

INDIA



District Primary Education Programme (DPEP)

Manual for District Functionaries for Preparation of Annual Work Plan & Budgets

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Department of Education
Ministry of Human Resources Development
New Delhi

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DEPARTMENT OF REVENUE
State of Maryland
2000 and Administration
P.O. Box 36
Annapolis, MD 21403

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Part I

Planning for the year

THE NATURE OF PLANNING IN DPEP

DPEP aims to achieve specific goals in primary education. Planning in DPEP is a process for identifying the needs that exist in a particular area for achieving these goals, evolving strategies to address them and taking up suitable activities as per the strategies. The focus is to make planning need based.

Since our plans have to be rooted in the needs and aspirations at the grassroots, the process by which these plans are made has a very direct bearing on the kinds of plans that emerge ultimately. How we make our plans, who makes them, who is consulted, become important questions in this background. Therefore, in DPEP each district not only needs to consider and identify what it will include in its plans but also *how it will formulate its plan*, or, about the process of planning. This means evolving ways of identifying needs and community aspirations and incorporating these into the plans.

There is no single process of planning that can be recommended uniformly. What is clear, however, is that if plans are to be need based, our process of planning has to be decentralised and participative, for only then can we accurately incorporate community needs and aspirations in our plans. No one person, or even a group of persons, at the district headquarter can decide what the needs of the district are. It is necessary to listen to what people in the villages, teachers in schools and functionaries in the clusters and blocks have to say. Therefore, evolving a process for planning i.e., how the community will be heard, what will be the nature of interaction with teachers and at the cluster and block level is a very important part of planning. How we make our plans will determine the kind of plans we make.

Along with adopting decentralised and participatory processes, use can be made of indicators and information available from micro planning and community mobilisation campaigns to understand needs. Particularly, microplanning exercises can be of tremendous help in understanding needs and priorities. Other data bases, such as the EMIS, the data available in the sixth educational survey and that collected regularly by the state can also be used.

Once the needs of the district have been understood, strategies need to be formulated to address these needs. For instance, if it is found that in a particular village a large number of children cannot attend formal school, the district may adopt the strategy of starting an alternative school in that village. Several activities would then follow. The number of children who would attend the school may have to be surveyed, a building identified for the school, a teacher recruited etc. Thus, planning in DPEP revolves around identifying appropriate strategies to address needs and achieve goals and then conducting activities that derive from the strategies. To actually conduct the activities, financial allocations have to be made and implementation agencies need to be identified.

It should be clear now that planning in DPEP is *not* merely a matter of making financial allocations for various activities, though this is ultimately necessary. Planning in DPEP is first and foremost a question of identifying what needs to be done to achieve DPEP goals. Financial allocations, as per priorities determined, can then follow.

PERSPECTIVE PLANS AND ANNUAL PLANS

Each DPEP district, before it initiates any project activities, already has a perspective plan, which is a plan for the whole project period delineating project goals and major strategies for achieving these goals. Keeping the perspective plan in view, plans are also made for each year, and these are called Annual Work Plans and Budgets (AWPBs). Annual plans are needed along with perspective plans, firstly because in the perspective plans it is not possible to chart out details of strategies and activities which can be undertaken each year. Secondly, in DPEP there is continuous learning and new strategies are devised every year. There is need therefore, each year, to take stock of achievements as well as constraints and then plan ahead. It follows that annual planning is a step in the process of continuous assessment of the situation and identification of appropriate strategies and activities for achieving DPEP goals.

Annual plans need to be seen as a complement to the perspective plans. AWPBs detail out for each year, in the context of the goals of the perspective plans, what is the progress, what are the future strategies. To make annual plans, therefore, it is necessary to know the perspective plans of the district well. District planning teams need to understand and discuss the perspective plans of their districts before planning for the year.

This does not mean however, that annual plans are merely a break up of the perspective plans. DPEP, is a learning process. Changes in strategies, abandoning those that are not successful or meaningful and adopting new ones therefore, need to be considered each year looking to the experiences of the past and also to successes in other parts of the country. While perspective plans form the background to the annual plans, they do not determine them.

DISTRICTS SPECIFIC AND CONTEXT SPECIFIC PLANS

A major reason for emphasising decentralised and participative processes of planning in DPEP is to ensure that needs of each area are met and feasible, realistic plans are made, which are acceptable to the community. This involves a move away from simplistic strategies of doing the same things everywhere.

Therefore, planning in DPEP needs to be specific to the district. This involves understanding the district, identifying its most major needs and workable strategies *in its specific context*. Often these have been identified correctly in the perspective plans and form a useful background. But it is equally possible that new needs will emerge as our understanding of primary education in a particular district improves by experience. These new needs should be incorporated in the annual plans. Surveys undertaken and data available during the course of the project can form an important basis for informing these needs, as can interaction with the community. Understanding gained from microplanning exercises particularly, can be used to formulate annual plans.

Within a district too, needs can vary from block to block, cluster to cluster and as micro planning exercises would indicate, from village to village. The more the plan is able to incorporate the needs of a particular

village, cluster or block, the better it will be able to move towards its goals. Therefore, within a district there is need to understand variations among blocks, perhaps identify villages and clusters with special needs and plan for these. A district should *not* aim at uniformity, such as starting the same number of new schools in each block. It should instead assess which blocks need how many new schools and then plan. Similarly, special needs of particularly deprived villages or clusters should also be incorporated in the plans. It may again be noted at this point that the more participative the process of planning, i.e., the greater the involvement of block, cluster and village functionaries, the more possible it will be to make area specific plans.

SETTING PRIORITIES

Once a district has arrived at an understanding of its needs for achieving DPEP goals, it may set priorities i.e., which needs and targets are more important than others. For instance, districts where physical access to schools is poor, issues connected to providing such access may be a major priority. On the other hand, if a district has achieved 100% or nearly 100% enrolment, its priority may be improvement of quality of education. However, setting a priority does not mean that other areas are to be ignored or neglected. Activities of many kinds can be taken up together. For instance, improvement in quality of schools is necessary in existing schools in areas of poor access too. But priorities can provide a direction and focus to how and where human and financial resources should be invested. Setting a priority or thrust area means not losing sight of major goals and needs, making sure they are incorporated in the plan and given continuous attention. Moreover, delineating thrust areas or priorities is extremely important to give the right *direction* to the plan. Setting priorities prevents a random and undirected set of activities. The thrust areas and priorities determined should then guide the emphasis given to various strategies and activities.

EVOLVING STRATEGIES AND IDENTIFYING ACTIVITIES

Having assessed and understood its context, needs and priorities, a district may then identify appropriate *strategies* to address these needs and achieve goals. As in the example quoted earlier starting alternative schools in accessless habitations is a strategy for addressing the need to improve enrolment in areas not eligible for formal schooling. To be effective strategies have to be practical and well thought out. For instance, the strategy of “starting alternative schools” involves thinking about a way of selecting the right target groups, the right kind of school, an appropriate teacher, the nature of the teaching learning process in the school, supervision of these schools etc. Only when all the aspects have been deliberated can a workable strategy emerge. Often, to evolve a strategy considerable debate and discussion with the community, teachers, cluster and block level functionaries is needed. In fact, the more participative the process of identifying strategies, the more meaningful and practical are the strategies likely to be.

In order to move towards a plan that can be implemented, all the *activities* that need to be taken up for a particular strategy need to be identified in detail. This simply means, detailing all the things that need to be done to follow a particular strategy. For instance, the strategy of “teacher training” may need to be implemented through a set of activities such as identification of resource groups, identification and training of

master trainers, development of training module, selection and printing of material for trainers, location of places for training, actual training of teachers etc. As with strategies, the more detailed and thorough this identification, the more implementable the plan.

PLANNING FINANCES

The activities delineated for achieving DPEP goals have to be matched with necessary financial allocations to be given concrete shape. Once the district has identified necessary strategies and activities as per its goals and needs, calculations of the financial costs of each of these activities can begin and financial resources can be allocated. To allocate financial resource, the costs for each activity planned have to be estimated as accurately as possible.

An essential feature of planning finances is to ensure cost effectiveness which means, maximising benefits and minimising costs. DPEP activities should be viewed in the long run, in terms of sustaining them. Therefore, plans should be cost effective.

While making allocations, the total funds available to the district during the project period also need to be kept in mind. Obviously, activities can only be taken up within the financial resources available to the project. It is therefore very necessary to prioritise various activities, specially if more activities are identified than the project finances allow.

It is also advisable while making an yearly plan to keep in mind the total project cost and the project time period. For instance, if the project period is 5 years, then a district obviously has to spread its financial resources over the 5 year project period. This is not to say that the district should simply divide the total money available by 5 and each year 20 per cent of the project cost should be spent. More money can be spent in some years and less in other years depending upon the nature of the activities undertaken. However, it is unrealistic and not very judicious to plan to spend 40 to 50 per cent of the total project amount in any single year, specially at the beginning of the project. Experience has shown that expenditure levels tend to be lower in the first year of the project than later, because it takes a little time for activities to pick up. Also, since DPEP is an evolving project, with changing understanding and perceptions, best use of money is likely to be made if it is spread over the whole project period as per needs. It may be noted that being unrealistically ambitious does not help and is not a good planning technique. A plan has to be *realistic* and *rational* to be implemented.

In DPEP, not more than 24% of the total project cost can be spent on civil works. This holds good separately for *each district*. However, this rule applies for the *whole project period* and not for each year separately. Spending on civil works may be more or less during individual years provided it does not exceed 24% of the total project cost at the end of the project period. Similarly, not more than 6% of the project amount can be spent on project management. This ceiling too, holds good for the whole project period. It should be kept in mind however, that project management costs for the state level interventions are usually quite high. This is unavoidable as field level activities are not carried out at the state level. At

the same time, the overall management costs for a state, however, should not exceed 6%. This means that individual districts must keep their management costs *below 6%*, to accommodate the excess expenditure at the state level. Just how much a district can spend on management costs i.e., 4% or 5%, should be discussed with state functionaries. For each district a limit on management costs should be set in consultation with the state project office.

Both the above rules have to be factored into the plans. Further, “DPEP guidelines”, of which each district should have a copy, also indicate the items on which expenditure can be incurred in the project. These need to be followed carefully.

PLANNING FOR IMPLEMENTATION

Any plan is made in order to be implemented. It is, therefore, advisable while planning to continuously assess whether the district has the capacity to implement what it plans to do. If plans are made without keeping in mind the capacity to implement them, they will remain unrealistic and will not produce results. Capacity to implement a plan depends upon the manpower available, the administrative structures in existence, the skill levels of those executing the plans as also the financial resources available. All these need to be kept in mind while planning. At the same time, development of these capacities, specially upgradation of the skills of various functionaries also needs to be a part of the planning process.

An equally important issue related to implementation is that of sequencing activities. Very often activities need to be carried out in a certain sequence. For instance, experience has shown that large scale teacher training, needs to be preceded by formation of district resource groups and identification of master trainers. The correct sequencing for a district in this case would be to take up the activities of forming district resource groups and identification of master trainers *before* actually beginning the process of teacher training. Such sequences have to be thought out carefully while planning.

The importance of “piloting” or taking up activities on a small scale before taking them up on a large scale cannot be underestimated. For instance, a programme may be taken up in one block, and then observed and improved upon, before it is taken to scale over a wider area. Taking up activities on a small scale allows one to learn, and major mistakes can be avoided. Since many of the activities undertaken in DPEP are relatively new, it is often worthwhile to first plan an activity on a small scale and then universalise it as per the lessons learnt.

CAPACITY BUILDING

It may be clear from the above discussion that capacity building of various functionaries within the project and outside it has to be a part of the plan in order to enable the district to implement its plans well. There are many ways of building capacities, such as training, conducting workshops, organising discussions, making available suitable resource materials etc. Capacity building is necessary if our implementation is to improve. Therefore, each year a thought should be given to the areas in which capacities need to be built, and

the activities that could be carried out. A district may not be in a position to take up all capacity building exercises on its own. Wherever the district feels the need for assistance from the state project office it should approach the SPD and let the state project office know clearly what capacity building efforts are needed.

PLANNING AND MONITORING

If annual plans are to incorporate the learning that takes place while implementing the project, then good supervision and monitoring is an intrinsic part of good planning. Therefore, it is suggested that while monitoring the project, the planners always keep in mind the relevant issues to be taken up for the plan for the forthcoming year. Valuable insight is gained during monitoring which can be used for planning. In other words, the experience of actual implementation, the achievements, constraints and problems, should feed into the planning process.

CO-ORDINATION WITHIN THE PROJECT

Looking to the number of issues that need to be considered while planning, it becomes clear that co-ordination within the project office is extremely important for good planning. If all the project functionaries are aware of what the others are doing and planning, and discuss the plan in detail among themselves and with the persons who ultimately write out the plan, the plan will be meaningful. Planning a set of activities that are uncoordinated or at cross purpose cannot be called good planning. For instance, while planning for teacher training, the pedagogy experts may like to consult those dealing with gender and tribal issues.

Coordination with the state project office is equally necessary because state plans and district plans have to complement each other. Coordination with block and cluster level functionaries is another priority area, since these functionaries often understand their area and its needs well and their implementation capacity has to be kept in mind while planning. The process of planning in DPEP needs to be consultative in the true sense of the word.

CONVERGENCE WITH OTHER FUNCTIONARIES AND DEPARTMENTS

DPEP is a programme which seeks to provide significant addition and support to existing government schemes. It cannot be viewed in isolation of what is happening in other areas, within the education department as well as in other departments such as women and child welfare, tribal, rural development etc. DPEP is a programme that seeks to *add* to these existing schemes and provisions to achieve certain goals for primary education.

It is therefore very important for the project office to establish strong linkages with other functionaries in the Education Department as well as with those of other departments. Funds are available in other schemes, such as in JRY for construction of school buildings, scheme for provision of free textbooks etc. which can

complement DPEP activities. Notably, coordination of the ECCE programme with existing schemes of the women and child welfare department may be very useful. The project should initiate the dialogue to make sure that all existing government schemes are used in an optimal way for universal primary education. Our own plans need to make maximum possible use of existing government schemes and strategies.

A SUMMING UP

Very briefly, it can be said that planning in DPEP is an issue of asking certain questions before providing the answer i.e. "the plan". The questions may broadly be seen as:

- What are the needs of the districts for achieving DPEP goals? How can these needs be assessed?
- What is the information available from microplanning exercises?
- What is the relevant information to assess needs in terms of data, studies and from the community that is already available? What does this indicate?
- What is the best process for consulting the community and incorporating community aspirations? How can the community be involved in the process of planning?
- What are the various strategies that can be devised to address the needs assessed for the specific context? Which are the strategies that have been successful or not been successful in the past? Why? Which strategies should be continued? Which should be abandoned?
- What are the activities that follow in logical sequences from these strategies?
- What is the implementation capacity of the district for carrying out these activities? How realistic is it to plan these activities? Which is the best implementing agency for each of these activities? In which sequence should these activities take place?
- What are the capacities of various functionaries that need to be built in the district? How can this be planned for?
- What are the financial resources available? Are these adequate for all the activities identified? If not, what are the priorities?

Part II

Preparation of AWPB Proposals

The AWPB proposals are envisaged in three parts. Firstly, there is an overview, which should discuss the annual plan for the district in general, indicating issues and thrust areas. The second part is the major body of the plan, which indicates, as per each major intervention, the progress overview, analysis of progress of activities planned for the forthcoming year, financial implications, an implementation schedule, summary budget statements and a procurement plan. The final plan includes a disbursement plan. Each of these is discussed in detail below.

PLAN OVERVIEW

The plan overview should indicate the priorities and major concerns for the forthcoming year for the district in detail. For instance, a district could cite low enrolment in habitations which are not eligible for formal schools as a concern, or inactive VECs as a major concern. The concerns would of course vary from district to district. These could also be listed block wise. As far as possible, EMIS data, information available from micro-planning exercises, as well as data and information available from other sources to substantiate these concerns should also be indicated.

Since convergence with existing schemes is a major component of DPEP, it is necessary at this point to describe central as well as state government schemes which impact primary education and DPEP, as these form the context of the plan. Several government schemes from the departments of school education, labour, scheduled castes and tribes, women and child welfare, rural welfare etc. would come in this category. Examples are, the midday meal scheme, Operation Blackboard, ICDS, school construction in JRY, distribution of free textbooks and uniforms etc. It needs to be stressed that DPEP is an *additionality*, i.e. it does not replace any existing government schemes but seeks to strengthen them. It has to be seen in the context of existing government programmes and schemes, and coordinate with these. **This description should indicate clearly the whole picture of primary education in the district, as well as how DPEP interventions will complement the already existing schemes and programmes, and how convergence will be ensured.**

As a district formulates its AWPB, it needs to indicate the major “thrust areas” and strategies i.e. the most important aspects of its plan. These need to be based on the priorities identified in order to achieve DPEP goals. For instance, a district where there are many tribal children out of school may keep in view the special needs of tribal children in determining its thrust areas and strategies. It may choose to focus on increasing physical access to schools, community mobilisation and school improvement efforts in predominantly tribal areas, which may then become its “thrust area”. As indicated earlier, thrust areas will be different for different districts, and these differences will most probably have been incorporated in the perspective plans.

Where there is a shift from the strategies of the perspective plans, it should be indicated clearly. For the same district, focus or thrust areas may vary from year to year. For instance, a district may begin by defining improving enrolment as its most major thrust area and community mobilisation strategies may be seen as important and central. However, with experience it may become clear that most of the children out of

school are scheduled tribe girls. In this case, the district may decide to emphasise measures specifically targeted at tribal schools and communities, as well as gender specific measures. Such thrust areas should be put down clearly in the plan.

As has been discussed earlier, the process by which the plan is made is as important as the plan itself. This process, therefore, should be described briefly in the plan document. It is also advisable to put down the data and studies that have informed the planning process. Particularly, information available from micro planning and EMIS data needs to be indicated. The status of the district with respect to key indicators such as access, enrolment, retention, drop out, learning achievement, disparity among social groups etc. may be furnished.

Finally, it may be advisable to indicate the financial resources available with the district as well as major administrative strengths and constraints.

PLANNING FOR EACH MAJOR INTERVENTION

The major body of the AWPB should consist of plans for each major intervention. Major interventions that have been identified on the basis of the experience so far are discussed in detail in part III of the manual. The list may also be seen from the index of part III. If districts feel the need to add other interventions, they may do so. For each major intervention, the planners are requested to indicate the:

- (i) Progress overview, i.e. present status and achievement in the previous year with respect to various activities.
- (ii) A plan for spill over activities.
- (iii) A detailed plan for the forthcoming year which includes financial implications as well as an implementation schedule.
- (iv) Summary statements

These are discussed in detail below.

(i) *Progress Overview :*

Since AWPB proposals are part of a continuing project, they have to be based on progress made as well as the goals that remain to be achieved. Therefore, a progress overview of each major intervention is extremely important. The progress overview needs to include the current status as well as the progress made during the previous year. A progress overview is meant to be a tool for the district to understand its own strategies, their positive and negative aspects. Such an understanding should then enable the district to plan better for the forthcoming year.

In part III of the manual, certain points have been highlighted for each major intervention. Formats have also been provided as necessary. District planners are requested to use these while indicating progress. This is not to suggest that the indicators suggested are the only possible indicators of progress. Each state and each district evolves its own strategies and therefore needs to understand its progress in its own way. The indicators put down are the ones that appear commonly important from experience. However, the districts are free to add any other indicators considered important.

The progress overview has two components. Firstly, it is necessary to indicate the “current status” i.e., where things stand at present, of various points highlighted for each major intervention. Secondly, it is important for each major intervention, to indicate activity wise progress made in the previous year. The expenditure incurred on each activity may also be indicated clearly. The format as per Table A is suggested for districts to review their own physical and financial progress. Table A may be made for each major intervention and the indicators given in Part III of the manual may be incorporated in this format. Some information, specially regarding status of various activities may have to be indicated separately.

As can be seen in the format suggested on the following page there are 11 columns in table A. In the first column ‘A’ each activity undertaken may be listed. For instance, an activity under the major intervention “civil works” could be “construction of school buildings.” Column ‘B’ would indicate the physical target for the activity, e.g. for school building construction, the number of school buildings that the district proposed to construct the previous year. Column C, “amount sanctioned” would indicate the financial amount sanctioned (fresh proposal + spill over) for the activity in the previous year. During the year there may be some reappropriations to some other activity or from some other activity to this head. These can be indicated in column D, “amount re-appropriated” as plus or minus, as the case may be. For instance, if a district had planned to spend Rs.100 on BRC buildings and Rs.60 on repairs of school buildings, but decided to spend Rs.120 on BRC buildings and Rs.40 on repairs, it would reappropriate “+20” for BRC buildings and “-20” for repairs. In DPEP, when a particular set of activities have been approved by the Project Board, money can be reappropriated from one activity to another as per need. Who is authorised to make these reappropriations, depends upon rules of the State Society. District teams may request the SPDs for these rules and study them thoroughly. The activity to or from which this amount has been reappropriated can be mentioned in the “remarks” column at the end. In column E, the revised amount sanctioned for an activity after reappropriations may be indicated.

In column F & G physical achievement of target till December 31, and anticipated physical achievement till March 31 respectively may be given. In column H and I the district may give the expenditure for the activity during the year. In column F & H, the actual achievement and expenditure upto December 31st may be given. However, if a district has later achievement and expenditure figures, say till January, 31st the columns may appropriately be changed to “expenditure till January 31st” and the latest figures indicated. In column G & I, *realistic* estimates of the achievement and expenditure likely to be incurred till March may be indicated. Of course, if actual figures are available, these may be indicated.

The anticipated remaining amount may be indicated as “anticipated amount saved” in column J. The “amount saved” is simply the amount that was planned for an activity but not spent. To take a simple example, if a

Table A : Activity wise progress in previous year.

Major Intervention : _____ **Progress overview for the year :** _____

Description of Activity	Physical target previous year	Amount sanctioned in previous year (including spill overs)	Amount reappropriated	Revised amount sanctioned	Physical achievement		Expenditure		Anticipated amount saved or Anticipated amount unspent	Remarks including current status
					Till 31st Dec.	Anticipated till 31st March	Till 31st Dec.	Anticipated till 31st March		
A	B	C	D	E	F	G	H	I	J	K
Total for major intervention*										

* For column C, D, E, H, I & J only.

$$E = C + D = I + J$$

district plans Rs.100 for teacher training, and spends only Rs.60, then the “amount saved” would be Rs.40. It may be noted that there is no column for a “lapsed amount” in this statement. In DPEP, if an amount is not spent, it does not lapse but returns to the total funds available to the project. In case of recurrent expenditure items, the “amount saved” has to be planned again in the next year. In case of non-recurrent expenditure items, the amount saved can wholly or partly “spill over” to the next year depending upon the decision taken at the time of planning.

Remarks about activities may be indicated in Column K. As far as possible, these should include information on “current status” of indicators given in Part III. For example, a district could indicate its progress in “capacity building for planning” by listing all the activities undertaken such as trainings, workshops etc. under this sub head in the major intervention of planning and management. “Remarks” could include the current status.

It should be noted that there are many activities for which there need not be any expenditure. For instance, formation of a district resource group often does not require any money to be spent. However, this activity is often very crucial and should be indicated clearly in the progress overview. For example “formation of district resource group” may be indicated in column A. Since there is likely to be only one district resource group in a district, the figure “One” may be given in column B. If no expenditure is involved, columns C to E may be left blank or N.A. (stands for not Not Applicable) may be written. Achievement could be indicated in Column F & G as suitable. N.A. could be put in columns H to J. Remarks about the current status and possibly about the nature of the resource group, number and kinds of persons etc. could be indicated in column K. It may be noted that progress overview is of the *activities* undertaken, not just the expenditure incurred.

Table A has been proposed to aid districts in reviewing and analysing their own performance. It is not mandatory to attach it as part of the final plan document, though it is recommended. Table A would help in analysis and in avoiding over budgeting. Since in this table stock of each activity would be taken, a better understanding of performance as well as budget requirements would develop. But if districts choose not to attach table A as part of the plan document, they may give progress on indicators mentioned in part III. Overall financial progress for each major intervention would also be available in table D which is described later.

It is very necessary, as part of the progress overview to estimate realistically the strategies followed so far. What is working and what is not? Were there activities planned in the earlier year/ years which could not be undertaken? Why? Was the earlier planning unrealistic or defective in some way? If that is the case, then strategies and activities should be changed suitably or even abandoned totally if necessary. In the same way the district may examine its budgeting. Is it realistic ? This analysis may be indicated at the end of the table for each major intervention.

At this point, it may be worthwhile to consider the concept of “spillover” in physical as well as financial terms. “Spillover” is a mechanism which allows a district to continue an activity it could not complete in one year in the next year. For instance, if a school building could not be completed in a particular year, it

can “spillover” to the next year, which means that, it can be carried on in the next year and completed. The physical target or activity as well as the remaining financial budget consequently “spillover” to the next year. But, it does not mean that a district has to continue an activity just because it was planned, even if it was not found feasible. If an activity planned earlier is found impractical and unfeasible, it should be dropped, and not “spill over”. Spill over therefore is not automatic, but a decision that needs to be taken after reviewing the progress, and success of an activity, at the time of formulation of the AWPB.

On the other hand, upon reviewing the progress, a district may find that a particular activity was held up because of certain implementation difficulties. For instance, teacher training may be held up because adequate resource groups have not been formed. If such is the case, then removal of implementation difficulties needs to take priority in planning for the forthcoming year.

Briefly, a progress overview is incomplete without an analysis of the strategies and activities followed so far. Only if the district views its strategies and activities analytically, learning from the successes and constraints, can it make workable, high quality plans for the forthcoming year.

To sum up, the “progress overview” chapter should consist of the following for each major intervention :

- (i) Progress overview in terms of present status, and progress during the year of various activities which includes indicators suggested in part III.
- (ii) Analysis of strengths and weaknesses in terms of strategies and implementation issues as well as discussion on activities to be continued and activities to be dropped.

(ii) *Plan for estimated spillover activities.*

As described earlier, “spillover” allows a district to continue activities that could not be completed during the year. However, whether or not an activity should “spillover” is a decision that should be taken after due consideration. Each district therefore, needs to prepare a considered plan for estimated spillovers as indicated in table B.

In column ‘A’ an activity that is to be continued in the forthcoming year may be indicated. The remaining physical target and amount saved may be indicated in column B & C. The spillover physical target, unit cost and financial outlay may be indicated in column D, E and F. The implementation agency and schedule, and remarks may be indicated in columns G & H. A district may indicate for each activity whether it is to be implemented by the DIET, the BRC, CRC, an NGO etc.

It may be noted that the figures in column B need not equal figures in column D, and those in column C need not equal column E. To take an example, if a district plans to train 10 teachers and spend Rs. 100 for teacher training but trains only 6 teachers and spends only Rs. 60, then the “amount saved” (to be indicated in column C) would be Rs. 40. Out of the remaining target of 4 teachers and savings of Rs.40, a district may

Table B * : Plan for spill over for forthcoming year.

Major intervention : _____

Spill over plan for year : _____

Description of activity to spillover to next year	Anticipated		Spillover physical target	** Unit cost	Financial outlay for spillover activities	Implementation agency and time period for implementation	Remarks
	Physical target remaining	Amount saved					
A	B	C	D	E	F	G	H
Total for *** major intervention							

- * To be updated when actual expenditure figures are available.
- ** The break up of the unit cost may be indicated if the unit cost is different from the previous one.
- *** Applicable only for column C & F.

D x E = F

decide to train only 3 more teachers at estimated cost Rs.30, as “spill over” i.e. spend it on the same teacher training programmes in the following year (to be indicated in columns D & F). The remaining Rs.10 would then simply return to the total kitty and become available for other activities.

At the time at which plans are made, the final achievements and expenditure figures for the financial year may not be available. Therefore, the “spillover plan” can only be made on the basis of anticipated achievement and expenditure. This is acceptable, provided the anticipated achievements and expenditure are realistic. By August in the next year, the actual achievement and expenditure figures should become available. *The spillover plan will have to be revised at this time and made available to the Bureau through the SPD.*

(iii) Plan statement for the new year

Once an assessment and analysis has been made of the progress, an estimate made of spillovers, the activities for the new year can be delineated. These activities have to be delineated keeping in mind the thrust areas, the progress overview, financial resources and implementation issues. They should achieve desirable goals and also be as cost effective as possible.

Activities should be planned for each major intervention in as much detail as possible. For instance, while planning “teacher training” a district may consider various aspects such as identifying and training master trainers, procuring material needed for training, identifying procurement agencies, identifying places where trainings will be held, number of teachers to be trained, the time schedule for training etc. The more well thought out and detailed the plan, the better will be the results.

In this part of the plan, the financial implications of various activities may be seen carefully. For each activity, it is first advisable to calculate the “unit cost”. “Unit cost” simply means the cost of taking up only one unit of the activity. For instance, the “unit cost” for teacher training is the cost for training one teacher. While calculating this cost, all the costs involved in training a teacher have to be calculated. These could include the estimated travelling allowance, dearness allowance payable for the number of days of training, cost of lunch, teaching learning materials and books to be given to each teacher. The unit cost can then simply be multiplied by the number of teachers to be trained to get the teacher training cost estimates. The break up of the unit cost needs to be indicated clearly in the plan.

Sometimes there can also be costs which cannot be calculated per unit. For instance, in the above example of teacher training, the TA/DA for resource persons, minor contingency costs of running the training such as for provision of drinking water may need to be calculated separately from unit costs, for each training group. The more detailed the planning for each activity, the better will be the costing. It should be noted that in this case the person who makes cost estimates needs to discuss these with the people who do the training in order to make realistic cost estimates. Costing can only be done in co-ordination with people who ultimately implement the activity.

The format as per Table C is suggested for this part of the plan document.

Table C : Fresh Plan for forthcoming year.

Major intervention : _____

Plan for the year : _____

Activity description	Physical Target or quantum	Unit cost*	Estimated Financial Outlay	Implementation agencies and time period of implementation	Remarks
A	B	C	D	E	F
Total **					

* The break up of the unit cost may either be indicated in this column or separately.

** To be indicated for column D only.

$$B \times C = D$$

As can be seen from the table suggested, each activity to be taken up may be listed in column A. The physical quantum or target may be indicated in column B. Its unit cost may be calculated and listed in column C. Detailed break up of unit costs can be given within column C or separately. The financial outlay required may be given in Column D. Once the financial outlay has been estimated, the district needs to identify the agency which will implement the activities and a broad implementation schedule keeping the sequence of the activities to be undertaken in mind. The implementation schedule may be drawn monthwise. While drawing up this schedule, there is need to be realistic. The implementing agency selected should have the capacity for implementing the particular activity. If one person or agency is expected to implement more activities than they are capable of, then the plan may become unrealistic and cannot be expected to be really implemented. It is best while identifying the person or agency who will implement the plan to actually discuss the issue with him/her/agency. As mentioned earlier, the correct sequencing of activities is extremely important. The details may be indicated in Column E.

A procurement plan that indicates how various items will be procured may also be formulated. The details have been provided in Part III.

(iv) Summary statements

When the plans have been prepared in the above fashion for each major intervention, a summary statement may be provided as per Table D.

Table D allows an overall look at the financial picture. The financial picture is indicated separately for each major intervention. Table D is derived from tables A, B & C. In column A, each major intervention may be listed. Column B would be derived from totals of column C in table A for each major intervention. Columns C & D are derived from totals of columns D & E for each major intervention in table A. Columns E, F & G derive from columns H, I & J in table A. Column H derives from column D in table C. Column J is the sum total columns H & I.

As mentioned earlier, there is a limit of 24% on expenditure for civil works and 6% on expenditure for management costs. For these items, i.e. civil works and management costs, accounts should be kept carefully over the years to make sure that the limits are not exceeded. "Civil works" refers to the money spent on building activities. This includes all building activities whether of BRCs, schools, repairs etc. "Management costs" refers to the cost incurred for running the project. The common management costs are salaries of project employees and consultants, expenses for equipment and furniture in the DPOs office, vehicles bought for the project and recurring office expenditures such as rent, POL, stationary, telephone, electricity, water etc. The basic principle is that all expenditure incurred on the running of the project itself is a management cost. Management costs do not include costs that are incurred for actual activities in the field. For instance, the expenditure incurred for a meeting of project functionaries to review the progress of the project would be part of management costs. But a meeting of teachers at the cluster would not be part of management costs. The difference is that in the first case the expenditure is incurred for running the project itself while in the second case the expenditure is on an activity for strengthening the cluster resource

TABLE D* : Expenditure as per major interventions.

Name of district: _____

Total approved EFC Cost = Rs. _____ lakh

Year of Current Plan: Ist, 2nd, 3rd, etc. _____

Rs. in Lakhs

Major intervention	AWP&B Previous year	Reappr- opriation	Revised Amt. sanctioned	Expenditure Previous year		Anticipated amount saved	Anticipated spillover to current year for same activities	Fresh proposals	Fresh proposal + anticipated spillover
				Till Dec.	Ant. till Mar.				
A	B	C	D	E	F	G	H	I	J

* To be updated and provided to the Bureau alongwith the spillover plan.

TABLE - E : Yearwise plan and expenditure details.

Name of district: _____

Total approved EFC Cost = Rs. _____ **lakh**

24% EFC Cost = Rs. _____ **lakh**

Ceiling for management costs = Rs. _____ **lakh**

Rs. in Lakhs

Year	Expenditure so far (cumulative expenditure)		Allocations made for the year		
	Till Dec.	Anticipated till March	Fresh Plan	Anticipated spill over	Total
TOTAL					
Civil Works					
Project Management					

centres and building teachers' capacities. Though there is a 6% expenditure limit of the total project cost for management costs, it is best to keep these as low as possible. As mentioned earlier, since the 6% limit stands for the state and district project offices combined, separate limits for management costs for each district should be set in consultation with the state project office. As far as possible, money in the project should be spent on activities relating to primary education rather than running the project itself. A statement as given in Table E may be provided, to help analyse expenditure patterns.

DISBURSEMENT PLAN

Once all activities have been planned and costed these may also be categorised as per the disbursement categories. These disbursement categories are necessary for accounting purposes. They are not a planning device but are needed for financial accounting. For each major intervention the district may break up the budget into the relevant cost codes. These may then be summed up in the cost code wise statements as given in annexures I to IV. Since DPEP is a project that is funded by several international agencies, for disbursement of funds, information has to be provided to various agencies as per categories in annexures I to IV. It may be noted that depending on whether the funding agency is DFID or IDA, the disbursement categories are different. These are different for different phases of DPEP also. Districts may check from the information given which format they are expected to adhere to.

Release of Funds to the State Society

After the AWP & B proposals for the year are approved the share of the Central Government grant to the state society is released in two instalments during the financial year. The share of the Central Government is approximately 85 % of the approved project cost which is resourced by external funding. The share of the state government grant to the society is the remaining 15 % of the approved budget and is released by the respective state government from out of the specific budget provisions in the state budget.

Procedure for claiming disbursement from IDA

Bulk of the expenditure on the project activities is to be incurred at the district level. It is therefore, necessary for the district project coordinator to maintain proper accounts under appropriate budget heads – sub heads and compile the figures of expenditure on the eligible categories for submission to the state project director on a monthly basis by the 5th of every month. At the state level accounts should be maintained for the project as a whole under appropriate budget heads / sub-heads. The broad categories of items of expenditure for claiming reimbursement from IDA and DFID are given in annexures I, II, III & IV.

Disbursement of credit / grant funds is only by way of reimbursement of expenditure incurred on the eligible categories by following the prescribed procurement procedures. The categories of expenditure which are treated as eligible and the percentage upto which reimbursement from IDA is available are specified in Schedule - 1 to the Development Credit Agreements – IDA Credit 2661-IN, 2876-IN and 3012-IN. The details are as under :-

IDA Credit 2661-IN-DPEP-I

Category	Percentage of expenditure to be financed by IDA Credit
1. Civil works	90 %
2. Equipment, Vehicles, Books and Furniture	100% of foreign expenditure, 100% local expenditure (ex-factory costs) and 80% of local expenditure for other items procured locally.
3. Consultant Services, fellowship and training	100%
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation & maintenance cost	90% local expenditures incurred until September 30, 1997, 80% of expenditure incurred for October 1, 1997 until September 30, 2000 and 60% of expenditure incurred thereafter.

The following States / Districts are covered under the above credit :-

States	Districts
Assam	(i) Dhubri, (ii) Darrang, (iii) Morigaon, (iv) Karbi Anglong (4 Districts)
Haryana	(i) Kaithal, (ii) Jind, (iii) Sirsa, (iv) Hisar (4 Districts)
Karnataka	(i) Belgaum, (ii) Kolar, (iii) Mandya, (iv) Raichur (4 Districts)
Kerala	(i) Kasargod, (ii) Wayanad, (iii) Mallapuram (3 Districts)
Maharashtra	(i) Osmanabad, (ii) Nanded, (iii) Aurangabad, (iv) Latur, (v) Parbhani (5 Districts)
Tamil Nadu	(i) Dharmapuri, (ii) Thiruvannamalai, (iii) South Arcot (3 Districts)

IDA Credit 2876-IN-DPEP-II

Category	Percentage of expenditure to be financed by IDA Credit
1. Civil works	90 %
2. Equipment, vehicles, books, furniture and materials	100% of foreign expenditure, 100% local expenditure (ex-factory costs) and 80% of local expenditure for other items Procured locally.
3. Consultants' Services.	100%
4. Fellowships and training	100%
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	90% of local expenditures incurred until September 30, 1998; 85% of local expenditure incurred from October 1, 1998 until September 30, 1999; 80% of local expenditure incurred from October 1, 1999 until September 30, 2000; 65% of local expenditures incurred from October 1, 2000 until September 30, 2001; and 40% of local expenditure thereafter.

The following states / districts are covered under the above credit :-

States	Districts
Assam	(i) Barpeta, (ii) Bongaigaon, (iii) Goalpara, (iv) Kokrajhar, (v) Sonitpur (5 Districts)
Haryana	(i) Bhiwani, (ii) Gurgaon, (iii) Mohindergarh, (3 Districts)
Karnataka	(i) Bangalore Rural, (ii) Gulbarga, (iii) Mysore, (iv) Bidar, (v) Bellary, (vi) Bijapur (6 Districts)
Kerala	(i) Iduki, (ii) Palakkad, (iii) Thiruvantapuram (3 District)
Madhya Pradesh	(i) Bhind, (ii) Morena, (iii) Seoni, (iv) Mandla, (v) Shivpuri, (vi) Jhabua, (vii) Bastar, (viii) Shajapur, (ix) Khargone, (x) Datia, (xi) Dewas, (xii) Vidisha, (xiii) Damoh, (xiv) Raipur, (xv) Khandwa (15 Districts)
Maharashtra	(i) Bid, (ii) Dhule, (iii) Gadchiroli, (iv) Jalna (4 Districts)
Tamil Nadu	(i) Pudukottai, (ii) Ramanathapuram, (iii) Perambalur Thiruvalluvar (3 Districts)
Himachal Pradesh	(i) Chamba, (ii) Lahaul & Spiti, (iii) Kullu, (iv) Sirmour (4 Districts)
Gujarat	(i) Banaskantha, (ii) Panchmahal, (iii) Dangs (3 Districts)
Orissa	(i) Kalahandi, (ii) Gajapati, (iii) Dhenkanal, (iv) Bolangir, (v) Rayagada (5 Districts) New Expansion (i) Sambalpur, (ii) Bargarh, (iii) Keonjhar (3 Districts)
Uttar Pradesh	(i) Maharajganj, (ii) Sidharthnagar, (iii) Gonda, (iv) Badaun, (v) Khiri, (vi) Lalitpur, (vii) Pilibhit, (viii) Basti, (ix) Moradabad, (x) Shahjahanpur, (xi) Sonbhadra, (xii) Deoria, (xiii) Hardoi, (xiv) Bareilly, (xv) Firozabad. (15 Districts)

IDA Credit 3012-IN-DPEP-III

Category	Percentage of expenditure to be financed by IDA Credit
1. Civil works	90 %
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	100% of foreign expenditure. 100% local expenditure (ex-factory costs) and 80% of local expenditure for other items Procured locally.
3. Textbooks	100% of local expenditure (ex factory cost) and 80% of local expenditure for items procured locally.
4. Consultants' services, training, workshops and fellowships, except for Parts B. 5(a) and (b), and Part C. 4 of the Project	100%
5. Incremental staff salaries, incremental honoraria for volunteers and incremental operating and maintenance costs	80% for payments made until March 31, 2000; 55% of payments made from April 1, 2000 until March 31, 2002; and 35% of payments made thereafter.

The following State / Districts are covered under the above credit :-

States	Districts
Bihar	(i) Muzaffarpur, (ii) West Champaran, (iii) Ranchi, (iv) Chatra, (v) Sitamarhi. (vi) Rohtas, (vii) Sheohar, (viii) Kaimur, (ix) Vaishali, (x) Darbhanga, (xi) Gaya. (xii) Dumka, (xiii) West Singhbhum (Chaibasa), (xiv) Purnea, (xv) Bhojpur, (xvi) Munger, (xvii) Bhagalpur, (xviii)Hazaribagh, (xix) Arraira, (xx) Kishanganj, (xxi) Buxar, (xxii) Kodarma, (xxiii) Jamui, (xxiv) Sheikhpura, (xxv) Lakhisarai. xxvi) East Singhbhum (Jamshedpur), (xxvii) Banka. (27 Districts)

DFID Grants

Expenditure incurred on the eligible items is reimbursed by DFID at a Uniform rate of 85%.

The following States / Districts are covered under DFID Grants :-

State	District
Andhra Pradesh	(i) Vizianagaram, (ii) Nellore, (iii) Kurnool, (iv) Warangal, (v) Karimnagar (5 Districts)
West Bengal	(i) Bankura, (ii) Birbhum, (iii) Cooch Behar, (iv) Murshidabad, (v) 24 Paraganas (South) (5 Districts)

DFID Projects

Reimbursement claims (six monthly) in the format prescribed by DFID for the DPEP project in Andhra Pradesh and West Bengal shall be forwarded by the State Project Directors APDPEP and WBDPEP at six monthly intervals to the DPEP Bureau for lodgement with the M/o Finance Department of Economic Affairs. The reimbursement is available @ 85% of the total expenditure incurred under the eligible items of expenditure. 15 % of the expenditure is to be borne by the respective State Government. However the SPDs should also send monthly statements of expenditure to the DPEP Bureau so as to reach the latter by 15th of the month following the month of expenditure.

EC Grants

Grants from EC are received in advance and no reimbursement is involved. 85% of the AWP&B is funded by GOI while the balance 15% is provided by the state government.

The following state/ districts are covered under EC grants :-

State	District
Madhya Pradesh	Betul Raisen, Rajgarh, Sehore, Bilaspur, Raigarh, Sarguja, Guna, Dhar, Rajnandgaon, Rewa Satna, Shahdol, Sidhi, Chattarpur, Panna, Tikamgarh, Mandsaur and Ratlam (19 districts)

For preparing the budget summary, the above state/ districts may follow the format suggested in Annexure-III for IDA credit 2876-IN-DPEP-II to maintain uniformity with the other 15 districts of Madhya Pradesh.

BUDGET SUMMARY – (DISBURSEMENT CATEGORY-WISE)**DFID Projects (APDPEP & WBDPEP)**

(Rs. In Lakhs)

Category	Brief Description	Spill Over From Previous Year	Fresh Proposals For Current Year	Total (3 + 4)
1	2	3	4	5
1	Civil Works			
2	Furniture			
3	Equipment			
4	Vehicles			
5	Books & Libraries			
6	Training costs			
7	Workshops & seminars			
8	Awareness campaigns			
9	Staff salaries			
10	Consumables			
11	Teaching learning material			
12	Research & studies			
13	Vehicle operation & maintenance			
14	Equipment operation / maintenance			
15	Alternative schooling			
16	Innovation			
17	Capacity building			
18	Text Book development			

BUDGET SUMMARY – (DISBURSEMENT CATEGORY-WISE)

IDA Credit - 2661-IN-DPEP-I

(Rs. In Lakhs)

Category	Brief Description	Spill Over From Previous Year	Fresh Proposals for Current Year	Total (3 + 4)
1	2	3	4	5
1	Civil Works (all construction works)			
2	Equipment Furniture Vehicles Books			
3	Consultancies (a) (i) Local Consultant (ii) Foreign Consultant (b) Fellowship (c) Training (including TA/DA)			
4	(a) Staff Salaries (b) Honoraria (c) Consumable Teaching materials. (including school grant and teachers grant) (d) Operation & maintenance costs such as Rent, POL, Vehicle maintenance, Consumables, Office expenses, telephone, electricity, water, audit fees, contingencies, innovation, campaigns, cultural programmes, surveys, wall writing, posters, awards of any type, escorts for children, child labour efforts, exposure visits, meetings, in-house research projects etc.			

BUDGET SUMMARY – (DISBURSEMENT CATEGORY-WISE)***IDA Credit 2876-IN-DPEP II**

(Rs. In Lakhs)

Category	Brief Description	Spill Over From Previous Year	Fresh Proposals For Current Year	Total (3 + 4)
1	2	3	4	5
1.	Civil Works (all construction works)			
2.	(a) Equipment (b) Furniture (c) Vehicles (d) Books (e) Materials (i) Teaching and Learning Material (ii) School Infrastrucutre Grant Rs.2000/- (iii) Teachers grant of Rs.500/-			
3.	Consultancies (a) Local Consultants (b) Foreign consultants			
4.	(a) Seminars / Workshop all types (b) Training of all types (including TA/DA)			
5.	(a) Staff salaries (b) Honoraria (c) Operation and maintenance cost such as Rent, POL, Vehicle maintenance, Consumables, Office expenses, telephone, electricity, water, audit fees, contingencies, innovation, campaigns, cultural programmes, surveys, wall writing, posters, awards of any type, escorts for children, child labour efforts, exposure visits, meetings, in-house research projects etc.			

* These categories may also be used by 19 EC funded districts of Madhya Pradesh.

BUDGET SUMMARY – (DISBURSEMENT CATEGORY-WISE)**IDA Credit-3012-IN-DPEP-III**

(Rs. In Lakhs)

Category	Brief Description	Spill Over From Previous Year	Fresh Proposals For Current Year	Total (3 + 4)	Expenditure Target for 1999-2000
1	2	3	4	5	6
1.	Civil Works (all construction works)				
2.	(a) Equipment				
	(b) Furniture				
	(c) Vehicles				
	(d) Books				
	(e) Materials				
	(i) Teaching and Learning Material				
	(i) School Infrastructure Grant Rs.2000/-				
3.	Text Books				
4.	(a) Consultant Services				
	(i) Local Consultant				
	(ii) Foreign Consultant				
	(b) Training				
	(c) Workshops & Fellowship				
5.	(a) Staff salaries				
	(b) Honoraria				
	(c) Operation and maintenance cost such as Rent, POL, Vehicle maintenance, Consumables, Office expenses, telephone, electricity, water, audit fees, contingencies, innovation, campaigns, cultural programmes, surveys, wall writing, posters, awards of any type, escorts for children, child labour efforts, exposure visits, meetings, in-house research projects etc.				

Part III

Major Interventions

U.S. DEPARTMENT OF HEALTH
AND HUMAN SERVICES
OFFICE OF INSURANCE REGULATION

D-10294

04-10-98

PROJECT MANAGEMENT

To begin with, there is need to plan for managing the project itself. This means reviewing the personnel and facilities available at the project office, planning to fill up gaps as well as making plans for adequate supervision and monitoring, alongwith co-ordination with agencies within and outside the project. There is need to consider each year what the constraints in the implementation of the project are, and remove these. For instance, projects suffer drastically if adequate personnel is not available. It may be necessary to draw the attention of the state project office to such constraints also. It should be noted that in DPEP each district can use 36 consultancy months per year. This provision has been made so that input can be obtained from the right kinds of resource persons. This provision allows the district to strengthen its existing resource base.

Similarly, unless adequate review meetings or supervision strategies are planned, the implementation of the project could suffer. Creation of the right kind of communication networks with block and cluster level functionaries as well as action on the feedback obtained from them is part of good project management and needs to be planned for. Therefore the AWPB may indicate monitoring, supervision and feedback strategies and activities planned. Similarly, mechanisms for coordination with other agencies should also be indicated clearly. The following information could be included in the progress overview :

	No. of Posts	Sanctioned	Filled	Vacant
(i) District level				

- (ii) No. of consultancy months used in previous year
- (iii) Comment on supervision & monitoring strategies, including links established with BRCs, CRCs schools and VECs
- (iv) Comments on coordination and convergence strategies

After noting down the above interventions, the district should assess how it can strengthen its implementation capacity. Are many posts vacant ? Is there regular supervision ? Is there a good network of communication ? These basics are essential for conducting any programme successfully.

PLANNING AND MANAGEMENT

In DPEP good planning and improvement of the management of the existing primary education system are central. Both these have to be planned for carefully.

As has been noted earlier, the planning process itself is important for planning in DPEP. Therefore each year, it may be worthwhile to ask before making the plan for the forthcoming year what the major gaps in

the planning process of the district are. Is certain important information not available? Has the process of interacting with block and cluster level functionaries and the community to identify needs not been delineated? How is the implementation experience feeding into the planning process? Workshops to review the planning process and improve it could be scheduled every year. Capacity building exercises could be taken up with the help of the state level personnel.

Many districts have taken up extensive microplanning exercises. Since this process is relatively new, there is need to constantly review it and make improvements. It is also important that district annual plans should support the microplanning process.

At the same time, the district may continuously need to ask itself what it can do to improve the existing educational management system. Consultations with the state project office as well as with the educational administrators of the district may be needed. It should be noted that districts may need to hold workshops and discussions to identify the kinds of educational reforms needed. On the basis of the discussions and consultations, a district may then plan various activities which may include training of managers, preparation of resource materials, workshops to discuss processes of monitoring and supervision etc.

DPEP also provides room for innovations that can be taken up in many areas. Well thought out innovations are desirable as they often lead to new and fruitful strategies. Each year a district may plan to take up some new activity that appears needed and beneficial. It may be pointed out that innovative activities should not be taken up for the sake of taking up new activities. They should be considered carefully and taken up to fill in a gap or improve an existing process. These could then be tried out on a small scale and then taken up on a larger scale if found suitable. The innovations planned may be indicated under the respective major intervention.

Needless to say, planning and management are activities that involve a great deal of co-ordination. It is therefore advisable to involve all members of the district teams in these activities.

Information about the current status and activities undertaken in previous year on the following may be included in the progress overview :

- i. Capacity building for planning
- ii. Improvement of Educational Management
- iii. Micro Planning

CIVIL WORKS

District plans may largely follow the pattern as indicated in the section on Civil Works under State plans. Progress review will require information on activities initiated and completed as also budget utilisation in

Format for Progress Overview

Physical Progress

Activity	Total project target	Cumulative till previous year			Fresh proposals
		target	not started	in progress	
DIET					
BRC					
CRC					
New schools					
Buildingless schools					
Addn. classrooms					
Repairs					
Toilets					
Drinking water					
any other...					

Status should be indicated in terms of sites selected, estimates prepared in bidding stage, fund released etc.

Financial achievement

.Total civil works outlay (EFC)					
Year	Fresh proposal	Planned outlay	Expenditure	Spillover	Cumulative expenditure
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					

prescribed formats. In respect of plan proposals, district will separate fresh proposals from ongoing activities.

Districts may sum up status and proposals under this component in the following way :

- types of works approved and initiated in the previous years, status of works undertaken.
- physical targets and achievement
- budget utilization
- supervision and monitoring mechanisms initiated/ planned
- staffing position
- trainings initiated/ planned, personnel trained/ planned to be trained

In addition to the above, plan proposals need to indicate

- preparedness of districts to take on new construction
- implementation plans
- procurement method
- budget proposals

ACCESS & ALTERNATIVE SCHOOLING

Process of Plan Preparation

DPEP commits itself to universalisation of quality primary education. Despite an impressive growth in provision of formal schools a large number of children remain out of school. In order to plan for them, it becomes immensely important to realize the magnitude & profile of out of school children.

Experiences and data suggest that these children come from diverse backgrounds & the reasons that limit access are varied. If one were to examine the nature of reasons that limits access, they could include factors related to physical conditions such as school being very far from the residence; geographical conditions such as river in between the village and the school; socio-economic conditions such as children being engaged in agricultural labour; school related factors such as the school environment not being conducive to retain children. This broad category of out of school children includes dropouts, enrolled but not attend-

ing and non enrolled children. Therefore in order to reach out to all children it first becomes important to accept that the broad category of out of school children is actually quite diverse. Any effort to generalise may lead to distortions. These could include children of remote scattered habitations, children of migrating families, working children, children involved in household works, adolescent girls, children involved in agricultural activities, children of slums in urban areas and many other such categories.

It is also seen that most out of school children come from the disadvantaged sections of the society. Groups which get left out often comprise of girls, children from socio-economically backward, SC and ST groups. Alternative Schooling emphasises on *Equity* being maintained and that essentially requires providing a greater thrust and focus on the disadvantaged sections. Providing education to such children needs concerted efforts. Therefore while planning, it is important to identify and keep in mind this group.

The alternative schooling component of the programme attempts to reach to 'out of school' children in order to increase access to primary education for them. Therefore a variety of activities / strategies designed with this object in mind could be classified under the AS component.

Situations in different districts, blocks & clusters and even villages and towns may be varied and multiple factors may affect accessibility to primary education. Therefore AS necessarily is a flexible, multi-pronged approach. It is an umbrella program under which it is possible for the state / district to work out a variety of strategies based on district specific situation.

Some basic principles that guide planning in AS are as follows:

- Children should be able to access educational facilities either at school or the Non Formal Education centre. But both the systems have been rigid and have not been able to reach to out of school children. In an attempt to provide quality primary education to these children, it becomes important to plan for full time schools which provide for a free pace of learning for children. Thus it would be important to depart from modes such as 2 hour, night schools with a fixed duration of two years. Commitment for ensuring quality means that we should be prepared to take on a renewed pedagogy. Keeping the cost of the strategy low at the expense of the quality is totally unacceptable. Therefore the key is to maintain cost effectiveness without diluting the quality of education being provided to children.
- Since the group to be addressed through the AS strategies are very varied and dispersed, management of the strategies should be highly decentralised and with involvement of local bodies.

To plan the programme it may be useful to keep the following in mind:

- Since the strategies essentially have to cater to varied groups it becomes important to understand the profile of children in great detail as well as the quantum of children with the similar problem in a defined area. Therefore it order to determine both the qualitative & quantitative aspect of the

problem, the state / district may consider conducting any or some of the following :

- House to house survey
- Use of Participatory Rural Appraisal Technique
- In-depth studies on specific issues.

However, prior to undertaking such an exhaustive exercise it becomes important to identify & understand the main problems in the district which may be commonly known. The annual work plan could thus address problems in the district in a phased manner.

Certain pockets with specific characteristics could be identified. For e.g. brick kiln in specific sites; migration common to a certain pocket; child labour in a particular city or agricultural belt; street children in a particular town; tea garden / forest area in a particular region. The district could address a few pockets where the incidence of children out of school are high or which is known to have a specific problem. Strategies could be then planned for that pocket first. A small scale program could be planned for such groups. For example, addressing children of families migrating to sugar fields and factories from district Dangs of Gujarat to Maharashtra.

On the other hand, some problems that run across the state are large in size. The same could be addressed on a large scale with a single strategy intervention; for example children of remote scattered habitations which do not qualify for opening of formal schools as in Madhya Pradesh.

Having identified these common problems, **in-depth studies** may be conducted to determine the nature of the problem. For e.g. children of migrating families. This category may consist of families which migrate for a particular kind of work to a particular place at a particular time of the year as is the case of families which migrate to sugar factories in Maharashtra and Gujarat. However, in other districts of Gujarat, the nature of migration is very different and is dependent on construction and digging works which may be available. The migration in such cases is very ad-hoc. Therefore the details, such as to where the migration takes place, with what object do people migrate, is there a definite route through which they migrate, which family members migrate, regularity of migration, etc. may need to be determined prior to working out a suitable strategy. Similarly children categorised as working children may actually be a very varied group and their situation will need to be assessed, to work out a suitable strategy.

House to house survey would give us a close approximation of the number of out of school children and therefore would help us in actually determining the scale at which we could plan the program.

Having reviewed the `situation` of the district in detail, the district may decide to develop strategies to suit their specific needs. To share some experiences of DPEP I & II & other learning in terms of the strategies designed are the following :

1. **EGS in MP, Mabadi in AP.** These schemes address the need of those small habitations which do not qualify for opening of schools and there is no school existing within 1.5 km radius of the habitation. There are a large number of such habitations in M.P. EGS is a demand driven program under which in case there are 40 children of the school going age group out of school, the Panchayat can propose for a school under the scheme and Govt. is liable to sanction the same within 90 days. (and 30 children in case of tribal habitations). The management of such a school is done by the Panchayat.
2. **Back to School campaign** in UP, AP. This innovative strategy has been planned as a very intensive input where by, through residential camps children are withdrawn from work and educated. The bridge course organised in the camps helps children to attain achievement level which corresponds to their age. For e.g., a child of age 9 is prepared for class 4. Efforts are then made to mainstream the child along with support to him/her in the formal school. Simultaneously the teacher/activist who has taught the child at the camp also works with the school to prepare them to receive such children in school. Preparedness of not only the child but the parent and school is planned for. This strategy brings the agenda of universalisation to the fore front. Advocacy with children, families of children, employers, community based groups and schools and all other stake holders forms the basis of this strategy. The strategy has been grounded with support from an NGO called M V Foundation.
3. **Makhtabs and Madrassas** in Assam, UP. The intervention has been planned for the girls of Muslim families who do not come to formal schools. In such strategies either the *maulavis* are trained to impart formal primary education in the makhtabs or a para teacher is appointed to teach children after the routine of the Makhtab has been completed in the premises of the Makhtab.
4. **AS in MP.** This is an innovative program undertaken by Madhya Pradesh DPEP for out of school children which is based on different pedagogic principles. It is a four hour school which is based on the principle of free pace of learning and demolishes the concept of grades. With the aid of Digantar, an NGO, it has attempted to address the basic reason for dropouts from school. Thus, the emphasis in the program is on group work in the class, teacher playing the role of facilitator etc.
5. **Multigrade schools in Kerala.** This program is also for habitations/villages which do not qualify for opening of new schools. Since these small habitations have fewer children out of school, the schools essentially are multi grade. Thus it also emphasises on group learning, use of self learning material etc. The state has been working on this strategy in collaboration with Rishi Valley.
6. **AS centres in Tamil Nadu.** Schools, have been opened for all children out of school in villages. The strategy is to mainstream them back to school after an input of a year. Those who are not ready to be mainstreamed, continue their education in Alternative Schools.
7. **Residential schools in Gujarat.** Since there is a large number of migratory population which migrates to Maharashtra during the sugarcane harvesting seasons a few extra seats have been pro-

vided for in the already existing Ashram schools. In combination, other strategies are also being thought of to deal with this problem which include seasonal hostels, vocational courses etc.

8. **Sugar Schools in Maharashtra.** For children of families who migrate to sugar factories during the season of harvesting of sugarcane, sugar schools have been started close to these factories. For those who migrate to sugar fields for harvesting, alternate schools have been opened close to the fields and also some provision in the nearby formal schools has been made to accommodate these children during this period of about 6-7 months.

For more details the districts could refer to the write ups available at the SPO of the respective state DPEP, TSG or the NGOs mentioned.

After the district has evolved a suitable strategy in correspondence with the problems in the district, the **strategy development exercise** should further spell out the features of the strategy in detail which make it operational. The **program design** of each strategy could detail out the following aspects :

- a. Stated goal and objectives of the strategy (Also a guiding philosophy, if that has been the basis of the strategy)
- b. Evolve a criteria of selection of villages / habitations.
- c. Method and modalities of data collection about magnitude & profile of children.
- d. Specify the-School hours / camp hours.
- e. Duration of the strategy
- f. Details of space requirements and its organisaton.
- g. No of learners per centre/ camps/ course etc.
- h. Teacher Child Ratio
- i. Guidelines for selection of teacher (to include honorarium, profile of the teacher - educational qualification, desirable features such as whether local or from outside the habitation, any preferences to deprived groups / women etc.
- j. Mode of selection of teachers (if a committee does the selection, who would be its members, what would be the mode of selection- interviews?, discussions? or a workshop? through which desirable features are assessed).

- k. Mode of payment to teachers.
- l. i, j, k being applicable for supervisors too.
- m. Working out the management structure to include
 - * Academic support structure available to teacher- through teacher coordinators, block resource groups etc.

*Coverage area of each support structure

- a. Details of various modes of teacher empowerment such as trainings, fortnightly review meetings, exposure visits, exhibitions, libraries for teachers & children.
- b. List of equipment and material to be supplied to each school/camp etc its procurement and disbursal procedures.
- c. Linkages between the Alternate school, VEC, BRC, CRC, supervisor / teacher coordinator BRG, DRG and SRG & other management structures to be clearly worked out.
- d. Role of groups such as SRG, DRG & BRG.

However all the above elements may not be applicable to all strategies & these elements should be determined in line with the strategy adopted. The component should be planned in close coordination & consultation with all other components. For example, if a back to school strategy is planned, its effectiveness will also depend upon the general environment that has been built to prepare the community. Therefore its effectiveness will be influenced by the community mobilisation that takes place. The nature of orientation to VEC & other community based groups would also effect the strategy. Similarly space in schools, teachers in schools will also need to be planned for. Another e.g. a strategy for bringing back to school groups such as girls, SC/ST may not be successful without addressing certain attitudinal change of schools to receive them.

The AS program could facilitate a closer link between school and out of school children. And this would be possible only if the community & the school management recognizes the school as an institution for all children in the village / urban area. For universalisation to become a mandate of the community & the school, an AS teacher could initiate / facilitate a process that bridges this gap and brings the agenda of universal quality primary education to the fore front..

- Under the component, the state / district could also initiate various action researches.
- Special projects could also be initiated for specific issues depending upon district situation. These

could include

- a) Addressing small towns & cities in the DPEP districts.
 - b) Taking up one block and planning for universal access in it.
 - c) Taking up special child labour endemic regions & work very intensively with them.
 - d) Specific program for girls, adolescent girls or other very deprived groups.
- There are many other schemes & programs for children out of school. Attempts may be made to maximise the efforts of various projects / schemes through convergence. For e.g. working with slum children may require convergence with Municipal Corporation or Dept. of Woman & Child. Yet another example would be convergence with Labour Dept. while planning for working children & so on.
 - *After the state/districts has been able to ground strategies, the nature of activities to be undertaken subsequently will change. In order to work out effective ways of strengthening these strategies on the ground it will be important to maintain a live link with the field. These therefore should be based on consultations and feedback from district functionaries and the community.*

Plan Presentation

The state / district coordinators may comprehensively plan for the AS component listing in detail, the activities & sub activities: financial & non financial items. However, budget summary would only be a derivative of their plan & the major heads may be indicated in the table.

The administrative costs such as the salary of the AS Co-ordinator, his / her vehicle requirements & other administrative costs, may be budgeted under the head DPO or Management.

Detailed costing of a strategy could include the following heads:

- Salary of teacher/activist.
- Books & ed. material for children
- TLM/TLM grant.
- Space
- Furniture & equipment
- Training cost
- Supervision cost
- Community mobilisation cost

It is useful to calculate a per centre/course/camp cost and also the per child cost for each strategy.

Other than detailing of a strategy, certain other activities may also be planned for.

- a). For developing a strategy. For e.g. studies, surveys, convergence meetings, workshop for strategy development etc.
- b). Supporting the strategy to get grounded. These may be initiated at state, district & block levels. For e.g.: Forums at various levels such as the SRG, DRG etc. could be responsible for conceptually planning and implementing the program. Therefore it is important to plan and budget for its formation, functioning and capacity building of its members.

It is possible that many of the activities under a) and b) do not require much financial allocations. However it is important to plan both financial and non financial activities. These activities should be included in the activity plan irrespective of whether they have a financial outlay or not.

In case the expenditure has deviated from the budget the state/district should feel free to reallocate against these activities under a common major head during the year if the need arises. A flexible and need based approach would be needed in order to avoid a rigid system which hampers the essence of the program.

The activity plan must include also activities and sub activities planned to be initiated. The summary table is only a derivative of the activity plan and must be clubbed under the heads provided in the table.

For example : An activity head could be workshops.

However details such as

HEAD : District level activities.

ACTIVITY : Workshops for teacher of AS on TLM

SUB ACTIVITIES : Preparing some material to be used

Identifying RPs (Honorarium, TA/DA as per norms of the district)

Organising the workshop as per the unit cost and the number of participants (includes organising space, stationary, other material, boarding and lodging facilities (if the program is residential)) etc

For the AS program the nature of the activities that could be planned are as given below. ***Considering that as the program develops and the needs evolve the activities will also keep changing. Therefore those suitable to the strategy proposed at the point in time could be planned for.***

State level

- Appointment of State AS coordinator.
- Formation of SRG
- Meetings of SRG
- Exposure visits / cross visits
- Meetings of sub committees of SRG as working groups on specific tasks.
- Workshops (specify details) on A B C
- Review and Development of materials
- Development of training modules
- Training of Resource Persons / Master Trainers
- Consultancy / RPs invited from other programs.
- Review of current program .

District level

- Appointment of District AS coordinator
- Formation of DRGs/ BRGs
- DRG meetings
- Collaboration with NGOs / Agencies, for specific tasks
- Workshops on specific issues (specify the issue)
- Specific projects
- House to house survey / microplanning/ PRA *
- Community mobilisation activities
- Convergence initiatives (with DM, Labour Deptt. , Dept. of Urban, Dept. of W&C, Dept. of urban affairs, DC etc.)
- Block level meetings
- Cluster level meetings
- Exposure visits / inter district visits
- Consultancy / RPs

- Training of trainers
- Training of BRG
- Contingency
- Any other

Further, it may be required to plan for each strategy separately. For example

Strategy A – AS centres for scattered habitations.

(The strategy must be substantiated with the concept elaborated in the write-up).

- Selection of teachers
- Orientation of teachers
- Selection of supervisors
- Orientation of supervisors
- Salary of teachers
- Salary of supervisors
- TLM for children (procurement & disbursement)
- Library & other resource material
- TLM grant
- School grant (if required)
- Furniture & equipment
- Civil works / rent
- Meeting at block level / cluster level
- Visits of supervisors to schools
- Recurrent training
- Community mobilisation activities (the costs need not be calculated as inclusive in strategy cost. However its planning could include the following details):
 - a) Rallies
 - b) Nukkad nataks
 - c) Joint meetings/consultations with FS teachers/unions/VECs/AS/district level officials.
 - d) Meetings with community groups

- e) Balmelas
- f) Home visits to homes of parents / children.
- g) Short duration camps with children. etc.

Strategy B Back to School campaign

(The strategy must be substantiated with the concept elaborated in the write-up).

- Formation of community based groups (youth groups, MTAs, PTAs)
- Meetings with community based groups
- Orientation of community based groups
- Community mobilisation
- Meetings at village level
- Meetings at block level
- Meetings with FS teachers & community & VEC
- Conducting a short term camp. Per camp of no. of children
- Boarding (ration, fuel + other requirements)
- Lodging (space + facilities such as mattress, sheets, soap etc.)
- Equipment (cooking utensils, buckets etc., musical instruments)
- Teachers
- Support staff
- Vehicle / transport.
- Books & TLM
- First Aid – medical expenses
- Play material
- Stationary
- Miscellaneous
- Any other

Alternative Schooling - Progress Overview

Frequency : Annual

Date of compilation :

Activities	Status at the end of the Year	Remarks
<p>District Level Activities</p> <p>Selection & appointment of teacher co-ordinator / supervisors (AS)</p> <p>Selection & appointment of teachers / instructors (AS)</p> <p>DRG meetings (number, major issue discussed & decisions taken)</p> <p>Initial orientation (duration, agency conducting it)</p> <ul style="list-style-type: none"> ● DRGs ● AS coordinator ● Teacher co-ordinator / supervisors ● Teachers / instructors (AS) <p>Specific projects undertaken (for e.g.)</p> <ul style="list-style-type: none"> ● Universalisation cluster ● Child labour ● Urban deprived groups etc. <p>Basis of selecting area / target group - house to house survey / microplanning / PRA / secondary data / any other.</p> <p>Community mobilisation activities (nature, objective, agency and follow up action)</p> <p>Convergence initiatives (Labour Dept., Dept. of Urban, Dept. of W&C, Dept. of urban affairs, NGOs etc.)</p> <p>Block level meetings (duration, frequency & major issue discussed & decisions taken)</p> <p>Cluster level meetings (duration, frequency & major issue discussed & decisions taken)</p> <p>Exposure visits / inter district visits (preparation of visits, profile of participants, number, organisations / programs visited, duration, follow up activities etc.)</p> <p>RPs / collaboration with NGOs (specify details - objectives, nature of work etc.)</p> <p>Training (duration, content, level & participants profile & number)</p> <ul style="list-style-type: none"> ● Teachers / instructors ● Supervisors / teacher coordinators ● BRCs / MTs ● Etc. <p>Action Research Activities (topics, extent, agency, follow-up action)</p> <p>Printing of material / documents (nature of material, objective, dissemination)</p> <p>Basic material & equipment (list of prescribed material, extent of its procurement & distribution i.e. number of centres covered etc.)</p> <p>Workshops on specific issues (specify the issue)</p> <p>Innovations (specify)</p> <p>Any other (specify)</p>		

Please give qualitative information with respect to the above activities. Kindly increase the space under the column *Status at the end of the year* wherever required or attach annexures. All the above activities may not be applicable for your state / district. Kindly provide information with respect to activities followed by your state / district. Indicate not applicable wherever required.

Frequency : Annual

Date of compilation :

Activities	Status at the end of the Year	Remarks
Strategy A : for e.g. Back to School Preparatory activities On-going activities Follow-up activities		
Strategy B : AS centres Preparatory activities On-going activities Follow-up activities		
Strategy C : etc. Preparatory activities On-going activities Follow-up activities		

For example :

Preparatory activities could include site selection, identifying & preparing profile of client group, training of instructors / teachers, supervisors / teacher coordinator, their selection and training, material procurement, material disbursal, community mobilisation awareness campaign.

On-going activities could include enrolling children, material preparation / collation, mobilising children / parents / community groups, training & teacher empowerment activities, monthly meetings & academic support, TLM preparation, monitoring progress, evaluation & certification of children etc.

Follow up activities could include preparation of schools to receive the children, follow up of children admitted to formal school, documentation, review, alternative for children not mainstreamed etc.

Please give qualitative information with respect to the above activities. Kindly increase the space under the column *Status at the end of the year* wherever required or attach annexures. All the above activities may not be applicable for your state / district. Kindly provide information with respect to activities followed by your state / district. Indicate not applicable wherever required.

PLANNING FOR PEDAGOGICAL IMPROVEMENT

The pedagogical improvement programme usually includes the following :

- (i) **Teacher training:** One or two rounds annually covering all teachers. (Some states prefer to have short duration training programmes of 2-4 days duration about 3-4 times in a year). The content, focus and strategy for the annual teacher training rounds may be worked out in consultation with the state level personnel. However, specific needs identified through field visits, monthly meetings, specific situation like single teacher schools, tribal area schools with non tribal teachers, teachers' absenteeism need to be highlighted by the district team when the training strategies are being finalised at the state level. The danger in pursuing a very wide range of objectives and topics in teacher training is that it results in confusion at the school level.
- (ii) **Regular academic support to teachers through BRC-CRC** including monthly meetings of teachers, school visits, TLM making workshops, classroom observation exercise etc.
- (iii) **Academic supervision** through DIET, BRC, CRC, educational administrators like BEO/SI/ ADI etc.
- (iv) **Preparation of appropriate TLM** (using Rs. 500/-) for classroom transaction and also supplementary/ self learning materials for use by children. Specific workshops or meetings with teachers may be provided to ensure preparation of appropriate TLM at block/ cluster levels.
- (v) **Activities for teacher involvement & motivation** (in addition to training programmes, school visits etc.) : Teachers' conventions/ Melas, TLM competition, teachers' awards, conduct of action research by teachers etc.
- (vi) **School (teacher) - community interaction** This could include interaction during teacher training programmes or VEC training programmes, regular PTA meetings, involvement of teachers & community in school functions, enrolment drives. Some states have initiated work to create community awareness about the new approaches in classroom transaction & encourage parents to contribute to classroom transaction e.g. Story telling sessions, history of the village etc. especially for grade I & II.
- (vii) **Establishing linkages between DIETs/ DRGs & BRC/CRC** and ensuring that the academic nature of school visits, monthly meetings is maintained. The DIET should definitely be involved in all the activities at district and sub district levels.
- (viii) Needs assessment for training needs of teachers, generation of small initiatives for experimental cluster based projects on multi grade teaching, pupil evaluation, language learning strategies etc. Certain initiatives taken by individual BRCs and CRCs would need to be supported and if found interesting shared with other clusters and blocks.

- (ix) **BRCs/ CRCs to become real resource centres:** The challenge is to ensure a wide range of activities (which are cohesive and guided by a clear vision) that could bring about quality improvement in schools. Annual teacher training programmes are just one of the inputs for the pedagogical improvement plan.

While doing this, it is necessary to ensure that there is clarity about the direction of the effort and a constant interaction/ reflection at all levels is stressed. DIET/ DRG members, BRCs/ CRCs must be constantly working out school improvement strategies, ideas on better transaction of different topics/ lessons in the primary curriculum. The Resource Persons would be responsible for themselves trying out in schools the materials and activities worked out by them. The ultimate task of success of the quality improvement effort would be changes in classroom transaction in various parameters. This would have to be constantly in focus.

- (x) **The capacity building effort for DIET faculty, BRCs and CRCs** would have to be systematic & sustained. They should not be oriented only as MTs as part of annual teacher training programmes but for much better understanding of content & methodology issues. Many states have created resource groups at block & cluster levels also consisting mainly of primary school teachers to support the work of BRCs & CRCs. Capacity building of institutions like DIET, BRC & CRC is a major challenge and should be provided for systematically. Training of faculty members of DIET, BRC & CRC coordinator should be taken up for a number of issues and topics round the year. Other resource persons associated with teacher training, academic supervision should also be oriented frequently so that they are equipped to make useful inputs during training programmes and school visits. This is often a major gap area. Capacity building often remains confined to orientation of resource persons for a particular round of teacher training programmes. The requirement of regular development and supply of some materials including books, activity packages, journals, articles, sample lesson plans etc. should be undertaken with and for these resource persons.
- (xi) **Action Research by teachers, BRC/ CRC/ DIETs:** DIETs, BRCs & CRCs could be asked to work with laboratory schools to implement the strategies being advocated in training programmes. It is necessary to see that there are adequate provisions at DIET/ BRC/ CRC for travel, honorarium, contingency, books etc. to support frequent school visits, academic supervision, teachers' training, TLM preparation etc.
- (xii) **The material being prepared under DEP (Distance Education Project)** must be in accordance with the overall strategy & thrust for the coming year. Some of the material could also help as material for monthly meetings at BRC-CRC level.
- (xiii) The integration of TLM and classroom transaction strategies e.g. Activities for different topics must be understood clearly. There is insufficient clarity regarding the child centred activity based teaching practices, integration of TLM with classroom activities, linkages of activities for groups & self learning with the textbooks and the curriculum.

Some states (even some districts) have taken initiatives to work out appropriate teaching learning practices for existing textbooks for various kind of school situations with varying degrees of emphasis on teacher initiated, group & self learning activities.

- (xiv) Another area where more work is required in most DPEP districts is the conceptual clarity, teaching process, activities & materials for Maths, Science & Social Studies (EVS) for class III, IV & V. Certain states are addressing these through developing content based programmes and materials for discussion in BRC/ CRC meetings, dissemination through teachers' newsletter, and special orientation programmes of BRC/ CRC.
- (xv) **Pupil Evaluation:** Usually the strategy for any change in approach for pupil evaluation may be decided at the state level. However, it is useful if DIETs, BRCs and CRCs experiment with alternative approaches for pupil evaluation which are in accordance with the new pedagogy being advocated in the training programmes. Some states also budget for preparation of report cards etc.
- (xvi) Some districts provide allocations for pilot projects or experimental clusters for specific initiatives e.g. multi grade teaching, introduction of new methodologies of language teaching, school community interaction etc. These have proved to be very useful.
- (xvii) **School Improvement:** Quality improvement is ultimately reflected in the increased learning of children as well as better retention of children in schools. The thrust of some of the activities mentioned in pedagogical improvement has been on teacher development and appropriate classroom transaction strategies. However, in most rural (and even urban) situations school improvement is much more than teacher development. It would involve the whole range of activities for improving school infrastructure, provision of adequate number of teachers, notion of school as an organisation that can plan for its own improvement with the help of local resources, aspects of school and community interaction, making the school a very attractive place and providing adequate opportunities for all categories of children, children of disadvantaged groups and including arts, games and music etc. as a part of school activities.

Planning for school improvement would need to be a joint exercise of the school teachers along with CRC & BRC coordinators and local community leaders. This could form an important part of the task of BRCs and CRCs. Some specific activities which may require a financial allocation may be :-

- (i) School improvement grant @ Rs. 2,000/- per school.
- (ii) Provision of certain materials for use by children e.g. durries etc., storage facility for teachers etc.
- (iii) Providing book banks for textbooks and workbooks for children who are not covered under DPEP for providing free textbooks. These could be used by such children on a sharing basis.

- (iv) Organisation of school functions, Bal Melas etc.
- (v) Supply of library books for schools. Districts may do well to look at appropriate books for children and teachers that are now being used in different states. Often the materials/ books supplied to schools are not graded and do not correspond to the level of children. Supply of library books would need to be accompanied by teacher orientation, reading promotion campaigns etc.
- (vi) Orientation of educational administrators, supervisors on the changes envisaged in teaching learning process, pupil evaluation, school community interaction etc. so that there is synergy in the efforts of DPEP structures and the line education functionaries.

Format for Progress Overview for Pedagogy

Activity	Status
<p>BRC (Block Resource Centre)</p> <ul style="list-style-type: none"> ● Availability of the total no. of BRC coordinators at the end of year (March 31st) ● Availability of the total number of Resource faculty at BRC at the end of year --- Vacant positions ● <i>Details</i> of equipments available at BRC ● Contingency and amount spent on school visit, monthly meeting, & workshops <p>CRC (Cluster Resource Centre)</p> <ul style="list-style-type: none"> ● Availability of the total no. of CRC coordinators at the end of year (March 31st) ● Availability of the total number of Resource faculty at CRC at the end of year --- Vacant positions ● <i>Details</i> of equipments available at CRC ● Contingency and amount spent on school visit, monthly meeting, & workshops. <p>Teacher Training</p> <ul style="list-style-type: none"> ● Total number of teachers trained ● Focus of Training ● Cascade of Training <p>Textbooks and Curriculum</p> <ul style="list-style-type: none"> ● Textbooks developed this year ● Textbooks under field trail ● Textbooks introduced in the schools <p>Total number of workshops held at state level with objectives</p> <p>Any other new developments</p>	

COMMUNITY MOBILISATION AND PARTICIPATION

Progress Overview

Strategies and activities on Community Mobilisation and Participation	Activities undertaken so far	Activities undertaken in previous year	Impact
<p>Community Mobilisation/ Environment Building Activities</p> <p>Capacity Building Activities for VECs/ PTA/ MTA/ NGOs/ Panchayats for Participation (Training/ Workshops/ Meetings held/ Exposure Visit) etc.</p> <p>Capacity Building & Networking for Participation meant for DPEP Staff. DRG/ BRG (Trainings/ workshop/ Meetings held/ Exposure Visit)</p> <p>Material Development and dissemination</p> <p>Other information regarding setting up and strengthening mechanisms (Setting up BRG/ DRG/ involving NGOs, engaging consultants etc.) for community participation</p>			

Comments on the following may be provided while analysing the progress made:

1. Did the strategies for Community Mobilisation work up to expectations ? What are the constraints encountered ?
2. Comment on the mobilisation activities and their impact and constraints.
3. In view of the impact and constraints what modifications have been brought into the strategies of community mobilisation ?
4. Did the strategy for capacity building of community organisations, NGOs and of relevant DPEP officials as well as Resource Groups at various levels work as planned ? What has been the impact and what are the constraints faced ?
5. Did the materials produced to be utilised for community mobilisation and participation yield desired results ? What are the problems faced ?

RESEARCH & EVALUATION

Under the component of research and evaluation, activities envisaged at different levels are:

- Research studies on various emerging issues which are either undertaken by DPEP state, district and sub-district level structures (SPO, SCERT, SIEMAT, DPO, DIET, BRC, CRC, Teachers) or sponsored researches from universities and other research institutions including NGOs;
- Impact assessment (evaluative) studies on all major interventions initiated which are also either undertaken in-house or commissioned to external institutions; and
- Action research projects undertaken by teachers and other educational practitioners (CRC Coordinators, BRC Coordinators, DIET faculty members etc.)

Apart from the above, different levels might plan training programmes for capacity building in action research methodology etc. Dissemination is the key to effective utilisation of research findings and hence, sharing workshops and seminars also will be part of activities under this component. In order to give directions to the activities under this component Resource Groups would have been set up by districts / states and meeting of the groups may also mentioned in the AWP.

Plans will provide information on efforts initiated towards the above activities in their component wise review of past performance as well as future proposals:

- Formation of research advisory bodies
- Linkages and networking with participating and consulting institutions / agencies / arrangements and individuals
- Identification of research problems
- Designing and commissioning of studies guidelines for research grants prepared at different levels, if any
- Preparatory and other activities for systematic evaluation of different project inputs and processes
- Directory of resource persons / institutions for utilising expertise whenever needed promotion of action researches at the district and school levels (workshops to prioritize research areas; discuss methodology)
- Analysis for findings and efforts initiated to disseminate research findings policy makers and practitioners and integrate them into the subsequent year's work plan

- Monitoring mechanism especially in case of sponsored researches.

In addition to the above indicative list, the research and evaluation plan of the State and districts for the concerned year will identify activities initiated / planned in respect of the following.

- Areas to be addressed during the year through research-short term, medium term and long range (both in-house and external)
- Required research skills and competencies to deal with identified research problems
- Strategies to carry out or commission research studies
- Mechanisms for monitoring, evaluating and follow up of research work
- Staffing pattern for 'R & E'

Physical Progress

I. Research and Evaluation Studies (Annual in AWP)

Studies Undertaken	In-house/ External	Total Cost (Rs.lakhs)	Amount Released (Rs.lakhs)	Completed or Not	If not, Anticipated Completion Date	Dissemination Workshop / Conducted / Planned Date	Level(s) at which Dissemination Organised (State / District)

II. Capacity Building Programmes (Action Research, Research Methodology etc.) (Annual in AWP)

Programmes	Per Training Programme Cost (Rs.lakhs)	Levels at which Imparted (State/District)	Target Participants (Categories)	Total Coverage		Researches Initiated on Completion of Training
				No. of Programmes	No. of Participants	

III. Others (Annual in AWP)

	Status at End of Last Year	Status at Present
Number of Posts Sanctioned Filled		
Research Advisory Group Meetings Conducted		

GIRLS' EDUCATION

Situational Overview of Girls in DPEP Districts

DPEP's commitment to universalize primary education necessarily implies equal and universal participation of all children regardless of religion, caste, creed, sex, etc. Thus, special attention to certain disadvantaged groups of children would be imperative if the goal of UPE is to be achieved. Girls, who comprise almost one half of the eligible child population, fall into this category of children requiring special attention as their participation in primary education has been far from the desirable. In this context it must be recognised that their participation levels tend to decline in the case of particular social groups such as SCs, STs, minorities, OBCs, etc. Data has clearly indicated that girls' enrolment and retention have been low as compared to boys and this has widened the gender gap which DPEP seeks to reduce.

Given this overall situation and DPEP's thrust on area specific contextual planning, the deterrents to girls' education in general and in particular (among social groups and in geographic locations), must be addressed. These deterrents are rooted in their homes and society. Educating girls is commonly perceived as unnecessary: mainly on account of the role they have been assigned in running the house (which often has economic implications for the family) and also because they will eventually leave their parental homes after marriage where their skills in household chores will hold them in better stead. Girls who reach the schools are likely to face non-supportive environment in the classroom and schools as these are mere extensions of their own social moorings, serviced and managed by those who are a part of the very social order to which they belong.

Poor retention of girls is attributable to two main factors. The first is the tendency of parents to withdraw them from school on attainment of age (say 9+ years) as they become capable of fulfilling certain domestic needs (sustenance activities and sibling care) while the second is the school environment itself which neither encourages girls nor is able to bring out the best in them. During the seasons for harvest, marriages, festivals, etc. girls' attendance at school suffer a setback as they are kept back at home. In the absence of any mechanism to address their needs as a result of these periods of absenteeism, their achievement suffers. This earns them the dubious distinction of being dullards. Thus begins the cycle of teachers' neglect in the classroom leading to disinterest and demotivation eventually resulting in their leaving school.

Added to these are natural barriers. Distance to school, lonely paths leading to school, forests, streams/ rivers, undulated terrain that have to be crossed on the way to school are some examples of natural barriers.

The specific situations of girls may vary across districts, blocks and clusters. There is a need to focus on special problems in specific areas, which could vary considerably. These variations will have to be taken into account while planning in order to duly address them through different strategies. Thus, while there would be a generic strategy applicable to all girls in the district, there would have to be certain specific strategies to counter the acute situations faced by girls in certain pockets.

In the context of planning activities for girls' education it must be borne in mind that there are two broad approaches that may be followed:

- Integrate the gender perspective in the activities of various functional areas. These could be in the areas of :
 - Community Mobilisation
 - Alternative Schooling
 - Special Focus Groups (Tribal, IED, SC Minorities, etc.)
 - Teacher Training
 - Text Books
 - VEC training
 - Civil works
 - Research, etc.
- Formulate a set of unlinked independent gender activities for which separate physical and financial targets are set against which their progress may be monitored.

For those involved in formulating the plans for girls' education it would be useful to keep the following in mind :

- Ensure that the plan incorporates both the
 - generic and specific interventions
 - integrated and unlinked interventions

This calls for an interactive planning process such that the essentials are not left out. This interactive process would facilitate integration of activities under various functional areas that would impact on improving girls' participation in primary education. Convergence among functional areas while planning will lead to convergence in implementation.

- The decision to continue/discontinue previously attempted activities should be based on :

- Review of the previous year’s activities in terms of their usefulness, effectiveness, relevance in the present context, etc.
- Analysis of field situations and emergent needs and priorities
- Analysis of data available – to particularly plan focused interventions in a more intensive manner to ensure better results
- Sources of data/information that may be referred in the planning process :
 - EMIS data
 - Micro planning/house to house survey data
 - Reports of interim review meetings
 - Research and evaluation studies
 - Feedback from field visits
 - any other
- Ensure that the proposed activities
 - are in some logical sequence and are not activities in isolation
 - have the built in component of follow up, particularly in the case of training/ orientation, such that investments made towards capacity building yield some results in the field
 - have a strong monitoring component
 - are duly supported by necessary activities at the SPO level
 - are broken into sub activities, both costed and uncosted
- A suggestive list of unlinked activities that may be undertaken by any district for the promotion of girls’ education is being provided on the basis of what different DPEP districts have proposed in their AWPBs.
 - i. Personnel

- Gender Co-ordinator
 - Mandal Resource Persons
 - Sahayogini
 - Zila Sanchalika
 - Block Sanchalika
 - Other
- ii. Consultants
- iii. District Resource Group
- formation
 - orientation
 - meetings
 - activities (including TA/DA/honorarium)
- iv. Block Resource Group
- formation
 - orientation
 - meetings
 - activities (including TA/DA/honorarium)
- v. Cluster Resource Group
- formation
 - orientation
 - meetings
 - activities (including TA/DA/honorarium)
- vi. Issue based Seminars/ Workshops
- vii. Trainings/orientation of project functionaries
- viii. Exposure visits
- ix. Review/Planning meetings
- x. Participation in workshops, seminars, meetings, etc.
- xi. Convergence – meetings, field visits, etc.

- xii. NGO grants
- xiii. Material development
 - Environment Building
 - Women's awareness
 - TLM, Supplementary reading material for teachers, CRC & BRC Co-ordinators, etc
 - Training
- xiv. Printing of Material
 - Environment Building
 - Women's awareness
 - TLM, Supplementary reading material for teachers, CRC & BRC Co-ordinators, etc
 - Training
- xv. Distribution of material
 - EB
 - Women's awareness
 - TLM, Supplementary reading material
 - Training
- xvi. Module development
 - Training – Teachers CRCC, BRCC, VEC, MTA, PTA. etc.
 - Orientation – Resource Persons, Resource Group
- xvii. Handbook
 - Development
 - Printing
 - Distribution
- xviii. Training/Orientation
 - Project functionaries
 - Resource Persons
 - MTA members
 - Women members of VEC
 - Women's groups

- NGOs
 - Members of PRIs
- xix. Special campaigns for the promotion of girls' education
- xx. Village specific interventions in difficult areas – Model Village Approach
- xxi. Meena Campaign
- xxii. Model Cluster Approach
- xxiii. Ashramshalas for girls
- xxiv. Awards to schools for good retention of girls
- xxv. Educational Incentives for girls
- xxvi. Escorts for girls
- xxvii. Coaching for girls
- xxviii. Special Interventions
- xxix. Innovation, especially to address issues of sibling care and tending to cattle
- xxx. Documentation and reporting
- Report writing
 - Photographs
 - AV documentation
 - Case studies
- xxxi. Studies
- xxxii. Mahila Samakhya (applicable in States where the programme is being implemented)
- xxxiii. Contingency
- xxxiv. Any other (to include other activities not listed above)

Progress Overview (District) : Physical

S.No.	Indicators	Physical Target		Status
		No.	Target group	
1.	Personnel in position <ul style="list-style-type: none"> • Gender Co-ordinator • MRPs • Sahayogini • Zila Sanchalika • Block Sanchalika • Other 			
2.	Consultants			
3.	DRG <ul style="list-style-type: none"> • formation • orientation • meetings • activities 			
4.	BRG <ul style="list-style-type: none"> • formation • orientation • meetings • activities 			
5.	CRG <ul style="list-style-type: none"> • formation • orientation • meetings • activities 			
6.	Issue based Seminars/ Workshops			
7.	Trainings/orientation of project functionaries			
8.	Exposure visits			
9.	Review/Planning meetings			

S.No.	Indicators	Physical Target		Status
		No.	Target group	
10.	Participation in workshops, seminars, meetings, etc.			
11.	Convergence – meetings, field visits, etc.			
12.	NGO grants			
13.	Material development <ul style="list-style-type: none"> • EB • Women’s awareness • TLM, Supplementary reading material • Training 			
14.	Printing of Material <ul style="list-style-type: none"> • EB • Women’s awareness • TLM, Supplementary reading material • Training 			
15.	Distribution of material <ul style="list-style-type: none"> • EB • Women’s awareness • TLM, Supplementary reading material • Training 			
16.	Module development <ul style="list-style-type: none"> • Training – Teachers CRCC, BRCC, VEC, MTA, PTA, etc. • Orientation – Resource Persons, Resource Group 			
17.	Handbook <ul style="list-style-type: none"> • Development • Printing • Distribution/Usages 			

S.No.	Indicators	Physical Target		Status
		No.	Target group	
18.	Training <ul style="list-style-type: none"> • Project functionaries • Resource Persons • MTAmembers • Women members of VEC • Women's groups • NGOs • Members of PRIs 			
19.	Special campaigns for the promotion of girls' education			
20.	Village specific interventions in difficult areas			
21.	Meena Campaign			
22.	Model Cluster Approach			
23.	Ashramshalas for girls			
24.	Awards to schools for good retention of girls			
25.	Educational Incentives for girls			
26.	Escorts for girls			
27.	Coaching for girls			
28.	Special Interventions			
29.	Innovation			
30.	Documentation and reporting <ul style="list-style-type: none"> • Report writing • Photographs • AV documentation • Case studies 			
31.	Studies			
32.	Mahila Samakhya			
33.	Contingency			
34.	Any other			

EARLY CHILDHOOD EDUCATION (ECE)

Recognizing that Early Childhood Education is a support programme for universalisation of primary education, ECE is an essential component of DPEP. ECE in DPEP is seen as a vital input towards :

- preparing children, particularly first generation learners, for primary school – school readiness
- facilitating participation of girls in primary school by relieving them from sibling care responsibilities

The approach to ECE could be as follows :

1. Coordination with ICDS

- to ensure that school timings and Anganwadi Centre timings are the same
- to ensure that the primary schools and Anganwadi Centres are located close to each other.
- providing TLM to strengthen the ECE component of Anganwadi Centres
- capacity building of ICDS functionaries for strengthening the ECE component

2. Innovative methods in areas not covered by ICDS (hamlets with population less than 1000 or less than 700 in tribal habitations)

- Opening of ECE centres
- Allowing children to bring siblings to schools where some lessons on early childhood stimulation is included in the syllabus (could be tried out on an experimental basis)
- Community mobilisation for supporting child care

A suggestive list of activities that may be undertaken by any district for the promotion of girls' education by providing ECE services is being provided on the basis of what different DPEP districts have proposed in their AWPBs.

1. Personnel in position -

- ECE Co-ordinator
- ECE Worker

- ECE Helper
 - ECE Supervisor
 - AW Worker (ICDS)
 - AW Helper (ICDS)
2. Consultants
 3. DRG
 - formation
 - orientation
 - exposure visits
 - meetings
 - activities
 4. Advocacy
 5. Workshops
 - Conceptual
 - Material development
 - Other
 6. Trainings/orientation
 - ECE functionaries
 - ICDS functionaries
 - ICDS – CDPOs and Supervisors
 - VEC/MTA/Mothers' Association
 - School Head Teacher /school teacher
 7. Exposure visits
 8. Provision of material/ grant to ICDS Centres
 9. Starting and running DPEP managed ECE Centres
 10. Review/Planning meetings
 11. Participation in national and other Workshops, Seminars, Meetings, etc.

12. Convergence – meetings, field visits, etc.
13. NGO grants
14. Studies
15. Monitoring
16. Documentation
17. Contingency
18. Any other (to include other activities not listed above)

Progress Overview (District) : Physical

S.No.	Indicators	Physical Target		Status
		No.	Target group	
1.	Personnel in position <ul style="list-style-type: none"> • ECE Co-ordinator • ECE Worker • ECE Helper • ECE Supervisor • AW Worker (ICDS) • AW Helper (ICDS) 			
2.	Consultants			
3.	DRG <ul style="list-style-type: none"> • formation • orientation • exposure visits • meetings • activities 			

S.No.	Indicators	Physical Target		Status
		No.	Target group	
4.	Advocacy			
5.	Workshops <ul style="list-style-type: none"> • Conceptual • Material development • Other 			
6.	Trainings/orientation <ul style="list-style-type: none"> • ECE functionaries • ICDS functionaries • ICDS –DPOs and Supervisors • VEC/MTA/Mothers' Association • School Head Teacher /school teacher 			
7.	Exposure visits			
8.	Provision of material/ grant to ICDS Centres			
9.	Starting and running DPEP managed ECE Centres			
10.	Review/Planning meetings			
11.	Participation in national and other Workshops, Seminars, Meetings. etc.			
12.	Convergence – meetings, field visits, etc.			
13.	NGO grants			
14.	Studies			
15.	Monitoring			
16.	Documentation			
17.	Contingency			
18.	Any Other			

INTEGRATED EDUCATION

The main task of DPEP is to move towards the universalization of Primary Education. Universalization cannot take place if 10% children, who have some physical, intellectual or emotional limitations are excluded from the general mainstream of education. DPEP is a bold initiative to extend the advantages of quality primary education for children with disabilities.

The 5 categories being considered under IED are:

- Visual impairment
- Hearing impairment
- Orthopaedic impairment
- Learning disabilities
- Mental retardation

IED under DPEP :

To provide for the Integrated Education of the Disabled children, DPEP will fund interventions for the Integrated Education of primary school going children with integrable and mild to moderate disabilities.

Towards this end, DPEP proposes :

- Setting up of an State Advisory Group for integrated education in DPEP with at least three experts in this field. These can comprise of medical experts, psychologists, neurologist and special educators.
- Setting up of a similar smaller group/ team at the district level.
- Appointment of IED Co-ordinator at the district level.
- Networking with NGOs, special schools and other such individuals/ organisations with enough exposure and experience in this area.
- Development of skills and competencies in primary school teachers through in-service teacher training.
- Recruitment of 3 resource teachers at the block level.
- Construction of a resource room at the block and cluster level as a part of the already existing BRC/ CRC.

- Provision of essential rehabilitation and educational aids and appliances to primary school children with special needs.
- Removal of architectural barriers and development of innovative designs (construction of ramps in the school, extra space to keep the additional equipment needed by children with disabilities).

Therefore to improve the enrolment, participation and retention of disabled children, the states must take the following steps:

Setting up of a State Resource Group. The SRG can help in the following:

1. Establish linkages with the NGO's special schools or other institutions/ organisations working in the area of disability.
2. To explore and scan the existing schemes going on in the area of disability in the state.
3. To list areas of convergence (survey, aids and appliances) with the on-going schemes.
4. To standardize the modules prepared for training at various levels under IED
5. To convene periodical meetings to discuss the plans and progress in IED
6. To select one block in every district to launch the IED programme.
 - Appointment of a district coordinator for IED
 - To conduct survey of both in and out of school going children with special needs.
 - Establishment of an assessment team at the district level. This team should adequately evaluate every identified disabled child
 - To conduct formal assessment of these children to ascertain the degree of disability. It should be borne in mind that only children with mild and moderate disabilities will be brought to DPEP schools.
 - Provision of aids and appliances to children with disabilities. Such items may be purchased through DPEP funds subject to first assessing available aids and appliances under existing schemes of the Department of Education, Ministry of Welfare, Govt. of India etc.
 - Imparting pre-integration skills to children with moderate disabilities so that they acquire some basic functional and communication skills before they can be mainstreamed into regular

schools. Convergence with the ECCE centers could be undertaken for this. Assistance from NGOs or other organizations can be taken. A booklet has been produced by Ed.CIL for this purpose and has been given to all the states.

- General teachers need to be oriented in the area of IED. The teachers should be imparted training in all the 5 areas of disabilities being considered under DPEP: visual impairment, hearing impairment, learning disability, orthopaedic handicap and mental retardation. Teacher training should be for around 5-7 days. For this purpose, the state should first explore the material already available in the state (modules / training material). In case this is not readily available, modules should be prepared by the state with the help of experts present in the state. A small component of IED should also be added in the on-going general teacher training.
- Recruitment of resource teachers in the blocks chosen. 3 resource teachers to provide on-site assistance to general teachers should be appointed. These can be from the areas of visual impairment, hearing impairment and mental retardation.
- Under civil works, removal of architectural barriers to make schools more disabled friendly should be undertaken. Innovative designs such as provision of ramps, handrails must be considered.
- A resource room to keep more expensive equipment required by children with special needs to be made a part of the existing BRC/CRC structures.
- IED should be made an important part of all on-going community mobilization programmes.
- Recruitment of a parent of a disabled child in the VEC.
- The states can take assistance from NGO's/ institutions working in the area of disability for conducting survey, teacher training programmes, parental counselling and if need be, for the provision of aids and appliances. It should be borne in mind, however that those institutions that are being used by the states for the purpose of teacher training should be recognised by Rehabilitation Council of India (RCI).

Persons with Disabilities (Equality of opportunity, Protection of rights and Full participation) Act, 1995, makes very comprehensive provisions for the education and rehabilitation of Persons with Disabilities. Creating a non-discriminating environment is one of its strong points. Non-handicapping environment must, according to the Act, be provided to all students with disabilities.

DPEP has already taken some important initiatives towards the implementation of the educational provisions of this Act. The purpose of the above suggestions is to hasten this process so that we cover a substantial percentage of disabled children, particularly in rural areas.

Progress Overview

Specific Activities	Progress during the last year					Current status				
Activity description										
IED coordinator at state level in place										
Compilation of survey data	VI	HI	OI	LD	MR	VI	HI	OI	LD	MR
Procurement of aids and appliances										
Compilation of no. of disabled children enrolled in schools										
Compilation of no. of teachers trained										
No. of resource teachers in place										
Accessibility of the school <ul style="list-style-type: none"> • Ramps • Handrails • Resource centres 										
Research studies										
Preparation of video										
No. of workshops										
Contingencies										
Any other										

- VI : Visual Impairment,
 HI : Hearing Improvement,
 OI : Orthopedic Impairment,
 LD : Learning Disability,
 MR : Mental Retardation.

MEDIA

Media and communication strategy play a vital role in the advancement of DPEP.

The objectives of a national communication strategy are to :

- Raise the visibility of DPEP as a national programme which would help the process of universalising primary education.
- Mobilise opinion makers, legislators and policy makers.
- Motivate the State and other implementing agencies at different levels.
- Motivate the community, NGOs and other local bodies to participate in the Programme.

There are broadly two systems of communication that need to be looked at :

1. Within the programme that targets the community to address enrolment, retention etc.
2. One that targets policy makers, academicians and the larger public.

Media plans at the district, State and national levels must fulfil requirements of both the target groups. While environment building exercises using traditional folk media, effective communication materials etc. would address the first group, media advocacy is essential to sensitise the larger group to DPEP in support of the Programme. For this, networking with the media, both print as well as electronic is required. Events, seminars, discussions etc. can be organised to sensitise policy makers to DPEP. Production of films, documents, photo-documentation of the events and processes under DPEP are also vital areas that must be addressed.

The progress overview may include the following :

- | |
|--|
| <ol style="list-style-type: none">1. Development and production of publicity material.<ol style="list-style-type: none">a. Print materialb. Audioc. Videod. Others (Posters, banners, photo, charts, cutouts, wall courting etc.) |
|--|

2. Distribution of Publicity Material
 - a. Print material
 - b. Audio
 - c. Video
 - d. Others
3. Press Releases, Features Meets
 - a. Press Releases
 - b. Feature articles issued
 - c. Press meets/ Press briefings.
4. Media workshop/ seminars
 - a. For project functionaries
 - b. Rural reporters/ media
 - c. Others
5. Folk and Traditional media activities
6. Exhibition and Melas
7. Documentation
8. Field visits
9. Equipment procured
10. Film shows/ presentations
11. Other activities.

DISTANCE EDUCATION COMPONENT

Distance Education Programme (DEP) has been envisaged as a National component to supplement and strengthen the ongoing training activities

- It must be noted that all activities are primarily directed towards Teacher Education and Training. However, other personnel in the Primary Education, associated with training teachers are also to be involved viz.
 - Resource persons / Master Trainers
 - CRC / BRC Coordinators
 - DIET faculty, etc.
 - Supervisory staff

The other groups such as VEC / NFE functionaries and others may also be given due consideration while planning the AWP&B for Distance Education.

- Further, it must be noted that following two major activities in Distance Education are to be initiated:
 - Capacity building among the State personnel in development, production, and delivery of DL materials; and
 - Development of DL materials and packages on
 - a. contextual and pedagogical issues for teacher educators and teachers
 - b. content upgradation for teachers
 - c. contextual issues for other personnel.
- Packages as support materials related to Gender sensitisation, Community mobilisation, Alternative Schooling, ECCE & IED as per the State requirement may also be considered while preparing the AWP&B.
- The Capacity building activities are inter-related whereas development and production of DL materials need not be linked to capacity building.

AWP&B format for Distance Education (DE) component: State/District Plan

	Plan for previous year		Achievement previous year		S.O. to next year (Current)	Fresh Proposal	Total for current year
	Amount allotted	Amount Reappropriated	Expenditure incurred	Balance	Amount to be carried over	Amount	Amount
SALARY a) Salary for Distance Education Coordinators b) Consultancy, as and when required TRAINING/CAPACITY BUILDING a) Orientation of Field Functionaries such as DIET faculty, DRG, BRC/CRC, etc. regarding Distance Education b) Training in Audio Script Writing* c) Training in Video Script Writing* d) Training in preparation of print materials (SIM/ Posters/Charts/ Media notes/ Brochures, etc.)* e) Training in use of DL materials to DRG/BRC/CRC f) Training through Teleconferencing* DL MATERIALS: Selection, Development and Distribution a) Development of print materials b) Non-print (i) Audio (ii) Video c) Multimedia Packages d) Software for Teleconferencing* e) Production of DL materials and Distribution							

	Plan for previous year		Achievement previous year		S.O. to next year (Current)	Fresh Proposal	Total for current year
	Amount allotted	Amount Reappropriated	Expenditure incurred	Balance	Amount to be carried over	Amount	Amount
f) Duplication and Distribution of DL materials							
RESEARCH ACTIVITIES							
a) Conducting Need Survey							
b) Monitoring and Evaluation of use of DL materials							
c) Impact Studies of practices/activities*							
EQUIPMENTS							
a) DRS*							
b) TV/VCR							
c) Fax machine for DIET (only for Teleconferencing Programme)							
d) RCCP							
WORKSHOPS / SEMINARS							
a) Planning							
b) Sharing Experiences							
c) Seminar							
DOCUMENTATION							
a) Practices							
b) Activities							
c) TL Materials							
FIELD VISITS*							
CONTINGENCIES							

Expenditure to be met by the DEP.

- The AWP&B for Distance Education is to be prepared by the Distance Education Coordinator or person nominated by the State Project Director wherever DEC is not appointed.
- Before preparing the AWP&B of the State, the District-wise AWP&B for this component needs to be prepared which should be reflected in the State plan.
- The activities, which are asterisked will be fully funded by DEP. Other activities will be initiated and funded by the State after appraisal by the DEP.

MANAGEMENT INFORMATION SYSTEM

The Management Information System (MIS) in DPEP has two components, namely Educational Management Information System (EMIS) and Project Management Information System (PMIS). EMIS provides valuable information about educational issues and management of schools, and PMIS provides information about project management. Both these components are meant to be an aid for better analysis of issues and improvement in planning. It is not enough in MIS to simply generate information. The aim of the whole exercise is on analysis, dissemination and effective use of the data generated.

The following are some of the major steps in EMIS data collection and analysis.

1. Training for collection of data
2. Collection of data
3. Storage of data
4. Validation of data
5. Data compilation
6. Data analysis
7. Dissemination of information
8. Integration of information for planning
9. Planning for additional sample surveys and studies

EMIS statistics are collected as on 30th September for each school every year. When planning for EMIS, all the above steps need to be scheduled. It is specially important to provide for workshops for analysis and dissemination of data. These need to be conducted not just within the MIS unit but with all project functionaries. Workshops should also to be conducted at block and cluster levels to understand issues. Equally important is planning for validation of the data collected. Each district needs to plan how it will ensure that the data collected is accurate. Capacities to analyse and understand data also need to be built.

To carry out the above, the MIS unit should plan for the availability of:

- i. Manpower
- ii. Hardware

- iii. Software
- iv. Other related infrastructure
- v. Opportunities and training programmes for capacity building for analytical skills
- vi. Co-ordination and concerted interaction with other functional units

Similar provisions need to be made for PMIS data collection.

The following may be included in physical progress:

	Cumulative current status	Achievements during previous year
Posts		
Sanctioned		
Filled		
Status of equipment procurement		
Hardware		
Software		
Air Conditioner		
Furniture		
Construction of MIS room		
EMIS report generation/analysis		
PMIS report generation/analysis		
Training		
Major workshops		
Any others (to be mentioned by district)		

PROCUREMENT PROCEDURES IN DPEP

A basic understanding of the procurement procedures in DPEP is necessary for effectively carrying out AWP & B preparation. Certain external agencies have guidelines for procurement procedures which form a part of the project legal agreement between GOI / Project States and the funding agency. Adherence to these procedures is necessary for project operations. The procedures applicable are as follows :-

1.	Civil Works	<ol style="list-style-type: none"> 1. National Competitive Bidding (NCB) (without any limit) 2. Force Account 3. Communities 4. National Shopping For works estimated to cost the equivalent of US \$ 20,000 (approx.) Rs.8.00 lakhs) or less
2.	Furniture, equipment, books educational & consumable materials.	<ol style="list-style-type: none"> 1. National Competitive Bidding (NCB) For purchase of a value equivalent of US \$ 300,000 (approx. Rs.120 lakhs) or less. 2. National Shopping Each contract estimated to cost equivalent of US \$ 50,000 (approx. Rs.20 lakhs) or less, at a time. 3. Direct Contracting For books if available only from a single source.
3.	Vehicles	National Shopping For Purchase estimated to cost the equivalent of US \$ 100,000 (approx. Rs.40 lakhs) or less per contract.
4.	Consultancy services	Employment of consultants whether individual or institution should follow the procedures described in the guidelines of the funding agency.

The requirements stipulated under the procurement guidelines for each procedure which need to be strictly complied with by the project authorities, are not being elaborated here.

Procurement plan

For an effective monitoring of the expenditure, the project authorities should also prepare a month wise detailed procurement plan and make available the same to DPEP Bureau. Formats suggested for this purpose may be made use of.

PROCUREMENT AND EXPENDITURE

Name of State :

AWP 1999

Civil Works

S.No.	Brief description of work	Budget (Rs. in Lakhs)		Procurement Method with estimated value of each package
		Carried forward for spillover works	Proposed in ensuing AWPB	
1.	New School Buildings			
2.	Additional classrooms			
3.	BRC			
4.	CRC			
5.	Repairs			
6.	Boundary Walls			
7.	Water and toilets			
8.	Residential schools			
9.	Hostels			
10.	Teachers quarters			
11.	Any other			

Goods, Equipment, Vehicles, Furniture etc.

S.No.	Brief description of work	Budget (Rs. in Lakhs)		Procurement Method with estimated value of each package
		Carried forward for spillover works	Proposed in ensuing AWPB	
1.	Goods			
2.	Equipment			
3.	Vehicles			
4.	Furniture			
5.	Books			

Consultancy Services

S.No.	Brief description	Budget (Rs. in Lakhs)		Whether institution or individual	Whether sole source or short listing
		Carried forward for spillover works	Proposed in ensuing AWPB		

Grants

Items	No. of schools to be covered	No. of Primary teachers to be covered	Provision proposed in ensuing AWPB (Rs. in Lakhs)	Amount released in earlier years (Rs. in Lakhs)	Percentage of utilisation based on UCs
Schools Infrastructure grant					
Grant for teaching & learning materials					

EXPENDITURE PLAN

(Rs. in Lakh)

Expenditure Projections

S.No.	Category	I Quarter (30th June)	II Quarter (30th September)	III Quarter (31st December)	IV Quarter (31st March)
1.	Civil Works				
2.	Equipment, Furniture, Vehicles, Books etc.				
3.	Consultancy, Training, Workshops				
4.	Incremental Salaries, Honarium to Volunteers, Operation and Maintenance Costs				

REGISTRATION UNIT
National Institute of
Environmental Planning
and Management
New Delhi
D-10294
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NIEPA DC



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