 master trainers trained
- 25795 primary school teachers have completed their 5-day training in 10 blocks of five districts in first phase
- 166 teachers given RCI training
- 12402 children with special needs have received aids and appliances so far. This has mainly been achieved through convergence. 9018 disabled children provided disability certificates
- For technical support, NGOs are being selected as Block Resource Group

## Issues

- Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option
- Providing the remaining disabled children appropriate assistive devices
- Upscaling the IED programme to all the blocks
- To improve the quality of education imparted to them in regular schools and promote their all round personality development.

## West Bengal

- Both school and house to house surveys are being conducted to identify children with special needs. A total of 34997 children have been identified so far, out of which 19857 are in school
- A total of 6521 aids and appliances have been distributed so far through convergence and assistance from ALIMCO

- To begin with, key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts
- **6-day intensive training was also undertaken for 2564 teachers.** This was a 40-hour training, which included 10-hours in each area of special education. These teachers were trained directly by the state level organization. State level experts also developed module and materials.
- **43634 general teachers given a 2-day orientation on IED**
- The state has a detailed strategy for resource support, which includes support from state level resource organisation, district level resource organisation and circle level resource centre. The purpose and responsibilities of each of these organisations have been detailed out.
- The state has also taken up a number of initiatives for awareness building in the community, VECs, parents, local administrators, ICDS supervisors and shiksha sahayikas
- The state has also planned to undertake an impact study on the effectiveness of interventions used by the state in mainstreaming children with special needs in DPEP primary schools.
- The state has constituted a monitoring team at SPO and DPO. It has also developed a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision
- **A resource kit on IED given to all the schools**
- **Distance learning material on IED developed by the state**
- **The state also plans to undertake training of key resource persons from family of a disabled children soon**
- **Several workshops conducted by the state on curricular modifications.**

#### Issues

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

#### General

- The total enrollment indicates that more orthopaedically handicapped children have been enrolled than other categories of disabled children.
- In nearly all the states teacher training has been conducted and there is a good amount of awareness about education of the disabled children among general classroom teachers
- Parents of the disabled children have more acceptance and expectations of their disabled children, wherever parental counselling has taken place
- Community awareness programmes have been conducted in all the states. Kerala, Orissa, Uttar Pradesh, West Bengal and Tamil Nadu can be considered model states in this respect  
The interaction between the disabled children and non- disabled children is generally good in those schools, where disabled children have been enrolled
- DPEP has also increased multi- sectoral convergence with other departments like health, welfare, RCI, ALIMCO etc.
- **Nearly all the states have involved NGOs in the implementation of IED in DPEP. Some states like West- Bengal and Tamil-Nadu have given the entire implementation of IED to the NGOs, whereas other states like Bihar, M.P., Orissa and Himachal Pradesh are taking the assistance of NGOs in specific areas of IED like teacher training, preparation of modules, provision of aids and appliances etc.**

- States like Tamil-Nadu, West- Bengal, H.P., M.P. and U.P. have developed a monitoring mechanism exclusively on IED, whereas states like A.P., Orissa and Uttranchal have an inbuilt monitoring of IED activities in the existing system
- H.P., A.P., Kerala, M.P., Orissa, Tamil-Nadu, West- Bengal, Uttranchal and U.P. have maintained IEPs for disabled children
- Curricular innovations for IED have very recently started in the states of A.P., Kerala, Tamil-Nadu, West- Bengal, and U.P. This aspect of IED needs more strengthening.

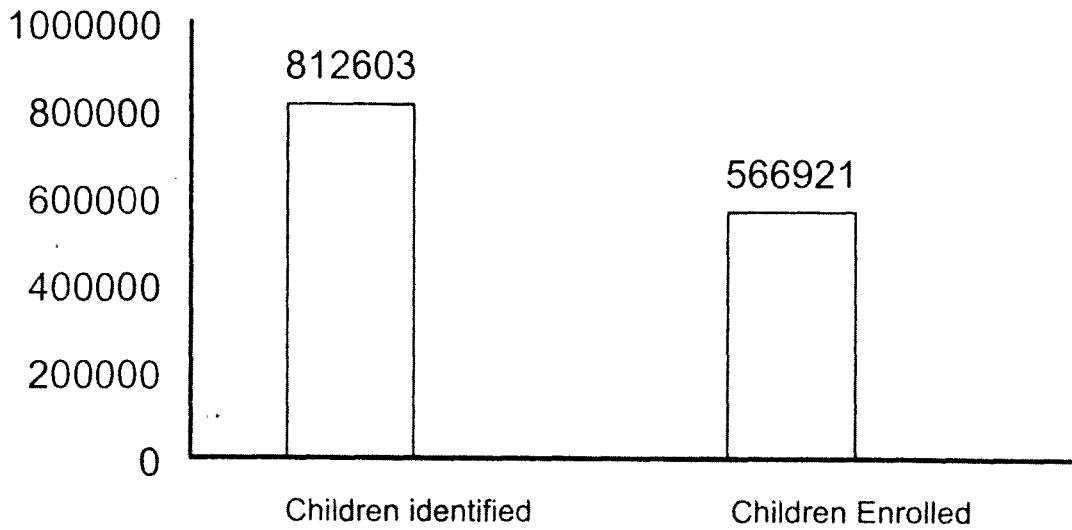
### Concerns/ Challenges

- All the teachers who are specially trained for inclusive education in DPEP should provide adequate resource support to the disabled children.
- **Refresher courses should be held for general teachers at periodic intervals to update their skills and knowledge**
- A primary concern is to establish what are the best classroom practices that optimize the learning of children with diverse special needs and to what extent they could be mutually beneficial to all the children, with or without special educational needs
- Although IED component has expanded to more blocks/districts, it has not achieved universal coverage in DPEP.
- More emphasis needs to be placed on the classroom management of children with special needs.
- The use of ECCE centers should be extended to impart pre-integration training to children with special needs.
- Alternative schools should also be used to reach out to disabled children.
- The utility of pedagogical experimentation being carried out in DPEP should also be extended to children with special needs.

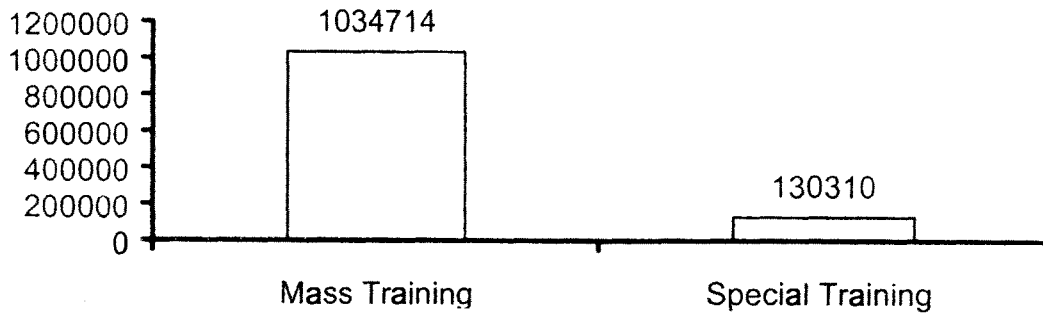
### Action Points for Future

- Enrollment of children who are found to be integrable after the identification and survey should be followed up
- **Retention of children with special needs should be monitored and encouraged so that they complete the cycle of primary education**
- **The supply of aids and appliances needs to be streamlined and intensified**
- **Enrollment drive needs to be continued and strengthened to reach a large number of children with special needs**
- School and home visits for effective parental counseling should be made on a regular basis.
- Action research need to be taken up to review the programme on a continuing basis with experienced NGOs/experts in the area of special education.
- **A quick evaluation study on IED in the DPEP states of Madhya-Pradesh, Maharashtra, Tamil Nadu, Uttar-Pradesh and West- Bengal is in progress to assess how effective this programme has been in providing quality education to disabled children. The prime purpose of this study would be to evaluate how children with special needs placed in regular schools have benefited from this programme. Other aspects of this programme such as teacher training, peer acceptance, teacher attitudes and retention will also be evaluated.**
- In consonance with the mandate of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, a broad spectrum of educational models has to be provided to children with different special needs. Action needs to be initiated in this direction for children with special needs depending on their needs.

### Identification Vs. Enrollment



### Mass Training Vs. Special Training



## INTEGRATED EDUCATION OF THE DISABLED

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

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• Infrastructure (SRG, DRG, IED Consultant at SPO) in place</li> <li>• Survey of disabled children completed in the catchments area. 17267 children identified, out of which approximately 5268 are enrolled in schools</li> <li>• 3-day orientation programme for key resource persons completed.</li> <li>• Development of module for training of VEC members/CRCC, BRCC completed</li> <li>• One-day orientation on IED for all AS workers conducted.</li> <li>• Community awareness programmes conducted. VEC members have been oriented.</li> <li>• The inclusion of at least one parent of a child with disability in the VEC.</li> <li>• Folders on each area of disability to be included in DPEP prepared for general teachers and public.</li> <li>• Convergence to procure aids and appliances with available agencies has been done.</li> <li>• Early detection centers (5 in each districts) opened for</li> </ul>	<ul style="list-style-type: none"> <li>• IED co-ordinator in all the districts in place</li> <li>• Convergence is being sought with various NGOs/ existing schemes for the provision of aids and appliances</li> <li>• Teacher training conducted.</li> <li>• Two day orientation programme has been organised for VEC's and parents of disabled children at Gurgaon</li> <li>• VEC has parent of a disabled child</li> <li>• The state is also conducting different competitions for disabled children in Dance, Drama, Poetry, Hand Writing and games.</li> <li>• To provide a barrier free environment to children with special needs, 243 ramps have been constructed. 45 resource centers have also been made</li> <li>• 2 day orientation</li> </ul>	<ul style="list-style-type: none"> <li>• 1- block chosen in 1 district of the state for IED.</li> <li>• Formation of block consultative committee and core group completed</li> <li>• Fraining material prepared by Seva in Action, a NGO to assist the IED programme</li> <li>• Prototype posters for Inclusive Education prepared</li> <li>• Assessment kit for resource teachers prepared.</li> <li>• Rendering textbooks in audio medium for visually handicapped children done</li> <li>• Several rounds of intense interaction with BRC and CRC coordinators for identifying committed teachers to function as resource teachers.</li> <li>• 2 month training on the basis of the training package prepared by Seva-in-Action underway</li> <li>• Parent in VEC exists</li> <li>• Full inclusion of children with special needs in general classroom along with the resource support in the chosen blocks expected by November, 1999</li> <li>• The state plans to upscale IED activities to all blocks in 2002-2003.</li> </ul>	<ul style="list-style-type: none"> <li>• SRG/DRG in place</li> <li>• IED Co-ordinator at SPO and DPO in place</li> <li>• Orientation for DPEP functionaries and officials has been conducted</li> <li>• Residential workshops on modification of strategies for curriculum transaction and material development on special education conducted</li> <li>• The state also plans preparation and trialing of Activity Bank for disabled children in November, 99.</li> <li>• Module for master trainers developed</li> <li>• State Level MTT Programme- conducted in November 1999</li> <li>• IED programme covers all the 55 blocks</li> <li>• Community awareness camps have been conducted in all blocks</li> <li>• State level workshop on micro monitoring system conducted</li> <li>• A one-day familiarization programme on IED was also conducted for head teachers and AEOs</li> <li>• Block level organising committee and block resource groups established</li> <li>• Two novel initiatives taken up by the state in the area of IED are task analysis camps and</li> </ul>	<ul style="list-style-type: none"> <li>• SRG formed</li> <li>• A cell for handicapped children has been established at all the BRC's.</li> <li>• The Mission has identified 5 NGOs working in the field of disability to work in 10 districts.</li> <li>• Total number of disabled children (5-14 years) in DPEP districts in M.P. state is 64,861 (LSA 1996).</li> <li>• Around 62,000 children with special needs have been enrolled in schools.</li> <li>• 45 days training of master trainers was undertaken by the state with the help of NGOs, which are working in the area of disability.</li> <li>• Approximately, 250 master-trainers (25 from each of the 10 blocks) were trained in the state in June- July 2000.</li> <li>• General teacher training to be conducted</li> </ul>	<ul style="list-style-type: none"> <li>• An Integrated Education Cell for the Disabled exists in MSCERT</li> <li>• SRG/ DRG formed.</li> <li>• IED programme covers all blocks.</li> <li>• Survey completed on all the 9 districts. Around 32180 children identified in all the districts. Out of these, 19186 children enrolled in school.</li> <li>• Convergence is being sought for aids and appliances for other clusters with Ministry of Social Welfare</li> <li>• Workshop conducted to plan strategy for IED</li> <li>• Sensitization training of district officials undertaken in Feb. 98</li> <li>• Planning cum assistance meeting with the SRG conducted in April, 99</li> <li>• Through design</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure in place (SRG, DRG) state district level coordinator</li> <li>• Two week training programme for master trainer has been done</li> <li>• Medical assessment camps also conducted</li> <li>• IED made an important part of the on- going community mobilization programmes, with extensive use of media</li> <li>• Training module on IED prepared and distributed to all teachers. A 2 day orientation to all general teachers for all the districts completed</li> <li>• Agencies appointed in all the 7 blocks chosen for effective implementation of the IED programme.</li> <li>• Parent in VEC.</li> <li>• The state has also developed a monitoring mechanism with the help of SRG/DRG members to assess the implementation of IED in 7 DPEP districts</li> <li>• A 3 day Distance Education Programme conducted on IED for 200 parents and 700 teachers on hearing impairment</li> <li>• Monthly magazine distributed to all the 7 DPEP</li> </ul>



## DPEP - I STATES

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>imparting pre-integration.</p> <ul style="list-style-type: none"> <li>• Home visits and school visits conducted</li> <li>• All the selected BRCCs, around 50 and CRCCs, 151 in number have been oriented on IED</li> <li>• 4 day general teacher training completed</li> <li>• Enrollment week observed with community participation</li> <li>• 590 general teachers oriented to IED</li> <li>• Pre-integration training is imparted to disabled children in the readiness centers. In all, 207 children have been enrolled in formal schools from these readiness centers (67 from Darrang, 63 from Goalpara and 77 from Sonitpur).</li> <li>• Parent counselling workshop in all districts</li> <li>• Orientation of VEC members of all the newly covered clusters on IED</li> <li>• State level workshop on module preparation for DLRG Training</li> <li>• Workshop on special TLM development for children with special needs</li> <li>• Orientation of BRCCs on convergence action plan, survey through CRCC-HM-Teachers-VEC-Community</li> <li>• 4-day training of DLRG, BRCC, CRCC.</li> </ul>	<p>programme for all general teachers</p> <ul style="list-style-type: none"> <li>• Photo Identity Card Scheme launched in all the DPEP districts</li> <li>• <b>All blocks have been covered</b></li> <li>• Parents have been oriented about the disabilities and the facilities being provided by DPEP to such children in the district by organising special mobilization camps at CRC level and BRC level.</li> <li>• All the CRCCs of the state have been oriented for 5 days by organising camps at district level for identification of disabilities and facilities provided by DPEP for disabled children.</li> <li>• The state plans to conduct RCI foundation course soon</li> <li>• <b>16635 disabled children identified and enrolled</b></li> <li>• <b>10935 children have been provided aids and appliances</b></li> <li>• <b>A project on Inclusive education</b></li> </ul>	<ul style="list-style-type: none"> <li>• The state has constituted a new State Resource Group.</li> <li>• About 253 general teachers trained by 32 resource persons. The 32 resource persons were those, who were trained on the basis of the 2-month package developed by Seva-in-Action.</li> <li>• The class and gender wise EMIS data has been collected from all the 11 districts. 29,256 disabled children have already been found enrolled in schools.</li> <li>• Proposals were prepared for assistance from Dept. of Disabled Welfare for aids and appliances.</li> <li>• The resource persons trained have been visiting the schools of the Magadi block regularly and providing resource support to both the teachers and the disabled children.</li> <li>• Training package pertaining to KRPs has been revised</li> <li>• 526 general teachers oriented to IED for 3 days.</li> <li>• Convergence has been sought with NGOs &amp; ALIMCO to provide aids and appliances.</li> <li>• <b>45 day RCI training has been conducted for 219 teachers</b></li> <li>• Material developed at a state level workshop for</li> </ul>	<ul style="list-style-type: none"> <li>state level training on detection procedures and remedial practices for learning disabilities/ scholastic backwardness.</li> <li>• A study on 'Effectiveness of Teacher Training on IED' conducted</li> <li>• All 30,000 general teachers have been provided training on IED</li> <li>• A behaviour modification course for children with special needs developed.</li> <li>• Convergence also established with ICCONS.</li> <li>• As a part of community mobilisation - Sayanthana Vedi (Evening Get Together) camps for the parents and teachers of disabled children are conducted in every BRC.</li> <li>• As part of Parental Education Programme, remedial teaching to the children with disabilities is conducted with the help of resource teachers.</li> <li>• Field trips were conducted in all DPEP districts.</li> <li>• Tele-conferencing for parents of visually impaired children and hearing impaired children held in December 2000.</li> <li>• The state has conducted a study on Impact Assessment of IED</li> <li>• <b>22085 disabled children identified and enrolled in schools</b></li> <li>• <b>RCI training conducted and 153 teachers trained</b></li> </ul>	<ul style="list-style-type: none"> <li>• Awareness and parental counseling conducted</li> <li>• Convergence is being sought with SCERT for providing incentives- like-free textbooks, uniform, fare for reaching the school and stationery for the disabled children.</li> <li>• A workshop conducted in Jan'2000 to develop the textbook of Class I-VII in "Braille". Audio material and self-learning material has also been developed</li> <li>• 267 resource persons / coordinators trained</li> <li>• <b>IED programme cover all blocks</b></li> <li>• <b>166554 general teachers trained on IED</b></li> <li>• Assessment camps are being organized in 20 blocks (with the help of ALIMCO).</li> <li>• Learning corners have been developed specially for disabled children in schools where buildings have been provided by DPEP</li> <li>• Ramps and railings</li> </ul>	<ul style="list-style-type: none"> <li>renewal, access facilities to children with disabilities are being taken into account</li> <li>• Training manuals prepared.</li> <li>• A 3-tier academic structure to provide resource support to children with special needs has been planned. This will include support to disabled children through resource teachers, cluster resource center coordinator and general teachers.</li> <li>• All the cluster heads and CRCC's being given a 3-day orientation on IED in all the districts. 2420 oriented so far</li> <li>• A total of 225 resource persons are providing resource support to disabled children</li> <li>• At the block level, 2400 cluster level resource persons have been given one-day orientation to IED issues</li> <li>• Booklets are prepared for general teachers with the help of resource</li> </ul>	<ul style="list-style-type: none"> <li>districts</li> <li>• Proposals have been sent to Government of India to implement IED in the remaining blocks with the assistance of IEDC scheme of the Govt. of India.</li> <li>• 2538 children have received aids and appliances.</li> <li>• 27591 general teachers have been given a two-day orientation on identification, classroom management, special techniques and use and maintenance of aids and appliances required by children with special needs</li> <li>• A comprehensive strategy has been adopted by the state to provide resource support to children with special needs with the assistance of resource teachers.</li> <li>• <b>Community awareness programmes being conducted regularly on IED</b></li> <li>• <b>2673 children have been provided the necessary equipment.</b></li> <li>• <b>126 posts of resource teachers have been sanctioned, out of which 118 are in place.</b></li> <li>• A study on the achievement levels on children with special needs conducted</li> <li>• <b>Out of 16,420 pupils identified 14,528 children are enrolled in the districts</b></li> <li>• Ramps have been constructed in schools to</li> </ul>

**DPEP - I STATES**

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• Printing of information booklet by SPO/DPO.</li> <li>• 30 readiness centers opened in Karbi Anglong</li> <li>• Free aids distributed in Goalpara and Darrang district in convergence with Composite Regional Centre (CRC)</li> <li>• TLM development workshop in 3 districts in convergence with ECE</li> <li>• Recording &amp; Broadcasting of activities of IED through AIR Guwahati</li> <li>• Participation of disabled children in Shishu Meal</li> <li>• Women Awareness Camp held at cluster level in districts on disability</li> <li>• Training for DIET lecturers and DLRG members of 4 districts</li> <li>• Selection of District Coordinators for remaining district under the programme undertaken</li> <li>• Training of district resource persons on IED</li> <li>• 10 day Module prepared for Induction Training of workers</li> <li>• Establishment of resource centres at district level for blind.</li> </ul>	<p>has been initiated, after being approved by Executive Council. Four districts namely Panchkula, Gurgaon, Hisar and Rohtak have been selected for the first instance. Later all the districts would be covered under the scheme of Govt. Model IED schools. It is proposed that each of the 124 blocks in the state should have such a school.</p>	<p>training of CRCCs through tele-conferencing</p> <ul style="list-style-type: none"> <li>• State level workshop has been organized to develop a 'Vision' document</li> <li>• 1,67,500 handbooks distributed to the teachers, which include the component of IED</li> <li>• Assessment camps with the help of ALIMCO and provision of aids and appliances to the needy disabled children is in progress in districts</li> <li>• IED upscaled to all the blocks</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with NISH is in process to establish to develop a computer based education programme</li> <li>• Video films on IED developed</li> <li>• 138 resource teachers out of a total of 165 required are in place</li> <li>• State level DRG/SRG training on Patana Pravarthana Sahayi (TLM) conducted</li> <li>• A 5-day workshop was conducted on effective pedagogical techniques like peer tutoring and co-operative learning</li> <li>• Workshop for use and maintenance of assistive devices conducted</li> <li>• 3831 children provided aids and appliances</li> <li>• Medical assessment camps being conducted regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• have been provided in 1400 school buildings</li> <li>• 124603 disabled children identified, out of which 104297 enrolled</li> <li>• 10136 : children provided the aids and appliances</li> <li>• 2500 schools provided ramps and 1200 schools provided handrails</li> <li>• New DPEP schools are being provided with learning corners</li> </ul>	<p>teachers and experts</p> <ul style="list-style-type: none"> <li>• In all the MTAs and PTAs, the parents are being sensitized to IED.</li> <li>• A total of 65,000 general teachers from all districts oriented to IED.</li> <li>• Camp organised in Beed district with the assistance of ALIMCO in April 2001</li> <li>• 219 teachers given the 45 day training on IED</li> <li>• Workshop for block level resource persons and district IED co-ordinators held in October 2002.</li> </ul>	<ul style="list-style-type: none"> <li>• provide barrier free access</li> <li>• 4034 general teachers have been oriented to IED issues for 5-days</li> <li>• Coverage of IED has been extended to all the 106 blocks in DPEP districts</li> <li>• The services of the NGOs, who were implementing IED is now limited to training of teachers in IED</li> <li>• 1775 children have been identified with disabilities in the age-group of 3 ½ - 5 yrs. Total care by doctors and rehabilitation officials to these children has been ensured. Teachers have been preparing them to admit them in ECE centers or regular schools.</li> </ul>

## DPEP II & III STATES -

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>• Advisory Committee has been set up at the state level</li> <li>• Infrastructure (SRG, DRG, MRG) in place</li> <li>• 3-day orientation of general teachers done</li> <li>• A child development clinic was opened at Warrangal and Karimnagar for early intervention</li> <li>• Parental counselling programmes conducted</li> <li>• Second phase of teacher training completed in Warrangal &amp; Kumool districts</li> <li>• Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken</li> <li>• Handbook to teachers on children with special needs developed</li> <li>• Module on special educational needs developed for teleconferencing</li> <li>• 2-day training programme organized for DRG on IED</li> <li>• A book titled "School Readiness" developed by NIMHANS, Secundrabad is translated in to regional language</li> <li>• 45-day in-service teachers training programme conducted</li> <li>• In collaboration with ALIMCO, aids and appliances have been provided to the handicapped children</li> <li>• 2-day training has been provided for inservice teachers in</li> </ul>	<ul style="list-style-type: none"> <li>• District coordinators in place</li> <li>• Parent of a disabled child exists in all VEC's</li> <li>• Component of IED added in the VEC training module and the CRCC training module.</li> <li>• A CRCC training module prepared. 3 CRCC's have been chosen from every block, who have been given training on the basis of this module and these</li> <li>• 10 day Ujala II training module also provides adequate discussion on IED</li> <li>• All CRCCs of identified block have been provided 3 days training</li> <li>• Since the four day Ujala - II module also comprises of a component of IED, 83,000 general teachers have been given one day training.</li> <li>• A constant follow up at the CRC level is done about children with special needs in the monthly BRC/CRC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• IED coordinators at the district level in place</li> <li>• 19940 disabled children identified through survey, out of which 16983 enrolled in schools</li> <li>• The state has up-scaled the programme to all the blocks of the 3 districts</li> <li>• The posts for resource teachers for all the 23 blocks for Panchmahal and Banaskantha sanctioned.</li> <li>• 6 posters (awareness materials) for various kinds of disabilities have been developed</li> <li>• IED awareness module in Gujarati has been developed and distributed in primary schools, BRCs, CRCs, DIETs and DPOs</li> <li>• Aids and appliances provided to 280 students with disabilities</li> <li>• Success stories, dialogues and</li> </ul>	<ul style="list-style-type: none"> <li>• IED coordinator at SPO in place</li> <li>• Convergence with IEDC scheme has been sought to make use of provisions available under this scheme for disabled children, including a resource room at the block level.</li> <li>• 4-day module for resource persons being prepared</li> <li>• Training of master trainers conducted in October, 1998</li> <li>• 2 day module for general teachers being prepared</li> <li>• Resource persons identified from the mainstream of general teachers, who will act as master trainers</li> <li>• With the help of RCI, one-month bridge courses are being conducted for these resource persons.</li> <li>• 3-day training of DIET lecturers, BRC's and CRC's has been done. From each DIET, two lecturers have been trained on IED.</li> <li>• All the CRCCs trained on IED in January-February.</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure for IED at SPO, DPO and block level in place</li> <li>• Recruitment of 3 resource teachers in every chosen block completed</li> <li>• IED covers all blocks.</li> <li>• One day training of parents of disabled children is being conducted in different blocks</li> <li>• Community mobilisation programmes are conducted on IED.</li> <li>• The parent of a disabled child has been taken as one of the members of the VEC. IED is also a component of the 3-day VEC training programme.</li> <li>• Posters and slogans have been prepared and distributed in the public in local language.</li> <li>• The state has launched the Operation Empowerment programme in 16 districts.</li> <li>• Convergence with the IEDC scheme has been sought.</li> <li>• MTA, PTA, VEC meetings and parents contact programme are going on at district level</li> <li>• Text books are being supplied to disabled children free of cost</li> <li>• 33743 children with</li> </ul>	<ul style="list-style-type: none"> <li>• Core group at the state level exist</li> <li>• BRG is being planned for effective implementation of the IED programme</li> <li>• Handbook to sensitize classroom teachers developed.</li> <li>• Folders on various disabilities developed</li> <li>• Component of IED added in Aaganwadi training module</li> <li>• The ICDS officials are assisting in integrating young children with special needs in the Aaganwadi center</li> <li>• Resource support from NGOs being sought for children with special needs</li> <li>• Component of IED has been added in class III books.</li> <li>• 13856 VECs given orientation on IED so far.</li> <li>• In second phase two-two blocks in remaining 17 DPEP-II district have been selected.</li> <li>• A chapter 'Dosti' concerning the problem of CWSN has been incorporated in class III of EVS.</li> <li>• The problem of ignorance in the area of</li> </ul>	<ul style="list-style-type: none"> <li>• SRG and SIEDC in place</li> <li>• DRG formed and DIEDC in place</li> <li>• Sensitization module for different target groups prepared</li> <li>• A module for general teacher training has been prepared</li> <li>• Sensitization of different target groups: Panchayat, VEC, DPEP personnel, Aaganwadi worker, teachers planned and being implemented</li> <li>• Development of module and resource materials done</li> <li>• A booklet on disability management for Aaganwadi and grass root level workers prepared</li> <li>• Information booklet on the facilities available for the disabled prepared</li> <li>• District level resource organizations have been engaged in each block to provide all the resource support.</li> <li>• New school buildings being constructed under WBDPEP are free from physical barriers</li> <li>• A detailed monitoring and evaluation system for IED for all the levels has been developed</li> <li>• Convergence with the IEDC scheme has been established</li> <li>• Key resource persons or</li> </ul>

## DPEP II & III STATES

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>50 mandals</p> <ul style="list-style-type: none"> <li>• 150000 were given orientation on disabilities as part of the teacher training programme</li> <li>• A workshop for teachers working in Urdu medium on preparation of Handbook on School Readiness of children with SEN has been conducted</li> <li>• Review meeting with in-service teachers who have trained in four disabilities has been organized to get the feed back</li> <li>• Observation of IED Sensitization Day done in all the districts</li> <li>• A workshop with artistic and teachers to develop posters on Inclusive Education conducted in November, 2001</li> <li>• A 3-day orientation of teachers done on how to teach maths, science and language to hearing impaired children</li> <li>• Bridge course camp done for hearing impaired children</li> <li>• Assessment camps being conducted</li> <li>• A 4-day orientation programme conducted for DIET teachers</li> <li>• A 5-day orientation programme done for teachers</li> </ul>	<ul style="list-style-type: none"> <li>• One-day special community awareness campaign was launched in the state level on IED. 5-day non-residential training for VEC members was taken up. The Anganwadi Sevika's and Sahayak's and Didi's of ECCEs and AS centers are also being oriented to IED</li> <li>• 2476 CRCC's trained</li> <li>• RCI training to begin in May 2001</li> <li>• The state plans to expand the</li> <li>• IED Programme upscaled to 50 blocks</li> <li>• 7806 disabled children identified and 5736 enrolled</li> <li>• 463 aids and appliances provided with the help of NGOs and ALIMCO</li> <li>• 38,000 teachers trained through general teacher training</li> <li>• 1799 CRCCs given 3-day training on IED</li> <li>• Assessment camps &amp; follow up camps have been organized in each project district for orthopaedically</li> </ul>	<p>dramas are regularly published in quarterly magazine "Prathmik Shikshan Sarvani" to inform and educate the teachers, parents and the disabled children</p> <ul style="list-style-type: none"> <li>• General teacher training exclusively on IED started</li> <li>• 13 vacant posts of resource teachers filled in all three project districts</li> <li>• Teachers training module was developed and distributed in all the schools of DPEP districts</li> <li>• A set of five books titled Apang Nahin Ashakt (Disabled, Not weak) on success stories of renowned disabled personalities distributed to BRCs, CRCs, resource teachers and schools.</li> </ul>	<p>2000.</p> <ul style="list-style-type: none"> <li>• SRG and DRG have been formed</li> <li>• Orientation given to engineering staff on barrier free environment</li> <li>• 10- day training of master trainers conducted, who will also act a resource teachers</li> <li>• 2-day training module prepared for orientation of general teachers</li> <li>• Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level.</li> <li>• 2-day training module has been prepared for the orientation of general teachers. Around 6500 primary school teachers trained</li> <li>• IED component has been integrated in to the general pedagogical interventions.</li> <li>• The educational functionaries in the non-DPEP districts were sensitized about IED</li> <li>• DIET lecturers oriented to psycho-educational assessment</li> </ul>	<p>special needs identified and 22979 enrolled.</p> <ul style="list-style-type: none"> <li>• 4378 aids and appliances given out in convergence with Dept. of Social Welfare, NIRTAR &amp; ALIMCO.</li> <li>• The first round of intensive training with the assistance of RCI conducted in March 2001 &amp; 82 teachers trained</li> <li>• 5970 general teachers have been oriented to IED.</li> <li>• Progress review workshop conducted in December 2000</li> <li>• Uniforms, books, stationary distributed to the disabled children</li> <li>• 359 theme based camps are organized</li> <li>• 288 ramps, 33 handrails &amp; 118 learning corners provided in schools</li> <li>• Tele-conferencing programme on IED was conducted in May 2001 involving 412 persons</li> <li>• Resource centers have been strengthened at district level in terms of equipment and training</li> <li>• Module for auditory and speech training developed. This training has been imparted to all the hearing impaired children at the block level</li> </ul>	<p>disability has been addressed in class-IV &amp; V Science book.</p> <ul style="list-style-type: none"> <li>• Till now 189662 children with special needs have been identified and 122503 children have been integrated.</li> <li>• 12402 aids and appliances have been provided.</li> <li>• 9018 disability certificates provided</li> <li>• IEP's are being prepared regularly</li> <li>• 25795 general teachers have been oriented to IED.</li> <li>• 45 day RCI foundation course has been conducted for 166 teachers</li> <li>• 396 master trainers trained for 10 days on IED</li> <li>• Convergence meeting held with ALIMCO. Assessment and measurement camps being held regularly</li> <li>• For year 2002-03, fresh G.O. was issued and till now health check up of 458777 children has been completed</li> <li>• A 3-day curriculum developed for training for parents regarding repair and maintenance of aids and appliances.</li> </ul>	<p>master trainers were trained for 3-days by SRG members and state level resource organization experts.</p> <ul style="list-style-type: none"> <li>• 40 hours intensive training was also undertaken for one teacher from each school in the intervening block by the expert of SLRO. So far 2564 teachers given intensive training</li> <li>• Awareness building in IED being done regularly</li> <li>• The state has constituted a monitoring team at SPO and DPO.</li> <li>• 43634 general teachers oriented so far on IED</li> <li>• A reading called Bishesh Path published on IED for all teachers of the existing districts</li> <li>• A support reading material prepared on aspects of various disabilities by SLRO</li> <li>• Now the coverage of IED programme has been expanded to 109 blocks out of a total of 173 in the 10 districts</li> <li>• A total of 34997 children with special needs identified. 19857 are enrolled in schools</li> <li>• 6521 aids and appliances provided to disabled children through ALIMCO.</li> <li>• 14 days intensive training for special educators of DLROs conducted</li> <li>• Awareness material on early identification developed</li> <li>• Distance learning material</li> </ul>

**DPEP II & III STATES .**

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
	<p>handicapped children and aids and appliances have been provided by ALIMCO</p> <ul style="list-style-type: none"> <li>• 75 teachers have been trained as resource teachers through the RCI training</li> <li>• One day training programme held for teachers of disabled children at the cluster level</li> <li>• 8 blocks in each district identified for IED</li> <li>• In the year 2002-03, it is planned to cover all districts.</li> </ul>		<p>of disabled children</p> <ul style="list-style-type: none"> <li>• 2323 teachers given special training on IED for 3-days</li> <li>• 5958 disabled children enrolled, out of a total of 6128 identified</li> <li>• IED covered to all the blocks</li> <li>• A second round of 3-day training to general teachers planned</li> <li>• Education profile to develop Individual Education Plan of disabled children is in process. Instructions to all the concerned have been issued</li> <li>• RCI training course being conducted regularly. So far, 187 resource teachers are available</li> <li>• 2988 teachers trained on development of TLM for children with special need</li> <li>• A workshop on home based education for disabled children held in September, 2002.</li> </ul>	<ul style="list-style-type: none"> <li>• 8359 VEC members trained on IED</li> <li>• TLM development workshop conducted</li> <li>• Total 115 medical assessment camps had been organized at the district level</li> <li>• State Resource Directory prepared</li> <li>• A handbook (Oriya) on IED has been developed for distribution during the programme in the 14 SSA districts</li> <li>• TLM development workshop conducted in Keonjhar.</li> </ul>		<p>developed on IED</p> <ul style="list-style-type: none"> <li>• The state has taken up a novel initiative of training. Key Resource Persons from the Family for which a module has been developed.</li> </ul>

**DPEP- IV & NEWLY CONSTITUTED STATES**

Chattishgarh	Jharkhand	Rajasthan	Uttranchal
<ul style="list-style-type: none"> <li>• One block in every district selected for IED programme</li> <li>• Convergence with NGOs and DRC's</li> <li>• <b>A state level workshop held on IED</b></li> <li>• <b>The state plan on IED sent to GOI</b></li> <li>• <b>IED workshop on planning and convergence held in September, 2002.</b></li> </ul>	<ul style="list-style-type: none"> <li>• IED coordinator at SLO/DLOs in place</li> <li>• <b>39 blocks covered for IED</b></li> <li>• Component of IED incorporated in the ongoing general teacher training programme</li> <li>• CRCC training module has a component on IED</li> <li>• <b>10 days Ujala-II training module also provides adequate discussion on IED. Training conducted</b></li> <li>• 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district</li> <li>• <b>Aids and appliances given to over 1000 children</b></li> <li>• <b>45 days training conducted for 43 resource teachers</b></li> <li>• <b>2163 general teachers trained on IED</b></li> <li>• <b>Sensitization camps organized for teachers and community awareness</b></li> </ul>	<ul style="list-style-type: none"> <li>• IED implementation started since October, 1999</li> <li>• Programme officer for IED in place</li> <li>• Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC</li> <li>• SRG in place</li> <li>• 1 block identified in each district for the IED programme</li> <li>• <b>Survey and identification of disabled children has been completed</b></li> <li>• <b>178 Medical check up camps have been organized</b></li> <li>• <b>IED concept has been incorporated in all training modules</b></li> <li>• <b>Aids and appliances are in the process of being provided to disabled children through NGOs</b></li> <li>• <b>49000 general teachers trained on IED</b></li> <li>• <b>Workshop on finalization of teacher training module on IED conducted in October 2002</b></li> </ul>	<ul style="list-style-type: none"> <li>• In the first phase, two blocks of each district have been selected for integrated education</li> <li>• <b>IED covers all the blocks</b></li> <li>• <b>4324 children with special needs of 6 districts comprising 38 blocks, identified through survey. All of them are enrolled in schools</b></li> <li>• <b>A strategy for IED has been planned by SRG</b></li> <li>• <b>DRG and BRG constituted</b></li> <li>• <b>Convergence efforts with various National Institute and state departments initiated</b></li> <li>• <b>Assessment camp conducted. 658 children were medically examined and 204 children were given a disability certificate</b></li> <li>• <b>482 children given aids and appliances</b></li> <li>• <b>Parental counseling conducted</b></li> <li>• <b>Orientation of district coordinators, SRG members, representative of NGOs done</b></li> <li>• <b>Teacher training conducted</b></li> <li>• <b>IED component included in school grading format.</b></li> </ul>

## **MEDIA**

Media and Communication can play an extremely critical role in the achievement of many Developmental objectives. Media can create awareness about certain issues, impart information and if sustained, can also be instrumental in changing attitudes of various target groups and motivating them to change their behavioral practices.

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

DPEP aiming at promotion of primary education in the country has adopted a multi-media campaign approach with strong media advocacy, employing a wide range of vehicles of communication from folk and traditional media to electronic media, outdoor publicity and print media. At grassroots level, emphasis is on effective use of folk, traditional media and local art forms to spread the message of primary education, while the electronic, print and outdoor publicity media serve to awaken and sensitise larger and a more generalised target audience throughout the country.

### **Print Media:**

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

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

### **Newsletters:**

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

### **Publications and Brochures:**

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

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

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

### **Publicity material:**

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

### **Electronic media:**

At national level, DPEP has produced a number TV spots which had been telecast on Doordarshan. Discussions are on with Prasar Bharati Corporation to telecast/broadcast TV/Radio spots on DPEP in Doordarshan/AIR at concessional rate on yearly contract. Radio jingles have also been developed which have been broadcast on the All India Radio FM channels. Efforts



have been initiated to telecast TV spots in Satellite Channels free of cost, under social cause advertisement.

A programme has been telecast on AIR (Hindi) on the elementary and primary education schemes of GOI, particularly DPEP.

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

**Three documentaries filmed on DPEP have been sent to EMPC, IGNOU, for being telecast on Gyan Darshan.**

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

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

#### **Films:**

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

#### **Outdoor Publicity:**

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

#### **Advertising:**

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

### **Traditional Media:**

Apart from using print media and electronic media, folk and traditional media and local art forms are widely used in all states for community mobilisation. Puppet shows, nukkad natak, melas, kalajathas, are among the other vehicles used for creating awareness. Other examples are: chinara mela (Karnataka), shiksha paati (M.P.), folk festival (A.P. & West Bengal) khel utsav and mushairas (Bihar) and Haat (Gujarat). These have been found to be particularly beneficial in sending the message across. Apart from these, certain DPEP initiatives like metric melas, VEC melas, maa-beti-melas are also part of the networking initiative to mobilise the community and ensure the participation of all community members.

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

### **DPEP on Internet:**

A Website on DPEP has been developed and sufficient information has been posted on the site. The site can be reached at [www.edueation.nic.in/htmlweb/elededu4.htm](http://www.edueation.nic.in/htmlweb/elededu4.htm). The site is continuously updated at regular intervals.

### **Government Media Agencies:**

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

### **Challenges Ahead:**

DPEP is one of the largest programmes of its kind in the world and also one of the most successful schemes in the country. Therefore, the visibility of the programme needs to be further increased to motivate the project functionaries, besides creating a positive environment for achieving the elusive goal of Universalisation of Primary Education. Therefore the level, degree and depth of media projection have to be increased to an even greater extent in comparison to its present status. With the Sarva Shiksha Abhiyan all poised to be launched in a full scale, media activities of the DPEP districts in various states should have to be geared up and coordinated at a national level, so that the success story of the DPEP in primary education and media should generate the success stories of Sarva Shiksha Abhiyan programme nationwide.

DPEPI STATES

Media Activity	ASSAM	HARYANA	KERALA	MAH.	M.P.	MAH.	T.N.
<b>Administrative Arrangement</b>	Media co-ordinator at SPO in place	MC at SPO in place	MC at SPO in place	MC and media assistant at SPO in place	Media co-ordinator at SPO in place	Media co-ordinators at SPO and DPO's in place.	Media co-ordinator at SPO and DPO's in place
<b>Publicity material developed (Print)</b>	<ul style="list-style-type: none"> <li>• <b>DPEP Overview</b>, a booklet produced in English, Assamese and Bodo</li> <li>• Activity calendar produced.</li> <li>• Posters related community participation, girls' education, Early Childhood Education, alt. Schooling and int. edu. are under print.</li> <li>• <b>Both the print and electronic media are used for publicity of the activities of DPEP.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Diaries, Calendars, posters, slogans, pamphlets, monthly newsletter <i>Nanhe kadam</i> published at district and cluster level.</li> <li>• Sets of JIPRASHIKA KI UDAAN, ASTHAKI AYAM, BADHTE KADAM have been developed and published.</li> <li>• Two monthly magazines named 'Utkarsh' and 'Humjoli' (renamed as 'Sangi Sathi') published.</li> <li>• Quarterly magazines are also being published at district, CRC and DIET levels.</li> <li>• Massive enrolment drives were launched by celebrating "Namkaran Pakhwara" through frequent personal contacts with mothers and female VEC members.</li> <li>• <b>Posters, brochures</b></li> </ul>	<ul style="list-style-type: none"> <li>• 18 issues of <i>Kali Na</i>, a magazine for teachers, bimonthly wallpaper for children, educational modules to monitor child works for VECs produced</li> <li>• <i>Ketna Pakshi</i>, collection of folk stories produced, and 'Boro Gijuja', collection of folk rhymes produced.</li> <li>• 'Chitra-Chitra', a booklet based on children's paintings has been brought out.</li> <li>• Hadi Badi Ranganataka galu, produced by Rangayana, published.</li> <li>• 5 issues of 'Sikshana Samyada', bi-monthly magazine has been published.</li> <li>• A "fill-in" of 'Feli-Nali' wall newspapers is included in the issue of October</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Karuka</i>, a newsletter registered and being brought out</li> <li>• Posters, brochures, leaflets and booklets produced</li> <li>• A documentation of the major activities carried out under the DPEP programme right from the beginning was made and reports generated.</li> <li>• Printed Annual Report for 1999-2000.</li> <li>• Wayanad, Malappuram and Palakkad districts are regularly publishing their newsletters.</li> <li>• Wayanad District has designed and printed posters on IEDC and ECCE, printed a booklet on VEC monitoring, and published issues of newsletter.</li> <li>• Mallapuram district has published the 7<sup>th</sup> issue of its newsletter 'Mukkutty'</li> <li>• Palakkad district has published one newsletter each at district and BRC level.</li> <li>• <b>Steps initiated to document all the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, booklets and brochures published and distributed.</li> <li>• 'Panchayat Gazette', a newsletter published by SPO also published by some districts.</li> <li>• Various publications and brochures being developed at block, cluster level.</li> <li>• Publication of mission activities in the SCERT magazine "Shaikshik Palash".</li> <li>• Booklet on Achievement on Adult Education</li> <li>• Document "From Your School to My School" on Education Guarantee Scheme published</li> <li>• Document "Idea of Education" published</li> <li>• Booklet "7 years of Mission" published</li> <li>• <b>Booklet "Rededi-</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, calendars and planners, slogans produced.</li> <li>• Monthly / Quarterly magazine published by DPEP - I districts.</li> <li>• Booklet on How to conduct "Bal Anand Melawa" produced.</li> <li>• Folder and poster on Vastishala and MAHEGS developed. Street plays also organised</li> <li>• Posters on various DPEP intervention developed</li> <li>• Folder of MTA/VEC members developed to understand their role.</li> <li>• <b>Booklet on MPEGS center 'Gyanjyoti'.</b></li> <li>• <b>Folk drama on alternative</b></li> </ul>	<ul style="list-style-type: none"> <li>• Coverage of all-important events in print media attempted both by the state &amp; district.</li> <li>• Quarterly Magazine 'Sudar' is being published by the SPO.</li> <li>• <b>Pamphlets, folders, posters, handbills in English and Tamil were prepared and distributed.</b></li> <li>• <b>DPEP state newsletter 'MAVATTA THODA-KKA KALVI SUDAR' has been launched.</b></li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
		and fact folios are being developed and distributed.	2002. <ul style="list-style-type: none"> <li>Districts to develop wall newspapers in the next six months by rotation.</li> <li>Evaluation for 'Chinnara-Angala' programme for 2002 is under progress.</li> </ul>	interventions since the inception of the project. <ul style="list-style-type: none"> <li>Regular press releases are being given on all major project initiatives since April 2002.</li> </ul>	ating to the Continuing Challenge" and "Abhi Manzil Baaki Hai" published. <ul style="list-style-type: none"> <li>Booklet "Hamara Gaon Hamara School" on Community Participation published.</li> <li>Academic bulletin "SAMVAD" published by SPO every fortnight.</li> <li>"Mahua tola gets a School" a travelogue by Ms. Suma Jossan published.</li> <li>8 year document developed.</li> </ul>	schooling, script work finalized, ready-to-perform shows.	
<i>Audio Video material</i>	<ul style="list-style-type: none"> <li><i>Ahban'r Surere</i>, educational videocassette produced and distributed among the CRC, BRC, teachers.</li> <li>Educational films on ECE, NFE, Tribal Education, Char, Community Participation and a</li> </ul>	<ul style="list-style-type: none"> <li>Film to eliminate gender bias produced.</li> <li>Audio cassettes developed.</li> <li>Video films and radio jingles produced.</li> <li>Quarterly video newsmagazine on DPEP activities produced</li> <li>An audiocassette of jingles is being circulated in the DPEP-I and DPEP-II districts about primary education.</li> <li>Local cable networks</li> </ul>	<ul style="list-style-type: none"> <li><i>Malika</i>, film on the girl child was made by M S Sathyu and telecast on DD 1 and DD 9</li> <li><i>Baa Thengi Kaliyoke</i>, audio cassette of songs</li> <li>A film <i>Once Upon A Time</i> produced by NDTV.</li> <li>7 module films for training of teachers and VEC members have been produced</li> <li>'Kathe Kathe Karanda' &amp; Huyyo</li> </ul>	<ul style="list-style-type: none"> <li>Radio programmes to support teacher training and handbooks under production</li> <li>Video films on teacher training strategies produced and textbook development carried out.</li> <li>'Patanotsavam' 1999-2000, which is basically a programme involving the teachers, parents and students has been covered in the print as well as the visual media.</li> </ul>	<ul style="list-style-type: none"> <li><i>Bal Geet</i>, audio-tape of songs distributed to schools. Video film <i>Anpadh Nahi Rehena</i>, training film on VEC telecast on Doordarshan</li> <li>Radio Jingles in local dialects are being aired on AIR.</li> <li>A short introductory film 'Neev' made by Madhyam on EGS schools.</li> <li>Production of five educational films on the basis of</li> </ul>	<ul style="list-style-type: none"> <li>Audio cassettes developed</li> <li>Anand Dai Shiksha, audio cassette for teachers distributed to all schools</li> <li>Film on DPEP produced</li> <li>Multigrade teaching video film completed</li> <li>Documentary film on DPEP is initiated.</li> </ul>	<ul style="list-style-type: none"> <li>Motivational films and slides produced.</li> <li>Multi-media programme on DPEP in English produced</li> <li>Audio-cassettes of songs on joyful learning concept produced.</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
	<p>on education</p> <ul style="list-style-type: none"> <li>The film "Towards a Better Tomorrow" was used during an awareness programme.</li> <li>Three documentaries of district specific topics (Barpeta, Kokrajhar, and Bongaigaon) has been prepared and telecasted through Doordarshan Guwahati.</li> </ul>	<p>material on DPEP to telecast.</p> <ul style="list-style-type: none"> <li>Short films and clippings in the field of pedagogy, girl's education and VECs have been developed and showed to inform people about the educational activities</li> </ul>	<p>audio-cassette for children produced.</p> <ul style="list-style-type: none"> <li>Plays and songs have been developed in collaboration with 'Eelagayana' a premier theatre organisation and the district and taluk teams trained. Teams have performed plays in 7965 habitations/villages</li> <li>Efforts are being made to provide the audio-tapes of the above films to be broadcasted by AIR.</li> <li>8 Fillers for telecast, with messages to enroll children in 'Linnary Agala' (summer bridge course centers for out of school children) produced and broadcast on AIR during April-June 2002.</li> </ul>	<p>to telecast the documentary on Doordarshan, Asia net and Soorya T.V.</p> <ul style="list-style-type: none"> <li>Talks and interviews were broadcast on AIR and visual media</li> <li>Video documentation of Kingininkkootam 2000 was carried out.</li> <li>Telecast a video film in Doordarshan on classroom activities highlighting pedagogical improvement under District Primary Education Programme.</li> <li>Two days video filming was done in Malappuram district on the involvement of local bodies in education.</li> </ul>	<p>in the month of January, 2000. Production of other 14 short educational films</p> <ul style="list-style-type: none"> <li>Preparation of audio-cassettes on classroom transaction and teaching methodology of Maths, Language and Environmental study for teachers and students during the workshops held under DPEP, SCERT and IGNOU.</li> <li>A film on educational efforts by Mission called 'Unfinished Agenda' is made.</li> <li>A short film on computer enabled education programme Head start is made.</li> </ul>		<p>documentation of District Primary Education Programme activities conducted. 7 cassettes prepared on various topics @ one per district. Copies taken and distributed to the districts.</p>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
<i>Advertising</i>	<ul style="list-style-type: none"> <li>• Illustrated slides being used in cinema halls.</li> <li>• Hoardings with DPEP messages erected.</li> <li>• Radio jingles on DPEP developed</li> <li>• Advertisement on 'Stress on Improvement of Quality' through local magazine and newspapers in Keonjhar district in February, 2001</li> </ul>	<ul style="list-style-type: none"> <li>• Hoardings produced and installed.</li> <li>• Series of radio jingles produced.</li> <li>• Ads published in national and regional level newspapers</li> <li>• Advertisements on teleconferences organised by DPEP Haryana published in national and regional papers</li> </ul>	<ul style="list-style-type: none"> <li>• Development of fillers is complete and they are ready for telecast.</li> <li>• 8 fillers were developed and beamed through different TV channels</li> <li>• SDMC Melas conducted in 43 villages.</li> </ul>	<ul style="list-style-type: none"> <li>• TV spots on District Primary Education Programme initiatives telecast on Asia net, soon to be telecast on Doordarshan.</li> <li>• Radio spots produced.</li> <li>• Steps have been taken to bring out materials targeting the opinion makers and public entitled 'DPEP-Samsayangalum Utharangalum' (DPEP-Doubts and Answers).</li> <li>• Doordarshan telecast half an hour video film on MGLCs in Thiruvananthapuram district</li> </ul>	<ul style="list-style-type: none"> <li>• Radio jingles in local dialects, TV spots; Newspaper campaign carried by 65 newspapers at State level; also conducted at district level.</li> <li>• Ad campaign to mark 4 years of Rajiv Gandhi Prathamik Shiksha Mission in national newspapers.</li> <li>• <b>Ad campaign on Mahila Padhna Badhna Andolan.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Radio jingles and TV spots telecast on Doordarshan and city cable;</li> <li>• Slogan developed and published</li> <li>• Advertisements on different programme on DPEP published in regional papers at district level.</li> </ul>	<ul style="list-style-type: none"> <li>• Ads telecast on AIR on prime time slots</li> <li>• Floating balloons with DPEP logo installed for 10 days</li> <li>• TLM and Awareness material displayed at Annual Pongal Tourist Trade Fair;</li> <li>• Video spots telecast on Sun TV.</li> <li>• Advertisements floated in AIR regarding enrollment, retention, girl's education etc. since July 2001.</li> </ul>
<i>Trainings and workshops</i>	<ul style="list-style-type: none"> <li>• 3-day workshop on preparing posters organised.</li> <li>• Participation</li> </ul>	<ul style="list-style-type: none"> <li>• 5-day workshop on material development with special emphasis on girls' education.</li> </ul>	<ul style="list-style-type: none"> <li>• A state level seminar on Grama Sabha and primary education was conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Media advisory board at SPO formed</li> <li>• 3 - day workshop during February 1999 to develop publicity materials</li> </ul>	<ul style="list-style-type: none"> <li>• Four days workshop on 'Education for All' in the month of March 2000.</li> <li>• Kalapathak and Kalajathas on primary education themes</li> </ul>	<ul style="list-style-type: none"> <li>• Media Advocacy training conducted for District Media In-charge in Dec. 1998</li> <li>• Workshop for developing Media</li> </ul>	<ul style="list-style-type: none"> <li>• Review meetings and orientation programmes for district media officers held</li> </ul>

Media Activity	ASSAM	HARYANA	KAR. JATAKA	KERALA	M.P.	MAH.	T.N.
	<p>cum training held in Barpeta district for 4-days regarding SHG.</p>	<p>art of making puppets and their presentation in April 1999, to make the teachers proficient in preparing teaching aids.</p> <ul style="list-style-type: none"> <li>• A state level workshop and meeting of Media Resource Group organised in September 2000.</li> </ul>		<p>with the Press Club of Trivandrum.</p> <ul style="list-style-type: none"> <li>• Seminar on Primary Education: Aspiration, Problems and Prospects conducted in March 2001.</li> <li>• Seminar and exhibition were held at VEC level along with Sahavasa camp.</li> </ul>	<p>three-day workshop.</p> <ul style="list-style-type: none"> <li>• <b>A one day National Workshop with authors and publishers on Pustak Andolan held.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Workshop/meetings organised for media persons and RPs for conducting 'Shikshan jagar Saptah'.</li> <li>• 'Shikshan Jagar Saptah' was organised at village level in all districts.</li> <li>• State level training on MPEGS in September, 2001.</li> </ul>	<p>workshops organised for district Media Officers</p> <ul style="list-style-type: none"> <li>• Four-day workshop on community mobilisation and use of media organised at state level</li> <li>• Workshop for development of posters conducted in May 2001</li> <li>• <b>Meetings are conducted during May-June 2002 for enrolment and awareness building.</b></li> </ul>
<b>Press and Mass Media</b>	<ul style="list-style-type: none"> <li>• Interviews, talks, documentaries on subjects related to DPEP schemes were telecast on Guwahati Doordarshan, feature</li> </ul>	<ul style="list-style-type: none"> <li>• Tarang, teacher training programme covered by Star News</li> <li>• Panel discussions and interviews organised on electronic media</li> <li>• VEC training covered by Star News.</li> <li>• A state level</li> </ul>	<ul style="list-style-type: none"> <li>• Supplementary material process of incorporating folk stories, covered by Star News</li> <li>• <i>Malhotra</i> film on girl child telecast on Doordarshan</li> <li>• 60 VETs melas and 96 raab-trinelas conducted.</li> <li>• 13 episodes of 'Baa</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/articles in newspapers on teacher training, revision of textbooks, radio and television broadcasts, regular newspaper articles and syndicated columns in newspapers</li> <li>• Pedagogical reforms widely reported in newspapers</li> <li>• Wide publicity given to</li> </ul>	<ul style="list-style-type: none"> <li>• AIR and Doordarshan used for programme publicity through spots</li> <li>• Telecast of films</li> <li>• Newspaper campaign carried by 65 newspapers at state level and district level</li> <li>• A programme 'Shiksha Patti' started to establish direct</li> </ul>	<ul style="list-style-type: none"> <li>• Akashwani and Pradakshi news harnessed to disseminate information about DPEP</li> <li>• Syndicated columns on DPEP negotiated in newspapers</li> <li>• Radio programme dealing with issues</li> </ul>	<ul style="list-style-type: none"> <li>• Talks and interviews on Doordarshan</li> <li>• Art festival in conjunction with AIR, Pondicherry</li> <li>• News features on DPEP</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
	<p>programme on primary edu., were shot in Morigaon .spot films made by DPEP has been telecasted by GDD.</p> <ul style="list-style-type: none"> <li>• Reports on workshops, articles and features published in English and Assamese newspapers.</li> <li>• Programme 'Abhigyan' being telecast through AIR Guwahati</li> <li>• District visit of media persons organised comprising AIR, DAVP, and Janasanyog.</li> <li>• 20 AIR programmes have been conducted in the field of AS, CP, ECE, TT and IED components.</li> <li>• Telecast of 7</li> </ul>	<p>function on IED was organised in Gurgaon which was covered by ZEE TV, STAR TV, JAIN TV and DD I.</p> <ul style="list-style-type: none"> <li>• Puppet shows have been arranged at different places to give impetus to girls education</li> <li>• Kala Jathas and Nukkad Nataks have been organised at different places.</li> </ul>	<p>Bale Shalege' telecast by AIR Gulbarga in March 99.</p> <ul style="list-style-type: none"> <li>• A state level seminar on 'Grama Sabha and primary education' was conducted.</li> <li>• Metric mela conducted in 86 villages</li> <li>• VECs melas being conducted regularly for documenting success stories</li> </ul>	<p>training programme on Doordarshan; Asia net, AIR and print media;</p> <ul style="list-style-type: none"> <li>• Press meet arranged</li> <li>• TV spots produced and telecast</li> <li>• Articles on DPEP published in <i>Kerala Calling, Vanitha, India Today</i></li> <li>• Arranged a seminar on "School Education – Trend, Prospects and Problems" with the participation of Press Club, Thiruvananthapuram.</li> <li>• Visit of Media persons arranged in MGLCs to the district.</li> <li>• Telecast a video film on classroom activities highlighting pedagogical improvement under DPEP.</li> <li>• Three press conferences were held in Palakkad district for giving visibility to DPEP activities.</li> <li>• Doordarshan telecast half an hour video film on MGLCs in Thiruvananthapuram district.</li> <li>• Fifty students of MGLCs from Thiruvananthapuram taken to the city for exposure and interaction with eminent people.</li> </ul>	<p>contact with clusters and schools</p> <ul style="list-style-type: none"> <li>• Ad campaign in newspapers</li> <li>• Libraries established in 9594 Jan Shiksha Kendras and Education Guarantee Schools.</li> <li>• <b>Libraries established in 3385 Jan Shiksha Kendras and 9070 Education gurante Schools in Pustak Andolan.</b></li> <li>• <b>Libraries will be further set up at 3863 more Jan Shiksha Kendras and EGS schools.</b></li> <li>• <b>News items on achievements of the Mission is regularly sent to Doordarshan, Akashvani and press.</b></li> </ul>	<p>like multi-teaching and gender produced and telecast on prime time slots. 26 episodes of this programme were telecast on AIR</p> <ul style="list-style-type: none"> <li>• Docudramas produced</li> <li>• Articles on DPEP published in local newspapers in the district</li> <li>• <b>Networking with local channels for ensuring publicity for various programmes organised under DPEP.</b></li> <li>• Tours of the press reporters in Jalana and Parbhani to show them the schemes of Vatishala and MPEGS.</li> <li>• <b>Radio programme 'Zep Navya Ugachi' for teachers and students are being produced and broadcast from July 2002.</b></li> <li>• <b>Propaganda in leading newspapers on 2<sup>nd</sup> July and 8<sup>th</sup> September on</b></li> </ul>	<p>broadcast on AIR Chennai</p> <ul style="list-style-type: none"> <li>• Phone in programmes on radio organised</li> <li>• <b>Advertisement telecast on AIR to address specific issues like child labour</b></li> <li>• <b>Coverage of all-important events in print media in the state and districts.</b></li> <li>• <b>Programme through AIR on themes of primary schools have been broadcast.</b></li> </ul>



Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
	video programmes through Door Darshan Guwahati. <ul style="list-style-type: none"> <li>• A film (Pokhi) by Jahnu Boruah completed.</li> <li>• Radio programmes on various activities are continued to be broadcast through AIR Guwahati.</li> </ul>			and media.		Vashti Shahla and MPEGS programmes. <ul style="list-style-type: none"> <li>• Tour of press reporters in two districts to propagate Vashti Shahla and MPEGS programmes.</li> </ul>	
<i>Networking</i>	<ul style="list-style-type: none"> <li>• State Bank of India branches, Asom Sahitya Sabha, IMPPC, PIB.</li> <li>• Convergence with DAVP, AIR, Doordashan and Janasangyug.</li> </ul>	<ul style="list-style-type: none"> <li>• Local NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with Myrada Vyasana, Samuha, BGVS, Suvidy, CRY, CLR, ISEC, NUAS, Maitile Samakhya VGKK and other NGOs established</li> </ul>		<ul style="list-style-type: none"> <li>• DPRO, Govt of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC.</li> <li>• <b>Networking has also been established with Raja Ram Mohan Roy Foundation, Calcutta for providing library support to JSKs and EGS schools under Pustak Andolan.</b></li> <li>• Coordination with IGNOU local station for Tele conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Local AIR stations and newspapers</li> <li>• Local cable networks and newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>• Anganwadis, health department, state resource centre for NFE</li> </ul>

DPEP II & III STATES

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<i>Administrative Arrangement</i>	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place at SLO/DPO	MC in place	• No separate media coordinator is in position, but D.D project is looking after the programme
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> <li>• Monthly magazine 'Chaduvu Vignanam' printed and sent to 70,000 schools. The magazine is registered with PNI, New Delhi.</li> <li>• District Primary Education Programme interventions have been published in the "Telugu Vidyarthi" an education magazine for wide publicity.</li> <li>• Posters dealing with issues like enrolment and retention printed.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced.</li> <li>• A monthly magazine 'Prathamik Shikshan Sarvani', for DPEP functionaries and primary teachers of the project districts published regularly</li> <li>• <b>Vol 28 and 29 of Prathamik Shiksha Saravani, the Quarterly magazine for project</b></li> </ul>	<ul style="list-style-type: none"> <li>• Introductory handbook on DPEP in Himachal Pradesh was developed, circulated to all the DPEP districts.</li> <li>• Calendars, posters, cards, folders and stickers depicting DPEP aims, objectives and achievements prepared and distributed to all primary schools</li> <li>• The annual Report for the years 1996-97, 1997-98, and 1998-99 were printed and</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, pamphlets, handouts; diaries and calendars printed.</li> <li>• A monthly DPEP newsletter "PARIVARTAN" highlighting the activities of DPEP is being published and circulated to all primary schools.</li> <li>• Documentation of NINAD at district and state level was also made. Village level campaign NINAD has been documented</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, leaflets, brochures, folders, rural newspaper published.</li> <li>• Posters on various functional areas Developed and distributed to the districts</li> <li>• 2 books published and distributed</li> <li>• One compendium and a book 'Pratibandhider Janya Samonnita Siksha' printed and distributed</li> <li>• Annual Report of WBDPEP being published regularly</li> <li>• A document 'Siksha Darpan' published on</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, newsletter, calendar published.</li> <li>• Quarterly magazine BEP <i>Awahan</i> published.</li> <li>• Newsletter at West Singhbhum, Bhojpur, Munger, Muzaffarpur, Gaya, Rohtas, East Singhbhum, Dumka and Ranchi being brought out.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, greeting cards; National-level poster competition organised</li> <li>• Posters banners, wall writing of 'School chalo Abhiyaan' produced in all DPEP - III districts</li> <li>• Hoardings and exhibitions organised to spread the message of DPEP.</li> <li>• Publication of a book on girls education titled "Making a Difference</li> <li>• Publication of a booklet titled</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure containing information about DPEP published.</li> <li>• Ads for DPEP Publicity Produced.</li> <li>• Media Advisory Groups have been constituted.</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>manual 'Karadeepika' for the training of school committee members.</p> <ul style="list-style-type: none"> <li>Printed and distributed a folder on suggestions for Service Improvement</li> <li>Photo documentation on various themes of UEE has been taken up.</li> <li>Information on DPEP web is being updated regularly</li> <li>Monthly newsletter, comprehensive handbook on School Education Committees, handbook on activities by SEC, brochures on aims and objectives of DPEP and role of women.</li> <li>Posters on girl child and on importance of</li> </ul>	<p><b>functionaries and teachers published.</b></p>	<p>distributed.</p> <ul style="list-style-type: none"> <li>The newsletter 'Hamara School' has been registered under RN.</li> <li>Prepared Annual Report for the year 1999-2000 and got it printed during the month of February, 2001.</li> <li>Prepared material for publication in print media.</li> <li>Sufficient slogans have been displayed in various souvenirs during April, 2001.</li> <li>DPEP-related advertisement has been got published in "Panorama" newspaper, Shimla</li> <li>Publicity material like glowing sign boards,</li> </ul>	<p>printed and distributed to different stakeholders.</p>	<p>literacy</p> <ul style="list-style-type: none"> <li>A bi-monthly newsletter 'Yogasutra' published</li> <li>A booklet printed and distributed as a training kit for primary school teachers.</li> <li>Publicity material on civil works under printing</li> <li>Two posters (1 general and 1 on girls' education) being developed)</li> <li>Material for policy makers under production</li> <li>Material prepared and sent for publication in 'DPEP Calling Anniversary Issue'</li> <li>Two Phase II districts have published the first edition of their quarterly journal titled 'Prakalpa Barta' and distributed among the teachers and officials.</li> <li>Joynagar CLRC</li> </ul>		<p>"School Chalo Abhiyan" revealing the data and progress status of School Chalo Abhiyan and its dissemination to all Chief Ministers, Education Ministers, Central Government Ministries/ Officials of all state &amp; members of legislative assemblies of UP and other concerned officers and personnels.</p> <ul style="list-style-type: none"> <li>Glimmer of Hope—a publication on quality improvement in DPEP</li> <li>Vikalp—a documentation on Hardoi's quality improvement programme.</li> <li>"Regaining their last smiles"</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>education were printed.</p> <ul style="list-style-type: none"> <li>• Self-appraisal Proforma for School Committee members was printed and supplied.</li> <li>• Posters were developed on Community Mobilisation to create awareness on education.</li> <li>• Vast publicity was given on Book Exhibition which was conducted across the state by the National Book Trust of India.</li> <li>• <b>Documentation of success stories from different districts.</b></li> <li>• <b>Brochures on Chaduvula Panduga has been printed and distributed to all the schools.</b></li> </ul>		<p>hoardings and badges for DPEP personnel were developed.</p> <ul style="list-style-type: none"> <li>• Slogans have been developed and painted on the roadside walls in some districts.</li> <li>• Pamphlets, newsletter and booklets on gender awareness, DPEP objectives and VEC formation have been prepared in some districts.</li> <li>• Health cards for school children were printed and distributed to the schools.</li> <li>• <b>Press releases and various articles and features on DPEP achievements</b></li> </ul>		<p>of South 24 Pgs. Has published the 'chakrobarta' focusing the issue of challenged children.</p> <ul style="list-style-type: none"> <li>• <b>Brain storming session held on development of slogans for DPEP &amp; SSA. Selected slogans have been sent to districts for wall writing, hoarding and poster writing campaigns.</b></li> <li>• <b>A questionnaire on Yogsutra been developed and sent to all CPC of DPEP districts for their feedback. Report under preparation.</b></li> <li>• <b>A Bengali publicity material on SSA has been developed.</b></li> </ul>		<p>published on Girls' Education.</p> <ul style="list-style-type: none"> <li>• Newsletters enrichment Programme "Abhivyakti" booklet disseminated.</li> <li>• "BEST" the academic package documented.</li> <li>• <b>BRC/CRC financial manual and Sambal a handbook for BRCCs developed by SIEMAT.</b></li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
			<p>being circulated in local newspapers and magazines.</p> <ul style="list-style-type: none"> <li>• Illustrative advertisements prepared for publishing in newspapers and magazines.</li> <li>• Brochure materials on DPEP and SSA being finalised for printing.</li> </ul>					
<b>Audio Video material</b>	<ul style="list-style-type: none"> <li>• Film on VEC produced;</li> <li>• "Meena" a video film on Girl Child supplied to all districts</li> <li>• Multi-media package on DPEP and successful activities produced.</li> <li>• Video documentation of TLM processes done.</li> <li>• A video film to bring</li> </ul>	<ul style="list-style-type: none"> <li>• Video-cassettes of the Meena campaign used</li> <li>• Cassettes on joyful learning recorded in local dialects by districts.</li> <li>• <i>Divas Swapna</i>, audio-cassette on child centred activities produced</li> <li>• Audio-cassettes of</li> </ul>	<ul style="list-style-type: none"> <li>• Video-cassettes highlighting the progress made under DPEP have been prepared by all the districts.</li> <li>• Four video-cassettes developed on gender awareness.</li> <li>• Workshop on training and development of audio scripts was conducted in</li> </ul>	<ul style="list-style-type: none"> <li>• Two audio and video cassettes – one each on girl child and tribal education developed</li> <li>• Audio-visual cassettes have been developed in connection with NINAD activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-cassette of 9 folk songs on DPEP messages has been produced.</li> <li>• 'Meena' /cassettes duplicated and campaigns are on in different districts.</li> <li>• One video film on activity based teaching learning produced, duplicated and distributed to districts.</li> <li>• A video film developed on</li> </ul>	<ul style="list-style-type: none"> <li>• A set of 6 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign and women empowerment developed and being used in mobilisation</li> <li>• 5 films on different functional</li> </ul>	<ul style="list-style-type: none"> <li>• Video spots of one minute on girl's education are ready for telecast by doordarshan</li> <li>• 11 minute film 'Koshish' produced</li> <li>• Video spots being telecast before regional news on DD</li> <li>• Slide shows in cinema houses negotiated as part of the 'School chalo campaign'</li> <li>• UP Roadways</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Audio video CDs have been developed on different programmes.</b></li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>awareness among parents is under production.</p> <ul style="list-style-type: none"> <li>Multi-media package on developmental activities of AP DPEP is under preparation</li> <li>Computerisation of list of books in SPO, District Primary Education Programme library has been done.</li> <li>One video multi-media package was developed on various interventions of DPEP.</li> <li>Video-documentation on IED.</li> <li>Digital documentation of various workshops and training programmes has been taken up.</li> <li>Developed</li> </ul>	<p>Garbas and plays produced.</p> <ul style="list-style-type: none"> <li>Video films on community mobilisation and gender education prepared.</li> <li><b>Developed 10 scripts of TV jingles for promotion of primary education.</b></li> <li><b>Video and photo documentation of Shilayas ceremony of GCERT building.</b></li> </ul>	<p>May, 2000. Six audio-cassettes were developed.</p> <ul style="list-style-type: none"> <li>Kullu district developed 2 audio cassettes-- one in Hindi and one in Kullvi for mobilisation</li> <li>Kullu district has prepared 2000 audio cassettes of Hindi and Pahari songs for mobilisation</li> <li>DPEP H.P. in collaboration with DEP-DPEP and AIR Shimla station has endeavoured to start 15-minutes duration by-weekly teacher training programme (Gyan kalash) w.e.f. 5<sup>th</sup> October, 2000.</li> <li>SPO hosted the inter-</li> </ul>		<p>SLIP programme for campaign</p> <ul style="list-style-type: none"> <li>Video film on progress of SLIP in Cooch Behar and Jalpaiguri developed.</li> <li>Video film on progress documentatio-n of SLIP prepared covering different workshops held since the inception of the programme.</li> <li>Photo feature presentation in Power point done on SLIP components developed.</li> <li>Still photographs taken up from the field of different district and bound up photo exhibition materials developed for each district and being supplied to the CLRCs where SLIP has been introduced.</li> <li><b>Four utilizing electronic media, detailed media plan</b></li> </ul>	<p>areas under DPEP developed</p> <ul style="list-style-type: none"> <li>A video film 'Naya Savera' to be telecast on Doordarshan.</li> <li>Audio cassettes of songs in local dialects developed.</li> <li><b>2 cassettes on Shiksha Geet Mala developed in Bhojpuri, Maithili &amp; Magahi.</b></li> </ul>	<p><b>buses fitted with publicity boards on DPEP and School chalo campaign.</b></p> <ul style="list-style-type: none"> <li><b>6 Jingles being broadcast on AIR.</b></li> <li>Development of audio-cassettes for the spread of <b>primary education.</b></li> <li>Development of a 13 episodes audio video serial, focussing on all work areas of DPEP is under <b>progress.</b></li> <li><b>Good practices to prepare TLM video documented.</b></li> <li>Screening of Meena film 'Sansodhan Film' in villages for girls' education and community mobilisation.</li> <li>Development of a short film (20 min) to encourage School Chalo</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	MP.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>visual reports on child labour.</p> <ul style="list-style-type: none"> <li>• <b>Audio cassettes on DPEP activities and girl child developed in two districts.</b></li> <li>• <b>Video cassettes titled 'Anandam ma prapancham' containing children's songs has been developed and distributed to all schools.</b></li> <li>• <b>Digital documentation of EC meetings, cohort study 'Teacher's training on Bal Melas'</b></li> </ul>		<p>media publicity co-ordination Committee meetings at the state level on 30 Jan, 2001 and made a detailed presentation to the participants.</p> <ul style="list-style-type: none"> <li>• Video cassettes on MGT was shown to CRCCs in Pangi Block of Chamba district.</li> <li>• <b>The process of making of four video documentaries on good practices of DPEP is in progress in SPO.</b></li> </ul>		<p>prepared in consultation with AIR &amp; IMPCC.</p> <ul style="list-style-type: none"> <li>• <b>Documentation of 2 state level workshops on SSA through press coverage and audio &amp; still photography.</b></li> <li>• <b>41 minute video on pedagogical renewal activities developed.</b></li> <li>• <b>10 minutes video presentation on formation of Mother Teacher Association developed.</b></li> </ul>		Abhiyan.	
<i>Trainings and workshops</i>	<ul style="list-style-type: none"> <li>• Two-day orientation training programme at district level</li> <li>• Mandal level orientation programme to</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop organised on material/ Poster development for teachers through drawing</li> </ul>	<ul style="list-style-type: none"> <li>• One day slogan writing workshop organised. 200 slogans were developed</li> <li>• A four-day</li> </ul>	<ul style="list-style-type: none"> <li>• 5-day workshop on community mobilisation and participation and use of media conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of media and development of documents discussed in two state level workshops</li> <li>• 2-day workshop with folk artists</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre and music workshops for development of scripts organised.</li> <li>• Four plays</li> </ul>	<ul style="list-style-type: none"> <li>• 4 days workshop on community mobilisation and participation and use of media</li> </ul>	<p>Awareness campaign 'Sishksha Aapke Dwar' was launched from 19 November, 2001.</p>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>all SEC members</p> <ul style="list-style-type: none"> <li>Development of slogans on enrollment and retention during review meetings of CMO's/MRP's at state &amp; district level</li> </ul>	<ul style="list-style-type: none"> <li>A state level media and documentation workshop was organised at Gandhinagar in August, 2000 to orient the BRCCs, CRCCs.</li> <li>Follow-up of state level media workshop was done by conducting training workshops at BRC level to train the CRCC on skills of reporting and documentation during Sept.- Dec., 2000.</li> </ul>	<p>workshop organised on training and development of audio scripts.</p> <ul style="list-style-type: none"> <li>SPO started participating in the Inter Media Publicity Coordination Committee (IMPCC) meetings at the state level during Nov., 2000.</li> <li>SPO hosted the Inter Media Publicity Coordinator Committee (IMPCC) meetings at the state level in Jan. 2001.</li> </ul>	<ul style="list-style-type: none"> <li>State level workshops to develop scripts for plays and Kalajathas organised.</li> <li>The state level workshop for development of audio-cassettes, slogans and posters has been conducted during August - September, 2000.</li> <li>NGO members, PRI members and Sarpanches are also trained through televised programme in Gramsat Pilot Project about their roles in mobilising community members.</li> </ul>	<p>held in Sept, 2000. 160 artists participated the festival organised in collaboration with the folk and tribal cultural centre.</p> <ul style="list-style-type: none"> <li>A 4-day workshop on audio script writing held in December, 2000</li> <li>Documentation on folk media campaign, CLRC book fair, noon and afternoon workshops and Maa-O-Maye mela prepared.</li> <li>13 days intensive training for special educators of DLROs completed.</li> </ul>	<p>printed and disseminated for impromptu performances by local cultural groups. Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed</p> <ul style="list-style-type: none"> <li>Study tours to other states organised.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on jingles writing organised.</li> <li>Workshop on equal opportunities in education conducted.</li> <li>Still photography on training workshop for JEs IED, Girls' education etc.</li> <li>Workshop organised at SPO with support from dept. of information with media.</li> <li>UPDPEP exhibition organised during 3-7 January, 2002.</li> </ul>	<p>State level 'Bal mela' and 'Mahila Mela' organised at Jaipur.</p> <ul style="list-style-type: none"> <li><b>Enrolment drive under "Shiksha Apke Dwar" have been launched in July - Aug. 2002.</b></li> </ul>
<b>Press and Mass Media</b>	<ul style="list-style-type: none"> <li>Organised state-level press tours to Warangal and Karim Nagar districts.</li> <li>Radio interviews of VEC members organised</li> </ul>	<ul style="list-style-type: none"> <li>Major events seminars and workshops were projected through newspapers and Doordarshan Reports on</li> </ul>	<ul style="list-style-type: none"> <li>Doordarshan mobilised to telecast DPEP films.</li> <li>Hindi press in Chandigarh, Jalandhar and Dharamshala along with AIR Shimla being used to</li> </ul>	<ul style="list-style-type: none"> <li>Radio and local newspapers mobilised to support the enrolment drive.</li> <li>Activities of DPEP have been broadcast in the All India</li> </ul>	<ul style="list-style-type: none"> <li>DPEP activities covered in print and electronic media</li> <li>Outlines developed for all out media campaign.</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers, radio and Doordarshan harnessed for media advocacy.</li> <li>Success stories on BEP activities published in</li> </ul>	<ul style="list-style-type: none"> <li>Reports on project interventions sent to newspapers</li> <li>Five press conferences organised</li> <li>The private channel and city news</li> </ul>	<ul style="list-style-type: none"> <li>DPEP launch Programme organised in Oct, 1999 and given wide press coverage</li> <li>Advertise</li> </ul>



Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<ul style="list-style-type: none"> <li>Exhibitions organised for publicity</li> <li>A press tour organised of state media personnel.</li> <li>Newspaper clippings were compiled and analysed. Action was taken by concerned sectoral officers accordingly towards adverse comments.</li> <li>Newspaper clippings were collected and documented</li> <li>An exhibition of DPEP publications and photographs</li> <li>Websites on APDPEP created for information dissemination</li> <li>Local cable network is being used to</li> </ul>	<p>some major DPEP events published in English and Gujarati dailies.</p> <ul style="list-style-type: none"> <li>Folk media "Bhavai" used to mobilise parents and the community on enrolment and retention.</li> <li>'Prathmik Shikshan Saravani', the quarterly magazine in Gujrati from SPO, published regularly. It is sent to all the schools in project districts, CRC co-ordinators, DIETS, DPEOs of all non-DPEP districts in Gujarat.</li> <li>Gujrati quarterly magazine</li> </ul>	<p>disseminate information about DPEP.</p> <ul style="list-style-type: none"> <li>DPEP, H.P. in collaboration with DEP-DPEP and AIR Shimla has endeavoured to start 15 minutes duration bi-weekly teacher training programme (Gyan Kalash).</li> <li><b>Interview of parents, teachers &amp; school going children of DPEP districts to be arranged in Radio/Doordarshan in coming months.</b></li> <li><b>Write ups with photos on DPEP interventions to be published in daily newspapers</b></li> </ul>	<p>Radio and Doordarshan SIET.</p> <ul style="list-style-type: none"> <li>A wide publicity was made through newspaper, All India Radio and Doordarshan in order to make people aware about NINAD programme</li> <li>Two programmes in DD - National channel were telecast to sensitize general public on the schemes of EGS &amp; AIE.</li> <li>A discussion on AIE was radio broadcasted in August, 2001</li> <li>A large number of awareness programme have been organised through print and electronic media like newspaper</li> </ul>		<p>newspapers.</p> <ul style="list-style-type: none"> <li>The private TV channel, - Patna City news, has covered events organised under DPEP</li> </ul>	<p>channel has covered events organised under DPEP</p> <ul style="list-style-type: none"> <li>Press visits to DPEP districts and project activities</li> <li>Press workshop held in August, 2001 in SPO for dissemination of project activities. National, electronic media channels and print media participated</li> <li>Publication of Saikshak Prekshak, a newsletter for teachers by DPO, DIETS also issue newsletters for teachers and BRCC, NPRCC, "Samvet" issued by SPO for BRCs.</li> <li>Audio, visual and print media gave wide coverage of School Chalo Abhiyan 2001.</li> </ul>	<p>ment in local and national newspapers published</p> <ul style="list-style-type: none"> <li>Radio talks, TV coverage done.</li> <li><b>Bal filmotsav have been organized on not enrolled children</b></li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>spread messages on education</p> <ul style="list-style-type: none"> <li>• <b>Documentation of newspaper clippings in progress.</b></li> </ul>	<p>'Balmandir' is being published regularly.</p> <ul style="list-style-type: none"> <li>• Press conference was organised under the leadership of hon'ble Minister for Education, Smt. Anandi Ben Patel on January 13, 2001.</li> <li>• Films on earthquake related works were produced by the GCPEC in English and Hindi on videos and CDs.</li> <li>• <b>Two radio jingles on children's enrolment and retention in schools and completion of primary and girls' education, produced</b></li> </ul>	<p><b>&amp; magazines</b></p>	<p>advertisement, radio talks, jingles and TV talks have been arranged in order to create awareness among people.</p>			<ul style="list-style-type: none"> <li>• A full page was devoted to the efforts of DPEP for teachers' support in all state level newspapers on Teachers' Day.</li> <li>• Full page publicity titled "Flag bearers of the Nation" in several (including North America) editions of Indian Express on DPEP's progress in U.P.</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
		<p>and broadcast from AIR.</p> <ul style="list-style-type: none"> <li>• Shilanyas ceremony of GCERT building by Chief Minister covered on Doordarshan, ETV, and Alpha TV Gujrati.</li> <li>• TV news coverage on Doordarshan, of conceptual workshop for DPEOs on implementation of SSA.</li> <li>• An article on UEE published in the magazine 'Achala'</li> </ul>						

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Networking	<ul style="list-style-type: none"> <li>Networking with Govt Depts. Mahila Mandals and Youth Organisations . MVF Foundation.</li> <li>Networking with Dept. of AE, UNDP and newspapers established.</li> <li>SC trainings were conducted with MVF</li> <li>All teachers unions/Associations were taken to visits to child labour camps in Rangareddy district.</li> <li>All the districts are connected through a dial up network.</li> <li>Updation of website <a href="http://www.apdpep2000.com">www.apdpep2000.com</a> and <a href="http://www.schoolsinnap.com">www.schoolsinnap.com</a></li> <li>A national</li> </ul>	<ul style="list-style-type: none"> <li>Gujarat SCERT, Ravi Mathai Centre for Educational Innovation and local NGOs like Avaj etc.</li> </ul>	<ul style="list-style-type: none"> <li>Public relation department, Youth services and sports department, state council of science and technology and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs. AIR established.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with NGOs, youth clubs done</li> <li>Convergence meeting with Natya Academy conducted</li> <li>A stall was put up in Vidyasagar Mela held in Kolkata Maidan during December to January exhibiting different activity and achievements of WBDPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with political parties, trade unions, NGOs Teachers, Associations, Youth Clubs, NYKs established.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with SIET, UP Directorate of Information, DAVP Song &amp; Drama Division, PIB, UP Roadways, newspapers, AIR, Doordarshan Lucknow established.</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>workshop on child labour was conducted. The delegates were taken to Warangal and Nizamambad to interact with the community instructor and children.</p> <ul style="list-style-type: none"> <li>New websites Chaduvala Panduga and AP pertal have been developed, <a href="http://www.chiefministerinfo.com">www.chiefministerinfo.com</a> and <a href="http://aponline/school/education/childrenlist.aspx">aponline/school/education/childrenlist.aspx</a>.</li> </ul>							

NEW STATES

MEDIA ACTIVITY	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<i>Administrative Arrangement</i>	Formation of Chhattisgarh SPO is under process.	Media Co-ordinator in place	
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> <li>• It will be carried out soon by the state of Chhattisgarh.</li> <li>• Posters, badges, flags developed for Padhna, badhna campaign. Many posters, models, pamphlets, multi-media presentation is under process for state formation celebration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pamphlets, folders, posters, newsletter, calendar published, regarding ALS, ECE, VEC, enrolment drive, book distributions, and Nirman Mahotsav, evaluation, gender issue, letter to the teachers, Slogan development, wall writing on National Highway and other routes.</li> <li>▪ Printing of pamphlets, and posters in local dialect. Magazines published for West Singbhum district.</li> <li>▪ Workshop organized for slogans and local song developments.</li> <li>▪ Quarterly magazine BEP Ahwan at state level being published</li> <li>▪ Newsletter at SPO and DPO being brought out</li> <li>▪ Documentation of media activities</li> </ul>	
<i>Audio Video material</i>	<ul style="list-style-type: none"> <li>▪ Audio &amp; video materials developed by the state of M.P. is being used in the districts of Chhattisgarh.</li> <li>▪ State will prepare its own materials afterwards.</li> <li>▪ Audio cassettes for formal school developed.</li> <li>▪ Audio cassettes for class I and II English content developed.</li> <li>▪ Conversion of educational videos developed by NCERT into CD-ROM planned for computer enabled education at head start clusters.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distribution of audio/video cassettes. Video documentation has been made like 'Hamara Vidyalaya', Civil Works, Micro-planning, Chunauti etc.</li> <li>▪ Video documentation of special campaign, cultural activities, rallies, meeting etc.</li> <li>▪ Audiocassettes of songs in local dialects developed. Various functional areas prepared by BEP being used.</li> <li>▪ A set of 6 audiocassettes on Shiksha Geet. Abhiyan Geet, Munia Beti campaign and women empowerment. A set of 2 audio cassettes on Shiksha Geetmala developed by BEP being used for mobilisation</li> <li>▪ Audio cassettes distributed to community and video shows organised during training and workshops.</li> </ul>	
<i>Advertising</i>	<ul style="list-style-type: none"> <li>▪ Necessary arrangements are being done by the state.</li> <li>▪ Massive advertising campaigns taken up after the formation of state during Padhbo, Padhabo School Jabo Abhiyan.</li> <li>▪ UEE-related matter to be broadcast and telecast in the media.</li> </ul>		

MEDIA ACTIVITY	CHHATTISGARH	JHARKHAND	UTTARANCHAL
	<p>conducted in the month of March 2000.</p>	<p>published. Theatre and music workshops for development of scripts organised. Regional theatre workshops being organised regularly for capacity building of cultural groups at level of linguistic zones</p> <ul style="list-style-type: none"> <li>▪ Four plays developed during regional level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in seven languages.</li> <li>▪ Workshop with cultural group at BRC level.</li> <li>▪ Organised workshop for slogan, local song development.</li> <li>▪ Organised a workshop for capacity building of cultural team in Dumka and East Singbhum district.</li> <li>▪ <b>10 day Inhouse cum field performance cultural workshops in May 2000 involving more than 50 participants.</b></li> </ul>	
<i>Press &amp; mass media</i>	<ul style="list-style-type: none"> <li>▪ It will be taken up now by the SPO of Chhatisgarh</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newspapers, radio and Doordarshan harnessed for media advocacy</li> <li>▪ Success stories on DPEP activities published in newspapers. The private T.V. channel covered events organized under DPEP</li> <li>▪ News of 'Bal Mela/ Maa-Beti Mela' in Hindustan Times, etc. in Dumka district.</li> <li>▪ News of 'Bal Mela, Maa-Beti Mela in Aakashvani in Dumka district.</li> <li>▪ <b>Publication of report on cultural programme in newspapers like Prabhat Khabar, Ranchi Express, publication of VECs school development.</b></li> </ul>	
<i>Networking</i>	<ul style="list-style-type: none"> <li>▪ Convergence with DPRO, Govt. of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Ka'la Parishad, NGOs, Vigyan Jathas and SRC under process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Convergence with Cultural Group, NGOs, NYKs, ZSS, Jago Bahina Samiti, ICDS, political parties, trade unions being established.</li> <li>▪ Conversations with Zila Saksharta Samiti in all the DPEP districts. Local NGOs and Education department involved in DPEP programmes in East Singbhum.</li> </ul>	

## RESEARCH AND EVALUATION

### Introduction

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

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

### Promotion of Research in Elementary Education

DPEP first addressed the issue of promoting qualitative research in elementary education through a national seminar on priority areas for research in January 1996. As a resultant strategy, two schemes, namely PROMOTE and INSPIRE were announced for supporting researches by established researchers and mainstream educational and research institutions. The schemes attracted the attention of universities, public & private research institutions and NGOs. Fifteen studies were commissioned through a three-tier scrutiny and evaluation procedure. The list of studies conducted under these schemes reflect the wide spectrum of concern in programme implementation ranging from pedagogy, curricula, teacher education, society, economics & education as well as educational planning & management. In 1999-2000, RESU undertook a project of compilation of abstracts of researches conducted at the national/state/district levels for DPEP. Abstracts of 254 researches were compiled and published by Ed.CIL in a volume entitled "Research Abstracts in Primary Education (1994-2000) in April, 2001.

This publication was sent to all State Project Offices, SCERTs and SIEMATs. **Further work on compiling abstracts of studies completed after November 2000 continued during 2000-01, and a second volume containing 217 abstracts of research studies is being published.**

At the national level, the following research studies were commissioned or undertaken by RESU till 2002.

- Study of the Need for Special Supplementary Reading Material for moderately hearing impaired children in Assam, by Poonam Arora, New Delhi.
- Problems and prospects of Double Shift schools in Assam and Madhya Pradesh by Sunil Batra, Centre for Education, Action and Research, New Delhi.



- A basic communication strategy for DPEP by A. Sivadas, Media Advocacy Group, New Delhi.
- On-the-job Support required for Elementary Teacher Educators by D.N. Dani, Vidya Bhawan G.S. Teacher's College, Institute of Advanced Studies in Education, Udaipur.
- Study on participation of children in primary education in two districts (Hardoi and Moradabad) of UP by Development and Research Services, New Delhi.
- Role of Panchayati Raj and Teacher Accountability in Ujjain, Ratlam and Shajapur districts of Madhya Pradesh by Madhya Pradesh Institute of Social Science Research, Ujjain.
- A study of Primary School Efficiency by A.M. Nalla Gounden, K. Suresh and Anbupalam, Chennai.
- Assessment of teacher knowledge of content area and pedagogy in mathematics at the primary school stage by J.N. Josh, Institute for Development and Communication, Chandigarh.
- Development of Effective Teaching Methods with the help of Mini teachers (pupil teachers) in Multi-grade Schools: an experiment, by M.J. Mali, MJP Vishwabharati Research and Cultural Institute, Gargoti, Kolhapur.
- Evaluation of MLL in two districts of Gujarat by P. Mohite, M.S. University, Baroda.
- Costliness of primary education: An inquiry into the private and social cost of primary education by P.R. Panchamukhi and Sailabala Debi of Centre for Multi-disciplinary Development Research, Dharwad.
- Teacher Absenteeism in Primary Schools: A field study in select districts of MP & UP by G.V.L. Narasimha Rao, Development and Research Studies, New Delhi.
- Efforts made in In-service Training of Teachers in DPEP states, an in-house study conducted by RESU with Snehlata Siukla as Consultant.
- Study of lateral entry in DPEP districts of Haryana by A.B.L. Srivastava, RESU.
- Internal efficiency and dropout rates at primary level of education in phase I and phase II DPEP districts by A.B.L. Srivastava, RESU.
- Repetition and Dropout Rates in DPEP districts for 1997/98-1998/99 and 1998/99-1999/2000 by ABL Srivastava, April 2001. The study provides class-wise repetition and dropout rates as well as cohort dropout rates for 131 DPEP districts, using EMIS-DISE data. Report of this study has been sent to all SPDs.
- Dropout Rate and other indicators of internal efficiency in DPEP districts for 1999/2000 - 2000/01 by ABL Srivastava, November, 2001.
- **Study on Causes of High Dropout Rate in six states (already completed in 5 states; reports are under preparation).**
- **A study on Cause of grade repetition in seven states (Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Tamil Nadu & West Bengal)**
- **A workshop of Principal Investigators of the study was held at Shimla from June 24 to 26, 2002, in which the tools of data collection were finalised and the methodology of conducting the study was discussed. The study is in progress in 7 states.**

#### Studies conducted by NCERT and NIPA

1. NCERT has completed a study on classroom processes conducted in seven DPEP I states during 1999-2000. Its reports were made available to the 12<sup>th</sup> JRM. The research had adopted the case study approach of social anthropology and extensive use was made of actual observation in the classroom, in-depth interview

of teachers and study of various records and documents. In each state, 10 schools were selected for such study. The study was conducted under the overall guidance of Prof. C.S. Nagaraju.

2. NCERT has organised Benchmark and Mid-term Assessment Surveys in DPEP districts to assess the achievement of students at the end of class I and class III or IV, depending on whether the last primary grade is IV or V. Achievement tests in language and mathematics developed by NCERT initially and later by RESU-TSG were used for such assessment. The surveys have been conducted by state level agencies under the guidance of Prof. Ved Prakash and his colleagues.

Terminal Assessment Survey (TAS) in DPEP Phase I districts was conducted in all the seven (now eight after bifurcation of Madhya Pradesh) DPEP Phase I states under the guidance of NCERT. Achievement tests, the same as used for MAS in these districts, and the sampling design were provided by NCERT. The survey has been completed in all the states. Reports of the survey have been received by NCERT from all the states. NCERT has prepared a consolidated national report based on all the state reports. **NCERT has now been requested to carry out further multivariate analysis of TAS and other data on school and pupil variables.**

3. Early Childhood Care and Education in DPEP-I, An Assessment, NCERT, 1997.
4. At the national level, NIEPA and TSG were associated with a study on participation of children in primary schooling in selected states. NIEPA was also involved in a study of content analysis of VEC training modules for DPEP states. During 2000, Yash Aggarwal of NIEPA completed a study on 'Primary education in unrecognised schools in DPEP districts of Haryana'.
5. Y Aggarwal of NIEPA has also assisted some of the states, in particular, Tamil Nadu, in conducting cohort studies to assess the retention rate in primary schools. In a sample of schools, the children entering grade I in 1994/95 were followed up for 5 years, upto 1998-99, to find out how many completed primary education in 5 years, how many repeated grades and how many got transferred to other schools. The study has now been extended to all schools of 6 DPEP districts of Tamil Nadu and a few other states like Andhra Pradesh, Karnataka, West Bengal and Maharashtra have also taken the initiative of conducting similar cohort studies. Recently Uttar Pradesh has also decided to conduct cohort study in samples of schools of the new 32 Phase III districts. For that necessary guidance was provided by NIEPA and advice on sampling by RESU.
6. The following studies were completed by NIEPA between October, 2001 & March, 2002:
  - (i) Sample Survey for validation of LISE Data (by Yash Aggarwal)
  - (ii) An Exploratory Study of Interface / Linkage between Pre-Primary and Primary Levels of Education (Nedam Sood)
  - (iii) Analysis of Educational Expenditure in DPEP Districts (by Yash Aggarwal)
  - (iv) Content Analysis of Training Modules for Village Education Committees: A Study of seven DPEP States (Phase I) (by Pramila Menon)

- (v) Access and Retention under DPEP 2000 (by Yash Aggarwal)

**The following study was completed after March 2002:**

**Impact of ECCE scheme on girls enrolment and retention in primary schools a comparative study of two states. (Y. Josephine).**

7. **The following are the on-going studies of NIEPA:**
- (i) **Identification & Development of Indicators of School Improvement (A.C. Mehta, data analysis of the study is in progress)**
  - (ii) **Impact of DPEP Interventions on Demand for Education: A study of Housheolds Below Poverty Line in Orissa (N.K. Mohanty, data analysis of the study is in progress)**
  - (iii) **A study of District and sub-district level Management Structures under the DPEP (SMIA Zaidi, fieldwork of the study is being organised)**
  - (iv) **A study of the Impact of the DPEP on Development of Primary Education in Tribal Areas (Y. Josephine, instruments for data collection are being developed)**
  - (v) **Coverage and Performance of Elementary Education: A Study of Data Gaps, Internal Efficiency and Transition Rates (A. C.Mehta and K. Biswal, instruments for data collection are being developed now)**
  - (vi) **Micro-planning in the DPEP districts: A Comparative Study of Haryana and Uttar Pradesh (Neeru Snehi, instruments for data collection are being developed now)**
  - (vii) **Functioning of SIEMATs: A study of DPEP States (Pramila Menon)**

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

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

12. Study of the Support Systems and Processes which Underpin DPEP's Pedagogical Strategy in six states (Assam, Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh and Uttar Pradesh), 1999
13. Study on Community Mobilisation and Empowerment for Universalisation of Primary Education conducted in seven states (Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh and Uttar Pradesh), 1999.
14. Study of Declining Enrolment in Class I in three states (Maharashtra, Tamil Nadu and Uttar Pradesh), 2000.
15. Progress towards universal access and retention in 2 volumes (Analytical Report and District Report cards) by Y. Aggarwal, published by NIEPA in November, 2001.
16. Classroom Observation Studies - Case studies of schools were undertaken in 7 DPEP-I districts as well as one of Andhra Pradesh because of the APPEP program. The case studies revolve around some well functioning schools in different states covering just a few schools in each state. The main aim was to explore how these schools function and what type of practices prevail in the actual classroom transactions in these schools (Pedagogy Unit).
17. Improving Girls Access to a Better Life through Primary Education Mid-term Review of Efforts to Improve Girl Child Participation Rates 1997 (Gender & IED Unit).
18. Empowerment through Education: Identification and enrolment of children with special needs in DPEP, March 2000 (Gender & IED Unit).

The synthesis reports of the studies at serial numbers 12, 13 and 14 were prepared by RESU. The studies at serial numbers 16, 17 and 18 were undertaken by other units of TSG.

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

## Recent and Ongoing Research Activities

### (1) Studies on Dropouts

- (i) A study on Causes of high dropout rate was undertaken in 6 states (Assam, Bihar, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal) where dropout rates were very high in some of their districts according to DISE data. Sampling design and tools for data collection and sampling design were finalised in consultation with the Principal Investigators and a couple of experts. **Data has been collected and analysed in all the states except Orissa. In Orissa the data could not be collected during the rainy season due to difficulty in reaching the selected schools. Now the field work for data collection is to be done in October/November. In other states, the data have been analysed and the reports are under preparation. Draft reports are expected to be ready by the end of October, 2002. A meeting of Principal Investigators was held on 29-31 May, 2002 at SCERT, Lucknow to discuss and finalise the plan of data analysis.**
- (ii) A study on dropouts is also going to be undertaken in a few districts of DPEP states where the dropout rate has fluctuated greatly from year to year. In Kerala, a study on factors responsible for very low or negative dropout rates, is proposed to

be undertaken. The study is in progress in Haryana. **The study in 2 districts of Haryana is expected to be completed by the end of October. In Tamil Nadu and Kerala, the study has not yet started.**

- (iii) Cohort studies to assess completion rate are going to be undertaken in at least one district of every DPEP state on the pattern of Tamil Nadu under the guidance of NIEPA. A few states (like Tamil Nadu, Maharashtra, Karnataka, and Andhra Pradesh) have conducted the study in all their DPEP districts, while others have conducted the cohort study in selected districts or blocks. These studies are continuing in these states with cohorts of other years. **Also other states like U.P., have conducted cohort study this year (in 2001-02). In U.P. the study has been conducted on a sample basis in 32 DPEP districts. RESU provided SCERT assistance in sampling of schools and analysis of data.**

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

An external evaluation of DPEP (Phase I) was conducted by four IIMs. The draft research proposal for the study was prepared by RESU. A meeting of Principal Investigators from the four IIMs (Bangalore, Kolkata, Lucknow & Ahmedabad) was held in MHRD on 5.10.2001, to discuss the ToR. **The study has now been completed and reports of the study have been received from IIMs. Principal Investigators of the study are going to present their reports at MHRD on November 8, 2002.**

## (3) Study of the Causes of High Repetition Rate in 9 states

As suggested by the 14<sup>th</sup> JRM, this study was undertaken to find out why repetition rates are high in some DPEP districts. The study was to be undertaken in nine states (Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Tamil Nadu and West Bengal) in which grade repetition rates derived from EMIS-DISE data, were found to be high. In a meeting of Research & Evaluation Coordinators of these states, held on March 18, 2002 the specific objectives and *modus operandi* of these studies were discussed. It was decided that the states should conduct these studies with their own resources, while RESU will coordinate the study at the national level and would provide the states necessary technical advice. **The work on the study has started in 6 states, and two of them (Haryana and Himachal Pradesh) have completed data collection. The states which have not yet undertaken the study are Assam, Bihar and Orissa. A common software for data entry and analysis is being prepared by Ed.CIL for this study.**

## (4) Final Evaluation of Pedagogical Interventions in Phase I districts.

The study was conducted in all the seven DPEP I states (now eight after bifurcation of M.P.) by different agencies which were identified by TSG. 13 districts (1 to 2 districts in each state) out of the 42 DPEP I districts were covered. Fieldwork for the study is over. Analysis and report writing are in progress. **The findings of the Tamil Nadu and Karnataka study have already been shared with the state authorities in September-October 2002. Their draft reports are being finalised by the researchers. The reports of Kerala, Haryana, Madhya Pradesh, Maharashtra etc. are to be shared with the respective states soon. The Pedagogy Unit of TSG is coordinating this study.**

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

These are explorative studies to understand the pupil evaluation systems in schools, formal as well as continuous and comprehensive. The states selected for the study are Madhya Pradesh, Kerala, Karnataka, Uttar Pradesh, Maharashtra. Two NGOs have also been selected for the study (Ekalavya, Bhopal & Digantar, Jaipur). Preliminary study reports were prepared and their findings were shared at a national level workshop with all DPEP states (February 27-March 1, 2002). **A synthesis document is being prepared. The Pedagogy Unit of TSG has coordinated these studies.**

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

A national study on Classroom Culture and Processes from the Gender Perspective is being conducted in all the **18 DPEP States**. Data has been collected from 17 formal primary schools and 4 Alternative schools in each state by the research teams who were entrusted with the job of data collection. **The research teams have collected the data. The study is not yet completed and work on it is continuing.**

**(7) Evaluation of Alternative Schools**

It is proposed to conduct an evaluation of Alternative Schools in 6 states (now 7 after bifurcation of Madhya Pradesh), out of which two are DPEP I states - Madhya Pradesh and Chhattisgarh. A Research Advisory Group was set up which helped in finalising the objectives and research design of the study. The states have identified the agencies for carrying out the evaluation and CIE, Delhi is the central coordinating agency for the study. The study is being monitored by Alternative Schools Unit of TSG. **The agencies identified by the states have already started their work for evaluation. A four day workshop was organised between 27-30<sup>th</sup> October in Delhi with the evaluation agencies to finalise a common framework, tools and time frame for research.**

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

It is proposed to conduct an extensive National-level Evaluation of all aspects of Civil Works in DPEP in the coming year. The evaluation will be coordinated by Civil Works Unit, TSG. An Advisory Group is being formed to guide this evaluation. The objective is to identify state-wise strengths and weaknesses, and focus on improvements in future Civil Works in DPEP and otherwise. The evaluation will be for both the Process and the Product. Experts in Civil Works, Community Issues, Management and Pedagogy will be involved in this evaluation. The tools have been prepared and sampling has been done. Fieldwork entrusted to the State Evaluation Teams is in progress. The teams in 5 states were start fieldwork in April. **Now field work in nine states (Assam, Tamil Nadu, Uttar Pradesh, Rajasthan, Himachal Pradesh, Andhra Pradesh, Haryana, Karnataka and West Bengal) is over. The data analysis / report writing for these states is in progress. Draft reports are expected shortly. The field visits in the remaining nine states will be taken up during December 2002-January 2003. The final Synthesis Report is expected to be ready by April 2003.**

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

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

indicators are also included in the reports. On the basis of EMIS-DISE data, studies on Trends in Access and Retention are carried out by NIEPA every year. NIEPA prepared such a report based on 2000-01 DISE data of all the DPEP districts, which was published in two volumes by NIEPA in November, 2001.

#### **(10) Terminal Assessment Survey (TAS) in DPEP II states**

**This survey has to be conducted in DPEP-II districts in 2002-03. NCERT is providing the tests and guidelines for the survey to all the concerned states.**

#### **Action Research**

Since 1995-96 onwards, DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC/BRC and DIET level through training programmes conducted by NCERT. In fact, NCERT has developed a module on Action Research methodology which is widely disseminated in a published format. Efforts made for promoting action research are showing result as there is a spurt in researches on issues which are very close to actual teaching-learning conditions and processes in most of the states. Although the different states have adopted different strategies for promoting action research, so far over 1200 Action Research projects have been undertaken and completed in the DPEP states.

Apart from NCERT offering training in action research in DPEP states, SIEMAT (Allahabad) has also organised decentralised training for grassroot-level practitioners and teachers in action research. **The Action Research studies are going on in most of the states. Some states have prepared abstracts of the AR studies and have also conducted dissemination seminars at state/district/block levels.**

#### **Sharing of experiences and Using Outcomes of Research**

During 1999 and 2000, the national level activities laid stress on sharing of experiences across the states. In research and evaluation, many significant publications and reports were made public during this period. These include a module on Action Research Methodology developed by NCERT; a compendium paper presented in the 3<sup>rd</sup> International Seminar, 1997 by NCERT; a compendium paper & report of Seminar on Innovative Practices in Pupil Evaluation (May 1998) by M.S. University, Baroda; a report on training programmes for Action Research by NCERT; status-cum-trend reports on Research in Elementary Education from 8 DPEP states and a national overview; workshop on Research and Evaluation priorities in Primary Education by DPEP, Tamil Nadu; Print and Video reports of Sample Monitoring and Evaluation (SAME), 1998 by DPEP Kerala; Action Research Approach by DPEP, Karnataka etc. NCERT has also brought out a list of 'hard spots' of learning observed in DPEP I MAS results for further dissemination. Also reports of studies undertaken with common research design in several states simultaneously (e.g. studies at serial nos. 12, 13 and 14 mentioned above) and their synthesis reports were made available to all the states.

The meeting of R&E Coordinators organised in February 2000 at Aurangabad focussed on utilisation of research findings; in this meeting several examples were presented of how research findings were utilised in planning and improving training and other interventions of DPEP the states. In the last meeting of R&E Coordinators, held at Bangalore in September,

2001, the states provided further examples of the use made of their work plans and improvement of their teacher training programmes.

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

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

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

### **Networking**

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

### **National level research Seminars**

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



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

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

At these seminars, a number of research papers were presented on the selected themes and also panel discussion were organised to discuss certain topical issues. It has been decided to publish selected papers of the ISEC seminar. The papers were sent to authors for revision / modification. **Now that most of the revised papers have been received, the report is going to be published shortly.**

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

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

The meeting-cum-workshop was attended by 19 participants from 10 DPEP states. The participants presented reports of various activities in Research & Evaluation carried out at the state level, covering (1) studies that were completed or in progress in 2001; (2) the new studies undertaken or proposed for the next year; (3) information on training programmes in Research Methodology; (4) Action research; (5) initiatives taken for improvement of pupil evaluation, and (6) dissemination and utilisation of research findings. The workshop was inaugurated by Dr. G. Karajagi, an eminent educationist, and four resource persons including the Chief Consultant, RESU, provided guidance to participants while various issues related to impact studies were discussed. In the sessions devoted to group work, the participants gave some useful suggestions on (a) study of trends based on various studies conducted under DPEP in specific areas and (b) the types of impact studies needed at this stage of DPEP implementation. The report of the meeting-cum-workshop has been prepared and is being sent to all SPD's for necessary follow up action.

**The 9<sup>th</sup> meeting-cum-workshop of Research & Evaluation Coordinators of DPEP states was held from September 25 to 27, 2002 at RIE, Bhopal. The seminar was attended by 19 participants from 10 DPEP states. They made presentation on R&E work being done in the states and their research plans. As the focus theme for discussion in this**

workshop was 'Achievement Surveys at primary level of Education', the resource persons discussed various issues relating to conducting of achievement surveys including those of sampling and data analysis. In sessions devoted to group work, three groups were formed which discussed (i) follow up on Research and Evaluation studies completed so far (ii) Achievement surveys for monitoring the quality of education and (iii) follow up work on MAS and TAS. Draft report of the workshop has been prepared.

### **Capacity Building**

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

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

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

Training programmes in Action Research have been conducted in most of the states. In some states, the findings of Action Research are shared with the district, block and cluster level functionaries by organising dissemination workshops and publishing abstracts of the studies. **States are continuing to provide technical and financial support to teachers for conducting Action Research and some have published abstracts of selected Action Research studies of their states.**

**DPEP – I STATES**

	Assam	Haryana	Karnataka	Kerala	• Madhya Pradesh	Maharashtra	Tamil Nadu
<b>1. Organisation &amp; Management</b>							
<i>(i) Staffing</i>	- R&E officer in SPO and DPOs in place.	- Programme officer (R&E) in SPO.	- R&E an additional charge to JD in SPO.	- Assistant Programme officer (R&E) in place in SPO and Programme Officers in DPO of each district.	- Consultant (R&E) in place in SPO.		- EREM wing established in SPO with Consultants.
<i>(ii) Other Institutions Role</i>	- SIE, Jorhat has a separate component for R&E.	- SIEMAT and SCERT hub of R&E activities. - Consultant for R&E in SCERT.	- Each functional area in SPO addresses R&E issues individually. - A separate unit for R&E set up at DSCERT.	- At SPO level, internal and external monitoring and evaluation looked after by each unit. - <b>State level steering committee constituted.</b>	- Each functional area addresses R&E issues individually. - <b>State and District Research Groups constituted.</b>	- MSCERT is the nodal agency for promoting research.	- DTERT & each DIET has coordinators for R&E.
<i>(iii) Advisory Group</i>	- Steering Group for Research at SPO. - Research Advisory Group set up by SIE, Jorhat.	- State Resource Group in Research set up by SPO & APOs. - District Research Groups set up.	- Research Resource Group set up by SPO. - RIE, Mysore identified as supporting institute.	- Research Advisory Committee set up by SPO. - Internal Academic Support Missions focus on Monitoring & Evaluation of pedagogic issues.	- District level committees formed for research comprising retired teachers, lecturers and NGOs.	- Research Advisory Committee set up at MSCERT & SPO.	- Research Advisory Committee set up by SPO. - District Research Groups set up.
<b>2. Action Research Programmes</b>							
<i>(i) Operational Levels Institutions</i>	- SIE, DIETs, BRCs and practising teachers.	- SIEMAT, SCERT, DIETs, BRCs & teachers.	- SCERT, DIETs and practising teachers.	- SPO, DIETs, BRCs, CRCs and selected teachers.	SCERT, SPO, DIETs, DPO, CRCs and teachers.	- DIETs, BRCs/ CRCs, teachers.	- SPO, BRCs & CRCs and selected teachers.
<i>(ii) Activities conducted</i>	- SPO organised a first training programme in October 1998 in which 150 participants were trained. - All instructors of 19 BTCs in Assam oriented in Action Research	- Selected DIET faculty members of all 8 districts trained in action research by SIEMAT, Allahabad. - 125 primary teachers / head-teachers / CRC coordinators were trained in action	- Training in Action Research for DIET and DSERT personnel conducted with help of RIE, Mysore. - Action Research conducted in 16 areas and an abridged version of the report	- 38 AR studies by teams of teachers, CRC/BRC personnel and DIET faculty completed. - Training in AR conducted in February '99 by SPO.	- Under Quality Watch, an Action Research programme was initiated in four districts, namely, Betul, Raisen, Rajgarh and Shahdol. Thirty schools in one of the blocks of each district	- SCERT looks after the training and monitoring responsibilities. - 179 action research project have been completed. - Another 50 projects	- SPO R&E wing (EREM) conducted training workshops in all districts. All BRC coordinators trained in the action research. - Training given to BRC/ CRC and teacher educators for

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>methodology. In this training, Action Research proposals were developed by instructors, DIET faculties and BRC coordinators.</p> <ul style="list-style-type: none"> <li>- 14 action research studies completed in various districts last year.</li> <li>- SIE currently providing district-wise training.</li> <li>- Action research presently being done by each DIET faculty member.</li> </ul>	<p>research. About 150 action research studies were undertaken by them and DIET lecturers. These studies are almost complete.</p> <ul style="list-style-type: none"> <li>- Training of 312 teachers / CRC Coordinators undertaken in 7 batches. They selected problems and started working on them. The progress of their work was reviewed in monthly workshops at DIET / Block level and also at the state level. Report writing workshops conducted in January / February, 2001.</li> <li>- Activities proposed for the future include organisation of workshops to edit the reports of Action Research for their presentation, sharing and publication.</li> <li>- Two lecturers from each DIET have been imparting training in Research Methodology</li> </ul>	<p>has been brought out and disseminated upto block level.</p> <ul style="list-style-type: none"> <li>- Kannada version of Action Research reports has been disseminated through <i>Kali Nalli</i>, the bi-monthly teachers' magazine.</li> <li>- Material has been developed at a state level workshop for training of teachers in Action Research.</li> <li>- Five action Research studies are completed at SCERT level and 11 in DPEP-I districts.</li> <li>- Training of teachers on Action Research conducted through teleconference.</li> </ul>	<ul style="list-style-type: none"> <li>- Districts also conducted one round of training for teachers.</li> <li>- So far 242 AR studies have been initiated till date. All studies were finalised by the end of March 2001. Abstracts of selected studies prepared.</li> <li>- In Kasargod, Palakkad &amp; Wayanad districts, training/ dissemination workshops on Action Research were organised for teachers and trainers.</li> </ul>	<p>comprising of ten primary schools, ten alternative schools and ten education guarantee schools were taken for action research programme.</p> <ul style="list-style-type: none"> <li>- Orientation programme for core groups of each district were organised in August, 1999.</li> <li>- Two review meetings held in SPO in Nov, 1999.</li> <li>- Action Research conducted to assess the needs of teachers teaching English in 5 districts.</li> <li>- Impact study of book I, II, III; Teachers Needs Assessment for middle School teachers; and Assessment of teachers capacity in English (Teacher Training 2001).</li> <li>- Action Research is being undertaken by the officers from Rajya Shiksha Kendra in 10 areas of concern on a sample of 4 schools per district.</li> <li>- Action Research by DIETs being undertaken on a</li> </ul>	<p>are under way. Documentation of the AR projects is under preparation.</p> <ul style="list-style-type: none"> <li>- Action Research workshop proposed by MSCERT in April 2002.</li> <li>- State level workshops on AR were conducted at Gadchiroli &amp; Parbhani by the Research and Evaluation department of MPSP, Maharashtra.</li> <li>- Training of 650 RPs on Action Research conducted through Teleconference in July, 02.</li> <li>- About 240 such action researches have been reported to be completed, so far. About 165 Action Researches completed in 2001-02</li> </ul>	<p>training teachers in action research.</p> <ul style="list-style-type: none"> <li>- 180 action research studies completed. Another 50 Action Research projects in progress.</li> <li>- Abstracts of completed Action Research projects is under preparation.</li> <li>- Eight action research projects on gender related themes were undertaken.</li> <li>- Additional Action Research studies taken by lecturers and teacher tainees.</li> </ul>

DPEP - 1 STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
					<ul style="list-style-type: none"> <li>• sample of 4 schools per district.</li> <li>- 3 orientation meetings held for the members of the State Action Research team.</li> <li>- One orientation meeting held for the members of the District Action Research team.</li> <li>- Action Research is being conducted at state level and also at district level in all 45 districts.</li> <li>- Action Research on effectiveness of DIET, BRC, CRC is being undertaken at the state level.</li> </ul>		
<p>3. Promotion of Research in Primary Education</p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- SPO, through a workshop identified priority areas for research. Each year, major and minor studies planned and budgeted by SPO's R&amp;E unit.</li> <li>- A resource inventory developed for tapping</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT and SIEMAT prioritised areas for research in 1998. From SPO, activities are primarily based on suggestions offered by JSMs and experts in various functional areas. <b>They have been conducting</b></li> </ul>	<ul style="list-style-type: none"> <li>- A state-level Resource Group guides in identifying areas for research and engaging institutions.</li> <li>- Emerging research needs during programme implementation have been addressed on a</li> </ul>	<ul style="list-style-type: none"> <li>- Research proposals are invited from individuals &amp; institutions. A state level screening committee scrutinizes and approves the proposals.</li> </ul>	<ul style="list-style-type: none"> <li>- Emerging research needs addressed on priority basis.</li> <li>- SCERT pursuing own research agenda under DPEP.</li> <li>- Priority areas for research at different levels have been</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops conducted at district and state level for prioritising research areas.</li> <li>- Reputed institutions were involved at the state level. At the district level, the works is mostly done by</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E wing identified areas for research and pursued the same till 1997.</li> <li>- Research Advisory Committee set up. Strategy being developed and areas identified.</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	resources. - <b>The Steering Group for Research at SPO and Research Advisory Group</b> set up by SIE Jorhat, developed their own strategy and agenda for research. Priority areas were identified and widely disseminated.	<b>studies on dropouts.</b> - Researchers are also invited to submit proposals on important issues. - <b>4 DIETs are conducting research.</b>	priority basis.		identified. - External & Internal agencies are involved.	system functionaries.	
(ii) <i>Activities</i>	<ul style="list-style-type: none"> <li>- State-level workshop on the final reports of four research studies on low enrolment in phase I districts in May 2000.</li> <li>- A state-level workshop on sustainability and mainstreaming of DPEP activities in June 2000.</li> <li>- MAS study in six districts completed.</li> <li>- Study titled 'Impact of intervention of DPEP on community participation' has been completed.</li> <li>- A comparative study on classroom transaction in Darrang and Morigaon district completed and report shared at State level.</li> <li>- A total of 34 rese. rch</li> </ul>	<ul style="list-style-type: none"> <li>- 32 research studies conducted. Four of these focussed on gender issues such as gender bias in textbooks.</li> <li>- ECCE and learning achievement of children at primary level were the prime focus of the mid-term assessment conducted in four Phase I districts.</li> <li>- SIEMAT Bhiwani undertook and completed following studies :               <ol style="list-style-type: none"> <li>1. Study of incidence of drop-outs among girl students in village Haroli of district Fatehabad, village Ramphul Khera of Sirsa district &amp; Dhani Khushal village of Bhiwani district.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- 16 research studies completed so far and 15 in progress.</li> <li>- The Mid-term Assessment Survey in DPEP II districts has been completed</li> <li>- Evaluative study undertaken by NIAS <b>completed; draft report shared.</b></li> <li>- Evaluation study on MLL-based curriculum in classes I &amp; II has been completed.</li> <li>- Evaluation study on use of activity-cum-workbooks/teacher's guide has been completed.</li> <li>- Terminal Assessment Survey conducted in the DPEP-I districts. <b>Findings shared at different levels</b></li> <li>- A study on 'grade repetition' is taken</li> </ul>	<ul style="list-style-type: none"> <li>- MAS for phase II districts conducted and final report prepared.</li> <li>- <b>External Evaluation of Pedagogical Interventions in DPEP Kerala is completed.</b></li> <li>- Studies completed &amp; draft/interim reports submitted for the following studies:               <ul style="list-style-type: none"> <li>- A study on "Gender Concerns in School Activities and Classroom Practices in Primary Schools". Draft report submitted.</li> <li>- 'Study on redesigning the Anganwadis in Kerala' completed. Draft report submitted.</li> <li>- 'Classroom climate and student behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- More than 30 studies have been conducted by independent agencies to evaluate the primary schooling innovative and community-based initiatives - Alternative schooling &amp; EGS - in MP.</li> <li>- Districts have conducted over 20 studies in the areas of academic improvement, gender, SSK and tribal education.</li> <li>- Attendance monitoring in sample districts.</li> <li>- Mid-term assessment for the year 2000 has been completed and report submitted.</li> <li>- A review of primary education packages in MP was conducted by the IIM(Ahmedabd).</li> </ul>	<ul style="list-style-type: none"> <li>- 'Study on enrolment, attendance and retention of primary school children in 5 DPEP phase I districts' conducted by a private research institute.</li> <li>- Workshops conducted in Beed and Dhule to initiate persons in R&amp;E to undertake research projects in the District.</li> <li>- Content enrichment test was administered and hard spots shared with field functionaries.</li> <li>- Item banks for Std. I to V developed, field tested, printed and distributed to all the schools.</li> <li>- MAS for Phase II district was undertaken and completed by the research wing. Sharing workshops have been conducted.</li> <li>- Training in the analysis of EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>- MAS for phase II district was undertaken and completed.</li> <li>- Training in the analysis of EMIS data conducted in all the districts.</li> <li>- A study on declining enrolment in class I (in two districts of the state) was completed.</li> <li>- Seven research studies completed in the districts (one in each district) by DIET teams.</li> <li>- Ten research studies undertaken at the state level.</li> <li>- Five shortlisted formal research programmes to be undertaken by university research scholars and professors of education.</li> <li>- A screening committee</li> </ul>

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<p>studies completed.</p> <ul style="list-style-type: none"> <li>- Four research studies on Lower Primary schools with enrolment below 40 and schools having extremely poor girls' enrolment have been completed.</li> <li>- Terminal Assessment Survey conducted as per the direction of NCERT in three DPEP-I districts of Darang, Dhubri and Morigaon.</li> <li>- Two studies on difference of home language from that of medium of instruction and its impact on childrens' learning achievement in SFG area of five DPEP districts are in progress.</li> <li>- An evaluation study on the Education Need of Children in the Refugee camps of Bongaigaon and Kokrajhar is going on.</li> <li>- Terminal Assessment survey in DPEP Phase-II districts including Karbi Anglong is initiated.</li> <li>- Baseline Assessment survey for all 23</li> </ul>	<ul style="list-style-type: none"> <li>2. An evaluation study of the incentive scheme 'teacher grant of Rs.500/-.</li> <li>2. Utilisation of Physical and infrastructural facilities in Primary schools</li> <li>3. Use of libraries</li> <li>- Course on Research Methodology was organised by NCERT for the lecturers working in DIETs/SIEMT at the state request.</li> <li>- Two Lecturers from each DIET imparted training in Research methodology.</li> <li>- MAS in Phase II districts in 2000 conducted by SIEMAT, Bhiwani.</li> <li>- Teacher talent bank data of 4 districts namely Bhiwani, Kaithal, Jind &amp; Sirsa completed &amp; data collection in 3 districts Mohindergarh, Hisar &amp; Gurgaon, is in progress.</li> <li>- Ten studies carried out on assessment of training needs of primary school.</li> </ul>	<p>up, the design worked out. Work on the study has started.</p> <ul style="list-style-type: none"> <li>- A massive house-to-house survey conducted to find out children of school age population and out of school children.</li> <li>- Terminal Assessment Survey in respect of DPEP-II districts has been conducted and the reports could be shared with DPEP Bureau during December 2002.</li> <li>- Research study on Pedagogical Interventions in DPEP Phase I districts of Karnataka conducted by Vidhya Bhawan and the findings are shared at the national level workshop held in Bangalore.</li> <li>- Terminal Assessment Survey in respect of DPEP-II districts is in progress and report could be shared with DPEP Bureau during December, 2002.</li> </ul>	<p>outcomes - A comparative study of class rooms under DPEP and non-DPEP districts in Kerala', Completed.</p> <ul style="list-style-type: none"> <li>- 'A study on time management practices of Primary School Headmasters'. Completed.</li> <li>- Integrative approaches in classroom practices completed.</li> <li>- Impact of DPEP intervention on Tribal Education completed.</li> <li>- Multi level status of parents and the academic progress, envisaged in DPEP- a critical study-interim report submitted.</li> <li>- People's participation in implementation- a critical assessment completed.</li> <li>- Learning Environment provided for developing process skills through Environmental study in Primary Classes - completed.</li> <li>- Study of Functional efficiency of schools completed.</li> <li>- Community participation in</li> </ul>	<p>Analysis was made of the process of curriculum development, production of teaching-learning materials, process of teacher training material development, teacher training, classroom transaction etc.</p> <ul style="list-style-type: none"> <li>- Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary Education and to formulate further strategies based on the findings to plan for UEE.</li> <li>- A study was conducted to assess the impact of migration on the education of tribal children, with special reference to Bhil tribe in Jhabua district. The study helped to formulate an innovative scheme called "Shiksha Ghar" for such children.</li> <li>- A study was conducted to evaluate the factors affecting enrolment, retention, and achievement of students by Indian</li> </ul>	<p>conducted in all the districts.</p> <ul style="list-style-type: none"> <li>- Commissioned six studies by outside experts. Conducted research methodology courses.</li> <li>- Achievement tests conducted during April 2000. Performance of individual schools have been assessed and schools classified according to performance</li> <li>- A study conducted by Research Co-ordinator at District Jalna for finding out the possible reasons for the drop out in school.</li> <li>- One day meeting of Research Assistants organised in December, 2001 for reviewing R&amp;E activities.</li> <li>- Evaluation of multi-grade teaching project proposed; TOR approved by Government of India. Study conducted through SNTD, Pune. Data collection completed.</li> </ul>	<p>shortlisted six proposals out of which two (one on 'Schooling of the disadvantaged groups' and the other on 'dropouts') have been launched and completed.</p> <ul style="list-style-type: none"> <li>- Item banks for classes I to V developed, field tested, printed and distributed to all the schools.</li> <li>- A general report and special report on gender perspective brought out.</li> <li>- During 1997-98, a cohort study was conducted in 9 blocks of 3 DPEP districts to assess the efficiency of the schools and the achievement level of children. The study was extended to all the 106 blocks during 1999-2000 by collecting data from all the primary schools.</li> <li>- Analysis and comparison of two cohort studies undertaken at the school, cluster, block, district and state levels.</li> <li>- Among the on-going activities are (i) Study on Classroom Culture and Processes and (ii)</li> </ul>

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<p>districts covering both lower and upper primary level is also initiated.</p>	<ul style="list-style-type: none"> <li>- Compiled abstracts of research studies relating to primary education undertaken under DPEP and in the State universities.</li> <li>- Organised five days workshop on survey research for DIET lecturers.</li> <li>- DIET, Mahendergarh completed a study on "Effectiveness of Cluster Resource Centres".</li> <li>- TAS conducted in Phase I districts.</li> <li>- SIEMAT is conducting a study on causes of Grade Repetition.</li> </ul>		<p>development of primary education completed.</p> <ul style="list-style-type: none"> <li>- Terminal Assessment Survey in DPEP-I districts completed.</li> </ul>	<ul style="list-style-type: none"> <li>- Institute of Development Management, Bhopal in two districts, Dhar and Chhatarpur.</li> <li>- Terminal Assessment survey conducted in the year 2001</li> <li>- Evaluation study of enrolment, retention and achievement of children, teachers training and its impact on classroom interaction was done in districts Shahdol and Rajgarh.</li> <li>- Study on "Gender in Social equity in DPEP" was conducted</li> <li>- Study was undertaken on "Classroom culture and Processes from the gender perspective".</li> <li>- Study on "Impact of Jhoolaghar (pre-primary facilities) on the enrolment of girls in primary schools" has been completed in district Bhind.</li> <li>- Assessment study was conducted to determine teacher training needs and</li> </ul>		<p>Continuation of the on-going District-Based Research Projects and those by Mainstream Researchers (sponsored Research projects).</p>



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					<p>learning achievement at primary and upper primary levels.</p> <ul style="list-style-type: none"> <li>- Draft report of "Impact Evaluation of DPEP" has been prepared.</li> <li>- 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.</li> </ul>		
(iii) Areas in Focus for the Current Year	<ul style="list-style-type: none"> <li>- Teacher Training, Multi-grade teaching, effect of intervention in tribal and gender areas, classroom processes, community participation and low enrolment in schools.</li> <li>- Enrolment, retention, community participation, teacher motivation, socio-cultural influence. NFE, classroom transaction processes, early childhood education etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom process, gender bias, role &amp; function of DPEOs, TNA of teachers, TNA of disabled children, development of tests in Hindi, institutional development, role of VECs, change in attitude of teachers, absenteeism, vocabulary enrichment, delegation of powers, oral arithmetic, use of the TLM, co-curricular activities; School and teachers' grants.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement of MLL competencies, classroom practices: tribal education;</li> <li>- Gender and Equity issues in UPE</li> <li>- Use of blackboard and resource material.</li> </ul>	<ul style="list-style-type: none"> <li>- ECCE &amp; tribal education programme under DPEP; IEDC.</li> <li>- Teaching of Malayalam &amp; maths, teacher education, classroom processes, functioning of CRC and school resource groups</li> </ul>	<ul style="list-style-type: none"> <li>- Cohort study to assess the dropout and Transition Rates</li> <li>- Micro study (in a case study mode) to understand the critical factors for quality education.</li> <li>- Studies on - Enrolment pattern; Transition pattern; Equity issues; Community participation and Classroom processes.</li> <li>- Cohort study to assess the dropout and transition rates in all districts.</li> <li>- Assessment study to understand learner</li> </ul>	<ul style="list-style-type: none"> <li>- Disabled children migratory pattern, learning needs of tribal children, workload, introduction of textbooks, school efficiency, state finance etc.</li> <li>- Study of declining enrolment</li> <li>- Impact assessment of multi-grade teaching project</li> </ul>	<ul style="list-style-type: none"> <li>- Case Study (CS) as a new area for both Capacity building; Initial Concept Clarification and Advocacy Workshop was organised recently.</li> <li>- Problem of repeaters - issues, causes and remedies in DPEP districts by Alagapa University, Karaikudi. Study continuing</li> <li>- Mobilizing community research and intervention strategies for out-of- school children by Gandhigram Rural University, Dindigul study in progress.</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
					<p>competency, teacher competency and to determine the baseline for primary and upper primary levels for the formulation of SSA plan.</p> <p>- The ongoing studies being conducted internally include: Study of evaluation process in PS and EGS; Micro study of classroom processes; Cohort Study of Dropouts; Study of attitudes of teachers, parents etc. towards Head Start; Impact of computer enabled education on achievement of learners; Various issues concerning SSK.</p>		
<p><b>4. Academic Monitoring</b> <i>Modes and Methods</i></p>	<ul style="list-style-type: none"> <li>- General review meetings at all levels of management structure.</li> <li>- CRC meeting in every month.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring review meetings at district/state, SCERT levels.</li> <li>- SCERT and DIET personnel also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc.,</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring review meetings at district/state (SCERT) levels.</li> <li>- Resource groups undertake academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc. PMIS for monitoring,</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring visits by district and state resource group members &amp; nodal officers from SPO.</li> <li>- Evaluation Committee set-up at State, District &amp; Block levels; Monthly review meeting at block, DPO and SPO</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO, SCERT and SPO level.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc.; PMIS for monitoring, physical and financial targets of programme implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- For academic monitoring the formats have been developed and supplied to the supervisors by the districts.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO and SPO level.</li> <li>- DIETs and BRCs involved in school monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc.; PMIS for monitoring, physical</li> </ul>

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	<p>and financial targets of programme implementation.</p> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> national workshop on sample monitoring and evaluation (SAME) was conducted in Guwahati in January '99.</li> <li>- Monitoring of civil works by Engineering Wing of DPEP.</li> <li>- Academic Monitoring has been entrusted to the District Academic Core Group (DACG) and Block level Academic Core Group (BACG) formed recently.</li> </ul>	<p>PMIS for monitoring, physical and financial targets of programme implementation.</p> <ul style="list-style-type: none"> <li>- Specific studies also conducted in districts by DIETs, DPO and BRCs on retention, enrolment etc.</li> <li>- SIEMAT has developed the following formats for Progress report card; Monitoring Proforma for schools, CRCs, BRCs, summer camps, ETT, AS centres and training.</li> <li>- Work on TAS in Phase II districts is in progress.</li> </ul>	<p>physical and financial targets of programme implementation.</p> <ul style="list-style-type: none"> <li>- Research studies are discussed at BRC/CRC level to aid academic monitoring.</li> </ul>	<p>level.</p> <ul style="list-style-type: none"> <li>- Monthly review meetings of districts are conducted at the State level</li> <li>- Developed two formats (PMIS-Annex-I) and Annex-II) for State level monitoring of the BRCs.</li> <li>- PEDSK President has reviewed the activities of DPEP in districts.</li> <li>- In districts VEC level monitoring teams visit schools and CRCs.</li> <li>- Joint visit of DEO, AEO and BRC Co-ordinators were conducted.</li> </ul>	<ul style="list-style-type: none"> <li>- DPOs involved in academic and physical targets monitoring through BRCs/CRCs and schools.</li> <li>- The achievement level of children being monitored on quarterly basis from the year 2000-01.</li> <li>- Academic monitoring of schools from all the levels with the help of a well structured format based on quality indicators.</li> <li>- Monitoring of schools through problem solving approach and in a research mode.</li> </ul>		<p>and financial targets of programme implementation.</p> <ul style="list-style-type: none"> <li>- BRCs involved in monitoring access, retention and academic issues.</li> <li>- Special series on gender and other equity concerns prepared and training imparted in the EMIS data analysis.</li> <li>- Each BRC has adopted one school to develop as model school.</li> <li>- Study on quality of Primary Education using the services of Harvard University completed. Report under active consideration of GOTN.</li> </ul>
<p>5. Impact Assessment</p> <p><i>Areas in focus</i></p>	<ul style="list-style-type: none"> <li>- Teacher training, multi-grade teaching, effect of intervention in tribal and gender areas, classroom processes, community participation and low enrolment in schools.</li> <li>- Focus is on processes as well as outcomes; external agencies used for impact assessment on major interventions.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Training, Civil Works, DIETs, CRCs, BRCs, Anganwadi worker training, Competency skills in maths and language, Learner Achievement, School and Teacher Grant.</li> </ul>	<ul style="list-style-type: none"> <li>- Areas for evaluation identified and discussed.</li> <li>- Studies undertaken on MLL competencies and textbooks, classroom processes, Access, Enrolment, Learning Achievement, School and Teacher Grants.</li> </ul>	<ul style="list-style-type: none"> <li>- MLL based textbooks, Changed pedagogy, School &amp; Teacher Grants, VECs, Learning Achievement, Classroom Processes, Teacher Training, Management Processes.</li> </ul>	<ul style="list-style-type: none"> <li>- On all interventions in Gender, Media, Tribal, Alternative Education and Civil Works by respective units in SPO. Classroom Processes by external institutions.</li> <li>- Academic monitoring is undertaken on sample basis from state, districts, blocks and cluster levels.</li> </ul>	<p>Access, enrolment and retention; utilisation of infrastructure grants; Baseline test for multi-grade schools; cohort study on attendance; field testing of textbooks.</p>	<p>Learner Achievement, Access, Retention, School and Teacher Grants, NFE, Study on Local Escorts.</p>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<i>Strategy and Evaluations Undertaken</i>	<ul style="list-style-type: none"> <li>- Functioning of SCERT, DIETs, BRCs, CRCs, community mobilisation and functioning of VECs, impact of new teaching-learning practices, enrolment and retention, teaching mathematics and language.</li> <li>- A study on evaluation of effectiveness of Alternative Schooling centers in the districts of Kokrajhar and Bongaigaon is going on.</li> <li>- TOR for three studies in the SFG area prepared and agency for conducting the same is identified.</li> <li>- TOR for 5% Sample check of EMIS data collected during 2000-01.</li> <li>- Sponsored by GOI, IIM, Calcutta, carried out evaluation of DPEP in Assam. Draft report submitted to GOI and DPEP, Assam.</li> <li>- To study the classroom processes another impact study conducted through</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of ongoing training programmes conducted to improve competency of primary school teachers by IDC.</li> <li>- Developed question bank in Maths, Hindi and EVS for class-IV children.</li> <li>- Developed tools for the evaluation of newly developed competency based text books- <i>Hanste Gaate, Tarang, Hum-joli, Maje Maje Me</i> for classes 1-4 and their teacher guides.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation on Nali-Kali conducted.</li> <li>- External evaluation of DPEP-I conducted by IIM, Ahmedabad.</li> </ul>		<ul style="list-style-type: none"> <li>- Evaluation of TLM package namely, Seekhana Sikhana package, alternative schooling package and Khushi-Khushi package of Eklavya, being undertaken by Eklavya.</li> <li>- Evaluation of pedagogical remedial processes and evaluation processes by external agencies.</li> <li>- Internal evaluation of classroom processes.</li> <li>- Impact of interventions like 'Head Start' on enrolment, regularity of teachers, etc.</li> <li>- Evaluation of the results of 5<sup>th</sup> and 8<sup>th</sup> Board.</li> <li>- Evaluation of the quarterly results of classes 1 to 8.</li> <li>- Evaluation studies conducted by external agencies: Study of pedagogical renewal processes in PS and EGS in 2 districts; Study of Evaluation process in Vidisha; Evaluation of AS/EGS strategies in 2 districts; Recent</li> </ul>	<ul style="list-style-type: none"> <li>- 5% sample checking of EMIS data.</li> <li>- ToR for study on declining enrolment ready and sent to respective agency.</li> <li>- National study on classroom culture and processes from gender perspective-training and sample study completed.</li> <li>- Three days state level workshop of DIET and district representatives conducted to finalise research design for impact of multi-grade teaching project under DPEP. ToR is ready &amp; agency finalised.</li> <li>- Cohort study to find completion and dropout is under process.</li> <li>- TAS undertaken by MSCERT, Pune.</li> <li>- ToR for study on declining enrolment is ready and sent to the concerned agency. Revised ToR sent to GOI for approval.</li> </ul>	<ul style="list-style-type: none"> <li>- A common evaluation test for class V students to assess their performance was conducted in April 2000 and again in April 2001. Analysis of the data was undertaken by block, district and state-level officers. Follow up action was taken to train teachers on hard spots on learning in both cases.</li> <li>- Impact of DPEP Intervention in Phase I districts in T.N. - study entrusted to SRASTHA, an NGO-Chennai is in progress.</li> <li>- Evaluation of DPEP in Tamil Nadu - MHRD sponsored study by IIM Bangalore. Report presented.</li> </ul>

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	<p>RIE, Bhubaneswar. Draft report submitted.</p> <p>- ToR for impact studies on community participation, AS/ECE interventions are planned</p>				<p>Trends in Education Administration in 2 districts by NIEPA; External evaluation of DPEP-I by IIM, Lucknow; Gender and social equity in DPEP in Betul; Impact Analysis of Sahayogini Project in 2 districts by SRC, Bhopal.</p>		
6. <i>Networking</i>	<p>- A Resource Inventory of institutions developed by SPO from within and outside state. This expertise is used for R&amp;E activities. SPO utilised services of post-graduate students of different universities for various research projects. Study on VEC completed in 1998.</p> <p>- Networking with SIE Jorhat, Guwahati University, Tezpur University for research purpose.</p>	<p>- 14 institutions identified as part of state level capacity building programme. Networking established with national level institutions also. Regular interface organised with the institutions and universities. SCERT &amp; SIEMAT are also undertaking activities for enhancing the limited resource base in the state by cross interaction between national and state level institutions.</p> <p>- All the seven Govt. Elementary Teacher Training Institutes were linked to DPEP and their Principal and Lecturers attended orientation programmes.</p>	<p>- R&amp;E wing of SPO organises meetings of the state-level Resource Group</p> <p>- RIE identified for assisting in R&amp;E activities and involving in capacity building programmes.</p> <p>- RIE has actively collaborated in guiding DPEP researchers.</p>	<p>- SPO has identified institutions, universities and experts for various R&amp;E activities. On action research, working closely with university departments of education. 24 national and state level resource centres tapped for various capacity building, planning and implementation needs in R&amp;E.</p>	<p>- Resource Inventory of research institutions developed by SPO.</p> <p>- External institutions are mainly used for evaluation.</p> <p>- Networking is also established with Education Departments of leading universities in the state for assistance in R&amp;E activities.</p> <p>- All the DIETs of the state are linked in the activities of Research and Evaluation.</p> <p>- NGOs and retired persons (educationists) were involved in the process.</p>	<p>- R&amp;E unit (SPO) has a resource panel of 16 institutions which is utilised for R&amp;E activities and capacity building. SCERT has also undertaken initiative for interface with universities. It organised a meeting with universities and other leading institutions for exploring collaboration.</p>	<p>- The second state-level workshop to identify priority areas including participants from all leading universities in the state was held in March '99.</p>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<b>7. Dissemination and use of outcomes</b>	<ul style="list-style-type: none"> <li>- Research outcomes are published in the journal published by DPEP Assam. Findings are used in developing strategies for area-specific interventions by districts.</li> <li>- Dissemination of research findings done through workshops conducted at state level where faculties from SCERT, DIET, University, etc. participate. In addition, the researchers present their studies at Workshops held at district level.</li> <li>- The outcomes of research are studied by the state R&amp;E coordinator and his counterparts in the districts and strategy to remedy the situation is evolved.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT conducted dissemination workshops on all major evaluations. Evaluations on teacher training used for refining the programmes. Findings published in in-house journals.</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the evaluations are conducted concurrently and the results used for mid-course corrections.</li> <li>- A compendium of research studies has been brought out.</li> <li>- Findings of Mid-term Assessment Survey of DPEP-II districts shared with the districts at a state level workshop.</li> </ul>	<ul style="list-style-type: none"> <li>- Results from the action researches undertaken by teacher and BRCs shared in CRC Meet with teachers. Concurrent and external evaluations conducted during teacher training programmes helped in revising the planning and conduct of the programme. Outcomes of major studies are disseminated through print media also.</li> </ul>	<ul style="list-style-type: none"> <li>- Concurrent evaluations used for mid-course corrections and changes in approach.</li> <li>- In-house journals publish the major outcomes for further use.</li> <li>- Workshops at state as well as district levels were conducted for dissemination of outcomes.</li> <li>- Findings were used to formulate policies and strategies to strengthen the programme.</li> <li>- Integrated Learning Material (ILM) developed on the basis of outcomes of ILM study.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT organised dissemination workshops on learners' achievement and social assessment studies and the findings were used in AWP&amp;B preparation.</li> <li>- Districts have organised dissemination workshops for sharing action research outcomes.</li> <li>- State-level workshop on MAS findings held.</li> <li>- Findings of selected research studies have been disseminated through Jeevan Shikshan a monthly magazine of MSCERT, Pune.</li> <li>- The districts like Beed and Dhule have developed compendium of abstracts of selected action researches; also shared in their monthly meets at Cluster level.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshop on the findings of MAS organised at the BRC level.</li> <li>- Sharing workshops were held for learning assessment study, EMIS data analysis and study on 'hard spots'.</li> <li>- A Sharing Workshop to share the major findings from the MAS in Phase II Districts was held. A detailed document containing the material for the workshop was brought out to ensure effective dissemination of the matter.</li> </ul>

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p><b>1. Organisation &amp; Management</b></p> <p>(i) <i>Staffing</i></p>	<ul style="list-style-type: none"> <li>- R&amp;E Cell established at SPO. Two lecturers are employed in this cell.</li> <li>- At the district level (DPO), one lecturer from DIET was identified as R&amp;E Coordinator in DPEP I districts. Coordinators were identified in DPEP II districts as well.</li> </ul>	<ul style="list-style-type: none"> <li>- Two State Resource Persons in SPO in place.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Assistant in place. SPO set up SRG for R&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Cell in SPO and DPO, one Evaluation Coordinator in SPO and one in each DPO working.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Unit in SPO is responsible for all research activities.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>R&amp;E Officer at SPO is in position.</b></li> <li>- At the state level, SIERT having separate wing for R&amp;E; an Officer and other supporting staff in position.</li> <li>- At the district level, District Education Research Forum is working under the guidance of Principal, DIET and DEO.</li> </ul>	<ul style="list-style-type: none"> <li>- A Senior Professional looks after R&amp;E components in the SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Cell consisting of Fellows and one Coordinator at SPO looks after R&amp;E.</li> <li>- District Action Research Group (DARG) constituted at districts this consists of RTs (one from each CLRC for Phase I districts only).</li> </ul>
<p>(ii) <i>Other Institutions Role</i></p>	<ul style="list-style-type: none"> <li>- R&amp;E units have been formed in the SCERT and DIETs. SCERT continues to lead the R&amp;E programmes in coordination with DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>- SIEMAT, SCERT, Universities and Research Institutions are being involved in evaluation.</li> <li>- State Evaluation Team (SET) constituted and trained. The NIRD, Hyderabad, provided resource support for the training of SET members.</li> </ul>	<ul style="list-style-type: none"> <li>- State Research and Advisory Committee set up by SCERT in coordination with SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- NCERT and H.P. University (HPU).</li> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- DIETs are actively participating in the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>TE &amp; SCERT, RIE, Universities, NGOs &amp; other Research Institution are being involved in the activities of R&amp;E.</b></li> </ul>		<ul style="list-style-type: none"> <li>- SIEMAT &amp; SCERT implement and monitor the R&amp;E programmes. Core Resource Groups set up in all DIETs, conduct action research programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with IIM-C, ISI, School of Women Studies, Jadavpur University &amp; School of Women Studies, Calcutta University, Presidency College, Netaji Institute of Asian Studies, Indian School for Social Sciences etc.</li> </ul>
<p>(iii) <i>Advisory Group</i></p>	<p>(a) <b>Research</b></p> <ul style="list-style-type: none"> <li>- SPO: A State-Level Research Advisory</li> </ul>	<ul style="list-style-type: none"> <li>- State Resource Group in place.</li> </ul>		<ul style="list-style-type: none"> <li>- Research Advisory Committee set up at state level.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee setup.</li> <li>- <b>Two RAC meetings</b></li> </ul>		<ul style="list-style-type: none"> <li>- SPO set up a Policy Research Advisory Committee.</li> </ul>	<ul style="list-style-type: none"> <li>- State Research Cell constituted.</li> <li>- District Action</li> </ul>

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	<p>Committee comprising 10 members has been formed under the chairmanship of Commissioner and Director of School Education.</p> <ul style="list-style-type: none"> <li>- DPO: A District Level Advisory Committee with 5 members was constituted under the chairmanship of the District Collector.</li> </ul> <p><b>(b) Evaluation</b></p> <ul style="list-style-type: none"> <li>- SPO: State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO.</li> <li>- DPO: At the district level, District Evaluation Core Teams (DECT) were formed with 22 members (2 DIET Lecturers and 20 MRPS).</li> <li>- District Evaluation Teams (DET) with 20 members (teachers of primary schools) were constituted for collection of R&amp;E data.</li> </ul>				held in Feb & May 2002.		<p>Separate committee exists for SCERT &amp; SIEMAT. Last meeting held on 17<sup>th</sup> September, 2001.</p> <p>SCERT builds up the capacities in each DIET to conduct &amp; analyse the evaluation &amp; Research studies.</p>	<p>Research Group constituted at district level.</p> <p>Research Advisory Group (RAG) set up. Meeting is held every quarter to discuss studies to be taken up.</p>
<p><b>2. Action Research Programmes</b></p> <p><i>(i) Operational Levels and Status</i></p>	<ul style="list-style-type: none"> <li>- Action taken at SCERT, DIET MRP levels to train teachers and to promote Action Research.</li> </ul>	<ul style="list-style-type: none"> <li>- State level Action Research Group formed and trained.</li> <li>- District level Action Research Group formed and trained.</li> <li>- Action research</li> </ul>	<ul style="list-style-type: none"> <li>- The Action research module covering how to write hypothesis, conduct surveys, analyse data &amp; writing reports etc. is ready for</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- Workshops on action research have</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in Action Research through training &amp; material support.</li> <li>- SCERT oriented primary school head-teachers and DIET faculty for action</li> </ul>	<ul style="list-style-type: none"> <li>- It is planned to sponsor innovative and Action Research Studies at micro level.</li> </ul>	<ul style="list-style-type: none"> <li>- Core Resource Groups in DIETs have oriented BRC/CRC level personnel in and conducting action research.</li> <li>- Academic Resource</li> </ul>	<ul style="list-style-type: none"> <li>- Action researches planned at CLRC level. Focus areas include good practices in classroom, enrolment and drop-out etc.</li> </ul>



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	<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Rajasthan</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
<i>(ii) Activities conducted</i>	<ul style="list-style-type: none"> <li>- Training programmes in Action Research organised in collaboration with NCERT in 1998.</li> <li>- Pre-launching session for Action Researchers organised at SPO in February, 1999.</li> <li>- 26 Action Research Studies were undertaken; reports of 7 studies received and of 19 studies are awaited.</li> </ul>	<p>training conducted for district and programme for sub-district planned. 3 more courses being offered in the current year.</p> <ul style="list-style-type: none"> <li>- 38 Action Research studies underway in districts.</li> </ul>	<p>printing. It will be used as a guide.</p> <ul style="list-style-type: none"> <li>- Tele-conferencing on action research held in January 2000 orienting 1000 BRC &amp; CRC members &amp; teachers on issues like how to write hypothesis, conduct surveys, analyse data &amp; write reports etc.</li> <li>- 70 Action Researches completed so far.</li> <li>- 100 Action Research Studies to be undertaken.</li> </ul>	<p>been conducted.</p> <ul style="list-style-type: none"> <li>- 343 teachers/ BRC/CRC /DIET lecturers imparted training in action research.</li> </ul> <ul style="list-style-type: none"> <li>- State-level workshop in collaboration with NCERT at Kullu in 1999.</li> <li>- District-level workshops were conducted at Kullu, Sirmour and Keylong during 1999-2000.</li> <li>- Block-level workshop organised at Anni (Kullu) in Dec.'99.</li> <li>- State level workshop on "Follow-up of Action Research" from August 21-24, 2001 was organised at Nahan, Sirmour.</li> <li>- Workshop on Follow up for Action Research organised in December 2001 at DIET Kullu, at</li> </ul>	<p>research.</p> <ul style="list-style-type: none"> <li>- Two workshops held.</li> </ul> <ul style="list-style-type: none"> <li>- 7-days Training of district-level master trainers in action research.</li> <li>- District-level workshops organised for practitioners (BRCC &amp; CRCC) to develop their capacity in action research projects.</li> <li>- 20 minor researches completed and shared.</li> <li>- A module on Action Research Methodology in Oriya was developed. It was vetted by a team of experts, then printed and distributed among DIET faculty, BRCC / CRCC and Head teachers.</li> <li>- Abstracts of Action</li> </ul>	<ul style="list-style-type: none"> <li>- Five projects for Action Research from each district were invited. <b>Work completed.</b></li> </ul>	<p>Groups in DIETs approve BRC/NPRC level and teacher proposal for action research.</p> <ul style="list-style-type: none"> <li>- SCERT &amp; SIEMAT conduct programme for training DIETs, BRC, NPRC &amp; Teachers in action research every year. (last one in May 2001)</li> <li>- 2000 AR studies completed till last year.</li> <li>- 88 studies completed this year.</li> </ul>	<ul style="list-style-type: none"> <li>- To develop success stories from intervention achievements at the circle level.</li> <li>- Districts have to set up DRAG at district levels identifying 1 RT from each circle to take care of Action Research.</li> <li>- Bimonthly meeting are held to discuss various issues.</li> <li>- 10 issues for action research were identified for 5 DPEP districts.</li> <li>- Action researches planned at CLRC level. Areas are good practices in classroom, enrolment and drop-out etc.</li> <li>- Research teams were identified at state level and district level.</li> <li>- Workshop on Action Research organised for district research teams.</li> </ul>

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				<p>DIET Chamba in Feb. 2001.</p> <ul style="list-style-type: none"> <li>- Workshop on Follow up Action Research organised wef February 5-9, 2002 at DIET Chamba.</li> <li>- 252 Action Research Synopses prepared.</li> <li>- 112 Action Researches have been completed.</li> <li>- 69 Action Research studies documented of which 24 were documented in the 1<sup>st</sup> phase.</li> <li>- Video documentation of 5 Action Researches by IGNOU Delhi.</li> <li>- Study material prepared on Action Research for Teleconferencing to be held in the month of October, 2002 at IGNOU, New Delhi.</li> <li>- 4 State level Action Research workshops each of 3 to 5 days duration conducted at DIETs of Nahan, Kullu, Chamba,</li> </ul>	<p>Research projects prepared for wider dissemination.</p> <ul style="list-style-type: none"> <li>- 14 Action Research projects undertaken by BRCCs/CRCCs. A booklet 'PROBE' on these project prepared.</li> </ul>			

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
				<p>Keylong-total 130 participants trained in 2001-02.</p> <ul style="list-style-type: none"> <li>- 12 workshops organised for follow up work report writing, editing etc.</li> </ul>				
<p>3. Promotion of Research / Studies in Primary Education</p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- Networking with different institutions at State and National Level for undertaking Research on DPEP activities.</li> <li>- Funding external and in-house researches on the felt needs.</li> <li>- Encouraging Action Research at institutional level through capacity building.</li> <li>- Draw experiences of APPEP Research Programmes in designing, financing and guiding research activities.</li> <li>- Prioritising areas of research and undertaking quick &amp; short-term researches.</li> <li>- Utilising the findings of researches in preparation of AWP&amp;B as a feedback for mid-course correction.</li> <li>- Periodical review of the quality of researches</li> </ul>	<ul style="list-style-type: none"> <li>- Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.</li> <li>- Training in research methodology in education is being organised.</li> </ul>	<ul style="list-style-type: none"> <li>- 12 areas announced for research through newspaper advertisement. Proposals were received. Application for 8 more subjects for research and further details were being invited from the scrutinized institutes. After discussion &amp; evaluation of their proposals, various research projects will be assigned to the selected institutes or individuals.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up to prioritise the relevant areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotion of research studies and built capacity of district and sub-districts institutes.</li> <li>- Priority are selected through meeting, interaction with the State officials field level functionaries, and DISE report.</li> <li>- DEP-DPEP-IGNOU cell at SPO has been conducting teleconferencing programmes each month on various interventions since January, 2001. An evaluation of the teleconference programme was also conducted</li> <li>- Conducting further Action Research Projects.</li> </ul>		<ul style="list-style-type: none"> <li>- SIEMAT invites suggestions for topics for research from Institutions, government, departments, NGOs, Universities and individuals.</li> <li>- SIEMAT advertises identified topics, for research proposals in newspapers &amp; journals.</li> <li>- SCERT &amp; SIEMAT organise workshop on priority need based researches with institutes/NGO's.</li> <li>- Workshop on Research Methodology in February 2000; and May-August 2001; more workshops conducted in Nov. 2001, Jan 2002 and October 2002.</li> </ul>	<ul style="list-style-type: none"> <li>- Through workshops and DRST meetings, research priorities are being identified.</li> <li>- Identification of needs of special focus groups, role of VECs for providing effective intervention.</li> <li>- Dissemination of reports at the micro-level.</li> <li>- 46 areas finalised for research.</li> <li>- Some individual researchers have been identified, who have given research proposals.</li> </ul>

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	<p>being done by a team of experts.</p> <ul style="list-style-type: none"> <li>- Orientation of the District R&amp;E Teams on methods of R&amp;E and action research to take up studies in each districts on the problems identified.</li> </ul>							
(ii) Activities/Studies conducted	<ul style="list-style-type: none"> <li>- Of the 10 studies cleared by the State Level Research Committee during 1997-98, 8 were taken up by different networking institutions. All 8 studies have been completed.</li> <li>- Six Social Assessment Studies (on SC children, ST children, Minorities, children of Backward classes, Working children, Children in urban slums) launched in 1998, were completed.</li> <li>- Out of the 7 studies cleared by the State-level Research Committee in 1998-99, three were external and four in house studies. Of these, the one undertaken by ORG, Hyderabad was completed and two external studies are in the final stage of completion. The in-house studies were not taken up.</li> <li>- At the district level, 7 research studies in Warangal and 8 studies in Vizianagaram are in progress. Reports of 4 studies completed in Warangal district have</li> </ul>	<ul style="list-style-type: none"> <li>- 6 studies (including baseline) completed. Of the 12 studies planned for 2001-02, three were completed.</li> <li>- Study on education of minority girl children and culture of marginalised communities completed. Total 8 studies completed so far)</li> </ul>	<ul style="list-style-type: none"> <li>- Revised report of BAS &amp; Mid-Term Assessment Survey (MAS) submitted to MHRD in 2000.</li> <li>- Final report of the Social Assessment study has been submitted to MHRD.</li> <li>- The final report of the study on student achievement profile in all subjects (class III-VI) conducted throughout the state was submitted last year.</li> <li>- 14 state level - 125 district level and 100 to 200 BRC/CRC level research studies were in the pipeline.</li> <li>- Case studies of DIETS,</li> </ul>	<ul style="list-style-type: none"> <li>- The following research studies were completed:</li> <li>- Universalisation of Primary Education in Himachal Pradesh: A case study of Tissa (Chamba District).</li> <li>- Media support in promoting literacy and education.</li> <li>- Educational problem of primary-level children in Kullu District.</li> <li>- Utilisation of non-human resources at primary stage of education.</li> <li>- Parental preferences for quality education at primary stage.</li> <li>- Study on the achievement level in Mathematics in Kullu District (initiated as a follow-up to MAS findings).</li> <li>- Participatory research study on</li> </ul>	<ul style="list-style-type: none"> <li>- The following 7 research projects were commissioned through the DIET faculty members:</li> <li>- Socio-economic and cultural life in Bansipal block and its impact on primary education.</li> <li>- The teaching of mathematics in Kalahandi &amp; Bolangir districts.</li> <li>- Five evaluation studies of teacher training and classroom processes in 5 blocks.</li> <li>- R&amp;E Unit has taken up 17 small research studies primarily based on DISE data and household survey findings. These studies are being conducted through DIETs, NGOs working at the district level</li> <li>- 23 short-term research projects were conducted through the faculty members of DIET/ST schools.</li> </ul>	<ul style="list-style-type: none"> <li>- The following five studies were sponsored.</li> <li>- Classroom observation study in AS &amp; PFS.</li> <li>- Retention Study in AS &amp; PFS.</li> <li>- Utilisation of Teacher Grant of Rs. 500/-.</li> <li>- Functioning of SMC, BRC &amp; CRC.</li> <li>- Baseline survey by SIEAT.</li> <li>- All these studies are now completed.</li> <li>- Mid-term Baseline Achievement Survey will be started soon.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshop of Research findings held in January 1999. Latest meeting held in January to May 2001; <b>another is planned for Oct. 2002.</b></li> <li>- Following studies have been completed : <ul style="list-style-type: none"> <li>- Making a difference - document on the experiences of UP BEP and DPEP in the area of girls' education revised and updated.</li> <li>- Social/cultural context of female school dropouts of Etawah</li> <li>- Improving effectiveness of early childhood care and education in U.P.</li> <li>- Evaluation of Pilot Project of Work Experience for girls of upper</li> </ul> </li> </ul>	<p>Studies completed include:</p> <ul style="list-style-type: none"> <li>- Study on infrastructural facilities in primary education by an NGO (Sampark).</li> <li>- Critical analysis of DISE data by Prof. T.K.Ghara, Presidency College.</li> <li>- Study on school efficiency - number of pupil years covered in completing primary education.</li> <li>- Impact of student's attendance on transition pattern in primary education.</li> <li>- Financial investment in primary education.</li> <li>- BAS in expansion districts done by ISI.</li> <li>- Study on Gender in existing districts done by ISI.</li> </ul>

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<p>been received.</p> <ul style="list-style-type: none"> <li>- Conducted a pilot cohort study on dropouts in Visakhapatnam and Mahbubnagar District in April 2000. Also a cohort study was conducted in 2 mandals of Visakhapatnam and Medak districts.</li> <li>- Training at NIRD, Hyderabad on data analysis techniques for DIET lecturers, SPO &amp; SCERT staff.</li> <li>- Training programmes for SECT, DECT, DET conducted on evaluation and data collection methods in 1998.</li> <li>- Organised a training programme for Key Resource persons at state level in October 2001 at Hyderabad on Pupil Assessment Procedures</li> <li>- Organised a workshop from 15.10.2001 to 19.10.2001 at SPO, on the refinement and editing of test items in Telugu, Maths and English of Classes I to V developed during the workshop held in May / June 2001. The test items are now at the stage of DTP.</li> <li>- Conducted an orientation programme for 44 teachers and MRPs of Hyderabad, Ranga Reddy, Medak and Nizamabad districts at Hyderabad on 16-17 November 2001 on 'Small scale researches' to</li> </ul>		<p>ICDS/ECCE schemes, migration tribes, multigrade teaching, teacher laziness, optional schooling, out-of-school children, low retention of girls etc in are in progress.</p> <ul style="list-style-type: none"> <li>- A study on <b>Causes of High Repetition Rates was taken up at the instance of RESU, Ed.CIL, Gujarat participated in a workshop in March, 2002 along with other states with incidence of high repetition rates in primary schools, in which the objective of the study were finalised and a plan for further work on the study was drawn up.</b> Gujarat also participated in a follow up workshop held in June 2002 at Shimla to finalise the tools of the</li> </ul>	<p>community participation in DPEP.</p> <ul style="list-style-type: none"> <li>- A workshop on the evaluation of Text books for Class I &amp; II conducted.</li> <li>- Study conducted on decline in class-I enrolment in Chamba and Sirmour districts in February, 2001.</li> <li>- Sample study conducted on availability and use of library books in primary schools and impact of teacher training &amp; community participation in Sirmour district in February 2001.</li> <li>- <b>Terminal Assessment Survey 2002 is in progress. The final report of the survey shall be submitted before 31<sup>st</sup> December, 2002.</b></li> <li>- <b>Baseline Assessment Survey 2002 for SSA is in progress. The final report of the survey shall be submitted before 31<sup>st</sup> December, 2002.</b></li> <li>- Study on "Causes</li> </ul>	<p>These studies are on:</p> <ul style="list-style-type: none"> <li>- Girl child's education (5)</li> <li>- Tribal child education (4)</li> <li>- Disabled children (1)</li> <li>- Teacher training (8)</li> <li>- Alternative schooling (2)</li> <li>- Community mobilisation (1)</li> <li>- Institutional development (2).</li> <li>- Their research abstracts (Vol. II) have been prepared and printed and shared with the district and state level functionaries.</li> <li>- <b>Abstracts Vol. III covering 28 studies has also been published.</b></li> <li>- A cohort analysis on experimental basis to be conducted in Kalahandi District.</li> <li>- Four studies were commissioned through the DIET faculty members of Keonjhar district.</li> <li>- A study on "Causes of Low Enrolment and Retention of SC Children" to be undertaken by the R&amp;E wing of SIEMT.</li> </ul>		<p>primary schools in U.P.</p> <ul style="list-style-type: none"> <li>- Problems and prospects of double shift schools.</li> <li>- Documentation of the Model Cluster Approach in Begumganj Cluster, Hardoi</li> <li>- Documentation of the Model Cluster Approach in four districts.</li> <li>- Reports of 20 research studies conducted by SIEMAT are available</li> <li>- MAS was completed by SCERT in Sept 2000.</li> <li>- Seven research projects have been completed during Dec. to Jan. 2000.</li> <li>- Screening of the received proposals on the advertised subjects completed and 16 proposals of research &amp; evaluation studies were approved in the meeting of PRAC held on Sept. 17, 2001 and 16 more approved in</li> </ul>	<ul style="list-style-type: none"> <li>- Mid-term Assessment Survey (MAS) in Phase I &amp; Phase II districts by SPO.</li> <li>- Subject-wise study of achievement levels</li> <li>- Analysis of achievement levels in DPEP and non-DPEP districts.</li> <li>- Other studies were: <ol style="list-style-type: none"> <li>1. Role of Panchayats in Primary Education by IIM-C, report yet to be approved by EC.</li> <li>2. Study on gender issues in Birbhum.</li> <li>3. Survey of primary schools in selected non-DPEP blocks.</li> </ol> </li> <li>- The following studies were also undertaken: <ul style="list-style-type: none"> <li>- Survey of Learning Improvement at Falta Block</li> <li>- Study on SC/ST students in DPEP districts based on MAS '99</li> <li>- Study on TLM</li> </ul> </li> </ul>

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	<p>be undertaken by them as per the notification to be undertaken by them as per the notification issued by SPO, DPEP "Chaduvu" magazine of June 2001.</p> <ul style="list-style-type: none"> <li>- Monitored the conduct of Orientation Programmes by DIETs/APCs for the teachers and MRPs on 'Small Scale researchers' and attended the review meetings at DIET.</li> <li>- Carried out Cohort analysis on dropouts based on the data collected from 17 districts in the state.</li> <li>- 5% sample checking of DISE data of 2000-01 carried out in districts of Chittoor, Warangal and Guntur during January - February, 2002.</li> <li>- Conducted MAS in 14 DPEP phase II districts during Jan/Feb 2002. The report on MAS is expected to be ready by March end, 2002.</li> <li>- Independent evaluation of DPEP in the state by IIM, Bangalore taken up as follow-up of the recommendation of 13<sup>th</sup> JRM. The study is completed.</li> <li>- Research Report on "construction of school buildings with community participation" has been submitted by the</li> </ul>		<p>study. The study is now in progress.</p> <ul style="list-style-type: none"> <li>- <b>Terminal Assessment Survey in 3 DPEP-II districts is to be conducted by June, 2003. The study has been assigned to CASE, M. S. University, Vadodara.</b></li> <li>- <b>As per the recommendation of 14<sup>th</sup> JRM, 3 Research studies on the following topics have been undertaken involving external agencies / universities and individuals: Impact of teachers grant and school grant; Role of VEC, MTA, PTA in school improvement; Impact of teachers' training.</b></li> </ul>	<p>of grade repetition rate" at primary level in Himachal Pradesh, is presently in progress.</p> <ul style="list-style-type: none"> <li>- Document on Primary Education Code and Compendium of instruction of Primary Education in Himachal Pradesh is under preparation.</li> <li>- Documentation of various research studies and implementation of their findings.</li> </ul>	<ul style="list-style-type: none"> <li>- A study on State Finance in Elementary Education with the help of Xavier IMB, Bhubaneswar has been completed.</li> <li>- The following research studies were completed and their findings were shared with DIETs, BRCs, CRCs etc.</li> <li>- Declining enrolment in class-I in Kalahandi &amp; Sambalpur districts;</li> <li>- Low enrolment of Girls in Rayagada &amp; Gajapati districts;</li> <li>- High dropout rate of girls in Kalahandi.</li> <li>- Abstracts of the studies completed during 2001-02 compiled and printed as Research Abstracts Volume-IV and are being distributed to officials at SPO/SCERT/SIEM T/ DPO/ BRCC/ CRCC wider dissemination.</li> <li>- Abstracts of the BAS conducted in DPEP-II districts are being translated into Oriya for wider dissemination.</li> <li>- 14 small research studies were conducted in 8 expansion districts</li> </ul>		<p>PRAC meeting on 17.6.2002. 16 research &amp; evaluation studies completed in 2001-02.</p>	<ul style="list-style-type: none"> <li>- utilisation in 5 districts.</li> <li>- Study of Repeaters in Cooch Behar</li> <li>- Study on the achievement levels of SC/ST girls enrolment in the district of Murshidabad.</li> <li>- Study on the assessment &amp; improvement in the present status of Mathematics in certain areas of South 24 Parganas.</li> <li>- Post-enumeration Study on DISE on the basis of a 5% sample in Cooch Behar and South 24 Parganas.</li> <li>- Baseline study was conducted in selected circles in each district to identify pre-requisites for the School based Learning Improvement Programme (SLIP).</li> <li>- Rapid Assessment study pertaining to quality of Primary Education in selected schools</li> </ul>

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
investigator.					<p>(9 on tribal issues, 2 on problems of girl child, one each on functioning of Anganwadi Centre and difficulties faced by SC boys and girls and socio-economic issues).</p> <ul style="list-style-type: none"> <li>- The following studies were completed:</li> <li>- Educational Problems and needs of Migrant Children of Bolagir district.</li> <li>- Relationship between Community and School Nandanandi blk of Nabarangpur district.</li> <li>- An investigation into the causes of dropout of ST girls in Karakunda block of Malkangiri district.</li> <li>- Functioning of Centre School meetings in Balliguda block of Kandhamal district.</li> <li>- Impact of NINAD exercise in Tumudibandha block in building community awareness for primary education.</li> <li>- Identification of factors contributing towards dropout of girls in Nuapada</li> </ul>			<p>of 6 districts; reports complete.</p> <ul style="list-style-type: none"> <li>- Completed cohort study in the Phase I districts covering all the schools in each district-reports awaited. Data collected for Phase II districts covering all schools in selected blocks</li> <li>- Study being conducted among the slums in Urban Cities/Towns in selected 5 districts (Phase I &amp; II) to understand the challenges of universalising P.E. among the Deprived Urban Children-Reports awaited.</li> <li>- Study on classroom culture and processes - from gender perspective- Reports awaited.</li> <li>- BAS for SSA in SSA districts.</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
					block of Nuapada district. - Study on the causes of low enrolment of girls in Kamna block of Nuapada district.			
(iii) Areas in Focus for the Current Year	<ul style="list-style-type: none"> <li>- Teacher motivation, classroom practices, teaching environment, textbook evaluation, community participation in school development, education of girls, child labour, children with special educational needs and cohort analysis of dropouts.</li> <li>- Promotion of small scale Researches by MRPs &amp; classroom teachers by inviting applications from teachers and MRPs to undertake small scale research on 15 identified topics related to the interventions of DPEP.</li> <li>- State level workshop was organised in August 2001 and MRPs/teachers were trained in Dec 2001/Jan 2002. Studies completed.</li> <li>- Orientation Programme were conducted to about 1250 teachers and MRPs in all the 23 districts in the state on undertaking Small Scale Research studies on 15</li> </ul>	<ul style="list-style-type: none"> <li>- Community Participation in schools; Type of Management (Pvt. and Govt.) of schools; Evaluation of programmes and pupil's evaluation.</li> <li>- Training of SET completed. Internal and external evaluation. SET report-shared with the districts.</li> <li>- SIEMAT has separate agenda for research.</li> <li>- Research based on the findings of EMIS data.</li> <li>- Study on culture &amp; process from Gender Perspective (in progress).</li> <li>- Dynamics of Grade-I enrolment</li> <li>- Cohort Dropout.</li> <li>- Pupil's evaluation in the current year.</li> <li>- Evaluation of different Component by external agency.</li> <li>- Study on causes of</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative schooling, IED, Enrolment &amp; Retention, quantitative techniques for educational research, qualitative research etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of all the studies and implementation of research findings to improve the learning achievements of the students.</li> <li>- Documentation of all action researches and implementation of findings/results.</li> <li>- Implementation of MAS findings.</li> <li>- A study on classroom culture &amp; processes from the Gender perspective planned.</li> <li>- Impact of teacher training programme in H.P.</li> <li>- Evaluation of IED workshop</li> <li>- Monitoring at HT level.</li> <li>- 4 workshops on CCE organised (106 total participants) and study material on prepared; CCE scheme being implemented in schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshops for dissemination of research findings.</li> <li>- Commissioning of sustainability development plan through IIM Bangalore.</li> <li>- Evaluation of activities undertaken for integration of disabled children in to primary schools in pilot blocks.</li> <li>- Impact assessment of training inputs and preschool education to Anganwadi workers.</li> <li>- In the expansion districts:</li> <li>- Sharing workshop on BAS and small research studies taken up during 2000-01;</li> <li>- Studies on Teacher absenteeism;</li> <li>- Functioning of Anganwadi Centres;</li> <li>- The following studies are underway:</li> <li>- Identification and analysis of the educational problems and needs of migrant</li> </ul>		<ul style="list-style-type: none"> <li>- District based sample studies on enrolment trends, dropout and transition rates in class I-V and VI-VIII.</li> <li>- The role and contribution of Village Education Committee in the development of Primary education and their relationship with the Panchayati Raj System.</li> <li>- Community Participation in construction and maintenance of school buildings and the benefits which accrue viz., departmental construction.</li> <li>- Impact of innovative teacher training, teacher competencies, motivation, attendance and community school relationship.</li> <li>- Study on utilisation of school improvement grants</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative study of drop-outs, special needs of minority girls etc.</li> <li>- Cohort study covering all schools in the Phase I districts and all schools in 6 circles (sample). Also initiated in phase II districts.</li> <li>- Study on the Transition pattern rate between PE and EE in all districts</li> <li>- Role of Private Schools in P.E.</li> <li>- Transition rate to grade V after completing grade IV under Primary education: ISSS</li> <li>- Research for lower contact hours with children in P.E. The teachers perspective: (A. K. Das).</li> <li>- Reasons for not conducting the required school visits by ST's: (A. K. Das).</li> </ul>



DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	selected items related to the implementation of DPEP interventions in the state.	<p>grade repetition</p> <ul style="list-style-type: none"> <li>- Study on classroom processes.</li> </ul>		<ul style="list-style-type: none"> <li>- 2<sup>nd</sup> Internal Review Mission organised in Sept. 2002 for Lahaul-Spiti and Pangi block of Chamba district.</li> <li>- Study on use of TLM to be undertaken</li> <li>- Cohort study to be undertaken.</li> </ul>	<p>children of Kalahandi district.</p> <ul style="list-style-type: none"> <li>- Functioning of VEC of Kalahandi, Bolangir, Dhenkanal and Keonjhar districts.</li> <li>- Teacher absenteeism of Rayagada, Keonjhar and Gajapati districts.</li> <li>- Identification and analysis of educational problems and needs of migrant children of Nuapada district.</li> </ul>		<p>by the Village Education Committees.</p> <ul style="list-style-type: none"> <li>- Use of teaching learning materials, utilisation of teacher grants</li> <li>- Study of the establishment and development of school libraries.</li> <li>- In 2001-02 the focus was on evaluation in DPEP-II &amp; data gathering studies in DPEP-II &amp; III on dropout, cohorts, classroom observations, ECCE, MCDA &amp; AS evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Competency based analysis from MAS.</li> <li>- Independent studies have been identified by the RTs of respective circles constituting DARG and Independent studies have been identified by the RTs of respective circles constituting DARG and success-stories developed by HT/any other teacher interested in the work - being documented.</li> <li>- The studies initiated and in process this year;</li> <li>- Reasons for repetition in certain selected districts of Phase I &amp; II districts.</li> <li>- Study on the impact of VEC on ensuring quality education</li> <li>- Study focusing SC/ST/Expenditure patterns on education in upper primary education in Phase I &amp; II districts.</li> <li>- Reasons for high</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
								dropout rates in selected districts.
<b>4. Impact Assessment</b>								
<i>(i) Strategy</i>	<ul style="list-style-type: none"> <li>- Longitudinal surveys to evaluate the progress in implementation of DPEP.</li> <li>- Long-term and short-term qualitative evaluation studies for impact assessment of DPEP interventions.</li> <li>- Capacity building of state and district level functionaries on evaluation techniques..</li> <li>- Conduct of periodic learning achievement surveys at Primary Stage.</li> <li>- Identification of action points on the findings of the evaluation impact assessment studies as a feedback for planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation Teams formed.</li> </ul>	<ul style="list-style-type: none"> <li>- Field visit by SRG members.</li> <li>- Conduct of appraisal studies.</li> <li>- Feedback from BRC/CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of teacher training programmes.</li> <li>- Evaluation of textbooks.</li> <li>- Evaluation of workshops.</li> <li>- Evaluation of 'Gyankalash' Radio programme.</li> <li>- <b>Documentation of all the Research studies conducted and implementation of the research findings to improve the learning achievement of students documentation of Action Researches and implementation of findings/results. Implementation of Continuous Comprehensive Evaluation.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Three research studies in the following areas to be commissioned shortly:</li> <li>- Developing a status-cum-trend report on research in elementary education by TE&amp;SCERT</li> <li>- Teacher policy, training needs, precise status of teachers by Xavier Institute of Management, Bhubaneshwar</li> <li>- Sustainability Development Plan by IIM, Ahmedabad.</li> </ul>		<ul style="list-style-type: none"> <li>- SPO plans and evaluates interventions.</li> <li>- DPEP-II has conducted evaluation in all major areas in the last one year. For AS, the study is due in 2002-03.</li> <li>- <b>16 research &amp; evaluation studies completed in session 2001-02.</b></li> <li>- Under DPEP-III, MAS, under DPEP II, TAS and five evaluation studies are planned for 2002-03; action initiated by SIEMAT. These are on: Para teachers, Alternative Schooling, ECCE, Teacher Training &amp; Support System and VEC School Management.</li> </ul>	
<i>(ii) Evaluations Planned / Undertaken</i>	<ul style="list-style-type: none"> <li>- School &amp; Pupils Survey - to study the progress on enrolment and retention was conducted during 1998-99. This is a</li> </ul>	<ul style="list-style-type: none"> <li>- MLL evaluation completed (1998 &amp; 1999).</li> <li>- External evaluation of MS complete.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training, ECCE centres, Teacher Grant, Community Mobilisation &amp; Pupil</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training</li> <li>- Continuous &amp; Comprehensive Evaluation in schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teacher's training being conducted through DIET faculty members in one block</li> </ul>		<ul style="list-style-type: none"> <li>- Classroom process, sustainability, teacher training.</li> <li>- Community library, ECCE &amp;</li> </ul>	

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>longitudinal study. A report was prepared on the survey and submitted.</p> <ul style="list-style-type: none"> <li>- A survey was conducted on Pupil Assessment procedures in primary classes in 2,260 schools of 19 DPEP districts to study the existing Pupil Evaluation Procedures and Practices.</li> <li>- Three long-term qualitative studies on the impact of teacher training, new schools and ECE centres were conducted by SCERT, Hyderabad.</li> <li>- The following five short-term qualitative studies were completed by the District Evaluation Team.</li> <li>- Functioning of VECs/school committees (Vizianagaram)</li> <li>- Utilisation of school and teacher grants (Nellore)</li> <li>- Utilisation of class I textbooks (Kurnool)</li> <li>- Functioning of TCs (Karimnagar)</li> <li>- Functioning of MEOs (Warangal)</li> <li>- MAS conducted in DPEP I districts in October '99</li> </ul>	<ul style="list-style-type: none"> <li>- Programme evaluation by external agencies to be taken up. ToR for each component prepared separately &amp; sent to MHRD for clearance. ToR for all 6 components cleared by MHRD; <b>Matter for advertisement prepared; State level Evaluation team formed.</b></li> <li>- Internal evaluation of MS completed.</li> <li>- Evaluation of Programmes by State Evaluation team of 3 <b>components completed.</b></li> <li>- Mid-Term Assessment Study completed. <b>Sharing with district done.</b></li> <li>- Sustainability study to be taken up by GOB.</li> <li>- A study of classroom culture gender perspective. Data collection completed and analysis is in progress; <b>software for data entry awaited from MHRD.</b></li> <li>- Evaluation study of GED, ODG &amp; IED by SET is being planned.</li> </ul>	<p>achievement.</p>	<ul style="list-style-type: none"> <li>- <b>Execution and short listing of RIs/RPs for TAS</b></li> <li>- Evaluation of Vidya Upasak trainings.</li> <li>- <b>Following Evaluation studies that are planned or are being undertaken:</b> <ul style="list-style-type: none"> <li>• Training workshop</li> <li>• Textbooks (Exercises framed on the basis of CCE)</li> <li>• TLM</li> <li>• Study on Causes of repetition in primary classes at the initiative of Ed.CIL.</li> </ul> </li> </ul>	<p>of each district.</p> <ul style="list-style-type: none"> <li>- Keonjhar district has taken up six studies and Gajapati 2 studies, mostly based on EMIS data analysis.</li> <li>- Initiative is also being taken for analysis of DISE data to provide various indicators on enrolment, retention, dropout etc.</li> <li>- <b>Micro-studies on participation and achievement of ST children taken up in two ST dominated blocks.</b></li> <li>- MAS in the three expansion districts has been conducted through the Directorate of TE &amp; SCERT. The findings were shared through tele-conference. Report prepared for distribution among field functionaries.</li> <li>- Study of TLM grant given each year to primary school teachers.</li> <li>- Sustainability and mainstreaming plan for DPEP Orissa taken up through an external agency to assess the good practices developed during the DPEP implementation.</li> </ul>		<p>Shikshaghar</p> <ul style="list-style-type: none"> <li>- Cohort based Dropout and Retention study in 33 districts (one DPEP-II district &amp; all 32 districts in DPEP-III districts) commissioned. Report almost ready.</li> <li>- Evaluation study of ECCE, AS, Model Cluster Development Approach (MCDA) completed.</li> <li>- Classroom observation &amp; teacher competency studies in DPEP II districts near completion.</li> <li>- Studies completed by SIEMAT recently include: <ul style="list-style-type: none"> <li>- A feedback study of Teacher Training inputs in DPEP-II in U.P. by A. K. Sharma (Retd. Director NCERT) and 3 others.</li> <li>- Evaluation study of Model Cluster Development Approach in U.P. DPEP-II districts. (4 Independent Evaluators)</li> </ul> </li> </ul>	

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<ul style="list-style-type: none"> <li>- A two-day workshop for the functionaries of 19 DPEP districts to disseminate the outcomes (and evolve remedial strategies) of BAS and MAS was conducted in March 2000.</li> <li>- Dissemination of outcomes of MAS to all the DPEP districts in the state.</li> <li>- Activities being carried out / proposed :</li> <li>- Orientation of the District Research &amp; Evaluation Teams on research, methodology and action research</li> <li>- Conduct of Cohort study on dropouts in 5 mandals in each of the 23 districts. Data received from 18 districts so far. The data have been analysed for reporting.</li> <li>- Conduct of small scale impact assessment studies of ECE centres, Alternative Schools, school &amp; teacher grants and T.Cs. Data were collected on functioning on AS and ECE centres in Khammam district during April 2001 &amp; reports were prepared.</li> <li>- Cohort study on retention and dropouts in 117 UEE mandals of 19 DPEP</li> </ul>	<ul style="list-style-type: none"> <li>- Component-wise assessment and evaluation of the district performance from the point of view of physical &amp; financial achievements being done.</li> <li>- A study on Dynamics of Grade-I enrolment to be taken up. TOR for this study sent to MHRD for clearance.</li> <li>- A study on Cohort Dropout has been initiated.</li> <li>- SET report shared with districts</li> <li>- Pupil evaluation plan at various stages of implementation.</li> <li>- Formate developed for Quality monitoring of formal primary schools. Pilot running of the format is being done.</li> <li>- Development of Format for quality monitoring of AS centres in process.</li> <li>- 1<sup>st</sup> phase workshop organised with the World Bank representatives &amp; DPCs on</li> </ul>			<ul style="list-style-type: none"> <li>- An exercise 'Anusandhan' is being carried out in the eight districts. It is a cohort study involving tracking of each child entering school in 1995-96 &amp; 1996-97.</li> <li>- In the 8 expansion districts, 15 small research studies were conducted through the faculty members of DIETs and NGOs.</li> <li>- Evaluation of Distance Education programme of DPEP-IGNOU cell undertaken with focus on girls education.</li> <li>- Research studies based on DISE data in progress.</li> <li>- MAS findings for 5 phase I district disseminated for follow up action.</li> <li>- The following students have been initiated:</li> <li>- Impact assessment of the interventions undertaken for disabled children.</li> <li>- Impact assessment of the distance education programmes</li> <li>- Evaluation of infrastructure plan</li> <li>- Final Assessment</li> </ul>		<ul style="list-style-type: none"> <li>- Evaluation study of ECCE in UP DPEP-II districts (4 Independent Evaluators)</li> <li>- Evaluation Study of Alternative Schooling in DPEP-II. (4 Independent Evaluators)</li> </ul>	

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>districts undertaken in April, 2002. The data collected is now being computerised for analysis and reporting.</p> <ul style="list-style-type: none"> <li>- Abstracts of research studies conducted by 413 teachers and MRPs on 15 interventions of DPEP were prepared in workshops conducted at SPO during June, 2002. In September, 2002 the abstracts were edited and finalised for publication and wider dissemination.</li> <li>- The report on Mid-term Assessment Survey (MAS) was finalised for publication. The Agency which conducted the survey shared the findings with Sectoral Officers of SPO in September, 2002.</li> <li>- External evaluation of APDPEP was entrusted to IIM, Bangalore in August, 2002. They study has been completed.</li> <li>- Developed criteria for evaluation of "Chaduvula Panduga" programme conducted in the state from 2.8.02 to 11.8.02</li> </ul>	<p>monitoring of the programme.</p> <ul style="list-style-type: none"> <li>- Research based on findings of EMIS data.</li> </ul>			<p>survey for DPEP-I districts</p> <ul style="list-style-type: none"> <li>- Baseline Assessment Survey for SSA districts.</li> </ul>			

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	to reward the agencies that have put forth outstanding efforts for the enrolment of out of school children during the programme. The criteria is being finalised.							
<b>5. Networking</b>	<ul style="list-style-type: none"> <li>- Resource Inventory of individuals and invitations was developed and furnished.</li> <li>- NGOs, professional organisations at state and national levels are involved in R&amp;E programmes.</li> <li>- Proposals for research studies invited through open notification</li> </ul>	<ul style="list-style-type: none"> <li>- Has a network with R&amp;E institutions. Efforts made for widening the same.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking has been established with universities and Educational &amp; Management institutes. Other areas are being explored.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking established with HPU, NCERT, RJE-Ajmer and NGOs.</li> </ul>	Two day workshop on developing areas for institutional linkage has been organised and recommendations are also pl. ced before the Govt. for appraisal.		<ul style="list-style-type: none"> <li>- Has developed a resource inventory. Invitations sent to researchers and institutions for participation in R&amp;E activities.</li> <li>- SIEMAT actively collaborates with UP SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO is seeking help of statisticians and scholars in this regard, and collaborating with IIM C, ISI etc.</li> </ul>

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

	Chhattisgarh	Jharkhand	Uttaranchal
<b>1. Organisation &amp; Management</b>			
<i>(i) Staffing</i>	<ul style="list-style-type: none"> <li>- Consultant (R&amp;E) in place in SPO.</li> <li>- Research &amp; Evaluation wing at SPO in place Assistant Director, Teacher Training is made responsible for the research &amp; evaluation activities</li> </ul>	<ul style="list-style-type: none"> <li>- <b>State Resource Persons in place in SPO</b></li> </ul>	
<i>(ii) Other Institutions Role</i>	<ul style="list-style-type: none"> <li>- Each functional area addresses R&amp;E issues individually.</li> <li>- Networking with other institutions for R&amp;E works.</li> <li>- <b>All the B.Ed. Colleges are involved with DPEP to conduct research activities</b></li> <li>- <b>Support from University faculty &amp; NGOs is also assured from time to time.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>SIEMAT &amp; SCERT yet to be established.</b></li> <li>- <b>State Evaluation Team being constituted.</b></li> </ul>	
<i>(iii) Advisory Group</i>		<ul style="list-style-type: none"> <li>- <b>State Resource Group being constituted</b></li> </ul>	
<b>2. Action Research Programmes</b>			
<i>(i) Operational Levels and Status</i>	<ul style="list-style-type: none"> <li>- Presently DIETs, DPOs, BRCs, CRCs and teachers are trained to conduct Action Research.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>State Level Groups to be constituted.</b></li> <li>- <b>District level Action Research Group formed &amp; trained.</b></li> </ul>	
<i>(ii) Activities conducted</i>	<ul style="list-style-type: none"> <li>- Under SOPT Teachers are trained to conduct Action Research</li> <li>- Special training on Action Research is proposed by SPO. Ten practitioners will be trained who in their part will train and evaluate the district level activities.</li> <li>- Documentation of the Action Research activities will be done.</li> <li>- Resource groups at various levels (District, Block, etc.) assist and initiate small scale studies.</li> <li>- Study on sustainability of EGS by NIAR, Mussoorie</li> <li>- External evaluation of DPEP by IIM, Ahmedabad completed.</li> </ul>		

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

	Chhattisgarh	Jharkhand	Uttaranchal
	<ul style="list-style-type: none"> <li>- District are conducted different studies</li> <li>- State office has developed proforma for submitting research proposals</li> <li>- M.Ed. Scholars are given regular guidance at SPO.</li> </ul>		
<p><b>3. Promotion of Research / Studies in Primary Education</b></p> <p>(i) Strategy</p>		<ul style="list-style-type: none"> <li>- Draws from the experience of DPEP research programme. Priority areas for the year to be developed in a meeting with district and state level participants.</li> </ul>	
<p>(ii) Activities/Studies conducted</p>	<ul style="list-style-type: none"> <li>- Activities reported for M.P. covered Chhattisgarh also. No new activities initiated after the new state came into existence.</li> <li>- National level study on classroom culture with gender perspective is in progress. For capacity building in the state, DIET &amp; other personnel are also involved in the study.</li> <li>- A study on the functioning of Clusters has been conducted.</li> <li>- Study on the problems and causes of dropout conducted.</li> <li>- Study on the skill based learning in progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Areas being identified.</li> <li>- No study initiated</li> </ul>	
<p>(iii) Areas in Focus for the Current Year</p>		<ul style="list-style-type: none"> <li>- Community Participation in schools</li> <li>- Classroom observation</li> <li>- Evaluation of programmes and pupil's evaluation</li> <li>- Internal and external evaluation planned.</li> <li>- Research based on the findings of EMIS Data and</li> <li>- Household Survey data</li> <li>- A small sample based study on teacher attendance</li> <li>- Student attendance monitoring system.</li> </ul>	
<p><b>4. Impact Assessment</b></p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- Some studies done by M.Ed. students. Ph.D. work on impact assessment of</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation teams being formed</li> </ul>	



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

	Chhattisgarh	Jharkhand	Uttaranchal
	<p>DPEP is going on.</p> <ul style="list-style-type: none"> <li>- Feedback from Districts &amp; Blocks are regularly received.</li> </ul>	•	
<i>(ii) Evaluations Planned / Undertaken</i>	<ul style="list-style-type: none"> <li>- In DPEP I districts Terminal Assessment Survey completed.</li> <li>- TAS initiated in DPEP II</li> </ul>	<ul style="list-style-type: none"> <li>- External evaluation of Programmes being finalised</li> <li>- Evaluation of Programmes by State Evaluation team being finalised.</li> <li>- Mid-term Assessment Study completed by December 2000.</li> </ul>	-
<i>5. Networking</i>	<ul style="list-style-type: none"> <li>- SPO/SCERT/DPO/CTE/IASE/DIET/BRC/CRC/School, Ed.CIL &amp; NIEPA giving technical and academic support.</li> </ul>	<ul style="list-style-type: none"> <li>- Efforts being made for networking</li> </ul>	-

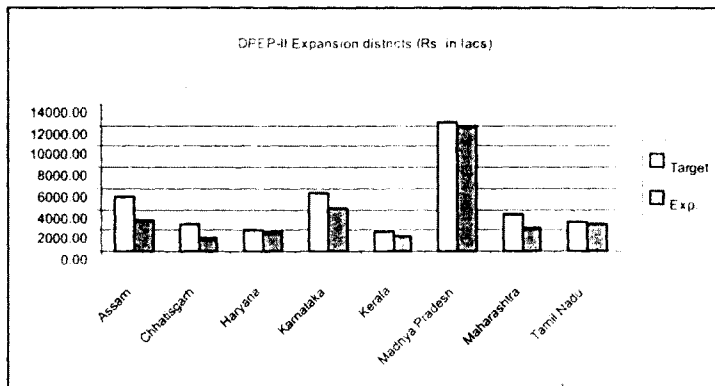
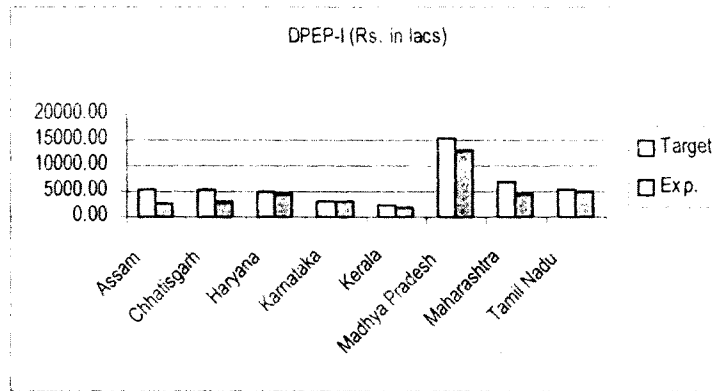
## CIVIL WORKS

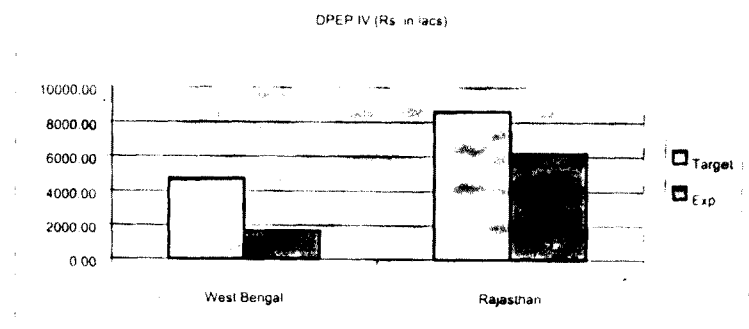
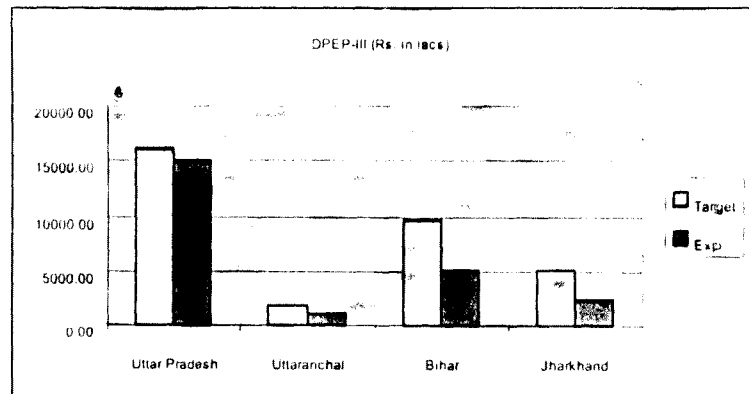
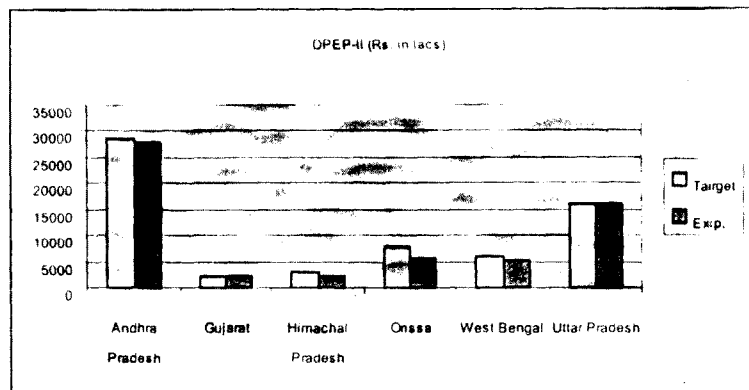
As the programme enters into its last year of implementation in most districts, the focus is on completing all pending works. The DPEP I districts have completed their original target barring a few disputed cases. However most of these districts (except Kerala and Karnataka) have taken on large volume of additional works due to the enhancement of ceiling, which are all in progress. In Tamil Nadu, Haryana, Madhya Pradesh and Chattisgarh progress with regard to these works have been impressive. **Progress of the additional works however a point of concern in Assam, Chhattisgarh and Maharashtra.** Assam has proposed about 24 crores of civil works in 2002-03. Maharashtra has also planned for civil works in the non DPEP districts from the Savings, but there has been very little progress against this.

The DPEP II districts are expected to complete all pending works within the next quarter. Here also the states of Assam, MP, Chattisgarh, Tamil Nadu, UP, AP and Orissa have taken up work beyond 24% while Haryana, Maharashtra and Himachal plan to do so in the near future. **Progress is a concern in Assam, Chhattisgarh, Maharashtra, Karnataka, and Himachal where the backlog is particularly large.**

Under DPEP III, Uttar Pradesh and Uttaranchal shows impressive financial progress though in physical terms the progress is less, as a number of works are in progress for which money has been released to the VECs (and shown as spent). Progress in Bihar and Jharkhand is still an area of concern. Under DPEP IV, Rajasthan has reasonable progress while the progress in the expansion districts of West Bengal Rajasthan and Orissa is slow.

**Financial Progress: (State wise and Phase wise)**





Beyond progress, it is also time for learning lessons and drawing conclusions. As a step towards this, an **Evaluation of civil works across all the states is being undertaken at the National level**. It is proposed to evaluate both the process and the product (building). The evaluation is envisaged as a combination of both **desk analysis and field survey** and team members include eminent experts from civil works as well as from other disciplines. The areas of investigation include:

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

Field evaluation has been conducted in nine of the eighteen states (Andhra Pradesh, Assam, Haryana Himachal Pradesh, Karnataka, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal). Initial findings are available and the final reports are in process. A few Draft State Reports would be available to the Mission. The Field Visits for the remaining States would be taken up during December/ January, except Kerala from where basic data for sampling is still awaited.

The major issues emerging out of the Evaluation can be summarized as below:

- Proper planning is essential to ensure optimum utilization of investment. A detailed infrastructure survey is a prerequisite to proper civil works planning. Assam has recently developed a software to analyse data generated through infrastructure survey and generate a prioritisation list based on that. West Bengal has also developed a software to computerize information related to infrastructure and is in the process of developing district wise convergence plans for provision of basic infrastructure to all schools. Orissa has also taken steps in this direction. Planning however remains poor in many states with either inadequate information on existing infrastructure or inadequate analysis of available information.

- Involving the community in construction has been a very positive feature in DPEP resulting in an increased ownership of the school and better quality of construction. However, it has been observed that the involvement of the community in actual construction is limited to the Sarpanch and the headmaster in many cases. This is mainly due to the fact that adequate importance is not given to the pre-construction activities like community mobilization, training etc. Linkage between civil works and other programme components is also weak in many cases which is an area of concern. The true benefits of community construction can only be felt once there is a larger all round participation. A lot therefore still needs to be done by the States in mobilising the community and ensuring a larger participation in construction.

- Though overall quality of construction is an improvement over the previous constructions, strengthening is required in certain areas. Quality of construction is a function of several factors including planning, method of implementation, capacity building (technical training), system of supervision and monitoring and the level of honesty and transparency. All these factors need to be given adequate importance in order to achieve good quality in construction. Thus, a rush to complete a large number of constructions within a very short time leads to a compromise in the quality, as observed in the expansion districts of Andhra Pradesh. While in Uttar Pradesh, the poor quality of construction observed in many cases are attributed to a poor supervision and monitoring system. Unfortunately, physical and financial progress often takes precedence over quality of construction in planning and implementation of civil works.

Related to quality of construction is the provision of adequate maintenance. Proper and regular maintenance is extremely essential, even for the new buildings. It has been observed that even new buildings, constructed under DPEP, are deteriorating due to lack of proper maintenance - this is a cause of grave concern. Maintenance can be ensured through effective community involvement and adequate recurrent funding. Various ideas for generating funds have been mooted, the most significant among them being the idea of creating a *corpus* at the village level, the interest of which can be used for maintenance

- All states have taken up some steps to make the school building joyful and functional - new attractive designs have been used for schools, child friendly elements have been added and steps have been taken to create a conducive outdoor learning environment - the traditional box has given way to more exiting structures. Some states have tried to look at civil works in a holistic way and address issues like energy efficiency (solar passive features in Himachal) and water conservation (rain water harvesting in Rajasthan). Development of school design and environment has been one area in which there has been unique achievement under DPEP, compared to all earlier programmes.
- Similarly most states have taken steps to reduce cost of construction through rationalization of designs, use of local materials or alternate technologies. Involvement of the community has itself resulted in a lot of savings as the Contractor's profit was dispensed with and an additional savings through community contribution (cash, kind or labour) generated. However there are also instances, as revealed during the National Evaluation where the unit costs are unrealistically low and constructing buildings at such a low cost resulted in a compromise on the quality of construction. It is therefore important to have a reasonable unit cost of construction, allowing enough flexibility to take care of site-specific variations.

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

DPEP-I	Assam (upto August.'2002)				Haryana (upto July.'2002)				Karnataka (upto Sept '2002)				Kerala (upto Aug.'2002)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	25	6	19	76.00	28	0	28	100.00	40	2	38	95.00	25	0	25	100.00
CRCs	353	37	304	86.12	266	0	268	100.75	234	5	229	97.86	179	1	178	99.44
Addl. Classrooms	145	5	112	77.24	1310	335	890	67.94	16	0	16	100.00	705	55	650	92.20
School Buildings (New & Bldg.less)	705	80	437	61.99	273	16	256	93.77	459	6	452	98.47	251	7	243	96.81
Toilets	588	56	531	90.31	2858	267	2527	88.42	796	40	754	94.72	118	10	108	91.53
Drinking Water	1058		741	70.04	999	44	868	86.89	796	40	754	94.72	86	0	86	100.00
Repairs	553	41	263	47.56	1053	72	467	44.35	212	1	206	97.17	13	5	8	61.54
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	5403.80		2761.36	51.10	4941.57		4557.16	92.22	2945.46		2915.461	98.98	2205.44		1879.33	85.21
DPEP-I	Madhya Pradesh (upto September.'2002)				Maharashtra (upto Aug.'2002)				Tamil Nadu (upto Aug.'2002)				Chattisgarh (upto August.'2002)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	120	0	120	100.00	34	15	19	55.88	71	0	71	100.00	78		78	100
CRCs	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	0	0	0	0
Addl. Classrooms	2875	0	2875	100.00	1786	474	1135	63.55	1221	48	1173	96.07	560	0	560	100
School Buildings (New & Bldg.less)	6898	1884	5014	72.69	495	38	425	85.86					3139	14	2207	70.31
Toilets	0	0	0	0.00	4199	66	2641	62.90	1445	48	1407	97.37	0	0	0	0.00
Drinking Water	0	0	0	0.00	2903	0	1718	59.18	1526	48	1478	96.85	0	0	0	0.00
Repairs	2106	0	2106	100.00	2245	103	1129	50.29								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	15526.79		13255	85.37	6924.594		4640.14	67.01	5382.00		5067.89	94.16	5367.26		3140.9	58.52

*te: The targets reflected in this statement with regard to the states of Haryana, Madhya Pradesh, Chattisgarh, Tamil Nadu, Maharashtra and Assam include additional targets taken due to enhancement of ceiling and Savings. Kerala and Karnataka has not taken up additional civil works.*

## DPEP Progress Overview - Physical and Financial Status

EXPANSION DISTRICTS	Assam (upto August.'2002)				Haryana (upto July.'2002)				Karnataka (upto September.'2002)				Kerala (upto Aug.'2002)			
(DPEP-II)	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	29	6	23	79.31	25	0	25	100.00	65	27	36	55.38	30	2	28	93.33
CRCs	0	0	0	0.00	278	96	177	63.67	800	166	619	77.38	255	56	199	78.04
Addl. Classrooms	833	226	607	72.87	365	129	222	60.82	162	16	144	88.89	358	101	257	71.79
School Buildings (New & Bldg. less)	713	173	223	31.28	119	27	83	69.75	599	149	428	71.45	60	30	25	41.67
Toilets	1018	192	826	81.14	1910	26	1870	97.91	599	149	428	71.45	438	138	213	48.63
Drinking Water	1355	241	1114	82.21	742	81	628	84.64	599	149	428	71.45	351	108	151	43.02
Repairs	2267	394	1495	65.95	335	12	244	72.84	5	0	5	100.00	754	165	418	55.44
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		463	% of exp
	5205.93		3043.43	58.46	2103.67		1922.81	91.40	5658.8		4015.24	70.96	1831.35		1541.11	84.15
EXPANSION DISTRICTS	Madhya Pradesh (upto Aug.'2002)				Maharashtra (upto Aug.'2002)				Tamil Nadu (upto Aug.'2002)				Chattisgarh (upto August.'2002)			
(DPEP-II)	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	116	1	115	99.14	39	32	4	10.26	34	0	34	100.00	56		56	100
CRCs	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	0	0	0	0
Addl. Classrooms	1665	12	1653	99.28	483	159	322	66.67	504	9	495	98.21	101	0	101	100.00
School Buildings (New & Bldg. less)	6883	1449	5434	78.95	423	191	232	54.85					1265	0	589	46.56
Toilets	3948	0	3948	100.00	1604	178	1356	84.54	538	9	529	98.33	0	0	0	0.00
Drinking Water	3866	0	3866	100.00	965	0	863	89.43	536	9	529	98.69	0	0	0	0.00
Repairs	0	0	0	0.00	789	34	482	61.09	0	0	0	0.00	0	0	0	0.00
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	12379.05		11950	96.53	3509.22		2329.7	66.39	2882.00		2653.1	92.06	2639.6		1285	48.68

Note: The targets reflected in this statement with regard to the states of Assam, Madhya Pradesh, Chattisgarh & Tamil Nadu include additional targets taken due to enhancement of

## DPEP Progress Overview - Physical and Financial Status

DPEP-II	Andhra Pradesh -both phases (upto Aug.'2002)				Gujarat (upto Aug.'2002)				Himachal Pradesh (upto August.'2002)				Orissa (upto Aug.'2002)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs/MRCs	993	49	919	92.55	22	4	18	81.82	18	10	8	<b>44.44</b>	87	20	67	77.01
CRCs	0	0	0	0.00	0	0	0	0.00	342	54	221	64.62	1027	145	882	85.88
Addl. Classrooms	16116	1313	13907	86.29	346	0	346	100.00	25	6	19	76.00	1160	518	642	55.34
School Buildings (New & Bldg.less)	8810	872	7707	87.48	253	0	253	100.00	794	134	660	83.12	1004	281	723	72.01
Toilets	1342	94	709	52.83	859	0	859	100.00	533	70	461	86.49	1240	63	1177	94.92
Drinking Water	1231	243	720	58.49	710	0	90	12.68	463	58	405	87.47	298	19	279	93.62
Repairs	0	0	0		933	0	933	100.00	369	51	318	86.18	2016	257	1759	87.25
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	28787.96		27849.15	96.74	2364.16		2103.23	88.96	2953.36		2316.61	78.44	7670.66		5584.2	72.80
DPEP-II & IV	Uttar Pradesh - DPEP II (upto August.'2002)				West Bengal (upto September.'2002)				West Bengal - expansion (upto September.'2002)				Rajasthan - 1st Phase (upto Aug.'2002)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.& IP	Target/ Planned	IP	Comp.	% of comp.& IP
BRCs/ CIRC	250	44	205	82.00	196	33	163	83.16	130	77	23	76.92	84	40	1	48.81
CRCs/NPRCs	2510	17	2493	99.32	0	0	0	0.00	0	0	0	0.00	1041	225	739	92.60
Addl. Classrooms	7501	2088	5040	67.19	1381	41	1339	96.96	435	240	104	79.08	1058	562	635	113.14
School Buildings (New & Bldg.less)	6060	1618	4353	71.83	485	54	431	88.87	359	177	113	80.78	1171	200	426	53.46
Toilets	16158	2279	13208	81.74	0	0	0	0.00	0	0	0	0.00	5550	1225	2773	72.04
Drinking Water	3440	155	3440	100.00	0	0	0	0.00	0	0	0	0.00	1911	229	1196	74.57
Repairs	2215	0	688	31.06	522	0	522	100.00	0	0	0	0.00	4145	1082	2296	81.50
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	16077.02		16053.03	99.85	6068.08		5201.17	85.71	4732.25		1656.9	35.01	8630.88		6185.9	71.67

**Note: The targets in case of West Bengal reflect additional works taken up through contingencies. Works in expansion districts of Rajasthan and Orissa just begun.**



## DPEP Progress Overview - Physical and Financial Status

DPEP-III	Uttar Pradesh - DPEP III (upto August.'2002)				Uttaranchal (upto August.'2002)				Bihar (upto Aug.'2002)				Jharkhand (upto Sep. 2002)			
	Target/ Planned	IP	Comp.	% of comp. & IP	Target/ Planned	IP	Comp.	% of comp. & IP	Target/ Planned	IP	Comp.	% of comp. & IP	Target/ Planned	IP	Comp.	% of comp. & IP
BRC	388	42	334	96.91	32	15	17	100.00	140	25	115	100.00	53	0	53	100.00
CRCs/NPRCs	3852	1140	2369	91.10	280	5	215	78.57	1104	275	831	100.18	467	125	327	96.79
Addl. Classrooms	11640	1249	4897	52.80	251	86	152	94.82	1652	537	633	70.82	768	554	275	107.94
School Buildings (New & Bldg.less)	5462	2612	2259	89.18	487	173	250	86.86	1981	580	254	42.10	568	315	155	82.75
Toilets	13958	862	6068	49.65	1218	49	852	73.97	4510	329	846	26.05	471	197	200	84.29
Drinking Water	4397	0	0	0.00	1352	0	0	0.00	5167	53	640	13.41	592	132	307	74.16
Repairs & Rehab.	7920	0	0	0.00	1090	0	0	0.00	350	0	5	1.43	65	3	14	26.15
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp
	16116.80		15083.41	93.59	1778.00		1098.5	61.78	9760.45		5194.9	53.22	5121.55		2315.8	45.22
<b>Summary</b>	<b>DPEP-I</b>				<b>DPEP-II**</b>				<b>DPEP-III</b>				<b>DPEP-IV</b>			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	421	23	398	<b>94.54</b>	1960	228	1701	86.79	613	82	519	84.67	214	117	24	11.21
CRCs	1032	43	979	94.86	5212	534	4591	88.09	5703	1545	3742	65.61	1041	225	739	70.99
Addl. Classrooms	8618	917	7411	<b>85.99</b>	31000	4618	25094	80.95	14311	2426	5957	41.63	1493	802	739	49.50
School Buildings (New & Bldg.less)	12220	2045	9034	<b>73.93</b>	27468	4978	21141	76.97	8498	3680	2918	34.34	1530	377	539	35.23
Toilets	10004	487	7968	79.65	30187	3198	25584	84.75	20157	1437	7966	39.52	5550	1225	2773	49.96
Drinking Water	7368	132	5645	76.62	14556	1063	12513	85.96	11508	185	947	8.23	1911	229	1196	62.59
Repairs	6182	222	4179	67.60	10205	913	6864	67.26	9425	3	19	0.20	4145	1082	2296	55.39
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp
	46147.554		38217.241	<b>82.82</b>	98244.757		87516.8	89.08	32776.80		23692.67	72.28	13363.13	0	7842.8	58.69
<b>**DPEP-II - Including expansion districts of DPEP-I states</b>																
<b>DPEP-IV - Rajasthan and West Bengal (Expansion districts)</b>																

## DPEP Progress Overview - Implementation

Assam	Haryana	Karnataka
<p>Though there has been some progress since the last JRM in terms of buildings completed, there is still a backlog with regard to the original targets. Over and above the state has made plans for 33.33% civil works in all districts, <b>which would mean civil works to the tune of 44 crores to be implemented in the next few months.</b> The targets for the additional works is based on a detailed school level infrastructure survey. <b>A schedule for completion of all works within the specified time frame has been drawn up and fresh engineers have been appointed in the DPEP I districts. in spite of all these efforts, the targets still remain very ambitious.</b></p>	<p>Overall progress is good. Progress in non-DPEP, planned under savings plan, has also picked-up. An evaluation conducted at the National level revealed that there are major problems in the works done through the Panchayati Raj Department. As follow-up of this evaluation, State authorities decided to evaluate all the buildings constructed by PRD through a joint committee (PRD &amp; DPEP) and take necessary measures for the rectification. <b>However, there has not been much progress in this regard.</b></p>	<p>DPEP I works are almost complete. None of the districts have planned for additional civil works beyond 24% as there is no funds available in these districts.. However, a number of works under DPEP II are still in progress. Many works have been held up due to irregular flow of funds. The implementing agencies have also been slow in submitting utilisation certificates of completed works. As a result many of the buildings, in spite of being complete, has not been taken over. The slow progress has also resulted in the districts not being able to take up additional civil works under the enhanced ceiling. <b>Absence of a strong civil works cell at the SPO is strongly felt.</b> The Construction of DSERT is nearly complete.</p>
Madhya Pradesh	Maharashtra	Tamil Nadu
<p>Progress of works in both DPEP I &amp; II districts is good. In DPEP I, most districts have completed their original targets and have taken up additional works due to enhanced ceiling. Additional civil works taken up in excess of 24% have mainly been of school buildings. Both primary school buildings and EGS shelters are being constructed with DPEP providing Rs 1 lakh per building (Rs.50,000 in tribal areas) - the rest is generated through community participation.</p>	<p><b>Overall progress is a concern with large number of constructions still in progress - most of these are additional works taken up through the enhancement of ceiling.</b> Most of the BRCs are now in progress and are likely to be completed by the project closing date. A large amount of Civil Works have been planned in non-DPEP districts with funds from the Savings. Progress with regard to these works is very poor. State has taken necessary steps to improve the progress. <b>Internal supervision missions have been sent to the districts with poor progress.</b></p>	<p><b>DPEP I &amp; II works are nearly complete, including additional works taken up due to enhancement of ceiling.</b> Some repair works are being undertaken on pilot basis to establish procedures for implementation before upscaling. The results are encouraging. Increase in the number of community constructions with cost-effective technologies has been observed.</p>

## DPEP Progress Overview - Implementation

Uttar Pradesh	Himachal Pradesh	Orissa
<p>Progress of construction is good in both the initial as well as the expansion districts. However, there seems to be some mismatch between the figures of physical and financial progress in DPEP II (though the expenditure is 99.8%, about 30% of the schools and addn. rooms are still in progress). Most of the State level constructions are either complete or in finishing stages. <b>Quality of construction has been an area of concern. Staffing (technical) at the SPO also remains an issue.</b> Dovetailing of funds from PMGY for the construction of school buildings has been a major highlight. The PR&amp;RD Dept., through a G.O. has made it mandatory for Panchayats to make available funds for primary school as a 'first charge'.</p>	<p>A large number of constructions are still under progress, specially that of BRCs and school buildings and the State needs to take urgent steps to complete them within the stipulated time period. The districts have been asked to plan for additional civil works upto 33.33%, but given the progress of existing works and the time available, it seems to be an unrealistic proposition. At the State level, the SCERT and the Society Office building are complete while the SIEMAT is at the design stage. Community involvement has been a hallmark of the construction process with the <b>community donating land in 700 out of the 794 schools planned under the programme.</b> In Sirmour district, the community donated free labour during slab casting through a process locally known as <i>Halia</i>.</p>	<p>Overall progress of civil works is good. State has undertaken civilworks upto 33.33% in all districts. <b>Preparatory work for the Civilworks implementation in the eight expansion districts is in progress.</b> Cost-effective technologies and child friendly elements are being used in the construction of school buildings. Reconstruction of primary schools in 14 cyclone effected districts is proposed to be implemented through DPEP by following same procedures. Infrastructure plans have been developed covering all schools. The State is making efforts for convergence with other schemes like JRY, PMGY, MP/MLA LAD Fund, EAS etc.</p>
West Bengal	Bihar	Rajasthan
<p>Progress in the Expansion districts is slow, specially in Purulia. The absence of a district engineer is further hampering progress in this district. <b>The initial districts have been allowed some additional civil works out of the project contingencies.</b> Fresh engineers are being recruited in these districts to carry out the additional works. Convergence plans have been formulated at the district level to provide basic minimum building support to all schools - this include a loan negotiated with NABARD for school buildings (under the RIDF scheme) and grants from UNICEF of sanitation facilities.</p>	<p>Overall progress is picking up. Construction of school buildings is big concern. All the works are being undertaken through the community and with cost-effective technologies. Quality of work is commendable. Overall expenditure is less than 50%.</p>	<p>Construction is in full swing in the Phase-1 districts and is progressing at good speed whereas implementation in expansion districts just begun. Engineering staff is in position. The new designs developed at the state level, after conduction of the Resource Mapping Exercise, are being used. <b>Construction of prototype school buildings, though, is still not complete.</b> In Phase-2, the engineers have been appointed and construction works are getting under way. Construction of CEM has begun.</p>

## DPEP Progress Overview - Implementation

Kerala	Andhra Pradesh	Gujarat
<p>DPEP I works are almost over but there is a large backlog with regard to DPEP II. <b>None of the districts have planned additional works beyond 24%.</b> There is serious lack of monitoring and support to the districts in the absence of a Civil Works cell at the SPO. Construction of SCERT/ SIEMT has not started.</p>	<p>Overall progress is found satisfactory. However, there seems to be some mis-match in the figures of approved budgets and expenditures shown in the civilworks progress report to that of disbursement unit. State is planning to complete all the civilworks by December 2002. Majority of the technical staff has been relieved and it is planned to assign the responsibility of supervision of the remaining works to the Panchayati Raj Engg. Dept. In the expansion districts, a large number of additional works were taken up over and above the approved budget under DPEP.</p>	<p><b>All targets, except 4 BRCs which are in progress, are complete.</b> None of the districts have planned for 33.33% civil works. In the expansion districts (under the Gujarat School Repair &amp; Reconstruction Programme) repair and strengthening works are complete and reconstruction (using approved earthquake-resistant designs) is in progress. The entire Gujarat Reconstruction Programme (school component), involving reconstructing 4000 classrooms and repairing 42000 others across 18 districts has been excellently implemented by the DPEP civil works cell</p>
Jharkhand	Uttaranchal	Chattisgarh
<p>State is taking necessary steps to improve the progress. <b>Action has been initiated to fill-up the vacant civil works positions at State as district level.</b> All these steps have resulted in a marked improvement in progress and pace of expenditure.</p>	<p><b>Progress of construction has been impressive. However monitoring and feedback remains an issue as there is no civil works cell at the SPO.</b> The BRC constructions are being undertaken by the UP Jal Nigam and CBRI, Roorkee has been involved in school constructions.</p>	<p>All the districts have completed their original targetted works. Additional civil works, due to the enhanced ceiling, are presently in progress. These works are of school buildings, both formal and EGS. Given their previous record, the districts might be able to complete all these works within the stipulated time. <b>Monitoring, however remains a problem in absence of any technical support at the SPO.</b></p>

## DPEP Progress Overview - Focus Areas

	Andhra Pradesh	Gujarat	Himachal Pradesh
Creating a child friendly school	New designs are being used. However in a hurry to complete construction, many of the finer points of these designs (storage, display area, childrens' chalkboard etc.) are being missed out. Incorporation of various child friendly elements into the large number of schools (600 per each district) is being planned. <b>Some more new designs are also proposed to be developed including child friendly elements</b> - these can be used in the schools which will be constructed with the additional funds.	Construction of schools and BRCs are as per new designs. Various child friendly elements are built into the designs. <b>Such elements are also being incorporated into the existing schools through the repairs programme.</b>	The initial designs developed were <b>site specific</b> and were replicated where site conditions are similar. In other sites <b>simple rectangular</b> designs are being used incorporating pedagogic elements like external activity spaces, storage, display etc. New child-friendly designs have been developed by INTACH - 27 <b>prototypes, constructed through these designs, are in the finishing stages.</b> Solar passive features are being demonstrated in 27 school buildings through the State Council for Science, Technology and Environment.
Efforts towards cost-effectiveness	The huge targets and the short time frame of the civil works programme did not allow taking up cost effective constructions in a large way. However, individual efforts in adopting such technologies are noticed at a number of places. The Innovation Fund was used for constructing prototypes using alternate technologies - 24 out of the 29 works taken up are complete.	The designs being used are fairly cost-effective. A rationalisation exercise has been conducted to further optimise costs. Implementation of cost-effective technologies in regular construction has been taken up in 86 buildings so far, after a state level, hands-on training camp was completed in March 2000.	Locally available materials like stone (Chamba, Kullu) and mud (Lahul & Spiti) are being used in most of the constructions, thereby reducing costs. Rat trap bond is being used in Chamba while Kullu has taken up construction using hollow cement concrete blocks. Engineers have been trained in appropriate technologies at a National Institute (NCCB) in 1999. Prototypes using Cost-effective technologies are under construction with the help of INTACH.
Others	Four batches of orientation training for engineers have been conducted. Masons are also being trained at the Nirmithi Kendras	Ensuring quality, effective use of funds and adherence to time schedule in the Earthquake Reconstruction Programme are the focus areas as of now.	Engineers have also received basic training in Solar Passive architecture and Earthquake-resistant design. A set of prototypes demonstrating these principles is in progress.
	West Bengal	Bihar	Assam
Creating a child friendly school	Apart from the use of new designs which are more child friendly and attractive, internal and external child friendly elements are being provided in a large number of schools - this includes both new schools constructed under DPEP as well as existing schools. 6553 schools are planned to be provided with such elements, most of which are in progress. <b>In order to make the designs more local specific, a workshop on design review and modifications is planned in the near future.</b>	BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>It is being planned to use innovation fund to incorporate child friendly elements and the work is in progress.</b>	<b>A workshop was held in May 2002 with all district level engineers to develop school wise interventions for child friendly elements.</b> Such elements are being provided in all the school buildings and repair works undertaken. Some existing school buildings are also proposed to be provided with such elements. <b>A fresh set of designs are being developed by the State for the additional works.</b>
Efforts towards cost-effectiveness	The state has taken impressive steps to reduce cost of construction through the use of alternate technologies. The validation of these technologies are now being planned through the Jadavpur University as IIT Kharagpur did not evince much interest in the project. <b>These efforts towards cost effectiveness has now been taken beyond DPEP and school buildings planned under the RIDF Scheme is also planned using similar technologies.</b>	All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.	The designs being used in DPEP II use local materials like bamboocrete and has very little use of RCC, thereby making the structures quite cost-effective. The single room designs to be used in situations of low enrolment is also aimed at optimising investment in sparsely populated areas.
Others	Engineers were provided four rounds of training - orientation training, training on cost effective technologies, hands-on training and training on child friendly elements. <b>A round of refresher training is now being planned.</b> Pamphlets on cost effective technology and child friendly elements have been developed in local languages for creating awareness among villagers - a <i>Bangla</i> manual on good construction practices have also been published. Besides all VEC/VCC are being informed of the efficient practices of financial management to complete the construction process within the given fund.	Intensive training programmes have been undertaken by DPEP Bihar at regular intervals. A 12 day training programme prior to start of construction. In addition, 5 day hands-on training programmes every year is being conducted for engineers.	A 2-day orientation training followed by a 3-day technical training has been imparted to the engineers. Training on quality control and child friendly interventions were also conducted. VECs are usually trained by the district engineers before the start of construction. <b>A number of innovative practices can be observed in the field, mainly as initiatives taken by the local engineer, teacher or the VEC. But the State has been very weak in documenting such efforts.</b>

	Kerala	Maharashtra	Madhya Pradesh
Creating a child friendly school	Many of the classrooms lack basic elements such as display, storage and other child sensitive facilities. A very successful workshop was held at the state level, discussing possibilities of incorporating child friendly elements in schools. There was however no follow up to this.	New designs are being implemented in DPEP-II districts. In DPEP-I, incorporation of Child friendly elements (both internal and external) have been undertaken in one school per block from the amounts saved during the construction of classrooms. This is happening in very selective places in DPEP-II.	Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements. The state aims to include child friendly elements in all schools - both existing and new, formal and EGS.
Efforts towards cost-effectiveness	Although filler slabs are being used in the regular DPEP constructions (except Palakkad), other technologies such as rat-trap bond have not been used upto the potential. <b>The state has not yet used the Innovation fund</b> - this can be used to explore possibilities of further cost reduction. There has been no clear strategy for the training of engineers. There is no plan to use the innovation fund for the same.	Under DPEP II, the structural designs have been rationalised resulting in significant cost savings. Use of cost-effective technologies in schools is underway in scattered cases, depending upon the engineer's interest.	Local materials like stone is being used in construction in many of the stone intensive districts. Such buildings are cost-effective and qualitatively better. A series of workshops were held and a document published on various alternate technology options. Based on this document, work has started on a number of buildings using various alternate technologies.
Others	Activity Centres, creation of eco-friendly schools and many other innovative ideas have been discussed but none has been acted upon.	To speed up the civil works progress state has instructed the districts to appoint full time dedicated engineers. <b>State has identified the districts with poor progress and initiated necessary steps to improve the progress.</b>	Workshops at regional level discussed the training and orientation that would be required at various levels before construction with alternate technologies is taken up. This was followed up with district level workshops which discussed options for low cost constructions and child friendly elements.
	Orissa	Uttar Pradesh	Karnataka
Creating a child friendly school	New designs are being used in the existing districts. Based on the experiences of existing districts state proposed to develop some alternative designs for expansion districts. A workshop for the same had been organised with experts. Various child friendly elements have been built into these designs. Child friendly elements have been incorporated in 3030 school buildings. Results are very encouraging.	The new designs being used in DPEP III are child sensitive and functional. The prototype buildings constructed incorporated various internal and external child friendly elements. Such elements have also been included in the revised construction manual. However, a stronger monitoring and supervision system is required to ensure that these elements actually get incorporated in the school buildings.	New designs, which are functional and child friendly, are being used in DPEP II. Efforts have been made to create child friendly environment at a few schools. However, these are largely individual efforts and not seen as a programme intervention to be supported and followed up.
Efforts towards cost-effectiveness	Structural designs of School and BRC have been rationalised and are being implemented. Cost-effective technologies are being implemented on large scale. It is proposed to use New designs and CECT in expansion districts and also cyclone reconstruction programme. Significant savings, Approximately 16%, are being achieved through implementation of CECT.	The structural design of the BRC building has been rationalised leading to significant cost savings. The new designs being used incorporate various cost-effective technologies like the rat-trap wall, filler slab roof, corbelled roof etc. which would also help in saving cost.	Alternative technologies like filler slabs are being used in a few constructions in some blocks. These are however due to the individual initiatives of the concerned engineer and not as a planned intervention - in fact the unit cost of constructions in Karnataka remain quite high. A few prototypes with alternative technologies were constructed through the Innovation Fund. But these were not carried forward and replicated anywhere else.
Others	A state level hands-on training for engineers on appropriate technologies and child friendly elements was conducted. On-site training for the masons also being conducted. Trainings for engineers, VECs are being conducted in expansion districts.	Training of engineers of 40 districts in DPEP II & DPEP III has been completed on the new designs. Training of VECs of 12 districts in DPEP II and 30 districts of DPEP III is also complete. However a further round of hands-on training of engineers and masons may be required as a follow up to this training. <b>Also, some of the manuals need major revision, as pointed out by the National Evaluation Team.</b>	A two day training of engineers (ZPED, KLAC and DPEP engineers) in cost-effective technologies was conducted by Tara Nirman Kendra, the agency involved in prototype constructions. However more follow up trainings are needed if such technologies are to be adopted widely.

## DPEP Progress Overview - Focus Areas

	<b>Haryana</b>	<b>Tamil Nadu</b>	<b>Rajasthan</b>
<b>Creating a child friendly school</b>	The new designs being used under DPEP II are basically modifications of the earlier designs, incorporating necessary pedagogic elements. After the prototypes on child friendly elements constructed in Kaithal, all the DPEP-II districts have taken initiation for the incorporation of child friendly elements into new/ existing schools.	New designs are being implemented. Child friendly elements are being implemented in community constructions. Response from children, community and teachers is found to be very positive. <b>It has been proposed to incorporate child friendly elements into all the schools constructed under DPEP.</b>	Designs have been prepared with emphasis on child-friendliness. Child-friendly elements are being incorporated into all buildings. These elements are also being incorporated in existing schools that are taken up for repair.
<b>Efforts towards cost-effectiveness</b>	An exercise for rationalisation of structural designs and specifications have also been taken up to reduce the cost. These rationalised designs are being implemented. Progress of prototype buildings with new designs with technologies is very slow (constructions started almost three years back). Apart from the prototype, implementation of cost-effective technologies has started in a very small scale.	The State has taken up construction of 90 schools through the community using various cost-effective technologies. Significant cost-savings, approximately 16-20%, as compared to PWD construction has been achieved. Rationalisation of existing structural designs and specifications has also been taken up. <b>PWD has undertaken one building in each district by using cost-effective construction technologies which are nearing completion.</b>	Resource Mapping has been conducted, and all construction is being taken up using local and cost-effective technologies. One Prototype building per district (phase 1) is in progress, which will introduce more innovations. Trainings of SMCs and engineers are being conducted.
<b>Others</b>	Engineers have undergone hands-on training in appropriate technologies. Very few construction started by using these technologies. SPO may need to follow up.	DPEP engineers have undergone a two day hands-on training in appropriate technologies. <b>District wise workshops with PWD engineers were conducted to share the experiences of cost-effective technologies</b> and child friendly elements followed by a one day practical training on CECT.	<b>Rainwater Harvesting</b> for drinking water provision, and <b>innovative sanitation systems</b> are the other focus areas of the state. Both of these initiatives are being tried out in a couple of districts at first, and will be upscaled subsequently. School sanitation programme is being implemented in two districts on pilot basis in collaboration with UNICEF.
	<b>Jharkhand</b>	<b>Uttaranchal</b>	<b>Chattisgarh</b>
<b>Creating a child friendly school</b>	BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>Innovation fund is being used for incorporation of child friendly elements.</b>	The new designs being used in the expansion districts are child sensitive and functional. In line with the requirements of the hilly terrain, the State is thinking of developing a few more child friendly designs. <b>There is a requirement to construct smaller school buildings in habitations with less population.</b>	Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements.
<b>Efforts towards cost-effectiveness</b>	All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.	Most of the buildings being constructed are based on conventional technologies of brick and RCC. There is however considerable potential for using local materials and technologies. The State has involved CBRI, Roorkee in developing cost effective technology options.	The document, Neev, published by Madhya Pradesh indicated an whole range of options for using alternate technologies to bring down the cost of the building. Based on this document, works using various alternate technologies have started in Sarguja. However in the other districts there has been very little effort in this direction primarily since these districts do not have their own project engineers to take the initiative.
<b>Others</b>	State level civilworks needs to be established at the earliest. Completion of targets as per the restructured plans is however a priority as of now.	Incorporating earthquake resistant features in the school buildings is one of the focus areas - CBRI, Roorkee is to be consulted on this. The State is also looking into the possibility of using rain water <b>harvesting features in schools.</b>	Adequate training to engineers and also to BNS members remain an area of concern. As in most districts the supervision is done by the RES engineers, adequate and effective training to the engineers and VECs is a must for ensuring quality of construction.

## **PROCUREMENT AND DISBURSEMENT**

### **Procurement**

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

The consultancy contract for the development of computerised financial management system in DPEP Rajasthan was awarded to a consultancy firm through short listing. The software package is stated to be in the final stages of completion. In UP, DPEP the short list of consultancy firms for the development of computerised financial management system has been approved by the World Bank and further action for selection of a consultancy firm for award of the assignment is in progress. The Financial Management System in DPEP Rajasthan and UP has since become operative and generating Project Monitoring Reports as per LACI formats.

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

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

#### **DPEP-I – (Credit No. 2661-IN) Expenditure**

The cumulative expenditure claimed by the Project upto 31/3/2002 is Rs.896.54 crores which is 71% of the EFC approved revised Project Cost of Rs.1258.58 crores.

Against the AWP&B of Rs.255.57 crores for the year 2002-2003 the Project has incurred an expenditure of Rs.57.57 crores from April to August, 2002 which is about 23%. The cumulative expenditure upto 31/8/2002 is Rs.954.10 crores which is 76% of the revised Project Cost and 88% of the SAR Target of Rs.1086.75 crores. The closing date of the Project is 30/6/2003.

### **Disbursement**

The Project was to achieve a target of US \$ 260.3 million upto 31/3/2002 which could not be done due to low level of expenditure. The Project has been extended upto 30/6/2003 and it is hoped that the above target would be achieved. The disbursement upto 30/9/2002 is US \$



180.927 million and reimbursement claims for US \$ 9.467 million (Rs.45.916 million) in the pipeline. The balance available is US \$ 53.281 million.

### **EEC funded Madhya Pradesh / Chhattisgarh**

#### **Expenditure**

The cumulative expenditure upto 31/3/2002 is Rs.579.89 crores which is 79% of the EFC approved revised cost of Rs.734.01 crores.

Against the AWP&B of Rs.153.34 crores for the year 2002-2003, the project has incurred an expenditure of Rs.18.82 crores during April to August, 2002 which is about 12%. The Project is expected to achieved a total expenditure of Rs.153.34 crores during the year.

### **DPEP-II (IDA Credit No. 2876-IN)**

#### **Expenditure**

The cumulative expenditure claimed by the Project upto 31/3/2002 is Rs.1775.49 crores which is about 72% of the EFC approved Project Cost of Rs.2481.93 crores.

Against the AWP&B of Rs.568.15 crores for the 2002-03, the Project has incurred an expenditure of Rs.140.49 crores during April to August, 2002 which is about 25%. The total cumulative expenditure upto 31/8/2002 is **Rs.1915.98 crores** against the EFC approved cost of Rs.2481.93 crores and 102% of SAR target of Rs.1870 crores upto 31/3/2003.

The Project will come to close on 30/6/2003.

#### **Disbursement**

The cumulative disbursement upto 30/9/2002 is US \$ 306.608 million and reimbursement claims to the extent of US \$ 12.990 million are in the pipeline. The achievement is thus 77% w.r.to the SAR target of US \$ 413.40 million upto 31/3/2003. The un-drawn balance as on 30/9/2002 is US \$ 66.254 million.

### **DPEP-III – Bihar & Jharkhand (Credit No. 3012-IN)**

#### **Expenditure**

The expenditure remains at low level. The Project has claimed an expenditure of Rs.206.17 crores upto 31/3/2002 which is 31.66% of the EFC approved Project Cost of Rs.651.17 crores.

Against the AWP&B of Rs.194.33 crores for the year 2002-03, the project has claimed an expenditure of Rs.19.00 crores being 9.77%. The total expenditure upto 31/8/2002 is Rs.225.17 crores which is 34.57%.

The Project will close on 30/9/2003.

## **Disbursement**

The disbursement upto 30/9/2002 is US \$ 33.242 million. Reimbursement claims to the extent of US \$ 6.333 million including expenditure incurred by Jharkhand are in the pipeline. The total disbursement therefore, works out to US \$ 39.572 million which is 27.45% of the SAR target of US \$ 144.15 million upto 31/3/2003.

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

#### **Expenditure**

The Project has claimed an expenditure of Rs.318.63 crores upto 31/3/2002 which is 55.75% of the EFC approved cost of Rs.571.50 crores.

Against the AWP&B of Rs.222.78 crores for the year 2002-03, the project has claimed an expenditure of Rs.17.21 crores upto 31/8/2002 which is 7.72% only.

The closing date of the project is 31/3/2004.

## **Disbursement**

The total disbursement upto 30/9/2003 is US \$ 61.939 million which is 44% of the cumulative target of US \$ 140.295 million upto 31/3/2003. Reimbursement claims for US \$ 1.200 million are in the pipeline.

### **DPEP Rajasthan-Phase-I (IDA Credit No. N.044-IN)**

#### **Expenditure**

The project has reported an expenditure of Rs.112.61 crores upto 31/3/2002 which is 72.% of the total planned budget upto 31/3/2002 and 27% of the EFC cost of Rs.411.14 crores.

During the year 2002-2003, the project has achieved an expenditure of Rs.22.76 crores during the period April, 2001 to August, 2002 against the AWP&B of Rs.108.92 crores for the year. An achievement of about 21%.

#### **Disbursement – Rajasthan Phase-I**

The cumulative disbursement upto 31/3/2002 is US\$ 15.868 million which is about 34% of the cumulative SAR target of US\$ 46.800 upto 31/3/2002.

Against the SAR target of US \$ 23.100 for the year 2001-02, the disbursement upto 30/9/2002 is 6.332 million and claim to the tune of Rs.4.450 equivalent to \$ 0.900 million are in the pipeline. The achievement during the current year is therefore 31%.

### **DPEP Rajasthan-Phase-II (IDA Credit No. 3529)**

## **Expenditure**

Phase-II of the DPEP has commenced on 27/7/2001. The project has reported an expenditure of Rs.9.95 crores upto 31/3/2002. Against the AWP&B of Rs.106.18 crores for the year 2002-03, the expenditure claimed by the project upto 31/8/2002 is Rs.12.21 crores.

## **Disbursement**

The disbursement upto 31/3/2002 was US \$ 0.950 million. Against the SAR Target of US\$ 22.000 the disbursement upto 30/9/2002 is US\$ 1.701 million and claims in pipeline Rs.6.68 crores equivalent to US \$ 1.377. The achievement is therefore about 14% only.

## **UP DPEP-III**

### **Expenditure**

The cumulative expenditure incurred upto 31/3/2002 is Rs.350.11 crores which is 76% of the Planned Budget of Rs.457.72 crores upto 31/3/2002.

Against the AWP&B of Rs.307.02 crores for the year 2002-2003, the project has reported an expenditure of Rs.68.29 crores upto 31/8/2002 which is 22%.

### **Disbursement**

Against the SAR target of US\$ 88.212 million upto 2001-2002, a disbursement of US\$ 59.119 million has been achieved which is 67%.

The SAR target for 2002-2003 is US\$ 46.2 million. The disbursement upto 31/8/2002 is US \$ 2.903 million and claims to the tune of Rs.65.69 crores equivalent to US \$ 13.544 are in the pipeline.

Reimbursement claims for the expenditure incurred by DPEP Uttaranchal for an amount of Rs.17.32 crores will be lodged after the Legal Agreement is amended by World Bank.

## **DFID Aided Projects**

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

Against the EFC approved cost of Rs.172.73 crores the project has incurred an expenditure of Rs.151.95 crores (88%) upto 31/3/2002. This has generated reimbursement claims of Rs.129.16 crores. Against this the DFID have disbursed £ 20.316 million. Reimbursement claims for Rs.7.616 crores equivalent to GBP 1.000 million is in the pipeline.

Against the AWP&B of Rs.104.23 crores for the year 2002-2003, the project has reported an expenditure of Rs.8.96 crores (8.59%) for the period April to June, 2002. Against this reimbursement claims for Rs.7.62 crores have been lodged.

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

Against the EFC approved cost of Rs.196.30 crores, the Project has incurred an expenditure of Rs.113.52 crores (58%) upto 31/3/2002. This expenditure has generated reimbursement claims to the tune of Rs.96.49 crores. The DFID has disbursed £ 14.286 million against the total Grant of £ 37.7 million upto 30/9/2002.

The project has reported an expenditure of Rs.3.32 crores during April, 2001 to June, 2002 which is 3.51% of the AWP&B of Rs.94.54 crores for the year 2001-2002. Reimbursement claims for Rs.2.83 crores have been lodged.

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

The project has reported an expenditure of Rs.26.76 crores upto 31/3/2002 and generating reimbursement claims to the extent of Rs.22.74 crores. The DFID have disbursed £ 1.257 million against these claims. Against the AWP&B of Rs.77.39 crores for the year 2002-03 the project has claimed an expenditure of Rs.3.82 crores upto 30/6/2002. reimbursement claims for Rs.3.24 crores have been lodged.

### **Orissa DPEP (DFID)**

The Project has claimed an expenditure of Rs.4.42 crores upto 31/3/2002. A reimbursement claim for Rs.3.75 crores was lodged for disbursement. This claim has been received back from the Ministry of Finance with the remarks that expenditure incurred after signing of the Letter of exchange of notes was only admissible for financing. The SPD had claimed expenditure w.e.f. 1/4/2001 instead of 10<sup>th</sup> October, 2001. accordingly the SPD, Orissa has been requested on 2<sup>nd</sup> September, 2002 to send a revised claim. This is still awaited.

### **Netherlands Grant TF-No. 20916-DPEP-Gujarat**

#### **Expenditure (Phase-I)**

The EFC approved cost of the Project has been revised from Rs.95.67 crores to Rs.134.56 crores. The Project has achieved an expenditure of Rs.96.94 crores upto 31/3/2002 which is 101% of the original approved project cost and 72% of revised project cost. Against the AWP&B of Rs.3139.28 lakhs for the year 2002-03, the project has claimed an expenditure of Rs.422.07 lakhs which is 13% only.

## **Disbursement**

Against the total grant of US \$ 25.8000 million the DFID have disbursed US \$ 18.293 million upto 30/9/2002. Reimbursement claims to the tune of Rs.2.071 crores equivalent to US \$ 0.430 million are in the pipeline.

## **Netherlands Grant No.TF- 027772- US \$ 26.470 million for Gujarat Phase-II**

### **Expenditure (Phase-II)**

The Project has commenced during 2001-2002. An expenditure of Rs.3.49 crores upto 31/3/2002. Against the AWP&B of Rs.3286.88 lakhs for the year 2002-2003, the project has claimed an expenditure of Rs.386.70 lakhs upto 31/8/2002 which is about 12%.

### **Disbursement**

The DFID has disbursed an amount of US \$ 0.603 million upto 30/9/2002. Reimbursement claims for Rs.3.588 crores equivalent to US \$ 0.740 million are in the pipeline.

### **Release of Funds**

The position regarding release of funds by Government of India during 2002-2003 is given in Statement 'F'.

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

Statement 'A' year wise / Credit wise Expenditure targets / actuals.

Statement 'B' Year wise / Credit wise Disbursement targets / actuals.

Statements 'C-1', 'C-2', 'C-3', & 'C-4' State wise Planned Budget upto 31/3/2003 and actual expenditure upto 31/8/2002 under DPEP-I, DPEP-II, DPEP-III and others.

Statement 'D' State wise / Phase wise EFC approved project cost / expenditure upto 31/8/2002.

Annexures - Disbursement category wise EFC cost and expenditure upto 31/8/2002 for each state - Phase wise.

Statement 'E' Statements of expenditure / reimbursement under DPEP-I, II, III and others (cumulative upto 31/3/2002 and for the year 2002-2003 upto 31/8/2002).

Statement 'F' - Release of funds by GOI during 2002-2003.

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

(Rs. in Crores)

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)		APERP Education Component (Credit No. 3103-IN)	
	Targets	Actuals upto 31 <sup>st</sup> August, 2002	Targets	Actuals upto 31 <sup>st</sup> August, 2002	Targets (AWP&B)	Actuals upto 31 <sup>st</sup> August, 2002	Targets (AWP&B)	Actuals upto 31 <sup>st</sup> August, 2002
1994 - 95	22.40	2.67(11.92%)	--	--	--	--		
1995 - 96	99.22	70.32 (71.00%)	--	--	--	--		
1996 - 97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	--	--		
1997 - 98	171.15	153.02 (89.40%)	182.00	122.66 (67.40%)	31.33	4.36 (13.91%)		
1998 - 99	191.27	124.60 (65.14%)	259.00	340.59 (131.50%)	102.00	42.70 (41.86%)	126.38	126.38 (100%)
1999-2000	189.75	123.36(65%)	362.75	362.17 (99.80%)	159.03	45.60 (28.67%)	182.00	106.18(58.34%)
2000-2001	170.75	134.90(79%)	446.95	450.71 (101%)	138.56	41.56(30%)	208.28	38.20 (18.34%)
2001-2002	105.00	161.29 (154%)	374.15	494.12 (132%)	168.68	71.95 (43%)	159.41	47.87 (30%)
2002-2003		57.57	204.20	140.49 (69%)	194.33	19.00 (19%)	222.78	17.21 (8%)
2002-2003	1086.75	954.10 (88%)	1870.00	1915.98 (102%)	793.93	225.17 (28%)	898.85	335.84 (37%)

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

Financial Year	Rajasthan DPEP (Credit No. N0-44)		UP DPEP-III (Credit No. 3307-IN)		Rajasthan-II	
	Targets (AWP&B)	Actuals Upto August, 2002	Targets (AWP&B)	Actuals Upto August, 2002	Targets (AWP&B)	Actuals Upto August, 2002
1999-2000	Nil	2.60	1.18	1.18		
2000-2001	110.37	35.65 (32.30%)	164.26	109.36 (66.57%)	--	--
2001-2002	119.11	62.89 (53%)	347.18	225.49 (65%)	70.10	5.15 (7%)
2002-2003	108.92	22.76 (21%)	307.02	68.29 (22%)	106.18	12.21 (11.49%)
2002-2003	338.40	135.37 (40%)	819.64	418.40 (51%)	176.28	22.16 (12.57%)

Statement 'A-1'

**Expenditure in DPEP**  
Others

(Rs. in Crores)

Financial Year	EC Assisted DPEP Madhya Pradesh		DFID Assisted DPEP Andhra Pradesh		DFID Assisted DPEP West Bengal I & II		DFID Assisted DPEP Orissa- II	
	Target	Actuals upto 31/8/2002	Target	Actuals upto 30/6/2002	Target	Actuals upto 30/6/2002	Target	Actuals
2000-2001	510.81	481.97 (94%)	157.27	117.79 (68%)	(i) 142.85 (ii) 6.07	(i) 90.62 (63.43%) (ii) 6.07 (100%)		
2001-2002	169.34	97.92 (58%)	68.74	34.16 (50%)	(i) 56.28 (ii) 50.26	(i) 22.90 (41%) (ii) 20.69 (41%)	65.93	Awaited
2002-03	153.33	18.82 (12%)	104.22	8.96 (8%)	(i) 94.54 (ii) 77.38	(i) 3.32 (3%) (ii) 3.82 (5%)	NA	Awaited

**Disbursements in DPEP**  
**Targets (SAR) and Actuals (IDA Assisted)**  
**(upto 30/9/2002)**

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

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994 - 95	\$ 4.0	-	--	--	--	--
1995 - 96	\$ 27.85	\$ 8.905 (31.97%) Rs.31.79	--	--	--	--
1996 - 97	\$ 34.30	\$ 37.563 (109.51%) Rs.133.56	\$ 7.50	--	--	--
1997 - 98	41.00	\$ 36.969 (90.17%) Rs.138.18	\$ 36.85	\$ 16.103 (44%) Rs.62.50	\$ 3.5	--
1998 - 99	\$ 45.75	\$ 24.422 (53.38%) Rs.103.02	\$ 49.80	\$ 64.023 (128.57%) Rs.269.48	\$ 18.65	\$ 7.891 (42.31%) Rs.33.33
1999-2000	\$ 43.95	\$ 23.995 (54.60%) Rs.104.02	\$ 70.45	\$70.239 (99.70%) Rs.304.36	\$ 37.75	\$8.557 (23.00%) Rs.37.05
2000-2001	\$ 36.512	\$21.445 (59%) Rs.97.92	\$ 100.00	\$ 69.047 (69%) Rs.317.01	\$ 39.65	\$ 7.609 (26%) Rs.34.89
2001-2002	\$ 26.938	\$ 22.446 (87%) Rs.107.20	\$ 90.8	\$ 63.745 (70%) Rs.303.17	\$ 26.75	\$ 7.700(29%) Rs.37.45
2002-2003		\$ 5.192 Rs.25.35	\$ 58.00	\$ 23.451 (40%) Rs.116.32	\$ 17.85	\$ 1.482 (8%) Rs.37.32
2002-2003	\$260.300	\$ 180.937 (70%) Rs.741.04	\$ 413.40	\$ 306.608 (74%) Rs.1372.84	\$ 144.15	\$33.239 (23%) Rs.149.97

## DFID Assisted Projects Targets

Sl. No.	State	Targets					Actuals				
		Upto 31/3/999	1999-2000	2000-2001	2001-2002	2002-2003	Upto 31/3/999	1999-2000	2000-2001	2001-2002	2002-2003
1.	Andhra Pradesh	Rs.80	Rs.48	Rs.54.00	Rs.58.43	88.59	Rs.52.18(65%)	Rs.27.04 (56%)	Rs.20.90 (38.70%)	Rs.29.04 (50%)	7.62 (9%)
2.	West Bengal	Rs.44	Rs.60	Rs.76.00	Rs.47.84	80.36	Rs.20.60(47%)	Rs.24.28 (40%)	Rs32.15 (42.30%)	Rs.19.46 (41%)	2.83 (3.52%)
3.	West Bengal-II	--	--	--	Rs.42.72	65.77	--	--	--	Rs.22.74 (53%)	3.24 (4.92%)
4.	Orissa-II	--	--	--	Rs.56.00	51.00	--	--	--	--	--



**Disbursements**  
**SAR Targets & Actuals**  
**(upto 30/9/2002)**

(\$ in Million/ Rs. in Crores)

Financial Year	Netherlands Grant for Gujarat State		IDA Credit No. 3103-IN APERP – Education Component	
	Target	Actuals	Target	Actuals
Upto 1997-98	\$ 5.0	\$ 2.118 (43.6) Rs.8.13	-	-
1998-99	\$ 4.0	\$ 3.579(89%) Rs.15.13	\$ 26.295	\$20.956 (79.69%)
1999-2000	\$ 4.6	\$ 4.556(99%) Rs.19.79	\$ 35.00	\$24.168 (69%)
2000-2001	\$ 4.5	\$ 3.887 (86%) Rs.17.82	\$ 25.000	\$6.868 (19.62%) Rs. 32.07
2001-2002	\$ 4.500	\$ 3.560 (79%) Rs.17.30	\$ 27.000	\$ 6.480 (24%) Rs.30.84
2002-2003	\$ 2.500	\$ 0.596 (24%) Rs.2.88	\$ 27.000	\$ 3.467 Rs.16.96
	\$ 25.100	\$ 18.296 (73%) Rs.81.05	\$140.295	\$ 61.939 Rs.272.05

Financial Year	Rajasthan DPEP		UP DPEP-III	
	Target	Actuals	Target	Actuals
Upto 1999-2000	3.00	\$ 0.475 (16%) Rs.2.07	-	-
2000-2001	\$ 17.300	\$ 3.577 (21%) Rs.16.64	\$ 46.212	\$ 15.649 (34%) Rs.72.84
2001-2002	\$ 26.500	\$13.500 (51%) Rs.66.05	\$ 42.00	\$ 43.470 (103.5%) Rs.207.82
2002-2003	\$ 23.100	\$ 6.332 (27%) Rs.30.83	\$ 46.2	\$ 2.903 (6%) Rs.14.19
Cumulative upto 31/3/2003	\$69.900	\$ 23.884 (34%) Rs.115.59	\$134.412	\$ 62.022 (46%) Rs.294.85

Project Phase-I (IDA Credit No. 2661-IN) and EEC Grant for MP and Chhattisgarh

Rs. in Lakhs

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 31/8/2002	Cumulative Exp upto 31/8/2002	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Assam	11564.77	3252.67	14817.44	841.05	12405.82	83.72
2	Haryana	12915.61	4412.23	17327.84	1116.38	14031.99	80.98
3	Karnataka	18160.85	3307.95	21468.80	935.63	19096.48	88.95
4	Kerala	8462.72	3792.71	12255.43	261.10	8723.82	71.18
5	Maharashtra	18434.70	7903.76	26338.46	1224.07	19658.77	74.64
6	Tamil Nadu	15901.41	2322.85	18224.26	1239.85	17141.26	94.06
7	National Component	4213.77	564.74	4778.51	47.19	4260.96	89.17
	<b>Total</b>	<b>89653.83</b>	<b>25556.91</b>	<b>115210.74</b>	<b>3707.84</b>	<b>95319.10</b>	<b>82.73</b>
	<b>EEC funded</b>			0.00			
9	MP (*)	44067.51	12955.78	57023.29	1356.63	45424.14	79.66
10	Chhattisgarh (*)	13921.15	2377.66	16298.81	525.30	14446.45	88.63

(\*) Expenditure upto 30/6/2002

**State wise Planned Budget / Expenditure**  
**Project Phase-II (IDA Credit No. 2876-IN) and Grant No. TF-20916 for Gujarat.**

Statement 'C-2'

Rs. in Lakhs

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 31/8/2002	Cumulative Exp upto 31/8/2002	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Assam	10770.77	4239.58	15010.35	713.54	11484.31	76.51
2	Haryana	6360.53	3253.35	9613.88	405.06	6765.59	70.37
3	Karnataka	23656.41	4147.00	27803.41	1094.91	24751.32	89.02
4	Kerala	7195.45	2069.45	9264.90	350.89	7546.34	81.45
5	Maharashtra	9526.20	5182.25	14708.45	826.67	10352.87	70.39
6	Tamil Nadu	5724.85	1431.77	7156.62	238.90	5963.75	83.33
7	MP	31002.14	6423.04	37425.18	3104.04	34106.18	91.13
8	HP	9170.44	3293.81	12464.25	540.77	9711.21	77.91
9	Orissa	13490.53	7151.00	20641.53	1515.64	15006.17	72.70
10	UP	48864.17	14598.47	63462.64	4712.50	53576.67	84.42
11	Chhattisgarh	1398.91	1636.29	3035.20	50.94	1449.85	47.77
12	National Comonent	694.21	250.00	944.21	73.03	767.24	81.26
	<b>Total</b>	<b>167854.61</b>	<b>53676.01</b>	<b>221530.62</b>	<b>12508.29</b>	<b>180362.90</b>	<b>81.42</b>
13	Gujarat	9694.17	3139.28	12833.45	422.07	10116.24	78.83

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 31/8/2002	Cumulative Exp upto 31/8/2002	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Rajasthan-I	11261.20	10892.12	22153.32	2275.76	13536.96	61.11
2	Rajasthan-II	994.56	10618.27	11612.83	1221.23	2215.79	19.08
3	Bihar	18953.30	13249.36	32202.66	1210.04	20163.34	62.61
4	Jharkhand	1663.50	6183.99	7847.49	689.84	2353.34	29.99
5	APERP	31863.32	22277.96	54141.28	1721.28	33584.60	62.03
6	Gujarat-II	348.90	3286.88	3635.78	386.70	735.60	20.23
7	UP-III	33361.01	28061.68	61422.69	6401.09	39762.10	64.74
8	Uttaranchal	1649.72	2640.64	4290.36	427.81	2077.53	48.42
	<b>Total</b>	<b>100095.51</b>	<b>97210.90</b>	<b>197306.41</b>	<b>10836.76</b>	<b>110932.27</b>	<b>56.22</b>

DPEP-III, Bihar(Credit No 3012-IN), APERP (Credit No.3103-IN), DPEP Rajasthan Phase-I (N-044-IN), Rajasthan Phase-II (IDA Credit No.3529-IN), Third UP DPEP (Credit No. 3307-IN) and Grant No. 27772 for Gujarat-II

DFID Grants

Statement 'C-4'

Rs. in Lakhs

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 31/8/2002	Cumulative Exp upto 31/8/2002	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Andhra Pradesh	15195.00	10422.92	25617.92	896.05	16091.05	62.81
2	West Bengal-I	11352.10	9454.09	20806.19	332.46	11684.56	56.16
3	West Bengal-II	2675.56	7738.83	10414.39	381.64	3057.20	29.36
4	Orissa	441.63	6000.00	6441.63		441.63	
	<b>Total</b>	<b>29664.29</b>	<b>33615.84</b>	<b>63280.13</b>	<b>381.64</b>	<b>30045.93</b>	<b>47.48</b>

**xpenditure under various IDA Credits and DFID Grants**

Rs. in Lakhs

Sl. No.	Name of the State	DPEP-I				DPEP-II			DPEP-III		
		EFC approved Cost		Exp. Upto 31/8/2002	%age	EFC approved Cost	Exp. Upto 31/8/2002	%age	EFC approved Cost	Exp. Upto 31/8/2002	%age
		Original	Revised								
1	Assam	12951.18	16227.62	12405.82	76.45	15633.43	11484.31	73.46			
2	Haryana	14812.45	19843.41	14031.99	70.71	9547.26	6765.59	70.86			
3	Karnataka	13497.98	21480.18	19096.48	88.90	28017.09	24751.32	88.34			
4	Kerala	9189.72	12289.54	8723.82	70.99	9498.53	7546.34	79.45			
5	Maharashtra	18592.37	27118.58	19750.04	72.83	15771.79	10352.87	65.64			
6	Tamil Nadu	16897.22	18224.24	17141.26	94.06	9244.29	5963.75	64.51			
7	Madhya Pradesh*		57136.27	45424.14	79.50	38111.02	34106.18	89.49			
8	Chhattisgarh*		16264.42	14446.45	88.82	7998.82	1449.85	18.13			
9	Himachal Pradesh					12928.11	9711.21	75.12			
10	Orissa					23012.00	15006.17	65.21			
11	Orissa-II *					31382.46	441.63	1.41			
12	Gujarat					13455.90	10116.24	75.18	12497.56	735.60	5.89
13	Uttar Pradesh					62987.60	53576.67	85.06			
14	National Component		5775.18	4260.96	73.78	1987.00	767.24	38.61			
15	Andhra Pradesh *					17272.60	16091.05	93.16			
16	West Bengal *					19630.29	11684.56	59.52			
17	West Bengal-II					21427.04	3057.20	14.27			
18	APERP					57150.00	33584.60	58.77			
19	Bihar								43535.74	16602.18	38.13
20	Jharkhand								21581.26	5914.50	27.41
21	Rajasthan								41114.47	13536.96	32.93
22	Rajasthan-II								37242.79	2215.79	5.95
23	UP DPEP-III								77010.94	39762.10	51.63
24	Uttaranchal								8585.92	2077.53	24.20
		<b>85940.92</b>	<b>194359.44</b>	<b>155280.96</b>	<b>79.89</b>	<b>395055.23</b>	<b>256456.78</b>	<b>64.92</b>	<b>241568.68</b>	<b>80844.66</b>	<b>33.47</b>

(\*) Expenditure upto 30/6/2002

Orissa-II expenditure upto 31/3/2002.

### Financial Information

State - Assam

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2002

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		2761.36	
2. Equipment, vehicles, books and furniture		1136.02	
3. Consultant services, fellowships and training		773.44	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		7735	
<b>Total</b>	<b>16227.62</b>	<b>12405.82</b>	<b>76.45</b>

Revised EFC approved cost = Rs.16227.62 lakhs vide MHRD letter No. F-23-2/2001-DPEP dated 19/4/2002

### Financial Information

State - Assam

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3635.6	3043.43	83.71
2. Equipment, vehicles, books, furniture and materials	2727.48	2120.32	77.74
3. Consultant services,	400.25	76.99	19.24
4. Fellowships and training	1497.09	681.77	45.54
5. Incremental staff salaries, increme honoraria for volunteers, incremental operation and maintenance costs	7373.01	5561.8	75.43
<b>Total</b>	<b>15633.43</b>	<b>11484.31</b>	<b>73.46</b>

**Financial Information**

State - Haryana

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		4972.22	
2. Equipment, vehicles, books and furniture		1430.7	
3. Consultant services, fellowships and training		1544.93	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		6084.14	
<b>Total</b>	<b>19843.41</b>	<b>14031.99</b>	<b>70.71</b>

Revised EFC approved cost = Rs.19843.41 lakhs

**Financial Information**

State - Haryana

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2098.56	1877.50	89.47
2. Equipment, vehicles, books, furniture and materials	1189.47	1293.05	108.71
3. Consultant services,	300.5	8.31	2.77
4. Fellowships and training	929.63	479.00	51.53
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	5029.1	3107.73	61.79
<b>Total</b>	<b>9547.26</b>	<b>6765.59</b>	<b>70.86</b>



### Financial Information

State - Karnataka

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		2885.43	
2. Equipment, vehicles, books and furniture		2735.71	
3. Consultant services, fellowships and training		1543.63	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		11931.71	
<b>Total</b>	<b>21480.18</b>	<b>19096.48</b>	<b>88.9</b>

Revised EFC approved cost = Rs.21480.18 lakhs

### Financial Information

State - Karnataka

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5493.01	3980.15	72.4
2. Equipment, vehicles, books, furniture and materials	4528.2	2842.22	62.7
3. Consultant services,	30.31	9.12	30.0
4. Fellowships and training	1460.87	1110.40	76.0
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	16504.7	16809.43	101.8
<b>Total</b>	<b>28017.09</b>	<b>24751.32</b>	<b>88.34</b>

EFC Cost revised vide MHRD Memo No. F-12-2/2002-DPEP-4 dated 10th July, 2002.

### Financial Information

State - Kerala

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		1879.33	
2. Equipment, vehicles, books and furniture		825.05	
3. Consultant services, fellowships and training		3518.95	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		2500.49	
<b>Total</b>	<b>12289.54</b>	<b>8723.82</b>	<b>70.99</b>

Revised EFC approved cost = Rs.12289.54 lakhs

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1831.35	1541.11	84.15
2. Equipment, vehicles, books, furniture and materials	1597.09	1421.25	88.99
3. Consultant services,	381.80	56.75	14.86
4. Fellowships and training	3990.63	2184.19	54.73
5. Incremental staff salaries, increme honoraria for volunteers, incremental operation and maintenance costs	1697.66	2343.04	138.02
<b>Total</b>	<b>9498.53</b>	<b>7546.34</b>	<b>79.45</b>

## Financial Information

State - Maharashtra

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		4640.14	
2. Equipment, vehicles, books and furniture		1165.73	
3. Consultant services, fellowships and training		1121.15	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		12823.02	
<b>Total</b>	<b>27118.58</b>	<b>19750.04</b>	<b>72.8</b>

Revised EFC approved cost = Rs.27118.58 lakhs

Project Starting date - 1996-97

Project Phase - II

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3511.10	2326.05	66.25
2. Equipment, vehicles, books, furniture and materials	2204.75	548.25	24.87
3. Consultant services,	56.72	10.66	18.79
4. Fellowships and training	1592.60	546.62	34.32
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	8406.62	6921.29	82.33
<b>Total</b>	<b>15771.79</b>	<b>10352.87</b>	<b>65.64</b>

**Financial Information**

State - Tamil Nadu

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		5067.89	
2. Equipment, vehicles, books and furniture		315.03	
3. Consultant services, fellowships and training		751.74	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		11006.60	
<b>Total</b>	<b>18224.24</b>	<b>17141.26</b>	<b>94.06</b>

Revised EFC approved cost = Rs.18224.24 lakhs

State - Tamil Nadu

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2101.00	2653.10	126.28
2. Equipment, vehicles, books, furniture and materials	2439.04	786.10	32.23
3. Consultant services,	85.00	37.07	43.61
4. Fellowships and training	1205.57	276.77	22.96
5. Incremental staff salaries, incrementa honoraria for volunteers, incremental operation and maintenance costs	3413.68	2210.71	64.76
<b>Total</b>	<b>9244.29</b>	<b>5963.75</b>	<b>64.51</b>

## Financial Information

State - Madhya Pradesh

Project Phase -

Project Starting date - 1994-95

Status upto - June, 2002

(Rs. in Lakhs)

Sl. No.	Category	Total		
		Project Budget *	Expenditure	% Budget expended
1	Salaries (including teacher salary)			
2	Civil work			
3	School Contingency			
4	Training			
5	TLM			
6	Furniture, Equipment/Vehicles			
7	Books			
8	Mobilisation			
9	O & M			
10	Innovation			
11	Others Professional fees, Studies, Workshops, Staff development			
	<b>Total</b>	<b>57136.27</b>	<b>45424.14</b>	<b>79.50</b>

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

State - Madhya Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	12377.06	11950.26	96.55
2. Equipment, vehicles, books, furniture and materials	6068.17	5102.82	84.09
3. Consultant services,	95.76	132.47	138.34
4. Fellowships and training	4032.25	2781.50	68.98
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	15537.78	14139.13	91.00
<b>Total</b>	<b>38111.02</b>	<b>34106.18</b>	<b>89.49</b>

### Financial Information

State - Chhattisgarh

Project Starting date -

Status upto - March, 2002

Sl. No.	Category	Total		
		Project Budget (*)	Expenditure	% Budget expended
1	Salaries (including teacher salary)			
2	Civil work			
3	School Contingency			
4	Training			
5	TLM			
6	Furniture, Equipment/Vehicles			
7	Books			
8	Mobilisation			
9	O.& M			
10	Innovation			
11	Others Professional fees, Studies, Workshops, Staff development			
	<b>Total</b>	<b>16264.42</b>	<b>14446.45</b>	<b>88.82</b>

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

### Financial Information

State - Chhattisgarh

Project Starting date - 1996-97

Status upto - April, 2002

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works		136.48	
2. Equipment, vehicles, books, furniture and materials		88.35	
3. Consultant services,		0.89	
4. Fellowships and training		74.41	
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs		1149.72	
<b>Total</b>	<b>7998.82</b>	<b>1449.85</b>	<b>18.13</b>

Note :- Expenditure of Rs.4958.70 upto 31/3/2001 included in Madhya Pradesh DPEP-II.

### Financial Information

State - Himachal Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2953.36	2316.55	78.44
2. Equipment, vehicles, books, furniture and materials	1590.17	1337.24	84.09
3. Consultant services,	102.00	43.27	42.42
4. Fellowships and training	1322.34	396.32	29.97
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	6960.29	5617.83	80.71
<b>Total</b>	<b>12928.16</b>	<b>9711.21</b>	<b>75.12</b>

### Financial Information

State - Orissa

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4789.42	5584.15	116.59
2. Equipment, vehicles, books, furniture and materials	4981.20	2973.68	59.70
3. Consultant services,	139.18	61.80	44.40
4. Fellowships and training	5540.10	3977.83	71.80
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7562.10	2408.71	31.85
<b>Total</b>	<b>23012.00</b>	<b>15006.17</b>	<b>65.21</b>

### Financial Information

State - Gujarat (Grant No. 20916)

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2364.16	2103.23	88.96
2. Equipment, vehicles, books, furniture and materials	2881.09	2429.24	84.32
3. Consultant services,	29.91	30.91	103.34
4. Fellowships and training	1190.15	880.59	73.99
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	6990.59	4672.27	66.84
<b>Total</b>	<b>13455.90</b>	<b>10116.24</b>	<b>75.18</b>

### Financial Information

State - Gujarat-II (TF No. 027772)

Project Phase - II

Project Starting date - June, 2001

Status upto - August, 2002

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Consultants' services and Training	4179.72	49.95	1.20
2. Civil Works	2506.78	101.53	4.05
3. Goods	872.83	263.03	30.14
4. Books	1231.45	206.28	16.75
5. Incremental Operating Costs	3706.78	114.81	3.10
<b>Total</b>	<b>12497.56</b>	<b>735.60</b>	<b>5.89</b>



## Financial Information

**State - Uttar Pradesh**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - August, 2002**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16077.02	16053.03	99.85
2. Equipment, vehicles, books, furniture and materials	9175.94	11521.63	125.56
3. Consultant services,	618.33	221.86	35.88
4. Fellowships and training	5415.30	3220.84	59.48
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	31701.01	22559.31	71.16
<b>Total</b>	<b>62987.60</b>	<b>53576.67</b>	<b>85.06</b>

**State - Uttar Pradesh (BIF)**

**Project Phase -UP DPEP - III**

**Project Starting date - 1999-2000**

**Status upto - August, 2002**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16116.81	15083.35	93.59
2. Equipment, vehicles, Furniture	4138.42	1173.95	28.37
3. Books	9364.94	4714.64	50.34
4. Fellowships, training / Workshop & Consultant Services	24121.19	2444.45	10.13
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	23269.58	16345.71	70.24
<b>Total</b>	<b>77010.94</b>	<b>39762.10</b>	<b>51.63</b>

### Financial Information

National Component

Project Phase - I

Project Starting date - 1994-95

Status upto - June, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training	6633.59	4260.96	64.23
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
<b>Total</b>	<b>6633.59</b>	<b>4260.96</b>	<b>64.23</b>

Revised EFC approved cost Rs.5775.18 lakhs.

National Component

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books, furniture and materials		87.79	
3. Consultant services,		0.33	
4. Fellowships and training		244.23	
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs		434.89	
<b>Total</b>	<b>1987.00</b>	<b>767.24</b>	<b>38.61</b>

State - Andhra Pradesh (DFID)

Project Phase - I (DFID - Grant)

Project Starting date - 1996-97

Status upto - June, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3670.70	4582.60	124.8
2. Equipment, vehicles, books teaching materials and furniture	483.28	1523.63	315.2
3. Consultant services, training workshops and fellowships,	2199.80	1373.10	62.4
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	10918.82	8611.72	78.8
<b>Total</b>	<b>17272.60</b>	<b>16091.05</b>	<b>93.1</b>

#### Financial Information

State - Andhra Pradesh

Project Phase - I

(Andhra Pradesh Economic Restructuring Project - Education Component)

Project Starting date - 1998-99

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1(a). Civil Works	13527.00	14630.43	108.1
1(b). Equipment, vehicles, books, teaching materials and furniture	5959.00	4765.97	79.9
1(c). Consultant services and training	17781.00	4695.09	26.4
1(d). Incremental staff salaries, honoraria for volunteers, incremental operation and maintenance costs	19883.00	9493.11	47.7
<b>Total</b>	<b>57150.00</b>	<b>33584.60</b>	<b>58.7</b>

**Financial Information**

State - West Bengal

Project Phase - I (DFID - Grant)

Project Starting date - 1997-98

Status upto - Aug, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
Civil Works	4294.90		0.00
Equipment, vehicles, books teaching materials and furniture	781.20		0.00
Consultant services, training workshops and fellowships,	7462.93		0.00
Incremental staff salaries, incremental onoraria for volunteers, incremental operation and maintenance costs	7091.27		0.00
<b>Total</b>	<b>19630.29</b>	<b>11684.56</b>	<b>59.52</b>

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

State - West Bengal-II

Project Phase - II (DFID - Grant)

Project Starting date - 2000-2001

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
Civil Works	4734.25		0.00
Equipment, vehicles, books teaching materials and furniture	493.23		0.00
Consultant services, training workshops and fellowships,	6607.30		0.00
Incremental staff salaries, incremental onoraria for volunteers, incremental operation and maintenance costs	9592.26		0.00
<b>Total</b>	<b>21427.04</b>	<b>3057.20</b>	<b>14.27</b>

**Financial Information**

State - Bihar

Project Phase - III

Project Starting date - 1997-98

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9760.45	5149.94	52.76
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	2997.16	2954.37	98.57
3. Textbooks	2607.00	3120.25	119.69
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4863.71	899.23	18.49
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	23307.42	4478.39	19.21
<b>Total</b>	<b>43535.74</b>	<b>16602.18</b>	<b>38.13</b>

Note - Excluding expenditure of Rs.606.02 lakhs disallowed by World Bank. Including expenditure of Rs.591.14 lakhs disallowed by World Bank for want of WBR No.s UNICEF funded Expenditure upto 31/3/2002 Rs.1138.78 lakhs.

State - Jharkhand

Project Phase - III

Project Starting date - 1997-98

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5121.55	2128.43	41.56
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	802.84	1081.24	134.68
3. Textbooks	3931.00	34.01	0.87
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4341.29	310.31	7.15
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7384.58	2360.51	31.97
<b>Total</b>	<b>21581.26</b>	<b>5914.50</b>	<b>27.41</b>

Note - Excluding exp. funded by UNICEF. UNICEF 2001-02 Rs.12.63 lakhs.

**Financial Information**

E-17

State - Rajasthan DPEP

Project Phase - I

Project Starting date - 1999-2000

Status upto - Aug, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	8630.88	6185.90	71.67
2. Equipment, vehicles, Furniture and books	2861.07	949.02	33.17
3. Training workshops, fellowships and Consultant Services	11143.53	1691.46	15.18
4. Incremental operating and maintenance costs	18478.99	4710.58	25.49
<b>Total</b>	<b>41114.47</b>	<b>13536.96</b>	<b>32.93</b>

**Financial Information**

State - Rajasthan

Project Phase - II

Project Starting date - July, 2001

Status upto - August, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9723.68	904.35	9.30
2. Equipment, vehicles and furniture	557.88	82.07	14.71
3. Books	937.97	0.06	0.01
4. Training, Workshops, fellowships & consultant services	6301.94	472.25	7.49
5. Incremental operating and maintenance cost	19721.28	757.05	3.84
<b>Total</b>	<b>37242.75</b>	<b>2215.78</b>	<b>5.95</b>

## Financial Information

State - Uttaranchal

Project Phase -UP DPEP - III

Project Starting date - 1999-2000

Status upto - March, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1777.89	619.44	34.84
2. Equipment, vehicles, Furniture	385.08	44.39	11.53
3. Books	647.61	130.08	20.09
4. Fellowships, training / Workshop & Consultant Services	2669.68	166.16	6.22
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	3105.66	1117.46	35.98
<b>Total</b>	<b>8585.92</b>	<b>2077.53</b>	<b>24.20</b>

**Statement of Expenditure and Reimbursement Claims**  
**IDA Credit No.2661-IN EEC assisted MP/Chhattisgarh**

Rs. in lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st Augus, 2002	Total Reimb Upto 31st August, 2002
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total		
1	Assam	3252.67	13593.00	11564.77	9393.16	533.00	65.26	242.79		<b>841.05</b>	<b>25.86</b>	341.57	40.08	153.72		<b>535.37</b>	<b>12405.82</b>	<b>9928.53</b>
2	Haryana	4412.23	15630.00	12915.61	10735.69	594.14	332.12	190.12		<b>1116.38</b>	<b>25.30</b>	478.62	268.88	142.29		<b>889.79</b>	<b>14031.99</b>	<b>11625.48</b>
3	Karnataka	3307.95	19174.00	18160.85	14628.73	345.43	182.05	408.15		<b>935.63</b>	<b>28.28</b>	226.26	112.86	265.79		<b>604.91</b>	<b>19096.48</b>	<b>15233.64</b>
4	Kerala	3792.71	8844.22	8462.72	7584.75	144.48	55.54	61.08		<b>261.10</b>	<b>6.88</b>	118.00	45.48	50.52		<b>214.00</b>	<b>8723.82</b>	<b>7798.75</b>
5	Maharashtra	7903.76	21694.09	18434.70	14941.42	669.29	407.93	238.13		<b>1315.35</b>	<b>16.64</b>	466.06	284.88	187.16		<b>938.10</b>	<b>19750.05</b>	<b>15879.52</b>
6	Tamil Nadu	2322.85	16710.66	15901.41	12753.97	767.94	32.18	439.73		<b>1239.85</b>	<b>53.38</b>	472.84	21.03	327.28		<b>821.15</b>	<b>17141.26</b>	<b>13575.12</b>
7	EdCIL	492.00	4149.25	4097.02	4097.02	47.19				<b>47.19</b>	<b>9.59</b>	47.19				<b>47.19</b>	<b>4144.21</b>	<b>4144.21</b>
8	NS DART			0.00	0.00	0.00				<b>0.00</b>	<b>0.00</b>	0.00				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
9	NCERT	21.51	58.89	68.96	68.96	0.00				<b>0.00</b>	<b>0.00</b>	0.00				<b>0.00</b>	<b>68.96</b>	<b>68.96</b>
10	NIEPA	51.23	63.67	47.79	47.79	0.00				<b>0.00</b>	<b>0.00</b>	0.00				<b>0.00</b>	<b>47.79</b>	<b>47.79</b>
	<b>IDA Total</b>	<b>25556.91</b>	<b>99917.78</b>	<b>89653.83</b>	<b>74251.49</b>	<b>3101.47</b>	<b>1075.08</b>	<b>1580.00</b>	<b>0.00</b>	<b>5756.55</b>	<b>22.52</b>	<b>2150.54</b>	<b>773.21</b>	<b>1126.76</b>	<b>0.00</b>	<b>4050.51</b>	<b>95410.38</b>	<b>78302.00</b>
	EEC																	
11	MP	12955.78	50488	44067.51	37457.38	1356.63				<b>1356.63</b>	<b>10.47</b>	1367.10				<b>1367.10</b>	<b>45424.14</b>	<b>38824.48</b>
12	Chhattisgarh	2377.66	4243.46	13921.15	11832.98	525.30				<b>525.30</b>	<b>22.09</b>	446.51				<b>446.51</b>	<b>14446.45</b>	<b>12279.49</b>
13	Cap. Bldg (EC)									<b>0.00</b>		0.00				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
	<b>Total(EEC+IDA)</b>	<b>40890.35</b>	<b>154649.24</b>	<b>147642.49</b>	<b>123541.85</b>	<b>4983.40</b>	<b>1075.08</b>	<b>1580.00</b>	<b>0.00</b>	<b>7638.48</b>	<b>18.68</b>	<b>3964.15</b>	<b>773.21</b>	<b>1126.76</b>	<b>0.00</b>	<b>5864.12</b>	<b>155280.97</b>	<b>129405.97</b>

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



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

Statement 'E-2'

Rs. In Lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st August, 2002	Total Reimb Upto 31st August, 2002	
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total			
1	Assam	4239.58	13154.69	10770.77	8561.02	398.28	106.91	208.35			713.54	16.83	198.37	53.12	97.45		348.94	11484.31	8909.96
2	Haryana	3253.35	7405.00	6360.53	4998.71	217.17	79.52	108.37			405.06	12.45	113.18	39.72	61.20		214.10	6765.59	5212.81
3	Karnataka	4147.00	25684.00	23656.41	18523.90	547.86	282.53	264.52			1094.91	26.40	342.32	177.93	153.30		673.55	24751.32	19197.45
4	Kerala	2069.45	8286.06	7195.45	6163.59	164.36	84.95	101.58			350.89	16.96	90.76	55.04	62.41		208.21	7546.34	6371.80
5	Maharashtra	5182.25	12207.01	9526.20	7309.54	406.50	268.64	151.53			826.67	15.95	208.60	109.80	73.95		392.35	10352.87	7701.89
6	Tamil Nadu	1431.77	6674.00	5724.85	4740.88	166.51	32.74	39.65			238.90	16.69	72.37	16.50	16.21		105.08	5963.75	4845.96
7	M. Pradesh	6423.04	34540.40	31002.14	25402.61	1489.15		1614.99			3104.04	48.33	911.58		860.34		1771.92	34106.18	27174.53
8	HP	3293.81	11196.00	9170.44	7427.61	275.75	159.06	105.96			540.77	16.42	166.40	94.38	68.99		329.77	9711.21	7757.38
9	Orissa	7151.00	16804.00	13490.53	11809.75	693.88	476.59	345.17			1515.64	0.00	626.28	425.38	285.84		1337.50	15006.17	13147.25
10	Gujarat	3139.28	10232.44	9694.17	7907.07	217.11	117.05	87.91			422.07	13.44	94.52	60.65	42.82		197.99	10116.24	8105.06
11	U. Pradesh	14598.47	57182.70	48864.17	39256.18	1322.22	2820.39	569.89			4712.50	32.28	733.62	1498.87	421.88		2654.37	53576.67	41910.55
12	IGNOU	250.00	774.00	694.21	574.43	41.73	16.14	15.16			73.03	29.21	24.00	9.71	10.40		44.11	767.24	618.54
13	Chhattisgarh	1636.29	3638.81	1398.91	825.88	50.94					50.94	3.11	22.83				22.83	1449.85	848.71
	<b>Total</b>	<b>56815.29</b>	<b>207779.11</b>	<b>177548.78</b>	<b>143501.17</b>	<b>5991.46</b>	<b>4444.52</b>	<b>3612.98</b>	<b>0.00</b>	<b>14048.96</b>	<b>24.73</b>	<b>3604.83</b>	<b>2541.10</b>	<b>2154.79</b>	<b>0.00</b>	<b>8300.72</b>	<b>191597.74</b>	<b>151801.89</b>	

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

**Statement of Expenditure and Reimbursement Claims**  
**Interim Fund Credit Number N-44-IN Phase-I**  
**IDA Credit No. 3529-IN Phase-II**

Rs. in Lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st July, 2002	Total Reimb Upto 31st July, 2002
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total		
1	<b>Rajasthan-I</b>	10892.12	16780.00	11261.20	9336.72	1036.02	687.56	552.18		2275.76	20.89	767.41	525.03	445.04		1737.48	13536.96	11074.20
2	<b>Rajasthan-II</b>	10618.27	6400.00	994.56	868.80	471.97	405.51	343.75		1221.23	11.50	425.33	359.71	303.66		1088.70	2215.79	1957.50

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

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

Rs. in Lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st August, 2002	Total Reimb Upto 31st August, 2002
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total		
1	<b>Bihar</b>	13249.36	26788.79	18953.30	15521.53	591.46	223.60	394.98		1210.04	9.13	393.44	144.87	252.19		790.50	20163.34	16312.03
2	<b>Jharkhand</b>	6183.99	5337.00	1663.50	1216.51	378.47	168.37	143.00		689.84	11.16	267.47	119.05	88.72		475.24	2353.34	1691.75
	<b>Total</b>	19433.35	32125.79	20616.80	16738.04	969.93	391.97	537.98	0.00	1899.88	9.78	660.91	263.92	340.91	0.00	1265.74	22516.68	18003.78

(\*) Excluding expenditure of Rs.606.02 lakhs disallowed by World Bank & including Rs. 591.14 lakhs disallowed by World Bank which is to be re-claimed after obtaining WBR Nos. for World Bank.

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

**UNICEF**

	Total UNICEF funds	Total Exp upto 31/3/2002	Total Exp upto 8/2002
Bihar	1254.62	1071.65	67.13
Jharkhand		12.63	
<b>Total</b>	<b>1254.62</b>	<b>1084.28</b>	<b>67.13</b>

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

Statement 'E-4'

Rs. in Lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st August, 2002	Total Reimb Upto 31st August, 2002
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total		
1	U.P.	28061.68	45121.00	33361.01	29070.01	3162.75	1548.58	1689.76		6401.09	22.81	2318.06	1394.16	1542.96		5255.18	39762.10	34325.19
2	Uttaranchal	2640.64	3928.00	1649.72	1417.30	198.96	72.90	155.95		427.81	16.20	138.93	53.92	121.78		314.63	2077.53	1731.93

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

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

Rs. in Lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st August, 2002	Total Reimb Upto 31st August, 2002
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total		
1	APERP	22277.96	45621	31863.32	26737.63	824.97	430.61	465.7		1721.28	7.73	466.68	288.07	306.88		1061.63	33584.60	27799.26

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

**Netherlands Grant for Gujarat**

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto 31st August, 2002	Total Reimb Upto 31st August, 2002
						upto June, 2002	July	Aug	Sep	Total	%age	upto June, 2002	July	Aug	Sep	Total		
1	Gujarat-II	3286.88	750	348.9	295.33	127.81	164.31	94.58		386.70	11.76	117.75	154.41	86.63		358.79	735.60	654.12

## DFID Grants

Rs. in lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2001-2002		Reimbursement during 2001-2002		Total Exp. Upto June, 2002	Total Exp. Upto June, 2002
						April, 2002 to June, 2002	%age	April, 2002 to June, 2002	%age		
1	Andhra Pradesh	10422.92	17273.73	15195.00	12915.76	896.05	8.60	761.64	16091.05	13677.40	
2	West Bengal	9454.09	13621.00	11352.10	9649.30	332.46	3.52	282.59	11684.56	9931.89	
3	West Bengal Expansion districts	7738.83	4864.70	2675.56	2274.24	381.64	4.93	324.39	3057.20	2598.63	
4	Orissa Phase-II	6000.00	2113.00	441.63	375.39				441.63	375.39	

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

**Funds released to various States under DPEP during 2002-2003**

Statement 'F'

		2202	NE Region	Total
BE :		1328	50	1378
RE :				
FG :				
Funds released :		692.75	18	710.75
<b>Balance as on</b>	25th October, 2002	635.25	32	667.25

(Rs. in Crores)

Sl. No.	State	DPEP-I	DPEP-II	DPEP-III/IV Expn./etc.	Total
1	Andhra Pradesh		25.00	45.00	70.00
2	Assam	7.00	11.00		18.00
3	Bihar			44.00	44.00
	Jharkkhand			26.00	26.00
4	Gujarat		3.50	25.00	28.50
5	Haryana	0.00	0.00	0.00	0.00
6	Himachal Pradesh		10.00		10.00
7	Karnataka	4.50	30.00		34.50
8	Kerala	3.50	9.00		12.50
9	Madhya Pradesh	80.00	37.00		117.00
10	Chhittisgarh	14.00	13.00		27.00
11	Maharashtra	14.00	18.00		32.00
12	Orissa		22.00	5.00	27.00
13	Rajasthan		39.00	39.00	78.00
14	Tamil Nadu	3.00	2.00		5.00
15	Uttar Pradesh		45.00	64.00	109.00
	Uttranchal			6.00	6.00
16	West Bengal		32.50	31.00	63.50
17	National Component*	1.11	1.45	0.19	2.75
	<b>Total</b>	<b>127.11</b>	<b>298.45</b>	<b>285.19</b>	<b>710.75</b>

## **MANAGEMENT INFORMATION SYSTEM**

### **Context**

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

### *Educational Management Information System*

A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for a school based EMIS. The source of EMIS data are the schools which have elementary classes i.e., upper primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually with 30<sup>th</sup> September as the record date. While some states such as Assam, Gujarat, Himachal Pradesh are able to produce district level reports within the next couple of months, states with many districts in DPEP take longer. Attempts have been made to streamline data collection and compilation in these states. Since the last three to four years the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers for using them in the planning and implementation process. Some states have been successful in doing so (see table A for details). Workshops and other modalities are used to foster this from the national level. For instance, in a national level workshop held in March 2002, certain important school management issues were discussed with some selected Education Secretaries and the State Project Directors of the DPEP states on the basis of the EMIS data.

Also, to take a stock of DISE 2001 implementation and to demonstrate various features of the new DISE software, regional workshops were held in Delhi, Mumbai and Calcutta. Status report and plans of action regarding DISE data analysis dissemination and use were deliberated. Feedback on the software demonstration were received from the participants. An important resolution of the workshops is that the states would prepare individual reports in the line of "Access and Retention" taking into account manageable number of parameters to start with. Many states initiated actions in this regard; some have come out with their first draft reports.

**In view of enhanced data need for all the grades upto upper primary, the DISE has since been revised and is now being implemented in all the schools upto upper primary classes. For the year 2001-02, information will be available as per the new DISE. Major features of the new DISE are:**

- **School particulars.**
- **Teachers' profile.**
- **Details of physical infrastructure like school building, classrooms.**
- **Availability of facilities.**

- **Enrolment details alongwith age-grade matrix.**
- **Examination results.**
- **Information about differently able children enrolled.**

**Besides the DPEP's project area, this is now being implemented in a number of non-DPEP districts also.**

*Post Enumeration Survey (PES)*

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

\*The summary of PES observations were :

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

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

**All the DPEP states excepting Bihar, Jharkhand, Orissa, Chhatishgarh and Uttaranchal have identified independent agencies to carry out the field work. In Assam, West Bengal, Haryana, Karnataka, Maharashtra, Madhya Pradesh, Gujarat, Himachal Pradesh and Andhra Pradesh, Uttar Pradesh and Tamil Nadu, the data have been collected and shared with the national level. These have recently been computerised for further analysis and reporting.**

## *Project Management Information System*

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

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

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

### **Household based data**

The MIS unit, in coordination with the planning unit and the alternative school unit also attempted to sort out problems that many states appear to be facing with household surveys. The main problem is the limited use of the data available. Notably, since the EMIS is a school based data system, it does not provide information about out of school children. Authentic information regarding this would be available only in household surveys. Case studies to see why household surveys are not being utilised for planning and implementation have shown limited use of such data already collected by different state. One of the important reason of such limited use is the volume and complexity inherent in the household survey system taken up by different states. A synthesis report based on the studies carried out in four states viz. Assam, Gujarat, Karnataka and Maharashtra have been prepared and the same has been disseminated at a national level workshop in Hyderabad held in January 2001.

**A group of experts had been working towards the development of a household based data system. A possible data collection and compilation system has been prepared and were under field tested in three states viz. Haryana, Tamil Nadu and Uttar Pradesh.**

**Based on the experience gained in the process, the data capture format has been revised and the structured formats for Village Education Registers, data compilation, etc. are prepared. An instruction manual to implement the household survey system, compilation, etc. has been finalised and shared with all the States/UTs in the country. This will be initially implemented in one district in each state for onward implementation throughout the project area. Besides, during two national level workshops organised in August and October, 2002, the schedules, compilation sheets, process of computerisation and annual updation were discussed in details. For the states**



State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>for classes upto elementary level i.e., upto class VII. The data have since been shared with the national level.</p> <ul style="list-style-type: none"> <li>The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>	<p>upto 3<sup>rd</sup> quarter of 2000-01</p>	<p>extensively. The process of AWP&amp;B is MIS data based. Besides, assessment of teachers' training needs as well as teachers' training and deployment is also based on the MIS data. DISE is being implemented in non-DPEP districts also. The preliminary findings of DISE 2000-01 data have reportedly been extensively discussed with the DPCs at the state level.</p>	<p>specific PMIS system is being developed. The same may be put in place at the earliest.</p>
Kerala	<ul style="list-style-type: none"> <li>Regular. DISE 2001-02 have been shared with the national level.</li> </ul>	<ul style="list-style-type: none"> <li>Received data upto 3rd quarter of 2000-01</li> </ul>	<p>Not evident.</p>	<ul style="list-style-type: none"> <li>Usage of MIS data and analysis needs to be encouraged.</li> <li>The SIS has reportedly developed new monitoring tool to identify strengths and weaknesses in implementation of DPEP. However, the same is yet to be shared with the national level.</li> </ul>
Madhya Pradesh	<ul style="list-style-type: none"> <li>Regular but with considerable time lag. DISE 2001-02 data have been shared with the national level. The same have been</li> </ul>	<ul style="list-style-type: none"> <li>Regular. Received data upto the 1<sup>st</sup> qtr of 2002-03.</li> </ul>	<p>DISE data have been analysed by the SPO and shared with the DPOs. The school information system has reportedly been implemented in the Alternative Schools also. After compilation, these data would also be analysed and shared with DPOs.</p>	<ul style="list-style-type: none"> <li>Vacancies in expansion districts need to be filled up.</li> <li>Data needs to be made available on</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>analysed and have been disseminated with the state.</p> <ul style="list-style-type: none"> <li>The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>		<p>However, the data pertaining to the Alternative Schools are yet to be shared with the national level.</p>	<p>time.</p> <ul style="list-style-type: none"> <li>Quality of data needs to be addressed.</li> </ul>
Maharashtra	<ul style="list-style-type: none"> <li>Regular. DISE 2001-02 data have been shared with the national level.</li> <li>The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Not regular</li> <li>Received data upto 4<sup>th</sup> quarter of 2000-01.</li> </ul>	<p>Extensively used especially for teacher rationalisation and deployment. Besides, the data are used for preparation of the AWP&amp;B.</p>	<ul style="list-style-type: none"> <li>Adequate manpower not in place in expansion districts.</li> </ul>
Tamil Nadu	<ul style="list-style-type: none"> <li>Not regular. Only a part of DISE 2001-02 data have been shared with the national level.</li> <li>The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>Received data upto the 1<sup>st</sup> quarter of 2002-03.</li> </ul>	<p>Extensively used for AWP&amp;B. The state has also conducted a cohort study to study retention and repetition, identified a number of schools, block-wise, that merit immediate attention. Actions to address the issues have been initiated.</p>	<ul style="list-style-type: none"> <li>May develop state specific PMIS.</li> <li>At the state level, there is no System Analyst.</li> </ul>
Andhra Pradesh	<ul style="list-style-type: none"> <li>The school based data are now being collected through DISE.</li> <li>The raw data has been computerized at the national level for further analysis and</li> </ul>	<ul style="list-style-type: none"> <li>Not regular</li> <li>In fact, so far no PMIS report reached the national level.</li> </ul>	<p>It is reported that while preparing the AWP&amp;B, prioritisation is done on the basis of EMIS data.</p>	<ul style="list-style-type: none"> <li>Development of state specific PMIS.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS reporting.	PMIS		
Bihar	<ul style="list-style-type: none"> <li>• Regular.</li> <li>• DISE 2001-02 data have been shared with the national level.</li> <li>• Quality of data needs improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Received data upto the 1<sup>st</sup> quarter of 2002-03.</li> </ul>	The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&B.	<ul style="list-style-type: none"> <li>• Vacancies need to be filled up both at the district level as well as at the state level.</li> </ul>
Gujarat	<ul style="list-style-type: none"> <li>• Regular. DISE 2001-02 data have been shared.</li> <li>• The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Received data upto 2<sup>nd</sup> quarter of 2002-03.</li> </ul>	The analysis of data (to be used while preparing AWP&B) has been initiated.	<ul style="list-style-type: none"> <li>• State specific PMIS may be developed.</li> </ul>
Himachal Pradesh	<ul style="list-style-type: none"> <li>• Regular. DISE 2001-02 data have been shared. The same have been analysed at the state level and the major findings have been discussed in the state initiated report on Access &amp; Retention.</li> <li>• The raw data has been computerized at the national level for further analysis - and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Received data upto 4<sup>th</sup> quarter of 2001-02.</li> </ul>	The process of analysing MIS data to use for preparation of AWP&B has been initiated.	<ul style="list-style-type: none"> <li>• State specific PMIS may be developed.</li> </ul>
Orissa	Regular. DISE 2001-02 data have been shared.	<ul style="list-style-type: none"> <li>• Received data upto 1<sup>st</sup> qtr. of</li> </ul>	Data are analysed and discussed. However, better utilisation of such analysis by users is needed. Based	<ul style="list-style-type: none"> <li>• Further sensitisation of the users needed.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
		2001-02	on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.	• State specific PMIS may be developed.
Uttar Pradesh	<ul style="list-style-type: none"> <li>• The DISE 2001-02 data received at the national level.</li> <li>• These data have been analysed by the state and the highlights have been taken up for discussion in the state initiated report on Access and Retention.</li> <li>• The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular. Received data upto the 1<sup>st</sup> qtr of 2002-03.</li> </ul>	The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B.	<ul style="list-style-type: none"> <li>• Manpower needs to be put in place especially at the district level. In most of the DPEP districts, there is only one Data Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators.</li> </ul>
West Bengal	<ul style="list-style-type: none"> <li>• Regular. DISE data for 2001-02 has since been shared with the national level.</li> <li>• These data have been analysed by the state and the highlights have been taken up for discussion in the state initiated report on Access and Retention.</li> <li>• At a state level workshop, the findings of earlier DISE data</li> </ul>	<ul style="list-style-type: none"> <li>• Received data upto the 1<sup>st</sup> quarter of 2002-03.</li> </ul>	<ul style="list-style-type: none"> <li>• Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level functionaries based on DISE 2000-01 data.</li> </ul>	<ul style="list-style-type: none"> <li>• Finalisation of the state specific PMIS. There is no programmer in a couple of expansion districts.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>have been shared with the DPCs and the need for improving data quality along with the process has been discussed in detail.</p> <ul style="list-style-type: none"> <li>• The raw data has been computerized at the national level for further analysis and reporting.</li> </ul>			
Jharkhand	<ul style="list-style-type: none"> <li>• DISE data for 2001-02 has since been shared with the national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• In fact, so far no PMIS report reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Yet to be known</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure in place, especially at the SPO level, is inadequate</li> </ul>
Chhattisgarh	<ul style="list-style-type: none"> <li>• Partial DISE data for 2001-02 has since been received at national level for 4 out of 6 districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• In fact, so far no PMIS report reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Yet to be known for most of the districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure in place, especially at the SPO level and in some DPO level is grossly inadequate</li> </ul>
Uttaranchal	<ul style="list-style-type: none"> <li>• DISE data for 2001-02 has since been shared with the national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• In fact, so far no PMIS report reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Yet to be known</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure in place, especially at the SPO level and in some DPO level is grossly inadequate</li> </ul>

## **SUPERVISION**

### **Strategies**

Supervision in DPEP has the twin objectives of monitoring the progress of the programme and assessing and fulfilling needs that arise as the programme progresses. DPEP provides for regular Supervision Missions to assess progress towards DPEP's objective and identified thematic areas. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve UEE. Information on the progress of the implementation of the Programme components is required on a continuous basis and fairly rapidly. This ensures technical support in key areas from the national level to states and districts. The availability of information and ideas enable states and districts to take mid-course corrective actions.

Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions, renamed as Joint Review Mission, since the 8<sup>th</sup> Mission, are manned with the nominees of funding agencies and Government of India. So far 15 JRMs have been mounted. Some of the JRM's perform the functions of an In-depth Review Mission (IDRM). 6<sup>th</sup> JSM and the 10<sup>th</sup> JRM were such missions for Phase I and II districts respectively. The system of biannual Joint Review Missions is continuing whereas it has been decided in 1997 that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as targeted missions for specific purposes as and when required.

### **State's Role**

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

### **Bureau's Role**

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

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

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

### **Supervision Training**

To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100 people have been conducted. The duration of each programme has been seven days and it included mock supervision

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

### Role of the Unit

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

### Future Strategy

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

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

**JRM's :** So far 15 JRMs / JSMs have been launched. The following table provides information on various JRM's and their focus areas.

	1995	1996	1997
<b>Joint Supervision Missions</b>	1st JSM - March, 1995. (Led by IDA)  11nd JSM - September, 1995 (Led by EC)	111rd JSM - June-July, 1996 (Led by GOI)  1Vth JSM - Oct.-Nov. 1996	Vth JSM - March, 1997 (Led by IDA)  VIth JSM - Sep.-Oct., 1997 (Led by EC) In-depth Review Mission
<b>Priority Areas for the JSMs</b>	The first two focussed on reviewing the process of putting the system in place and identifying priority areas for capacity building and the beginning of the programme implementation.	The third and fourth supervision missions focused on the progress of implementation and reviewed follow up on the recommendations of the earlier mission on various aspects of the programme. Assessing progress of implementation was also a focus area.	The 5th JSM focussed on areas of Pedagogical Improvement and Annual Work Planning. Assessing progress of implementation was also a focus area. The VIth focussed on assessing the progress made identification of constraints and the area of critical action along with assessing the sustainability of achievements. The IDR visited all the states where the programme was in implementation.

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<b>Joint Supervision Missions</b>	VIIth JSM – March, 1998. (Led by GOI)	VIIIth JRM – October – November, 1998 (Led by DFID)
<b>Priority Areas for the JSMs</b>	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints, assessing the extent to which the recommendations of last JSM implemented.</p> <p><b>Next Steps :</b></p> <ol style="list-style-type: none"> <li>1. The DPEP Bureau may support the states to undertake the following : (i) to examine the training modules with to ensure emphasis on the change process and institutional development; and (ii) to organise a high level workshop on the lines referred to in para 9.</li> <li>2. The Mission suggests DPEP Bureau consider the following: <ul style="list-style-type: none"> <li>• further intensifying networking and dissemination including continued support to visits of state, district and block level staff, particularly teachers, to other school districts and states to observe good practices and promising innovations; and</li> <li>• in various national level workshops in different functional areas, the innovations carried out in different states be discussed to examine their potential for replicability.</li> </ul> </li> <li>3. The Mission recommends that states further develop their teacher training plans to take into account the need to maintain the momentum of the programme over time, to</li> </ol>	<p>Focus for VIII JRM was on:</p> <ol style="list-style-type: none"> <li>1. To assess the extent to which DPEP is making progress towards its objectives.</li> <li>2. The extent to which decision making has been decentralised and resourced to support the process, to date and what has been learned from that experience.</li> <li>3. To gauge the extent to which PMIS and EMIS and qualitative indicators are feeding into improved planning and management.</li> <li>4. To identify constraints which are impeding progress to suggest follow up activities to improve performance.</li> <li>5. To assess the extent to which DPEP is influencing the mainstream education system.</li> <li>6. To discuss progress towards cost effective strategies for the utilisation of resources.</li> </ol> <p><b>Next Steps :</b></p> <ol style="list-style-type: none"> <li>1. The Mission recommends that states review their teacher recruitment procedures and give attention to the process of filling teacher vacancies and appointing new teachers in DPEP districts before the start of the next JRM.</li> <li>2. Serious consideration be given by states to reallocating the increasing project financial resources to support more human development and to broaden the existing definition of training. Ensuring that more training follow-up and pedagogical support be provided to teachers by CRCs; supporting the development of alternative training models which involve teachers in defining their own training needs; delivering training which allows for increased peer learning and reflection; and continue building capacity in the DIETs in DPEP districts.</li> <li>3. The DPEP Bureau and SPOs to continue</li> </ol>



		1998
	<p>acknowledge that training needs to be iterative and to recognise that teachers acquire skills differently.</p> <ol style="list-style-type: none"> <li>4. The Mission recommends that the states may address teacher deployment issues on a priority basis.</li> <li>5. The DPEP Bureau and the states to continue to ensure that information generated be used to guide and manage, in a coherent and integrated fashion to formulate the state and district AWPBs and to monitor the progress towards closing the equity gap.</li> <li>6. The Mission recommends that the districts take definite steps to ground the interventions for the working children and the children with disabilities.</li> </ol>	<p>strengthening the collection and verification of data and data findings via a sample study procedure; and improve dissemination, integration and utilisation of available information and research findings which might focus on; net enrolment rates and enrolment in recognised and non-recognised private schools, alternative and non-formal schooling, retention and drop-out rates, student attendance and teacher rationalisation. The DPEP Bureau and the SPOs to continue to strengthen their current systems to assess the reliability and validity utilised in data collection and use.</p> <ol style="list-style-type: none"> <li>4. The states to pursue with some alacrity state-specific solutions as to institutionalise financial, administrative, pedagogical and structural DPEP gains. State-specific workshops could be held to share experiences in terms of institutional development plans, institutional reforms and studies for sustainability, in which all appropriate departments would be invited to participate.</li> <li>5. States to focus on expanding provision for children with disabilities and to develop comprehensive strategies to address the needs of marginalised groups.</li> </ol>

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<b>Joint Supervision Missions</b>	IXth JRM – April, 1999 (Led by World Bank)	Xth JRM & IInd IDRM – November, 1999. (Led by EC)
<b>Priority Areas for the JSMs</b>	<ul style="list-style-type: none"> <li>• To assess DPEP's progress towards Programme's objectives.</li> <li>• To assess the extent to which an increase in the level of community involvement can be perceived at the school level.</li> <li>• To assess effort of states particularly DPEP-I and UPBEP for sustainability of DPEP.</li> <li>• To assess financial status of Programme Implementation.</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. States with larger class sizes should provide sufficient primary school</li> </ol>	<ul style="list-style-type: none"> <li>• To assess progress towards the DPEP's objectives concerning access and enrolment, retention and learning outcomes, with particular reference to the programme's target groups (girls, SC and ST children, children with disabilities and working children)</li> <li>• To assess the extent to which evidence of and planning for improved quality in terms of "inside the school" – processes and school/community interaction can be perceived.</li> </ul>

	<p>teachers to assure state norms on student-teacher ratios. The appointment process for additional teachers should be completed as per (plan and) each state's time-bound plan.</p> <ol style="list-style-type: none"> <li>2. States may consider to strengthen the analytic and planning capacities of education staff and stakeholders at various levels. Plans for increasing this capacity could build on existing efforts to strengthen local capacities in planning for school improvement, the local adaptation and use of the EMIS information, micro-planning, and the preparation of Annual Work Plans and Budgets.</li> <li>3. States need to build on their success in establishing Block Resource Centers and Cluster Resource Centers by continuing to assist Center coordinators to further develop (with teachers) local visions of effective pedagogy, teacher observation models that demonstrate these visions, training courses, and in-school help for teachers. The states may wish to prepare Work Plans and Budgets for strengthening this important area of program development.</li> <li>4. States may continue their efforts to develop the role of the community in improving primary education by providing ongoing training and support to Village Education Committees. By including orientation to the principles underlying the pedagogic improvement process that DPEP is supporting and that broaden the roles and active participation in improving education of all VEC members and others in the community.</li> <li>5. Plans for utilizing unspent funds, should focus on human resource development and capacity building and on strengthening support especially for marginalized groups. DPEP-II states and DPEP-III may also wish to consider how further to give priority to human resource development, capacity building, and support for marginalized groups.</li> <li>6. Education for marginalized groups including children with disabilities should continue to be a priority area of</li> </ol> <ul style="list-style-type: none"> <li>• To assess the extent to which increased capacities to facilitate and enable school improvement and community ownership can be perceived in the DPEP states and districts.</li> <li>• To assess the extent to which conditions to sustain DPEP activities after the programme ends have been created, particularly in DPEP I and UPBEP states and districts, and efforts and progress made in terms of maximising the programme's impact on the primary education system as a whole.</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. The following recommendations are made for next steps :       <ul style="list-style-type: none"> <li>• to prepare for the remaining implementation period a clear perspective paper on how available information, human, institutional and financial resources may be most effectively deployed to achieve all the objectives of the programme; in particular, to develop a holistic, phased overall strategy for addressing the various components of pedagogical renewal in an interrelated fashion;</li> <li>• to develop the collection, analysis, ownership and use of the EMIS to support decentralised, area-specific planning and implementation;</li> <li>• to develop further and vigorously implement strategies, including those for alternative education, distance education, IED, gender and ECE, to address the specific needs of the special focus groups in all districts;</li> <li>• to proceed with institutional development and capacity building programmes, especially for CLRCs and DIETs; and</li> </ul> </li> </ol>
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	<p>attention.</p> <p>7. DPEP-I states and Uttar Pradesh are conducting studies on the sustainability of DPEP interventions. The Mission urges the states to develop transition plans for sustaining the improvements in education that DPEP has stimulated.</p>
	<ul style="list-style-type: none"> <li>• to work at all levels to resolve the outstanding issues hindering full and effective convergence with all departments and institutions with responsibility for ensuring universal, quality primary education.</li> </ul>

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<b>Joint Review Missions</b>	<p>XIth JRM – March – April, 2000. (Led by GOI)</p> <p>XIIth JRM – November, 2000. (Led by DFID)</p>
<b>Priority Areas for the JRMs</b>	<p>Focus for XI JRM was on:</p> <ul style="list-style-type: none"> <li>➤ To review the efforts made and interventions initiated particularly since the previous JRM to consolidate the programme gains and address critical gaps in terms of progress towards DPEP's objectives.</li> <li>➤ To assess extent to which institutions at various levels have been created and strengthened in planning and management of primary education (institutional development and reforms).</li> <li>➤ To assess extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I and UPBEP.</li> <li>➤ To assess the status of the programme implementation and the extent to which funds have been utilised.</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. GOI and the project states to address, on a priority basis, the issue of capacity building for ensuring quality of data, its analysis and interpretation and its utilisation for decentralised planning, particularly, at sub-district levels for ensuring availability of authentic data on the outcome indicators of the project and on 'out of school' children.</li> <li>2. Apart from the mid-term learning assessment of the extension district and the complete state-wise report of the national level study on classroom processes the states may initiate some assessment of pedagogical interventions undertaken by them and the influence these have on classroom processes and children's participation and learning.</li> </ol> <p>Focus for XII JRM was on :</p> <ul style="list-style-type: none"> <li>➤ Progress towards achievement of Programme objectives and outcome indicators: determine the extent to which all the programme targets have been achieved and identification of where are the remaining areas of difficulty</li> <li>➤ Improvements in the quality of primary schooling: determine progress with respect to key issues previously identified</li> <li>➤ Programme management and implementation: determine progress with respect to key issues previously identified, with particular focus for DPEP I states which are approaching programme completion</li> <li>➤ The Mission will review lessons learnt till date and major accomplishments in the programme since the last JRM, identifying individual states and districts as examples where appropriate. The Mission will also assess progress in resolving outstanding issues in the "special watch" state (Assam) and with respect to issues raised by the last JRM, and highlight priority issues</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. The Mission suggests that the GoI and states might intensify efforts to enrol and retain all</li> </ol>

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<p>3. All the DPEP states to review the efficiency and effectiveness of the teacher management systems and processes applied in the states. The states need to develop a time-bound plan for rationalisation of teacher deployment and filling of vacancies along with systems that facilitate the implementation of these plans and ensure more equitable PTR in remote village. The Mission requests the EE Bureau to provide the next JRM with a status paper on all para teacher schemes.</p> <p>4. The states and the districts to delegate more authority to sub-district level structures for selecting, designing, and implementing local-specific activities. In this context, the state and district DPEP teams need to support the block and cluster level teams in elaborating the underpinning strategies and longer-term plans for addressing the identified issues. The Mission furthermore requests that the states may provide a review of the district AWP&amp;Bs, to provide the next JRM with information about the extent, nature and quality of local-specific activities and innovations as presented in the AWP&amp;Bs and share that information with the states also.</p> <p>5. The state DPEP teams facilitate visioning exercise for overall institutional framework and the roles and functions of and linkages among the institutions by key resource institutions at state, district and sub-district level. Furthermore, the Mission recommends that the state develop, in a participatory manner with the key institutions, a broad framework for institutional development.</p> <p>6. It is important to ensure that comprehensive plans for sustainability are completed and approved by the DPEP-I states before the next JRM and that these plans are ready for incorporation into the state approved budgets for FY 2001-02.</p> <p>7. the GOI may take urgent steps in ensuring not only timely releases but also release of sufficient amounts of funds to enable an undisrupted pace and pattern of programme implementation giving due cognisance to states' peak period of implementation.</p>	<p>categories of out of school children.</p> <p>2. Given the emerging evidence from the cohort studies on drop-out primary education cycle completion rates which have been undertaken in some states, the Mission recommends that DPEP should focus more directly on raising completion rates.</p> <p>3. In view of the significant position of AS in the states' strategy towards UPE, there is a need to compile an information base on AS comparable to regular schools. States then need to be encouraged to review their strategies for UPE with respect to equity and quality.</p> <p>4. The Mission suggests that states need to take cognisance of the extent to which multi-grade classes prevail and develop strategies whereby schools and teachers can apply pedagogic processes that can be effective. States may like to share their plans and action taken in this regard with the next JRM.</p> <p>5. The Mission suggests that the EE Bureau and states analyse the "hot spots" of implementation and expenditure by district and component, determine reasons for slow expenditure, take action as appropriate, and report on the work in this regard to the next JRM.</p>

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	<p>States may also ensure timely and full release of state funds.</p> <p>8. The Mission recommends that Assam needs to be brought under the 'special watch' category in terms of lack of the state government's commitment to the project.</p>

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<b>Joint Review Missions</b>	XIIIth JRM - April - May, 2001 (Led by World Bank)	XIVth JRM - November 17 to December 5, 2001 (Led by European Commission)
<b>Priority Areas for the JRMs</b>	<p><b>Focus for XIII JRM was on :</b></p> <p><b>Learning, Completion and Quality</b></p> <ul style="list-style-type: none"> <li>Assess new initiatives, and progress on ongoing initiatives, to improve school/classroom quality, since the last JRM with a view to influence teacher and student attendance, school completion and students' learning achievement.</li> <li>Assess any specific initiatives undertaken by the state towards facilitation of teachers in relating learner characteristics to different learning contexts such as multigrade, large classes, and poor infrastructure.</li> <li>Examine activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in student learning and completion rates, and including their involvement in the civil works component.</li> </ul> <p><b>Equity</b></p> <ul style="list-style-type: none"> <li>Assess the progress made by states in           <ul style="list-style-type: none"> <li>(a) improving their information base on children out of school</li> </ul> </li> </ul>	<p><b>Focus for XIV JRM is on :-</b></p> <p><b>Progress towards achievement of programme objectives and outcome indicators :</b></p> <p>Determine the extent to which the programme targets have been achieved and identify the remaining areas of difficulty, with special emphasis on</p> <ul style="list-style-type: none"> <li>the out of school children.</li> <li>monitoring and tackling attendance, retention, learning levels and completion of the full primary cycle.</li> <li>special groups</li> <li>Progress in improving school - as well as household based information systems and use of information.</li> </ul> <p><b>Quality of primary schooling :</b></p> <p>Determine progress with respect to key issues identified by the 12<sup>th</sup> and 13<sup>th</sup> JRM:</p> <ul style="list-style-type: none"> <li>Teacher recruitment, deployment and attendance</li> <li>Teacher development with particular reference to efforts to (a) follow up in schools DPEP in-service training and teacher support activities, (b) develop a long-term vision and strategies for teacher development, (c) improve the functioning of CRCs/BRCs, DIETs and SCERTs.</li> </ul> <p><b>Programme management and implementation:</b></p> <p>Determine progress with respect to key issues previously identified, with particular focus on:</p>

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<p>and the reasons for their non-enrolment or non-completion and on alternative schooling</p> <p>(b) providing education of equitable quality to the hardest to reach children</p> <p><b>Institutional Capacity Building</b></p> <ul style="list-style-type: none"> <li>• Assess DPEP contribution to progress in each state towards development of an effective and sustainable academic support system in terms of: <ul style="list-style-type: none"> <li>(a) strengthening of District Institutes of Education (DIETs) and their involvement with school improvement</li> <li>(b) improving the functioning of Block Resource Centres and Cluster Resource Centres</li> <li>(c) strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as, curriculum development, teacher development, student assessment, community mobilisation and extent of their interaction with district and sub-district level institutions.</li> </ul> </li> <li>• Assess the status of setting up/functioning of SIEMAT to provide support for educational planning and management.</li> <li>• Assess the extent to which states have planned, implemented, and (to the extent appropriate) evaluate sustainable DPEP activities.</li> </ul> <p><b>Program Management</b></p> <ul style="list-style-type: none"> <li>• Examine implementation by</li> </ul>	<ul style="list-style-type: none"> <li>• Programme supervision.</li> <li>• Improving programme implementation in states (Bihar, the newly formed states, Rajasthan).</li> <li>• Improving the fund flow cumulative releases by GOI and the states.</li> <li>• Estimation by Phase II states and districts of availability of funds for the remaining period of the programme, and advance planning for the same.</li> </ul> <p><b>Status of DPEP in anticipation of the Phase I nearing its completion :</b></p> <p>Determine the status of the Phase-I districts and states in anticipation of DPEP nearing its completion with respect to development outcomes, expected sustainability and additional information needs for the final evaluation, with special focus on:</p> <ul style="list-style-type: none"> <li>• Assessments and studies that have been undertaken/are underway/planned by the EE Bureau, the states and the districts.</li> <li>• Progress in terms of finalising, approving and implementing the utilisation plans for excess funds.</li> <li>• Implementation status of various DPEP components and the EE Bureau's, states' and districts' priorities in view of the remaining implementation period of Phase-I.</li> <li>• Commitments by the State Governments to sustain the DPEP gains.</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. The Mission would like to suggest that States generate and use household survey data in conjunction with EMIS to track children in and out of schools over the entire primary cycle in order to formulate strategies especially with reference to "hard to reach" groups. The Mission also recommends that GOI work with the States to arrive at some common parameters for household survey – levels of aggregations and also degree of disaggregation that could be generated at different levels.</li> <li>2. While acknowledging the positive trend towards calculating completion rates and</li> </ol>

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	<p>district and component, and assess the extent to which and the states have identified specific problems in implementation and are dealing with these.</p> <ul style="list-style-type: none"> <li>• Assess the preparedness of the newly formed states for management and implementation of the project.</li> <li>• What is the current status of release of 15% state share ? What is the amount still to be released by the states ?</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. It is recommended that DPEP continue to support steps to improve the understanding, collection and use of information on drop-out, learning achievement, and completion (including greater clarity on knowledge and competencies measured by achievement studies, how many years are taken to complete the cycle and how many students pass, fail and eventually transfer to higher grades).</li> <li>2. The Mission recommends that a special effort be made to see that CRC Coordinators are able to ensure that teachers evaluate students regularly and that reflection on student learning occurs during in-service and supervision activities.</li> <li>3. Given the issues with regard to factors affecting Alternative Schooling that are raised in both the EEB's Progress Overview and the Aide-Memoire, the Mission suggests that the EEB commission independent research across all DPEP states on Alternative Schools</li> </ol>	<p>recording reasons for repetition, analysis of reasons for repetition merits urgent attention and action by the States and the EEB.</p> <ol style="list-style-type: none"> <li>3. The Mission notes the considerable progress, which has been made, at the national level and in some States, with regard to researching and understanding the issues associated with evaluation of children's overall learning achievement, especially in terms of formative evaluation. The Mission urges the EEB and all States to prioritise this as an area for on-going attention and requests, that detailed reports on progress are provided by the EEB and States to the next Mission.</li> <li>4. The Mission notes that the share of single and two teacher schools in many DPEP districts is high and the share of the single teacher schools has increased in some districts. Strategising around this development at all levels is needed. As the recent DISE data also indicates that a very high percentage of teachers in these schools are men, the EE Bureau and the States may like to explore this development in more detail and develop means to enable appointment of qualified women teachers into these schools and to provide them required support.</li> <li>5. The Mission is of the opinion that the programme implementation and its sustainability in the three new States and the States of Bihar, Rajasthan, Assam and Kerala require special attention and support. The EEB may like to organise an internal Mission to Chhattisgarh, Jharkhand and Bihar before the next JRM and to work out a strategy for more comprehensive technical support to these States. As the DPEP-I is nearing its completion the EEB and the States need to finalise their sustainability plans and work out a clear exit strategy to ensure that the DPEP gains are not lost. The Mission proposes that the EEB provides a detailed overview in this respect for the next JRM.</li> <li>6. The Mission likes to acknowledge the efforts made by DPEP to promote early</li> </ol>

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	<p>as outline in para 4.5.</p> <p>4. GOI is encouraged to provide additional guidance and facilitation to the three new states in planning and funding the state-level support structure for DPEP.</p> <p>5. MHRD may ensure timely release of funds to the State Societies. States may also ensure timely and full release of state funds to the Implementing Societies.</p> <p>6. GOI should ensure that Bihar and Jharkhand rebudget their project funds for the remaining two years of the project period within the next three months.</p>	<p>childhood education by supporting pre-primary classes, ECCE centres and strengthening ICDS. The EEB and the States may like to pay special attention to sustaining and further strengthening of the efforts made. This may be taken into account in the context of finalisation of the sustainability plans.</p> <p>7. While welcoming the overall impact evaluation on DPEP as well as the evaluation of the varied pedagogical interventions in the DPEP-I States currently underway, the Mission emphasizes the need for component specific studies that could inform future initiatives in elementary education. DPEP experience indicates the need for broad-based formative evaluations to feed into and strengthen quality programming and monitoring.</p>

<b>2002</b>		
<b>Joint Review Missions</b>	XVth JRM - April - May, 2002 (Led by Govt. of India)	XVIth JRM - November - December, 2002 (To be Led by DFID)
<b>Priority Areas for the JRMs</b>	<p><b>1. Learning, Completion and Quality</b></p> <ul style="list-style-type: none"> <li>• Assess interventions and strategies to improve completion rates and to address repetition, drop-out and low achievement.</li> <li>• Examine the progress in developing systems for evaluating students' learning for use by teachers in schools.</li> <li>• Assess new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade situation, teaching learning process and teacher and pupil attendance.</li> <li>• Progress towards improving learning achievement.</li> <li>• Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages.</li> </ul>	<p><b>1. Enrolment, Retention, Completion and Equity</b></p> <ul style="list-style-type: none"> <li>• Review enrolment, retention, repetition, achievement and completion data to evaluate the extent to which the programme has been able to accomplish the targets outlined at the commencement of the programme.</li> <li>• Assess the impact of the programme on girls, scheduled caste and scheduled tribe, and children with disabilities with reference to enrolment, retention, repetition, achievement and completion.</li> </ul>



	<p>2. <i>Equity</i></p> <ul style="list-style-type: none"> <li>• Assess the progress in providing education to children in the special groups and the hardest to reach groups and urban deprived children.</li> <li>• Assess the quality of education provided to these groups with an equity perspective.</li> </ul> <p>3. <i>Planning, management and supervision</i></p> <ul style="list-style-type: none"> <li>• Assess interventions for capacity building of personnel at various levels and institutional strengthening for planning and management of primary education:</li> <li>• Progress in collecting and using data including that obtained through micro planning in planning for quality, access and retention.</li> <li>• Assess the effectiveness of the monitoring and supervision structures and support systems including SPOs, DPOs, BRCs, CRCs etc.</li> <li>• Study the efforts made to strengthen capacities for planning at district and sub district levels and appraisal at state and district levels.</li> <li>• Evaluate the convergence and co-ordination among structures of district.</li> <li>• Assess the extent of autonomy and decision-making powers at district and sub-district level structures.</li> <li>• Assess the extent and effectiveness of the institutional strengthening with regard to SCERT, SIEMAT and DIETS.</li> </ul> <p>4. <i>Sustainability</i></p> <p><i>To assess the extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I &amp; II in terms of:</i></p> <ul style="list-style-type: none"> <li>• Institutional support, capacity building and teacher development (training, supervision, on site support, TLM).</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the progress toward the development objectives (enrolment, retention, repetition, achievement and completion) with special emphasis on providing education to children from the hardest to reach groups - urban deprived children, working children and migrant communities.</li> <li>• Assess interventions focussed on improving the quality of education where multiple strategies have been adopted to enhance access – like EGS / AS, bridge and condensed courses, para-teachers – with special focus on enrolment, completion, learning levels and mainstreaming.</li> <li>• Assess the overall impact of DPEP in bridging equity gaps – between different social groups and within each social group by gender – with special emphasis on the effectiveness of DPEP in providing education to children in special focus groups and the hardest to reach groups.</li> </ul> <p>2. <i>Quality and Equity</i></p> <ul style="list-style-type: none"> <li>• Assess the quality of education provided to special focus groups - especially where multiple strategies have been adopted to enhance access – like EGS / AS, bridge and condensed courses, para-teachers in regular primary schools – with special focus on learning outcomes and successful completion of the primary cycle.</li> </ul>
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- Efforts to sustain institutions, processes, structures and systems initiated at different levels in DPEP.
- Strategies to ensure smooth transition to post-project period and time-bound plan based on sustainability study to consolidate DPEP gains and sustain the change processes.
- Long-term support of the reforms introduced by DPEP, including issues of convergence.

### 5. *Status of programme implementation*

To assess the status of the programme implementation and the extent to which funds have been utilised with regard to:

- Progress of programme implementation in physical and financial terms with respect to specific components in DPEP and non-DPEP districts where DPEP activities are being implemented with savings in DPEP-I.
- Progress of infrastructure development and optimum utilisation of facilities created.
- Comparison between actual expenditure and original budgeted amount for main expenditure categories and analysis of shortfalls in fund utilization and what types of expenditure have been easy or difficult.
- Flow of funds to the project and regular transfer of 15% state share.
- Preparedness of newly formed states for management and implementation of the project.
- Estimation by DPEP-I and II states of availability of funds for remaining period of programme and plans for unutilised funds.

#### Next Steps

8.1 A series of national and regional consultations with a mix of stakeholders may be facilitated, based on review and consolidation of existing research, assessing the impact of interventions and providing a basis for further directions. This would form part of the process of the proposed in-depth review and reflection of quality improvement efforts by the states to carry the DPEP reform process to the next

- Assess specific initiatives relating to equity issues in small schools and in remote habitations in terms of teacher deployment, school facilities, supply of textbooks and resource availability.
- Examine system in place for monitoring learning and completion both in-class and at the block and district level.
- Review new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade and multi level situations, teaching learning process and teacher and pupil attendance.
- Assess the systems put in place by the States to monitor comprehensively the implementation of quality interventions.
- Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages and the progress regarding the use of Village Education and Retention Registers in schools.

### 3. *Institutional capacity and progress of Programme Implementation*

- Assess the system's progress and efficiency in collecting, compiling, analyzing and utilizing data especially with reference to special focus groups.

	<p>level towards attaining universalisation of quality primary education goals. The outcomes of this review could be shared with the next JRM.</p> <p>8.2 Enhancement of quality improvement inputs from an equity perspective and of equity related inputs from a quality perspective need to be carried further through upgradation of diagnostic skills, greater sensitisation of teachers through in-service training, introduction of multi-level classroom practices and increasing the diversity of supplementary, supportive material that would help every child and more particularly the marginalized children participate in learning process.</p> <p>8.3 The Mission suggests that the current pattern and content of training programmes in education planning and management may be reviewed and revised at both national and state level in view of emerging requirements in managing the expansion and improvement of primary and elementary education. In this respect the states may undertake an analysis of data requirements for use at each level and take further steps to coordinate and integrate data collection activities. In addition, the states may consider incorporation of institutions, such as DIETS and SCERTs, and practices which have emerged under DPEP, into state statutes and regulations in order to legitimise them and facilitate the decentralisation of management responsibility.</p> <p>8.4 The states may develop and articulate a vision for sustainability, taking note of the gains of DPEP, and the need for institutional capacity building and community ownership in the context of emerging opportunities and programmes for UEE. This may be undertaken in tandem with a comprehensive assessment of the impact of DPEP on quality improvement in each state.</p> <p>8.5 The flow of funds from GOI has become a serious issue. Except for Orissa, Gujarat and Rajasthan, all states report delay in the amounts transferred from GOI to the states. Expenditure in most states consists of</p>	<ul style="list-style-type: none"> <li>• Examine the extent to which planning and management capacity has improved in DPEP I and II at the state level, and the plans to improve capacity at this level in the states where the program commenced more recently. Assess the extent to which the States are using research and reflection to inform the planning process.</li> <li>• Assess the capacity building of personnel at the district and sub-district levels and the extent to which the Programme has been successful in decentralising the process of decision-making.</li> <li>• Review the extent and effectiveness of the institutional strengthening with regard to DIETs, BRCs, CRCs, SCERT and SIEMAT. Assess efforts to develop an enabling environment for the achievement of DPEP objectives in terms of suitable policies for the recruitment and deployment of adequate teachers; provision of school facilities; effective decentralisation; and putting in place an accountable community owned school system.</li> <li>• Examine the physical and financial progress made and the extent to which progress is being measured against project outputs (objectives of the particular input) and outcomes (development objectives).</li> </ul> <p>4. <i>Sustainability</i></p> <ul style="list-style-type: none"> <li>• Assess the efforts made to sustain institutions, processes,</li> </ul>
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	<p>about 90% of the amount received from GOI. The Mission urges GOI and the states to address this issue without delay, so that implementation will not be affected.</p> <p>8.6 The Mission suggests the expeditious completion of amendments to legal documents pertaining to the new states of Jharkhand, Chhattisgarh and Uttaranchal in order to prevent any problems arising in the supply of project funds to the three states.</p>	<p>structures and systems initiated at different levels in DPEP beyond the project period, particularly in projects nearing closure, eg., DPEP I and II.</p> <ul style="list-style-type: none"> <li>• Examine strategies to ensure smooth transition to post-project period and time-bound plan based on sustainability study to consolidate DPEP gains and sustain the change processes.</li> <li>• Review the long-term support for DPEP reforms including issues of convergence.</li> </ul>
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**Internal Supervision Missions :** The system of regular I.S.Ms. was discontinued in 1997. Now, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 10 targeted Internal Supervision Missions have been launched to various states **including the 3 recent ISMs to Chhattisgarh, Bihar and Jharkhand launched in March / April, 2002.** These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation, in a state.

The particulars of these targeted ISMs are as follows :

Haryana December 13 – 15, 1995	Gujarat June 23 – July 2, 1997	Orissa January 16 – 24, 1998	Maharashtra March 3 – 9, 1999
<p>Haryana ISM (December 1995) : This mission was launched to report on the actions taken since the Joint Supervision Mission of September 1995 in relation to its recommendations and the activities undertaken in DPEP in this period as well as to form its own assessment of major issues arising in the course of programme implementation. The Missions in its report, described the various steps taken by the state in response to the recommendations of previous JSM. These</p>	<p>Gujarat ISM (June – July 1997) : This mission was launched on the recommendation of JSM suggesting the Bureau to pay special attention to the state of Gujarat, a close monitoring and technical support as the mission found the progress to be relatively slow. The</p>	<p>Orissa ISM (January 1998) : An Internal Supervision Mission to Orissa was launched in January, 1998. This was necessitated by a recommendation of the In-depth Review Mission (October, 1997). This Mission has observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal Supervision Mission may be mounted in about 3 months time to monitor the implementation progress in key areas --pedagogical renewal area, civil works, orientation of project management staff and stake holders, regarding DPEP objective and strategies. The</p>	<p>Maharashtra ISM (March 1999) : In a bid to improve the pace of implementation of the programme, the DPEP Bureau launched an Internal Supervision Mission to Maharashtra in March 1999. The Mission was assigned the tasks:</p> <ul style="list-style-type: none"> <li>• To assess the progress in each major intervention of DPEP.</li> <li>• To assess the progress in Phase-I districts towards achieving of DPEP</li> </ul>

<p>actions included appointment of key project personnel, initiating the filling of teacher vacancies, a ban on transfer of teachers and other staff engaged in DPEP work without the permissions of the State Project Director, steps initiated to create a separate cadre for DIET faculty at the state level in order to recruit professionally competent faculty for the DIETs, strengthening of SCERT and orientation of VEC members to cite a few.</p>	<p>mission recommended launching of an ISM after a period of three months. Accordingly, the GOI launched the Mission which expressed its satisfaction over the steps initiated by the state on the recommendations of JSM.</p>	<p>Internal Mission however found that after September 1997, things have moved faster in the state and activities related to civil works, media campaign and training have been taken in a big way. This could be seen by the expenditure pattern of the state. As against only 3.50 crores expenditure during first six months (i.e., April to September 1997) the expenditure during the next three months (i.e., October to December 1997) has gone upto 8.54 crores.</p> <p>The Union Education Secretary visited Orissa and held indepth discussions.</p>	<p>super goals.</p> <ul style="list-style-type: none"> <li>• To identify constraints in achieving the progress.</li> <li>• To suggested measures to speed up the implementation of the programme.</li> </ul> <p>The mission submitted its reports highlighting the constraints and suggested measures to speed up the implementation of the programme.</p>
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<p><b>Orissa</b> <b>January 17 – 20, 2000</b></p>	<p><b>Himachal Pradesh</b> <b>September 11 – 18, 2000</b></p>	<p><b>Rajasthan</b> <b>October, 2000</b></p>
<p>Orissa ISM (January 2000) : An Internal Supervision Mission visited Orissa during January 2000 as the 10<sup>th</sup> JRM could not visit the state because of the Cyclone. The objectives of the mission were (1) to assess programme implementation in the existing districts (2) to assess the state of preparedness of the proposed 8 expansion districts, particularly whether the conditions for the existing districts have been fulfilled (3) to identify</p>	<p>Himachal Pradesh ISM (September 11 – 18, 2000) : An Internal Review Mission visited Lahoul Spiti and Pangi Valley of Himachal Pradesh to review the DPEP implementation as it has not been visited so far by any JRM due to its Geo-climatic conditions. The main areas of review were :</p> <ul style="list-style-type: none"> <li>• Progress towards the DPEP's objectives with regard to access and enrolment, retention, learning outcomes and equity</li> <li>• Changes in class room process</li> <li>• System – school support</li> </ul>	<p>A two day ISM to Rajasthan was organised in October 2000, comprising of TSG consultants and led by Bureau coordinator for the state to assess the progress of programme implementation and to identify the causes for slow implementation of programme there. The mission found that personnel at SPO level have been appointed and also the JEs and BRCC's. The report of the mission has been shared with 12 JRM.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. There has been a re-thinking of project structures procedures for staff appointment and textbook</li> </ol>

<b>Orissa</b> <b>January 17 – 20, 2000</b>	<b>Himachal Pradesh</b> <b>September 11 – 18, 2000</b>	<b>Rajasthan</b> <b>October, 2000</b>
<p>constraints in achieving progress in respect of (1) &amp; (2) above (4) to suggest measures to speed up implementation of the programme and reach stage of readiness for expansion. The team held discussions with the state officials and during visit to Keonjhar district held wide – ranging discussions with community representatives, teachers, CRC and BRC coordinators and district functionaries including the DIET faculty at Keonjhar. The team identified immediate steps to be taken on a priority basis and also assessed the status of DPEP implementation. The report of the mission was shared with the state authorities and the Bureau.</p>	<p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. The efforts towards child centered activity based teaching learning processes, needs further strengthened. Also the DRGs should be strengthened by involving the DIET faculties.</li> <li>2. The district should try the distance mode of training due to its geo-climatic conditions.</li> <li>3. VEC school linkages need to be strengthened by means of regular meetings and micro planning exercises.</li> <li>4. The teachers need to be encouraged to develop local specific need based TLMs rather than buying from the market.</li> </ol>	<p>development and trialling and lack of clarity about the label of decision making for different activities. These decisions need expedited otherwise it will cause delay in project implementation and lead to unfulfilled project goals.</p> <ol style="list-style-type: none"> <li>2. A Deputy Director should be appointed in SPO to look after community mobilisation. Also some linkages and understanding with state level personnel of Panchayat Raj departments needed.</li> <li>3. The civil work staff need training and orientation immediately. Also there is a need to monitor closely the revised implementation schedule.</li> <li>4. The appointment of girl child activist should be made immediately.</li> <li>5. The state must see how DPEP can be used for quality improvement in text books. A scheme of delegation of powers to different authorities in SPO and DPO should be put in place.</li> </ol>

<b>Chhattisgarh</b> <b>March 20 – 22, 2002</b>	<b>Bihar</b> <b>April 1 – 5, 2002</b>
<p>Due to slow progress of the programme and problems related to creation of new state, 14<sup>th</sup> JRM advised Government of India to mount an Internal Supervision Mission to Chhattisgarh. Accordingly a mission was launched.</p>	<p>Due to slow progress of the programme, 14<sup>th</sup> JRM advised Government of India to mount an Internal Supervision Mission to Bihar. Accordingly a mission has been launched.</p>

<b>Jharkhand</b> <b>April 1 - 5, 2002</b>	<b>Himachal Pradesh</b> <b>September 9 - 13, 2002</b>
<p>Due to slow progress of the programme and problems related to creation of new state, 14<sup>th</sup> JRM advised Government of India to mount an Internal Supervision Mission to Jharkhand. Accordingly a mission has been launched.</p>	<p>The 2<sup>nd</sup> Internal Review Mission visited the tribal areas in the district Lahaul Spiti and educational blocks of Pangri and Bharmour of district Chamba during September 9-13, 2002. The aim of this mission was to assess the overall progress made in the field of primary education. The Mission observed that the objective of physical excess to school has been successfully achieved. The summary of the mission report has been provided elsewhere.</p>

## ABBREVIATIONS

<b>AEO</b>	<b>Assistant Education Officer</b>
<b>ARG</b>	<b>Academic Resource Group</b>
<b>AS</b>	<b>Alternative Schooling</b>
<b>AWPB</b>	<b>Annual Work Plan and Budget</b>
<b>AWW</b>	<b>Anganwadi Worker</b>
<b>BEO</b>	<b>Block Education Officer</b>
<b>BEP</b>	<b>Bihar Education Project</b>
<b>BIU</b>	<b>Block Implementation Unit</b>
<b>BRC</b>	<b>Block Resource Centre</b>
<b>CHT</b>	<b>Centre Head Teacher</b>
<b>CRC</b>	<b>Cluster Resource Centre</b>
<b>DEO</b>	<b>District Education Officer</b>
<b>DPEP - CRG</b>	<b>DPEP – Core Resource Group</b>
<b>DIET</b>	<b>District Institute of Education and Training</b>
<b>DOE</b>	<b>Department of Education</b>
<b>DPIU</b>	<b>District Programme Implementation Unit</b>
<b>DPO</b>	<b>District Project Office</b>
<b>DRG</b>	<b>District Resource Group</b>
<b>EC</b>	<b>Executive Committee</b>
<b>ECE</b>	<b>Early Childhood Education</b>
<b>Ed.CIL</b>	<b>Educational Consultants India Limited</b>
<b>EFA</b>	<b>Education For All</b>
<b>EMIS</b>	<b>Educational Management Information System</b>
<b>GC</b>	<b>Governing Council</b>

<b>GCERT</b>	<b>Gujarat Council of Educational Research and Training</b>
<b>GOI</b>	<b>Government of India</b>
<b>HM</b>	<b>Head Master</b>
<b>HT</b>	<b>Head Teacher</b>
<b>ICB</b>	<b>International Competitive Bidding</b>
<b>ICDS</b>	<b>Integrated Child Development Scheme</b>
<b>IDA</b>	<b>International Development Agency</b>
<b>IGNOU</b>	<b>Indira Gandhi National Open University</b>
<b>IIM</b>	<b>Indian Institute of Management</b>
<b>ISEC</b>	<b>Institute of Social and Economic Change</b>
<b>JRM</b>	<b>Joint Review Mission</b>
<b>JSM</b>	<b>Joint Supervision Mission</b>
<b>LBSNAA</b>	<b>Lal Bahadur Shastri National Academy of Administration</b>
<b>MHRD</b>	<b>Ministry of Human Resource Development</b>
<b>MIEPA</b>	<b>Maharashtra Institute of Educational Planning and Administration</b>
<b>MIS</b>	<b>Management Information System</b>
<b>MLL</b>	<b>Minimum Levels of Learning</b>
<b>MS</b>	<b>Mahila Samakhya</b>
<b>MT</b>	<b>Master Trainer</b>
<b>MTC</b>	<b>Mother-Teacher Council</b>
<b>NTC</b>	<b>National Competitive Bidding</b>
<b>NCERT</b>	<b>National Council for Educational Research and Training</b>
<b>NEEM</b>	<b>National Elementary Education Mission</b>
<b>NEG</b>	<b>National Expert Group</b>

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

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