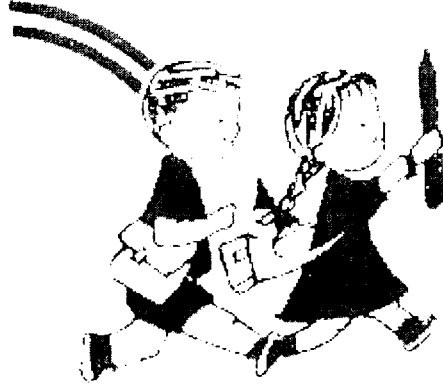


DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

NIEPA DC



D10543

PROGRESS OVERVIEW

(JULY, 1999)

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ABBREVIATIONS AND ACRONYMS

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

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

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

- **The Progress Overview is upto 31st March, 1999.**

Programme Management Structures

<p><i>National level structures</i></p>	<ul style="list-style-type: none">• The District Primary Education Programme (DPEP) was launched in 1994. DPEP has evolved elaborate management structures starting from the centre right upto the village level to make DPEP activities decentralised and sustainable. This is the first large scale attempt to invoke community participation for achieving universal primary education.• Starting with 42 districts in seven states, the programme now extends to cover 163 districts in 14 states namely Assam, Kerala, Karnataka, Haryana, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh and Bihar. 85% of the project cost is borne by Central Government and 15% is contributed by the participating state. The Central Government share is sourced through external funding.• The DPEP Mission is the apex body in the structural arrangement for programme management. The General Council and Project Board are the two bodies which deliberate on (i) policy issues, (ii) approval of project plans and guidelines respectively. The last General Council meeting was held in November 1997 while the last Project Board meeting was held in July, 1998.• For implementing DPEP, a Bureau has been created in the Department of Education, Government of India. The Bureau is accountable to the Project Board and the General Council for implementation of the programme.• The Bureau is supported by a Technical Support Group which is placed at Ed.CIL and is the contracting agency for providing professional support and technical assistance to the programme. It has 12 units which are staffed with professional personnel who provide support to the Bureau.• To facilitate smooth implementation of the programme, continuous dialogue between the centre and state offices are held through regular meetings and reviews, besides the visits of Bureau functionaries to the states. The other modalities of sharing informations include quarterly MIS reports, Executive Committee meetings and General Council meetings.
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<p><i>State level structures</i></p>	<ul style="list-style-type: none"> • Autonomous societies have been set up in the states for implementing DPEP. The state society comprises of two bodies namely the General Council and the Executive Committee. Members of both these bodies include representatives of NGOs, universities, national apex institutions such as NCERT, NIEPA, noted educationists, teachers, women activists, and personnel from other state government departments as well as GOI. Each society has devised and adopted its own set of financial, service and administrative regulations. The General Council and Executive Committee are chaired by the Chief Minister and the Chief Secretary/Education Secretary of the state respectively. • The EC & GC meet regularly to review the progress of the programme, to accord approval of work plans and to facilitate implementation. The focus of the meetings has been on the finalization and streamlining of rules and regulations, discussion on staffing issues, developing and approving designs for project interventions and work plans. The nature of the composition of GC and EC facilitate better co-ordination between various bodies and promote convergence of services at various levels. • Management structures for DPEP have many common features across the states participating in the programme. These common features include small staff size, linkages with the state departments of education and other related departments, support structure for accounting and financial management at the state and district levels, and consultancies for accessing expertise in key functional areas. With these commonalties, the actual management arrangement in each state and district allows variation as suitable to the local conditions.
<p><i>District/sub-district level structures</i></p>	<ul style="list-style-type: none"> • A district DPEP committee with representatives from the district education department, NGOs, Panchayat members, as well as functional areas is the apex body in the district. The committee is either headed by District Collectors or Chief Executive Officers of the Zila Parishad. Each district has established a district implementation committee which function as the Executive Body at the district level. • The district project offices, headed usually by the District Primary Education Officer, have been established as separate structures in all the districts. Day-to-day implementation is managed by a full-time District Project Coordinator placed in the District Project Office and Assistant Project Coordinators. For planning, each district has constituted a planning team. Staff of the Department of Education posted in the district including supervisory officials and functional specialists work closely with the district DPEP units.

STAFFING POSITION OF SPO & DPO

Name of the State		Phase – I (All DPEP districts)			Expansion (All DPEP districts)		
		Planned	Situation as of March 1999	Current as % of Planned	Planned	Situation as of March 1999	Current as % of Planned
Phase-I							
Assam	SPO	65	57	87.7	18	11	61.1
	DPO	46	46	100	158	148	93.7
Haryana	SPO	83	70	84.3	6	6	100
	DPO	130	101	77.7	96	49	51
Karnataka	SPO	46	35	76.1	7	4	57.1
	DPO	86	58	67.4	223	152	68.2
Kerala	SPO	66	44	66.7	NIL	NIL	NIL
	DPO	88	68	72.3	91	70	76.9
Madhya Pradesh	SPO	57	52	91.2	23	15	65.2
	DPO	399	317	79.4	315	187	59.4
Maharashtra	SPO	57	46	80.7	14	3	21.4
	DPO	182	150	82.4	150	76	50.7
Tamil Nadu	SPO	58	50	86.2	19	18	94.7
	DPO	60	58	96.7	45	37	82.2
Phase-II							
Andhra Pradesh	SPO	24	24	100	18	16	88.9
	DPO	65	64	98.5	182	167	91.8

STAFFING POSITION OF SPO & DPO

Name of the State				
		Planned	Situation as of March 1999	Current as % of Planned
Phase II & III				
Gujarat	SPO	38	35	92.1
	DPO	95	78	82.1
Himachal Pradesh	SPO	42	32	76.2
	DPO	85	79	92.9
Orissa	SPO	44	44	100
	DPO	200	155	77.5
West Bengal	SPO	30	24	80
	DPO	92	92	100
Uttar Pradesh	SPO	41	32	78
	DPO	514	178	34.6
Bihar	SPO	56	45	80.4
	DPO	347	305	87.9

Planning and Management

<p><i>Objectives</i></p>	<ul style="list-style-type: none"> • The DPEP planning process lays emphasis on need based and area specific planning. This entails development and management of plans at micro levels. The district is the basic unit for planning, with state and national components as supportive processes. • The programme aims to develop and strengthen the capabilities at state, district and local levels to plan, implement, and manage the programme effectively. • While the preparation of detailed project plans and annual plans is the responsibility of states and districts, building capacities in planning and management is a primary concern at the national level.
<p><i>Framework for national interventions</i></p>	<ul style="list-style-type: none"> • Three institutions, the National Institute for Educational Planning and Administration (NIEPA), Lal Bahadur Shastri National Academy of Administration (LBSNAA) and the Technical Support Group (TSG) are assisting the process by way of : <ul style="list-style-type: none"> ➤ Building capacities of state and district planning teams in planning and management processes and techniques, community participation and micro-planning, perspective plan preparation and appraisal, annual work plan and budget formulation and revision including data analysis and interpretation and project planning and costing through various workshops and training programmes organised from time to time. ➤ Providing support to the DPEP States in project and annual plan preparation and micro-planning techniques through on site assistance. ➤ Providing technical support to DPEP States for operationalisation of SIEMT/ Planning and Management Cells at SCERTs. ➤ Providing technical support for refining plans through appraisal process initiated by TSG, e.g. AWP & B appraisals, Mid Year Reviews and Pre-appraisal and Appraisal Missions for DPEP II States. ➤ Advising and providing technical and academic support to DPEP Bureau on various aspects of planning and management including capacity building, networking, research and evaluation, review and monitoring mechanisms and planning of programme components.

<p><i>NIEPA</i></p>	<p>The major activities undertaken by the resource institutions are :</p> <ul style="list-style-type: none"> • Developing a training module in the area of decentralised planning, microplanning and school mapping. • Trainings in Micro-planning, school mapping and community mobilisation • Institutional development particularly of SIEMTs/ State departments of planning and management located within SCERTs. • Workshops and trainings on facilitating decentralisation process, improving planning process, sharing experiences. • Facilitating states to setup SIEMAT. • Technical workshops for evolving instruments for carrying out field exercises. • Workshops to review the case studies of school development plans. • Workshops on District Planning under DPEP. • Research Studies/Training Modules
<p><i>LBSNAA</i></p>	<ul style="list-style-type: none"> • Orientations and trainings in project planning & implementation. • Trainings in annual plan formulation with special focus on data analysis and interpretation. • Training in Appraisal of DPEP district plans.
<p><i>Technical Support Group</i></p>	<ul style="list-style-type: none"> • Coordinating with the National/State level institutions; • Assisting in the developing and restructuring, if necessary, training modules for training programmes organised by the Unit and the LBSNAA. • Providing on-site assistance and training to State and district planning teams on their request. • Coordinating with other units of TSG. • Identifying the emerging needs in planning and management and facilitating the process of annual plan appraisal and mid year reviews at the national level.

Major Developments

Decentralisation

A note on DPEP's strategies towards decentralisation was made available to the last JRM. The thrust towards decentralisation since then has been the following:

Planning and Management

- In DPEP-II states, district teams were trained to prepare AWP&Bs by NSDART, Mussoorie. To increase the capacities of the states to conduct appraisal, training for the same was also given at NSDART to the states.
- As during last year, this year DPEP-I states as well as Uttar Pradesh, Bihar and Andhra Pradesh will appraise their own plans. For the remaining 4 DPEP states i.e. Gujarat, Himachal Pradesh, Orissa and West Bengal, the plans will be appraised at the national level. However, it is hoped that the training input for planning as well as appraisal in these states will enable them to take up their own appraisal in the following years.
- In order to strengthen grass root institutions, a capacity building workshop on microplanning was conducted at the national level. Consequently, states such as Bihar and Himachal Pradesh have shown a renewed interest in microplanning and strengthening of village institutions. There is also evidence from states such as Tamil Nadu and Karnataka of increasing planning from the bottom up. Tamil Nadu has made detailed school development plans intends to make cluster level and block level plans this year.
- In order to strengthen the states in managing their primary education systems, a workshop was held to explore the need for a SIEMT or other similar institutions which can support the states in planning and management. The issue was also taken up with state secretaries. The thrust is towards increasing state capacities.
- State capacities in analysis and use of data has been encouraged through capacity building workshops. District level initiatives to use the data for better management of the school. System are in evidence in states such as Maharashtra and Assam.

Procurement and Expenditure

- A fair degree of decentralisation exists in decisions regarding procurement and expenditure, which, except for funding agency requirements, are the purview of the state and district level. Each state implementation society has formulated its own financial regulations providing for the exercise of financial powers by the various authorities at the state project office and district project offices. Under the scheme of delegation of powers in the financial regulations, district project coordinators are vested with financial powers considered adequate for the efficient working of the district project offices. These vary from state to state. These powers include in many cases incurring of expenditure on procurement and other activities upto certain monetary limits. Only those procurement proposals which fall within the "prior review" category under the Project Agreement are referred by the State Society to DPEP Bureau for obtaining "no objection" of the Bank. In all other cases, procurement is done as per

procurement guidelines of the funding agency at the state and district level under the powers available to them.

Alternative Schooling

- Participatory and collective decision making forums like State Resource Groups (SRGs) and District Resource Groups (DRGs) have been constituted for reviewing progress, facilitating implementations, planning innovation and providing over all guidance for the programme.
- SRGs have been formed in Tamil Nadu, Maharashtra, Uttar Pradesh, Gujarat, Haryana, Bihar and Karnataka which meet regularly. DRGs have also been formed in Maharashtra, Andhra Pradesh, Bihar, Tamil Nadu, Haryana, Assam and Uttar Pradesh. Members of these forums are drawn from various different agencies like SCERTs, DIETs, NGOs, officials of labour and social welfare departments.
- Village committees have effective say in selection of teachers, distribution of honorarium for AS teachers, and in management and supervision of alternative schools- infrastructure support is also provided by the community.

Community Mobilisation

- SRG and DRG for community mobilisation and capacity building of VEC has been constituted in Haryana, MP, Karnataka, TN, Orissa, WB, UP and Bihar. In Assam, VECs have undertaken collective teaching in schools, Shiksha Panchayats are organised in Madhya Pradesh.
- The strengthening of VECs has been stressed with the states to bring about community ownership of schools.

Pedagogy

- As part of decentralisation efforts made by DPEP, SRG and DRG have been formed in almost all the DPEP states. In Assam, resource group are formed at cluster level. In Gujarat, resource group formed comprise mainly volunteer teachers. In Assam, the decision is taken at state level to develop materials and activities for classes 3-5. After one orientation to BRC coordinators, these material are developed by teachers at the BRC. It is later compiled at the state level.
- In Andhra Pradesh, Mandal Academic Groups are formed comprising of talented teachers. Teacher centres are formed covering 10-12 schools which provide academic support to teachers. In Orissa, the state plans to recruit resourceful individuals from the DRG in SRG. In West Bengal, CLRCs are proposed to be set up and three teachers will be recruited in each CLRC. In Bihar, in monthly meetings, teachers decide to join resource teams which will visit schools to provide support to teachers.
- Financial delegation: In Andhra Pradesh the teacher centres will be provided an annual grant of Rs.2000/-. In Assam, funds are made available at the BRC for all activities of BRG. At DIET, funds are available for all activities of district academic resource

group.

- In the resource groups at every level, there is representation from the lower levels. Even the state core team which is making intervention in training, textbooks and other pedagogical renewal processes has representation from teachers/coordinators/SI/DIs/DIET faculty, state level institution etc.

Civil Works

- Civil Works under DPEP is a totally decentralised process. Construction of schools, additional classrooms and all such works are through the VEC in all States except Tamil Nadu and Karnataka (where construction is through PWD & Zila Parishad respectively). The larger works, which follow NCB procedures, are also decentralised to the district level. Preparation and development of designs, which under other schemes is a centralised activity, has been decentralised to the State level with a few states even having district specific designs or allowing flexibility to the districts to modify the design to suit their requirements.
- Monitoring of works is also decentralised with most states having an in-house engineering cell for monitoring. Capacity of the state/district engineering cells has been enhanced through regular training (both orientation training and hands-on practical training) of the engineers. Training of VECs on constructional aspects is also taken up as a part of the capacity building exercise.
- Planning for civil works unfortunately is still centralised at the state level in most cases. However, with the strengthening of the district engineering set up (through more staffing and training of engineers), more states are likely to decentralise planning to the district level.

Gender

- SRGs have been constituted in Kerala, Andhra Pradesh, Bihar, Orissa and training has been undertaken in Andhra Pradesh, Orissa and West Bengal.
- Some states such as Kerala and Andhra Pradesh have begun to form DRGs.
- In Kerala mothers' associations play a significant role in management of this school. Similar attempts are on in Uttar Pradesh and Orissa.

Research and Evaluation

- In the wake of DPEP, there was lack of capacities to undertake research and evaluation studies in the state, district and sub-district levels. For this reason, it was left to the national level institutions like NCERT and NIEPA to conduct the baseline

studies on learner achievement, gender studies, tribal studies and finance studies etc. in DPEP I states. Hence, from the very first year, capacity building was one of the thrust area under the national component of research and evaluation. The focus areas were (i) building capacities in state level in-system institutions for conducting large scale research studies, (ii) building capacities among teachers and other practitioners for conducting action research, and (iii) building capacities for planning and undertaking monitoring and impact assessment programmes.

- In a participatory mode, TSG developed the tests and other tools for the mid-term survey and about 100 personnel associated from all DPEP states received on-line training and orientation for this activity. Similarly, NCERT had provided training support to state level personnel for the conduct of the subsequent surveys for expansion districts. Through these systematic orientation and training programmes, the national interventions for test development and conducting of learner achievement studies, capacities could be built in SCERTs and other state level institutions for the subsequent mid term assessment.
- DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC BRC and DIET level through training programmes by NCERT from 1995-96 onwards. NCERT has conducted many rounds of training programmes on action research and research methodology in the states of Assam, Haryana, Himachal Pradesh, Tamil Nadu, Uttar Pradesh, Maharashtra and West Bengal. Various efforts made for promoting action research are bearing results and a spurt of researches on issues which are very close to actual teaching-learning conditions and processes can be observed in most of the states. In Kerala, 38 action research studies are completed and 24 are initiated currently and in Maharashtra, 78 primary school teachers from DPEP-I districts have completed individual action research projects under the guidance and supervision of officer in-charge of Research & Evaluation in the DPOs 90 more teachers are trend in February, 1999 by SCERT. In Tamil Nadu 68 headmasters who are also the CRC coordinators have undertaken action research projects after a training received at the state level from the SPO 7 more have been conducted at present. In Himachal Pradesh and Assam, DIETs are conducting action research projects at the first stage. In Uttar Pradesh and Karnataka, group of teachers are formed to look at one set of problems, with the on-line support of SCERT in first case and RIE in the latter SIEMAT, Allahabad guided 120 teachers to conduct action research projects. The SCERT is taking the lead in Orissa and trend DIET and BRC personnel on the methodology. 14 such studies undertaken by DIETs and BRCs are over in the state.

IED

- SRGs have been formed in nearly all DPEP states to review the effective implementation of IED. Orders have been issued by all states to have parent of a disabled child in the VEC States like Gujarat, Bihar, Kerala, TN, Orissa already have a parent in the VEC

<p><i>AWP&B appraisals and mid year reviews</i></p>	<ul style="list-style-type: none"> • As in the previous years, the AWPBs for 1997-98 for 11 states (DPEP I & II) were appraised by the planning unit with the support from other functional area experts of TSG. Appraisal Reports prepared by the unit were shared with states and agreements reached in joint meetings of the Bureau, TSG and State Project Directors. • The analysis of the mid year review of implementation of Annual Work Plan was delegated to the states from 1997-98 onwards.
<p><i>Devolution of appraisal responsibilities to the states</i></p>	<ul style="list-style-type: none"> • The responsibility of appraisal of AWP&B from 1997-98 onwards was delegated to the seven DPEP-I states (Assam, Haryana, Kerala, Karnataka, Madhya Pradesh, Maharashtra, Tamil Nadu) and three DPEP -II states (Andhra Pradesh, Bihar and Uttar Pradesh) which have past experience of planning and appraisal of the Basic Education Projects. The DPEP Bureau reviewed the appraisal process in these states and conducted a 10% sample check of district plans. Detailed comments about the appraisal conducted by the states were made available to them. AWP&B appraisal for remaining four DPEP-II states (Gujarat, Himachal Pradesh, Orissa and West Bengal) was done at the national level. • The same procedure is to be followed this year. • Capacity building for appraisal in DPEP-II states is being undertaken at LBSNAA, Mussoorie.
<p><i>Capacity Building</i></p>	<p>The following are the major aspects of building capacities for planning :</p> <ul style="list-style-type: none"> • Development of training modules and materials, • Conducting trainings at the national and state levels • Undertaking AWP & B appraisals and mid year reviews. • Organising sharing workshops for cross state learning.
<p><i>a) Training Modules and Materials.</i></p>	<ul style="list-style-type: none"> • Major developments that have taken place during the past four years of the project are <u>1996-97</u> <ul style="list-style-type: none"> ➤ Twelve modules on district planning to facilitate master trainers of project states have been completed and shared with States/ national institutions by NIEPA. The states have been trained to use these modules in their training programmes. These relate to meaning and scope, diagnosis of educational development, plan formulation, planning for implementation, data bases, indicators microplanning, costs and institutional planning. ➤ Training programmes and modules designed and finalised through continuous interaction among the three resource institutions and DPEP Bureau. ➤ The earlier 6 day training module on project formulation was revised to a 9 day module to incorporate the needs of expansion districts under DPEP-II. The module sought to provide the planning teams skill in (a) project formulation (b)

planning processes, techniques and parameters, (c) planning of programme component through participatory processes.

- The 3 day AWPB refresher course was revised to a 6 day module to incorporate the component of data analysis and interpretation.
- To simplify the process and facilitate the teams in formulation of AWPBs and mid year review, the Annual Plan Preparation and Appraisal Manual was drawn up by the Planning Unit (TSG) in November, 1996. The manual was circulated to all States and formed the basis of Mid Year Review exercises and formulation of AWP&Bs.

1997-98

- A paper on Capacity Building in Planning and Management was developed by the Planning Unit (TSG) which provided the basis for restructuring of various training programmes at LBSNAA and TSG (Planning Unit) in addition to the Planning and Management component in National Capacity Building Programme.

1998-99

- Given the emphasis on decentralisation of planning and appraisal processes and for capacity building within states, state specific training are expected to become the norm in future. In Orissa and West Bengal training in planning was conducted with the help of TSG.
- The trainings being conducted by LBSNAA were reviewed at a 2 day meet on 28-29th August, 1998 with participation from NIEPA, TSG, DPEP Bureau and the states.
- **The AWP&B training module has been revised to cater to the changing requirement.**
- **The manual for preparing annual work plans has been revised to make it more user friendly.**
- **Training in DPEP planning process and preparation of perspective plans has been provided to Orissa and West Bengal (expansion districts) by Bureau and TSG.**

b) Training and Orientation

- A number of training programmes, workshops and on site assistance have been organised during the past four years. The focus of all trainings has been on internalising core concepts that are central to the planning process within the DPEP.
- In addition to providing support to DPEP-I states, the focus has been extended to cover new States and districts. The experiences gained during DPEP-I have been shared with new States through workshops conducted at the National level and have proved to be valuable inputs for the planning process of DPEP-II States. In other words, capacity building efforts are being concentrated in DPEP II and DPEP III states. The following are the major thrusts in training :
 - On site assistance on plan preparation was provided to project states at their request by the Planning Unit.
 - Plan preparation in all Phase-II States was preceded by a series of training workshops and Planning Assistance Missions for Capacity Building with decentralised planning, community participation and micro-planning; log frame approach;

project formulation and costing; and AWPB formulation.

- Training in project preparation and implementation to orient the planning teams of existing expansion districts have been conducted by LBSNAA. 559 persons in all 14 states have been trained so far by LBSNAA.
- Training programmes on data analysis and interpretation (AWP&B Preparation) have been conducted by LBSNAA.
- Intensive training programmes and on-site assistance on AWP&B preparation has been provided to the project states. During the past years, three regional level refresher courses were organised on AWP&B formulation by LBSNAA, two of which were conducted in close collaboration with TSG (Planning Unit).
- For Andhra Pradesh and West Bengal, assistance was provided by way of *training* (Log Frame, decentralised planning, community participation and educational planning and management, planning for gender in education); *assistance missions* for capacity building in planning; and *pre/appraisal missions* for further refinement of district and State plans. Further training was provided by LBSNAA.
- A national level workshop was organised on School Mapping and Micro-planning (29-30, July 1997) by NIEPA to share grassroot level experiences of operationalising school mapping and micro-planning activities in different states and discuss strategies for their effective implementation. The workshop was attended by participants from all the project States including Bihar, Rajasthan, Uttar Pradesh and West Bengal in addition to representation from the DPEP Bureau and the Technical Support Group.
- Workshop on District Planning under DPEP was organised by NIEPA (December, 1997). The workshop was attended by all the DPEP-I states.
- Training in Annual Plan preparation with special emphasis on Data Analysis and Interpretation has been provided to Bihar & U.P. by LBSNAA.
- Training in DPEP Planning Process and Preparation of Perspective Plans has been provided to Rajasthan by LBSNAA, the Bureau and TSG.
- **10 DPEP training programmes on AWP&B preparation were conducted by LBSNAA from April, 1998 and March, 1999 which included 198 participants from UP (52), Bihar (23), AP (15), Gujarat (16), WB (11), Kerala (17), Orissa (21), Maharashtra (18), HP (25).**
- **7 one week programmes on Appraisal of AWP&B were conducted during April 1998 and March 1999 by LBSNAA which included 120 participants from Gujarat (14), WB (10), Bihar (11), AP (18), TN (6), Haryana (9), UP (25), Maharashtra (4) and HP (11)**
- **4 courses (based on 9 day training module) were conducted for preparation of Perspective Plan & Budget which included 134 participants from 38 new DPEP districts of UP.**

	<ul style="list-style-type: none"> ➤ Special workshops to examine strategies for planning and implementation were conducted in the states of Orissa and West Bengal district teams with the help of TSG. ➤ Details of the training status for planning are given in Table A.
<i>Data analysis and interpretation</i>	<ul style="list-style-type: none"> ➤ Data analysis has been encouraged in all the states of DPEP. Details are given in the MIS section.
<i>School/ Village based planning.</i>	<ul style="list-style-type: none"> • A facilitation framework for preparation of school improvement and village education plan has been prepared at the National level with the assistance of NIEPA and shared with the states. • A detailed study has been conducted by NIEPA for Training of HMs of primary school in school effectiveness (by NIEPA) for two districts Darrang and Morigaon in Assam. The same has been disseminated to the states. • Training has been provided by NIEPA to the states in microplanning, a process for stimulating and strengthening village level institutions. Several states have undertaken intensive exercises that involve the community. As a new process, microplanning needs continuous elaboration and improvement. States which have initiated Micro Planning in a big way are : • <u>Tamil Nadu</u> - In phase I districts Detailed school level plans have been prepared. <u>Cluster level plans</u> are being formulated for 4 cluster resource centres. In phase II districts - 3 clusters have been identified for the same. Planning at cluster level is undertaken to achieve UPE. • <u>Karnataka</u> - A <u>community action plan</u> is prepared through which effort is made to bring the out of school children into formal or non-formal schooling system. • <u>Kerala</u> - A study was carried out for school based planning for self sustainable schools by 2000 A.D. A school plan emerged for every school. • <u>Gujarat</u> - A workshop was held for preparation of VEP and SIP in which 90 villages (30 from each district) were short listed. Besides these, district level workshops were conducted in which actual demonstrations on preparation of village map and VEPs were displayed. Status of microplanning in different states is given in table B. • A workshop was held on 18-20 January, 1999 to address issues and problems important for <u>microplanning</u> and chart out the way forward. Its objective was to clear doubts that have arisen in the microplanning process and deliberate on how it can be made effective. The states came up with causes and problems facing them while conducted microplanning. The workshop was helpful in assessing the experiences of states in microplanning, sorting out the difficulties in microplanning, understanding the relation between the 'micro' and 'macro' aspects of planning and on how the process can be developed further.
<i>Strengthening of SIEMATs</i>	<ul style="list-style-type: none"> • States have been assisted in the process of operationalisation of their SIEMTs and preparation of their SIEMT plans by NIEPA. Status of SIEMAT in each state is given in Table B.
<i>Institutional development plan</i>	<ul style="list-style-type: none"> • NIEPA is providing advisory support to states. It is assisting the states in conceptual design and training of their faculty. Such

	<p>assistance has been provided to Maharashtra, Orissa and Bihar.</p> <ul style="list-style-type: none"> • A paper on Renewal and Reform of primary school management has been prepared and shared with Maharashtra and Haryana. Initial action has already been taken by Maharashtra. • A workshop of SIEMAT functionaries of DPEP states, along with Bureau and ISG was held at SIEMAT, Allahabad on 1-2 December, 1998. The workshop had been organised in order to consider the issues regarding planning and management and think of strategies for resolving these issues through a institutional arrangements in the states. The workshop was also intended for deliberations on the need for institutions like SIEMAT and the possible structure and functions of these institution. It was seen that at the state level there was no mechanism to address planning and management issues. The current arrangements were found to be extremely inadequate. There was a consensus that a state level mechanism to address issues of planning and management on primary education was needed. This mechanism could then activate the planning and management branch of the DIETs. The final outcome was that each state made a considered plan of action. • The need for SIEMTs as state institutes specialising in planning and management was stressed again at State Education Secretaries' meeting held at New Delhi on 8-9 February, 1999. A brief status of the SIEMATs in various states is given in table C.
<i>Sustainability</i>	<ul style="list-style-type: none"> • The issue of sustainability is seen as vital DPEP-I states as well as UP have initiated studies. The matter was also taken up with State Education Secretaries in a meeting on 8-9 February, 1999.
<i>Emerging Issues</i>	<ul style="list-style-type: none"> • While DPEP, especially phase-I districts, has seen the emergence of grassroot planning and management for primary education, the process needs to be strengthened further. A continuing priority for the Bureau is to improve the skills of functionaries closer to the ground particularly at the village and school level. • Simultaneously reforms in the school system are quintessential. The Bureau has taken up this issue with the states. The need for systemic improvement as well as the need for establishing resource institutions such as SIEMTs have been pointed out. This process needs to be carried on much further. • In DPEP Phase-I districts sustainability of gains made during the project is a major issue. States have undertaken studies regarding the same. Upon the completion of these studies the process of dialogue within states needs to continue.

TABLE - A : STATUS OF CAPACITY BUILDING FOR PLANNING & MANAGEMENT

STATES DPEP - I	NIEPA	LBSNAA	TSG
<i>Assam</i>	<ul style="list-style-type: none"> • Training of trainers (September, 1996). • State and District Planning teams trained in school mapping and micro planning (February, 1997). • Participation in National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in Workshop on District Planning under DPEP (December, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Preparation and Implementation of Project Plans (July, 1996) • Refresher course on AWP&B (Sept.'96). • AWP&B preparation with special emphasis on Data analysis and interpretation (August'1997) • Training on Appraisal of DPEP District Plans (September, 1997). 	<ul style="list-style-type: none"> • AWP&B preparation (1997-98) Guwahati. • Project Preparation January, 1997 (Guwahati).
<i>Haryana</i>	<ul style="list-style-type: none"> • Training on Decentralised Planning August, 1996; (training modules). • School Mapping and Micro Planning : 4 State/district members trained (February, 1997). • National Workshop on School Mapping and Micro Planning (July, 1997). • Training programme on school mapping and Micro Planning (August, 1997) • Participation in Workshop on District Planning under DPEP (December, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Planning & Implementation (9 day - June, 1996). • Refresher course on AWP&B Preparation (Sept.'96). • AWP&B Preparation with special emphasis on Data Analysis and Interpretation completed (Aug'97). • Training on Appraisal of DPEP District Plans (September, 1997). • Training provided on AWP&B appraisal. (23-27 November, 1998) 	<ul style="list-style-type: none"> • AWP&B Preparation (1996-97) at Chandigarh. • Project Preparation (Dec'95 - New Delhi); for expansion districts at Mussoorie (June, 1996).

STATES	NIEPA	LBSNAA	TSG
DPEP - I			
<i>Karnataka</i>	<ul style="list-style-type: none"> • Two trainings on Educational Management (April & June, 1997). • National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in Workshop on District Planning under DPEP (December, 1997) • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (May'96). • AWP&B Preparation in collaboration with TSG at Bangalore (August, 1996). • Refresher Course on AWP&B Preparation with special emphasis on Data Analysis and Interpretation (July, 1997). • Training on Appraisal of DPEP District Plans (September, 1997). • Training on Appraisal of AWP&B. (12-16 October, 1998) 	<ul style="list-style-type: none"> • Refresher training AWP&B Preparation at Bangalore (August, 1996). • AWP&B Preparation (Jan and Feb'97) 3 days and 2 days respectively).
<i>Kerala</i>	<ul style="list-style-type: none"> • National Workshop on School Mapping and Micro Planning (July, 1997). • Training on Decentralised Planning (August, 1996). • Training Programme on School Mapping and Micro Planning (August, 1997). • Participation in Workshop on District Planning under DPEP (December, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (June, 1996). • AWP&B refresher course in collaboration with TSG at Bangalore (August, 1996). • Training on Appraisal of DPEP District Plans (September, 1997). • Training on preparation of AWP&B. (9-13 February, 1999) 	<ul style="list-style-type: none"> • Refresher training AWP&B Preparation at Bangalore (September, 1996).

STATES	NIEPA	LBSNAA	TSG
DPEP - I			
<i>Madhya Pradesh</i>	<ul style="list-style-type: none"> • Training on School Mapping and Micro Planning : State/ district teams : August, 1997. • Participation in Workshop on District Planning under DPEP (December, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Refresher course on AWP&B Preparation (July, 1996) - 2 training programmes for 19 districts • Refresher training and need assessment 96-97 in collaboration with TSG at Bhopal (August, 1996). • Project Planning and Implementation (September 1996). • DPEP Planning and Implementation (January, 1997) - 2 training programmes). • Training on Appraisal of DPEP District Plans (September, 1997). 	<ul style="list-style-type: none"> • AWP&B Preparation (1996-97) Jan'96 (Bhopal). • AWP&B Preparation (1997-98) two training programmes for 19 districts (Aug'97).
<i>Maharashtra</i>	<ul style="list-style-type: none"> • School Mapping and Micro Planning (expansion districts teams) : (February, 1997). • National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in Workshop on District Planning under DPEP (December, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • AWP&B Preparation Refresher Course (September, 1996). • AWP&B Preparation with special focus in Data analysis and interpretation (July, 1997). • Refresher Course on AWP&B Preparation with special emphasis on Data analysis and interpretation (August & November, 1997). • Training on Appraisal of DPEP District Plans (September, 1997). • Three trainings at LBSNAA from November, 98 to February, 99. 	<ul style="list-style-type: none"> • Facilitation for revision of AWP&B for 1998-99. • Assistance provided for training on AWP&B preparation held at LBSNAA, Mussoorie (29-31 January 1999)

STATES	NIEPA	LBSNAA	TSG
DPEP - I			
<i>Tamil Nadu</i>	<ul style="list-style-type: none"> • Training on Decentralised Planning (August, 1996). • School Mapping and Micro Planning (February, 1997). • National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in Workshop on District Planning under DPEP (December, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (June'96). • AWP&B refresher training (96-97) in collaboration with TSG (July'96). • Refresher Course on AWP with special emphasis on Data analysis and interpretation (May'97). • Training on Appraisal of DPEP District Plans (September, 1997). • Master trainers had been trained at LBSNAA and NIEPA in Micro Planning. • Six personnel have been trained on AWP&B Appraisal. 	<ul style="list-style-type: none"> • Refresher Training on AWP&B Preparation 97-98 (Bangalore Aug'96) and refresher course at Mussoorie (June, 1996).

	NIEPA	LBSNAA	TSG
DPEP II			
<i>Andhra Pradesh</i>	<ul style="list-style-type: none"> • Training programme on School Mapping and Micro Planning (February, 1997) • National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (9 day module) (December, 1996). • Training on Appraisal of DPEP District Plans (September, 1997). • Training on Preparation of AWP&B from 18-22nd May, 1998. Fifteen participants attended. • Eight personnel has been trained on appraisal of AWP&B. 	<ul style="list-style-type: none"> • Training programmes on project preparation (December, 18-22nd 95 New Delhi); • Log Frame Approach (1995). • On site assistance for Project Preparation October, 1996
<i>Gujarat</i>	<ul style="list-style-type: none"> • School Mapping and Micro Planning (February, 1997). • National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (3-12th Dec'96). • Training on Appraisal of DPEP District Plans (September, 1997). • Training on Preparation of AWP&B from 1st-5th June, 1998. Sixteen participants attended. • Fourteen personnel has been trained on appraisal of AWP&B. 	<ul style="list-style-type: none"> • Project Preparation (18-22nd December, 1995), New Delhi; Ahmedabad (Feb/Mar'96). • On site assistance for finalisation of First Year Implementation Plan (1996). • AWP&B finalisation (June, 1997). • Resource support to revise the AWP&B (1998-99).

	NIEPA	LBSNAA	TSG
DPEP II			
<i>Himachal Pradesh</i>	<ul style="list-style-type: none"> • National Workshop on school mapping and microplanning (July'97). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project preparation and implementation (3-12th December, 1996). • AWP&B Data analysis and interpretation training completed (July'97) • Training on Appraisal of DPEP District Plans (September, 1997). • 25 personnel trained on AWP&B preparation. (5-10 January, 1999) • 11 personnel trained on appraisal of AWP&B (8-12 February, 1999) 	<p>On site assistance and trainings on :</p> <ul style="list-style-type: none"> • Project Preparation December, 1995 (New Delhi). • First Year Implementation plan (Shimla-1996). • Micro Planning and School Mapping (Shimla-1996). • Project Preparation (Sirmour 96-97). • Resource support to revise the AWP&B (1998-99). • Assistance provided for AWP&B preparation at SIEMT, Allahabad (3-4 January,1999) • Assistance provided on Microplanning at the state level workshop held in Shimla (18-20 March 1999).

	NIEPA	LBSNAA	TSG
<i>Orissa</i>	<ul style="list-style-type: none"> • Training Programmes on Micro Planning and School Mapping (September, 1996). • National Workshop on School Mapping and Micro Planning (July, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (9 day module-June'96; and November, 1996 for expansion districts). • AWP&B Preparation with special focus on Data analysis and interpretation (July, 1997). • Training on Appraisal of DPEP District Plans (September, 1997). • 21 personnel attended the Training on AWP&B preparation which was held from 22nd September, 1998. 	<p>On site assistance for</p> <ul style="list-style-type: none"> • Preparation of Project Plans (Nov-Dec.) • 1st Year Implementation of AWP&B (1997-98). • Preparation of AWP&B (February, 1997). • Workshop on strategies for planning and implementation at SPO with State and district project personnel (Total 55 participants participated). • Resource support to revise the AWP&B (1998-99). • Resource support provided for the training on AWP&B preparation at LBSNAA. • Resource support provided for Perspective plan preparation for expansion districts (8-10 December, 1998)
<i>Bihar</i>	<ul style="list-style-type: none"> • National Workshop on School Mapping and Micro Planning (July, 1997). • School Mapping and Micro Planning (4-8 August, 1997). • Training programme on Methodology and Techniques of Planning under DPEP field based - held at DIET, Ranchi (5-9 October, 1998) • Participation in national workshop on 	<ul style="list-style-type: none"> • AWP&B preparation with special focus on Data Analysis and interpretation (June-July, 1997). • Refresher Course on Annual Plan preparation with special emphasis on Data analysis and interpretation (September, 1997). • Training on Appraisal of DPEP District Plans (September, 1997). 	<ul style="list-style-type: none"> • Planning Assistance Missions - Project Preparation. • Assistance on preparation of AWP&B at Ranchi (2-4 February, 1999) • Onsite assistance provided for conducting microplanning in Bhojpur district of Bihar (11-13 March, 1999).

	NIEPA	LBSNAA	TSG
	<p>school mapping and microplanning held at NIEPA (January, 1999)</p>	<ul style="list-style-type: none"> • Training on Preparation of AWP&B (18-22nd May, 1998). 23 participant attended • Training on AWP&B appraisal has been conducted and 10 participants attended the programme. 	
<i>West Bengal</i>	<ul style="list-style-type: none"> • Training Programme On Micro Planning And School Mapping (September, 1996). • Training Programme On School Mapping And Micro Planning, (February, 1997). • National Workshop On School Mapping And Micro Planning July'97. • Assistance given to West Bengal on Plan preparation. • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project preparation and implementation (30th Oct-7th Nov.'96). • Refresher course on annual plan preparation with special emphasis on data analysis and interpretation (may'97). • Training on appraisal of DPEP district plans (September, 1997). • Training on AWP&B preparation and implementation (6-11th July, 1998). 11 participants attended. • Training on AWP&B appraisal has been conducted. 10 participants attended the programme. 	<ul style="list-style-type: none"> • Training workshop on project preparation (December, 1995- New Delhi). • December, 1996 log frame approach. planning assistance missions. • Onsite assistance on AWP&B preparation. • Resource support provided on plan preparation and implementation training at LBSNAA.
<i>Uttar Pradesh</i>	<ul style="list-style-type: none"> • National Workshop on School Mapping and Micro Planning (July, 1997). • Training on School Mapping and Micro Planning (August, 1997). • Participation in national workshop on school mapping and microplanning held at NIEPA (January, 1999) 	<ul style="list-style-type: none"> • Project Preparation and Implementation (9 day module - July'96). • AWP&B Preparation with special focus on data analysis and interpretation completed (July & August, 1997). • Training on Appraisal of DPEP 	<ul style="list-style-type: none"> • Planning assistance in project preparation for expansion districts (February/ March, 1997). • Training programme on AWP&B preparation alongwith LBSNAA (Jan'98).

	NIEPA	LBSNAA	TSG
		<p>District Plans (September, 1997).</p> <ul style="list-style-type: none"> • Training programme on AWP&B preparation in collaboration with TSG (Jan'98) • LBSNAA has planned to conduct some of the training programmes for SPO & DPO staff at SIEMAT, Allahabad. • Training provided for preparation of AWP&B in collaboration with SIEMAT, Allahabad. (Sept.'98). • Training on appraisal of AWP&B (23-27 November, 1998) • Training provided on preparation of perspective plan and budget. (21-30 December, 1998 and 4-12 January, 1999) 	

TABLE - B : STATUS OF MICRO PLANNING IN DPEP - I STATES

DETAILS	ASSAM	GUJARAT	KARNATAKA	KERALA	MADHYA PRADESH	MHARASHTRA	TAMIL NADU
<i>Name of districts in which micro planning is being initiated.</i>	<ul style="list-style-type: none"> • Micro planning is presently going on in all the DPEP districts except Karbi Anglong and Kokrajhar. At least, one cluster in each district each district is completed. • Low female literacy villages and those with concentration of special groups were chosen. 	<ul style="list-style-type: none"> • In all seven DPEP districts. • Two blocks in each district has been selected to introduce microplanning activities. • The villages catchment area of all seven districts. 	<ul style="list-style-type: none"> • The area covered includes seven blocks of Mandya and Raichur district. In DPEP II 3 blocks of Mysore, one block of Bangalore, 3 of Dharwad, 2 each of Gulbarga and Bijapur and one each in Bidar and Bellary. • (208 village of DPEP-I and 203 villages of DPEP-II districts have been selected) Microplanning with gender focus completed in specific blocks. • So far, 850 microplanning programmes have been conducted. 	<ul style="list-style-type: none"> • Microplanning and school mapping have been initiated in Palakkad and Idukki districts. • In Palakkad, 90 Gram Gram Panchayats, 30 block Panchayats. • In Idukki, 51 Gram Panchayats and Block Panchayats were covered. • Palakkad, Idukki - School mapping • Edapal block of Malappuram district - IED • Coastal and 	<ul style="list-style-type: none"> • All the 34 DPEP district of Madhya Pradesh. 	<ul style="list-style-type: none"> • 9 districts. (12,000 villages) Areas covered - Aurangabad, Parbhani, Nanded, Latur, Osmanabad, Ghadchiroli, Jalna, Beed, Dhule • School mapping are adopted to show location of PFE, NFE, JSN, ECE centres etc. 	<ul style="list-style-type: none"> • Phase I Dharmapuri, Thiruvannamalai Cuddalore, Vallapuram. • Phase II Pudukkottai, Ramanathapuram, Perambalur Thiruvalluvar

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
				tribal areas (Kaniapuram) - for ECCE (especially deprived caste and community)			
<i>Details of activities undertaken and methodology/ techniques used alongwith current status in each.</i>	<ul style="list-style-type: none"> • Microplanning consists of 3 phases <u>Ist phase</u> - PRA exercise and household survey. • <u>IInd phase</u> - sharing the information, identifying and prioritising the prominent issues, deciding on action plan. • <u>IIIrd phase</u> - providing continuous support to VEC and village body through volunteers. 	<ul style="list-style-type: none"> • Door to door survey was conducted by teachers with help of VEC members. • Analysis of data and after it the village level planning will be worked out. <p>13 formats are developed to get the consolidated information of the district, each village and each school</p> <ul style="list-style-type: none"> • A format for making VEP is being developed • Formats developed. • Village map • Techniques / 	<ul style="list-style-type: none"> • Techniques of Participatory rural appraisal (PRA) have been adopted. • Data collected is analysed and shared with the people at the Gramsabhas. • Social and Resource map of the village. • Seasonal chart • Responsibility chart • Survey • School Information • Children's activities • Community action plan. • Village education register. 	<ul style="list-style-type: none"> • House to house survey, was conducted & the panchayat and ward level data was extensively used, during the enrolment drive and Praveshutsav. • School mapping, school based planning for self sustained school by 2001 A.D. • Plan preparation for development of school plans began in Jan '98 & was 	<ul style="list-style-type: none"> • Door to door survey covered the entire village and all its children of 5-14 years. • For planning and implementing the Lok Sampark Abhiyan coordinated action had to be conceived at the three levels of the State Government, district and panchayats. • A computerised software has enabled a large volume of village 	<ul style="list-style-type: none"> • House to house data collection through VEC, ECCE workers, teachers' Mahila Mandal and PTAs. • Survey format revised. 	<ul style="list-style-type: none"> • Door to door survey • Formats designed by SIEMAT & DIET faculty. • School is the unit of planning. Consolidation of data at different levels • The state has developed a training module, the aim of which is to ultimately develop school development plans. The manual has been shared with 106 with 106 with 106

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MIZORAM	NAGALAND
	<ul style="list-style-type: none"> Team of 30-50 persons have been formed and trained in each district to conduct microplanning exercise. 	<p>used in mobilisation - meetings, slogans, nukkad natak</p>		<p>completed in March '98. The school level plans were prepared by school support groups consisting of teachers, HTs, PTA and MTA representatives, ward members, Block Advisory Committee representatives and DRG members allotted to the BRG. This would lead to development of VEC level plan and BRC level plan and finally the district level plan.</p>	<p>level data to be handled at the district and state level.</p>		<p>blocks in 7 districts and trainings conducted at the BRC level. The SDPs have to be shared with block level implementation team (BLIT). As part of SDPs, the village education register is prepared.</p>

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Agency responsible Institution/ NGO/ Individual</i>	RPs from DIETs Educational Administrators, social activists	PTA, DPOs, DPE, Dir (SCERT), Mahila Mandal, Aanganwadi members. In DPEP-I teachers with the help of the VEC members. In DPEP-II districts - this work has been done by the NGOs.	NGO involved on Bellary and Mysore. Women are encouraged to participate in the microplanning activities.	SPO, DIET, DPO, BRC, Education Department.	State Resource Group, Eklavya.	School teachers and VEC members.	SIEMT, DPO, DIET, BRC, CRC.
<i>Future Plans</i>	<ul style="list-style-type: none"> • Analysis of collected data and integrating the data from different sources. 	<ul style="list-style-type: none"> • Analysis of collected data • Preparation of VEP • Preparation of SEP. • 	<ul style="list-style-type: none"> • Promoting convergence and action by Panchayats on issues that emerge during microplanning 	<ul style="list-style-type: none"> • Promoting institutionalisation and sustainability 	<ul style="list-style-type: none"> • Revising prior formulation on access. • Provoking policy reform. 	<ul style="list-style-type: none"> • Coverage problem to be resolved • Identify local RPs to benefit the school children, 	<ul style="list-style-type: none"> • To achieve UPE in some clusters. and planning at cluster level is undertaken.

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> • Capacity building at various levels. • Expansion of resource team and constitution of a core team at the district level. • Involvement of NGOs. • Cover one block in each district on pilot basis. 	<ul style="list-style-type: none"> • Unsolved problems and issues will be given on higher priority. 		<ul style="list-style-type: none"> • Identify and tap capable resource persons and strengthening capacity building at all levels. • Promoting convergence with educational deptt. and other agencies. • To create a detailed data base for helping planning process. 		<ul style="list-style-type: none"> • Understand migratory pattern • Identify disabled children and integrate in development village level action plans • Urban area coverage • Capacity building of VEC 	<ul style="list-style-type: none"> • In phase II DPEP districts, 3 clusters have been identified. • Action plans are being drafted for the pilot study.

STATUS ON MICRO PLANNING IN DPEP - II & III STATES

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL
<i>Name of districts in which micro planning is being initiated.</i>	<ul style="list-style-type: none"> Initially door to door survey was conducted in 30 village of each mandal to try out instruments and later in all habitations and identified urban slums. 	<ul style="list-style-type: none"> Microplanning has been initiated in 3 project districts (90 villages - 30 villages from each district). 	<ul style="list-style-type: none"> Microplanning is being initiated in Chamba, Kullu, Sirmour in 2500 villages House to house surveys were carried out in 217 Panchayats. 	<ul style="list-style-type: none"> Microplanning is being initiated in all the DPEP districts. 	<ul style="list-style-type: none"> Micro planning has been initiated in Birbhum, Cooch Behar, Murshidabad, South 24 Pargana & Bankura.
<i>Detailing of activities undertaken and methodology/ techniques used alongwith current status in each.</i>	<ul style="list-style-type: none"> Micro planning taken up in the villages at the time of developing district plans during 95-96. Door to door survey was conducted by using survey sheets developed & provided by SCERT. Village educational plans were developed and on the basis of these Mandal educational plans were developed. 	<ul style="list-style-type: none"> Facilitative framework of MHRD & NIEPA modules has been adopted and distributed to the member of the village level core group. A guideline in Gujrati on step wise procedures for preparation of educational plan & school improvement plans has been prepared. Two booklets on microplanning & institutional development have been brought out & sent to all the schools. 	<ul style="list-style-type: none"> Door to door survey was conducted in identified panchayats. Meetings at various level (District/ Block/ Village) Formats were developed at district level to train enumerators. 	<ul style="list-style-type: none"> Participatory method - village plans are prepared in the village meeting itself after collection of data. For School mapping- Distance matrix/ population matrix is prepared. The cluster level analysis 	<ul style="list-style-type: none"> Methodology followed for school mapping are: Distance matrix, Resource mapping, Community system analysis, Analysis of social facilities available in school Surveying/data collecting, Projection of 5-9 age group population & educational status.

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL
				will be completed by April'99 and district level by Aug'99.	
<i>Agency responsible Institution/ NGO/ Individual</i>	<ul style="list-style-type: none"> ZPTCs/Sarapan-chs HMs/MEOs . 	<ul style="list-style-type: none"> A core group formed at village level among VECs, local youth mandal/Bhajan Mandals/CRCCs. 	<ul style="list-style-type: none"> Functionaries from SPO, Educational Departments, Zilla Parishad, Panchayat Samity, BRC, VEC, PTA, MTA. 	<ul style="list-style-type: none"> Head teacher of primary school, one VEC member, one social activist, sub inspector of the School 	<ul style="list-style-type: none"> Gram Panchayat functionaries, VTs in TLC, youth clubs, youth organisation teachers, inspectors, education officers and lady extension officers.
<i>Future Plans</i>	<ul style="list-style-type: none"> Micro planning exercises will be carried out in all the districts for effective educational planning & management. 	<ul style="list-style-type: none"> Upscaling of Microplanning Use of VEP and SIP. Data to be consolidated and used at district level and to be incorporated in AWP&B preparation. 	<ul style="list-style-type: none"> Reflection of demands in VEP and school Improvement Plan. Use of DISE data. 	<ul style="list-style-type: none"> Use of microplanning data for AWP&B Providing physical access on basis of data. Microplanning and school mapping exercises to be taken up in 8 IED blocks on priority basis. 	

DETAILS	BIHAR	UTTAR PRADESH
<i>Name of districts in which micro planning is being initiated.</i>	Muzaffarpur, Ranchi, West Champaran, Sitamarhi, East Singhbhum, Chatra and Rohtas.	Microplanning initiated in all 15 DPEP districts and 12 BEP – completed on 2093 villages.
<i>Detailing of activities undertaken and methodology/ techniques used alongwith current status in each.</i>	PRA technique is used. DRG is constituted in every district to supervise microplanning process which is carried out by facilitators and animators at the village level.	House hold survey method was followed. VEP is developed after educational needs are assessed.
<i>Agency responsible Institution/ NGO/ Individual</i>	Groups of individuals identified and trained by DLOs of BEP; namely <i>Abhiprerak Dal</i> .	VEC, Primary School teachers, Nehru Yuva Kendra, Mahila Samakhya, RPs from DIET, VEC.
<i>Future Plans</i>	To initiate microplanning exercise in all 17 districts <ul style="list-style-type: none"> • To create SRG and DRGs to supplement and complement microplanning exercise and identifying <i>abhipreraks</i>. • Take up microplanning intensively in the most backward and remote areas. • Recurrent training of BEP personnel and RPs at state level. • Process documentation of microplanning exercises. • Integrate VEPwith AWPB • Verify EMIS data during the course of microplanning. 	<ul style="list-style-type: none"> • Improve supervision on pedagogical aspects in school. • Improve motivation among parents • Regular monitoring of VEC functions. • organising exhibitions, melas, puppet shows. • Leadership training for women motivators at BRC and NPRC level.

TABLE C. STATUS OF SIEMT IN DPEP STATES

Details	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<i>Nature of institution</i>	Independent institution. Decision taken to shift SIEMAT from Jorhat to Guwahati under Society Regulation Act in January, 1999.	SIEMAT was earlier envisaged as part of SCERT but is now envisaged as an independent institution.	SIEMT as Planning and Management wing of DSERT.	Project report prepared. Govt. actively considering structure etc.	Originally envisaged as independent institution. Presently working with SPO of DPEP. EC has decided to review the need for SIEMT as a separate body. Feasibility study will be carried out to find out the need of capacity building	Independent Institution (MIEPA)	Part of State Project Directorate both academically and administratively.
<i>Date of Establishment</i>	February, 1999	Established at Bhiwani on 4.9.1998.	Yet to be established in process.	In process.	May 1997.	7.5.94 Registered as an independent institution on 21.2.98.	30.9.96
<i>Appointment of Director and date of appointment</i>	SPD, Assam is holding additional charge.	Dir. of SCERT is also the Director of SIEMT. After its shifting at Bhiwani on 4.9.98 a Dy. Dir. is working as an officiating head.	Director, DSERT in place, Joint Director to be appointed	--	In process but not completed.	Regular Director 27/9/97.	No separate Director appointed. State Project Director is the controlling officer.

Details	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<i>Proposed Staff Strength</i>	Not yet finalised						
a) Academic		16	26	--	15	8	12
b) Non - Academic	--	25	8	--	14	8	8
c) Total		41	34*		29	16	21
<i>Staff in Position</i>							
a) Academic	It has been decided to arrange for individual consultancy till the formal appointment of staff.	11 posts have been filled.	--	--	1 Lecturer	8	12
b) Non-academic	--	18 posts have been filled.	--	--	Nil	6	8
c) Total	--	28	Staff not yet appointed.**	Staff not yet appointed.	1	14	20

*Posts created vide Govt. of Karnataka order no. 207, MCD 95, dt. 4.10.97 on permanent basis & for continuance beyond project period.

** as C&R Rules under finalisation by Govt.

STATUS OF SIEMT IN DPEP-II & III STATES

Details	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh
<p><i>Nature of Institution</i></p>	<ul style="list-style-type: none"> • SIEMT as a deptt. in SCERT instead of a separate institute. • Since the activities of Department of Educational Management & Planning are to be dovetailed with activities related to several interventions of DPEP, the SPD has requested the state govt. to locate the department in SPO as an independent unit. Govt. orders are issued. 	<p>A part of GCERT-Planning & Management Cell established as a wing of the GCERT.</p>	<p>SIEMT being set up within SPO.</p>	<p>SIEMT works as a part of SPO. Yet to be registered.</p>	<p>Independent autonomous institution (SIEMAT). Registered under societies registration act 1860.</p>
<p><i>Date of Establishment</i></p>	<p>12-8-97</p>	<p>30.04.1996</p>	<p>--</p>	<p>July 1996</p>	<p>5.4.1995</p>

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 Fax: 26101114
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 Website: www.nief.gov.in
 D-10543

Appointment of Director and date of appointment	Director SCERT looks after the cell.	Director, GCERT is looking after the cell.	Not made so far at present being looked after by SPO with the help of planning & management branches	Director appointed in November 1996.	Mrs. Najma Akhtar, 15.6.95
Proposed Staff strength	6				
a) Academic	6	3	11	14	21
b) Non-Academic		2	16	13	18
c) Total		5	27	27	39
Staff in Position	NIL	-			
a) Academic	--	2	--	13 filled	13
b) Non-academic	--		--	7 position filled	15 (On contract)
c) Total	The state has finalised recruitment procedures and issued advertisement.	2	9 are in position	20	28

Details	BIHAR
<i>Nature of Institution</i>	At present part of SCERT.
<i>Date of Establishment</i>	2nd October, 1997.
<i>Appointment of Director and date of appointment</i>	Director SCERT also to work as director SIEMAT.
<i>Proposed staff strength</i>	21 (excluding director)
<i>Staff in position</i>	So far 1 Additional Director, 2 Research Associates and 6 non-academic positions are filled.

Community Mobilisation & Participation

DPEP - I							
<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Administrative arrangements	<ul style="list-style-type: none"> • PO in SPO looks after community mobilisation and participation. • Community mobilisation & participation in DPO looked after by Programme Officer. • Resource Groups constituted at state and district levels for training of VECs. 	<ul style="list-style-type: none"> • Deputy Director (Media) in SPO looks after community mobilisation and participation. • APC. community mobilisation in DPO. in place. • Media Resource Group at State and district levels constituted to advise on Community Mobilisation & VECs also. • SRG for VEC training formed. 	<ul style="list-style-type: none"> • At the SPO level, PO (Pedagogy and Training) monitors training for VEC members and PO (Media and Documentation) handles development of materials for community mobilisation. • At the district level, Assst. Project Coordinator monitors VEC programmes. • SRG at the state level in place. 	<ul style="list-style-type: none"> • Personnel at state & district level in place to look after community mobilisation • Block Advisory Committee with people's representatives constituted • SRG, DRG & BRG are in place 	<ul style="list-style-type: none"> • Media in-charge in SPO looks after community participation. • SRG, DRG and BRG formed . 	<ul style="list-style-type: none"> • Under Mahila Prabodhan Programme (MPP) Sanchalikas at District and Block levels appointed. • Media officer at state & district level look after community mobilisation. 	<ul style="list-style-type: none"> • SRG and DRG for community mobilisation and capacity building constituted. • At SPO, one consultant and MDO look after Community Participation. • MDO at the district level looks after community mobilisation.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
<p>Community Mobilisation</p> <p>Material Development</p>	<ul style="list-style-type: none"> • Meena comic books and Meena video and audio cassettes in local languages developed. • Campaign materials in local languages and dialects prepared. • Film on community participation prepared. • Posters prepared • Publication of VEC Newsletter. 	<ul style="list-style-type: none"> • Posters, dairy and calendars published • Local newspaper 'Chaupal' is being published. • Audio cassettes developed 	<ul style="list-style-type: none"> • Calendars, posters and brochures printed. • Baa Bale Shalege a booklet on street plays and songs pertaining to education of girls and SC/ST children published. • <u>Kali-Nali</u>, monthly newspaper published. • Audio cassettes prepared for mobilisation on various issues. • Script on songs and dramas developed in association with 'Rangayana', a theatre organisation in Mysore. • Materials developed in association with BGVS for Chinnara Melas. 		<ul style="list-style-type: none"> • Brochures, Pamphlets, folders printed. • Publication of Bulletin on achievements of DPEP published. • Preparations made to develop IEC materials such as posters, handouts brochures and newspapers and advertisement for mobilisation of community for girls education and UFE. • Panchayat Gazette, a weekly bulletin, is regularly published and distributed. 	<ul style="list-style-type: none"> • Folders, planners, calendars printed. • Hand books and audio cassettes developed. 	<ul style="list-style-type: none"> • Pamphlets, posters and handbills printed and distributed.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Campaign and other mobilisational activities	<ul style="list-style-type: none"> Mecna campaign intensified to mobilise all sections of the society Enrolment week organised. Puppet shows organised. Procession and Rallies organised. Hoardings and wall writings done Convention for women organised. DPEP staffs put up in local festivals. Kalajathas organised in all the districts. Conventions for women members of VECs, Mahila Samittees, NGOs, etc. organised at cluster level. Mass campaign by VEC against social evils launched. Motivational programme for Tea Garden Area. Micro planning initiated in Darrang district with active participation of VECs. Health awareness programme conducted. VEC week celebrated. Shishu melas and Sishu Sadan organised. Contact programmes in Char, tribal and tea garden areas conducted. Drop out prevention drive organised. 	<ul style="list-style-type: none"> Ma-beti melas conducted Baap-beti melas conducted Hoardings and slogans put up. Handicraft exhibitions for women organised. Shishu melas organised at cluster level. Jan -Jagaran Melas organised Prabhat pheries and Bhajan Mandalis used for spreading message. Kalajathas and Puppet shows organised Programmes on AIR aired. 'Pustak' melas organised. Meetings were held at block & CRC levels for awareness campaigns. Ma-beti melas organised at cluster level. 	<ul style="list-style-type: none"> VEC melas organised. Kalajathas organised Chinnara melas organised in the districts Folk forms like Kolata, Gogipada, Bayalunatya continue to be performed. 	<ul style="list-style-type: none"> House-to-house campaign conducted by volunteers. Kalajathas organised to mobilise people in general. Door-to-door survey used as mobilisation tool. Ma-beti and Baap-beti melas conducted in all districts. Mahila Sikshya Abhiyan & Bal melas organised. Radio and video progs. developed earlier are being used now 	<ul style="list-style-type: none"> Kalajathas of Jila Saksharta Samiti mobilise villagers through nukkad nataks, folk songs and folk dances. Slogans and wall writing undertaken Padyatra & rallies organised Door-to-door contact organised Posters developed in local Tribal dialect. 'School chalo Abhiyan' organised with emphasis on tribal children Bal melas, Bal Panchayat, Maa-beti mela, sports and cultural competitions carried out. Mahila Shiksha Abhiyan targetting at SC and ST girls launched. Make the school green & clean campaign undertaken with VEC participation. Shiksha Panchayats organised at cluster level. 	<ul style="list-style-type: none"> Mahila Melawas, Kishori Melawas organised in all the districts Pravesh Prachar Dindi organised Kala jathas and Bal Anand Melawas organised Slogans and banners used for community mobilisation Pad-yatras and Prabhat Pheries were undertaken. 	<ul style="list-style-type: none"> Kalajathas conducted Metric melas organised in all the districts to mobilise people. BRC supervisors conducted meetings with Panchayat president, PTAs, V.L.Cs, NGOs. State level cultural programme was aired. Mass torch rallies were conducted for awareness generation. DPEP stalls installed in Arudra Darshan at Chidambaram, famous religious fair. Such festivals are widely used to inform people about DPEP. DPEP stalls put up in all local festivals. Programmes broadcast in local AIR. Local newspapers are extensively used to communicate DPEP achievements. Multi-Media campaign launched in Dharma puri district.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
<p>Community Participation Community Organisations</p>	<ul style="list-style-type: none"> • VECs constituted in all expansion districts. • Existing MC merged with VECs to avoid conflicts. • VEC fora at block and district level constituted. • VECs reconstituted in 3 DPEP-I district and integrated with MCs. • Formation of Mothers' forum in tea garden areas 	<ul style="list-style-type: none"> • VECs constituted in all districts. • VCCs constituted for civilworks with women as head. • VECs constituted in all DPEP- II districts. 	<ul style="list-style-type: none"> • VECs constituted • In most cases School Betterment Committee (SBC), existing prior to VEC, merged with VEC. 	<ul style="list-style-type: none"> • VECs constituted in all the districts. • PTAs and MTAs too exist and cooperate with VECs. • MTA also exists. 	<ul style="list-style-type: none"> • VECs constituted. • Panchayati Raj institutions actively involved in DPEP. • VECs in all DPEP-II districts constituted. • One round of training to VECs in DPEP-II districts imparted. 	<ul style="list-style-type: none"> • VECs constituted in all the districts. • Mata - palak sanghs formed on experimental basis at village level for girl's education. 	<ul style="list-style-type: none"> • VLCs constituted in all districts. • PTAs, also exist.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
<p>Empowering Community Organisation (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> • Training module for VEC developed in cooperation with VHAI & NEIBM. • Training module developed for Master Trainers for VECs. • Training modules revised with the content of community ownership. 	<ul style="list-style-type: none"> • Training module for VEC under revision. • Training module on Civilworks for VCC developed. • Booklet for VEC developed. • Folders on DPEP printed. 	<ul style="list-style-type: none"> • Training modules and materials for VECs developed. • Seven module training film for VECs prepared. • Material developed to orient teachers. • Besides training module - 'Grama Shikshana Samithi', self reading material - 'Nammura Shaale Heegirali', 'Nammura jana - Nammura Shaale' and Naavu Kattuva Shaale' a compendium for supervising civil works prepared. 	<ul style="list-style-type: none"> • Community construction manual for VECs developed 	<ul style="list-style-type: none"> • Training manual and posters prepared for VECs. • VEC diaries printed and distributed in the districts. 	<ul style="list-style-type: none"> • Training modules for VEC and Mahila Prabodhan Programme developed. • Teachers handbook on MPP includes the module on how to conduct MTA meeting. 	<ul style="list-style-type: none"> • Training modules for VEC training developed by some districts. • Training module for VEC planned at the state level. • Module for VEC orientation prepared by some districts.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Orientation/ Training/ workshops for Community Organisation	<ul style="list-style-type: none"> • 2 day training for VEC members organised in all districts. • Monthly review meeting with DSG and Rps & Mothers forum is continued. • Model Workshops Cum training for VEC members organised. • Meeting of district and block VEC fora conducted • Need based training designed and imparted to VECs. 	<ul style="list-style-type: none"> • Orientation and gender sensitisation programme for VECs conducted. • Training at BRC level on wall news-letter for VEC in one district conducted. • In some districts 2-days training given to VECs. 	<ul style="list-style-type: none"> • Training on micro planning organised. • Workshops organised to identify issues at the village level for micro-planning . • 4-days training for the VEC members at BRC level is given. • Field visits of VECs to other districts organised. 	<ul style="list-style-type: none"> • In Kasargod dist. "Sahavasa camp" at panchayat level organised • Systematic orientation programmes organised for VECs. 	<ul style="list-style-type: none"> • Orientation of VECs members. • Orientation of BEOs and DPO staff held at DIET. • Panch-Sarpanch Sammelans organised. • VEC training organised. 	<ul style="list-style-type: none"> • Two-day training for VEC members for collection of family data and role of VEC conducted in all the district. 	<ul style="list-style-type: none"> • Training for VLC on micro- planning conducted. • BRCs are imparting training to VLCs. • Orientation training of VLCs conducted in all districts districts.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Orientation Training/ workshop for staff Master Trainers	<ul style="list-style-type: none"> • Orientation Workshop for newly inducted District Programme Officers (community Participation & VEC) organised. • Workshop to fine tune training framework & monitoring mechanism for the VEC organised. • Orientation for BLRG / CRCC on community participation organised in all the districts. • Reinforcement TOT organised for SRG. 	<ul style="list-style-type: none"> • Key resource persons trained by SCERT. • State level sharing workshop organised & future plans developed. • Theatre Workshop organised. • Workshop on puppetry organised. 	<ul style="list-style-type: none"> • Teachers oriented at BRC level. • Training on micro planning organised 	<ul style="list-style-type: none"> • Training of VECs on VIPP techniques of micro-planning. • Training of staff on VIPP techniques for micro-planning • Workshop organised to develop materials targeting parents, public and opinion makers 	<ul style="list-style-type: none"> • Master Trainers identified at the Block level and trained at DIET • Training package prepared by SCERT. • meeting organised at the state level with SRG for Shiksha Panchayats. • Sahayoginies given training at state level. 	<ul style="list-style-type: none"> • Five persons from each district given training at state level for VEC training. • Block and cluster level cascading partially completed. 	<ul style="list-style-type: none"> • Training on micro-planning conducted for staff. • First review meeting of Media and Documentation officers was held • State Level workshop on Community Mobilisation and Participation conducted and Action Plan developed. • SRG meets regularly to share plan and monitor progress.

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Areas and instances of Participation	<ul style="list-style-type: none"> Rs. 2000/- given as School improvement grant by DPEP to all VECs. VEC's manage ECCEs. VEC's playing active role in attitudinal change and facilitation of school functioning. Regular supervision of NFE & ECE centres by VEC members and community. VEC members involved in TLM preparation. House-to-house survey conducted with VEC participation. 	<ul style="list-style-type: none"> Rs. 2000/- given as School improvement grant by DPEP to all VECs. Door-to-door survey by teachers and VECs conducted. VEC's are involved in construction of school building, toilets, repairing and water supply. VEC's involved in attitudinal change and facilitation. Participatory micro-planning: Training imparted in sample blocks. 	<ul style="list-style-type: none"> Rs. 2000/- given as School improvement grant by DPEP to all VECs. VEC involved in micro-planning. VEC's involved in Civilworks. VEC's have provided accommodation to lady teachers. VEC's involved in enrolment drive. VEC's have provided voluntary teachers. VEC's engaged in attitudinal change and facilitation of enrolment. VEC's enabled to take effective decisions in the functioning of NFE centres including identification of instructor, location of the centre and determining its timings through discussion with the village community. VEC's participation encouraged in overseeing and supporting existing Government programmes such as mid-day meals, distribution of uniforms, school bags, scholarship, textbook, etc. 	<ul style="list-style-type: none"> VEC's involved in door-to-door survey. VEC's involved in micro-planning through VIPP technique. VEC's involved in Civilworks. VEC's involved in monitoring the programme School improvement grant utilised by VECs. 	<ul style="list-style-type: none"> VEC's participated in Lok Sampark Abhiyan. VEC's involved in the selection of teachers in both SSKs and A.S. The Gram Shiksha Sabha undertook social audit of village education. VEC's utilising School Improvement Grant. 	<ul style="list-style-type: none"> School Improvement Grants utilised by VECs VEC's contribute Rs. 500 to receive Rs. 2000 as School improvement grant from DPEP. VEC's are involved in doing micro-planning and school mapping. VEC's participating in Civil Works VEC's review physical and educational needs of schools. VEC's contributed Rs. 14 lakhs in Nanded district for school development. VEC's in many places contributed to school voluntarily. VEC's in many places donated land and money for building school. VEC's consulted in utilisation of 4% salary contingencies to the teacher. Shikshan Karmi appointed by VEC's 	<ul style="list-style-type: none"> VEC's are utilising School Improvement Grant. VEC's are donating land for school building VEC's are making the corporate concerns to donate money for the local school. In Dharmapuri district VEC's have contributed money for school uniforms for poor children. For the first time, children from "Iruilas community" traditional snake catchers have started going to the school. NFE teachers appointed

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> • VECs involved in developing secondary learning materials. • In selected clusters in Tribal villages, community is involved in documenting on the subjects, eg. environment, traditional health practices, folk art, folklore and culture. • Community based school health programme is experimented on pilot basis. • VEC awards given. • Collective teaching in the school by VEC. • Cluster Resource Groups promoted as sustainable means for empowering community. 	<ul style="list-style-type: none"> • Temple loudspeakers were used to mobilise communities. • A grant of Rs. 11.5 lakhs has been released to the districts as health check up grant. 	<ul style="list-style-type: none"> • Kalajatha techniques used for micro-planning. 	<ul style="list-style-type: none"> • Village level monitoring system involving VECs and Panchayat developed. • Volunteers from muslim & tribal communities appointed to mobilise these communities. 	<ul style="list-style-type: none"> • Volunteers from tribal communities appointed to mobilise and generate awareness among these communities. • Shiksha Panchayats are being organised. 	<ul style="list-style-type: none"> • VECs contribute Rs. 500 to receive Rs. 2000 as school improvement grant. This has enhanced the sense of community ownership. • Local communities have contibuted about Rs. 7.5 crores. 	

DPEP - I

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Networking	<ul style="list-style-type: none"> • Steering Group at the state level provides support. • Steering Groups at the district level provide support. • A number of NGOs from Assam & outside as well as NEIBM are involved. • PEACE, a Delhi-based NGO involved in training SRG. 	<ul style="list-style-type: none"> • NGO involved in providing training on micro-planning. • Media Resource Groups at state and district levels, constituted. • Two State level workshops of NGOs were organised (March & May ' 98) for NGO involvement in the area of community mobilisation and participation. 	<ul style="list-style-type: none"> • Collaboration with local NGOs, such as Rangayana, BGVS, Mahila Samakshya, etc. • AIR, Doordarshan and DAVP are roped in. 	<ul style="list-style-type: none"> • UNICEF involved in imparting training on VIPP • NGOs are involved alongwith NFE instructors and Anganwadi workers. • Block Advisory Committee, drawing from cross-section of people, constituted. 	<ul style="list-style-type: none"> • UNICEF involved in Teachers empowerment programme. • NGOs are also involved. 	<ul style="list-style-type: none"> • IIE, Pune, conducted training of DRG for VEC. • SCERT developed VEC training module. 	<ul style="list-style-type: none"> • Various local bodies, NGOs and voluntary organisation are participating in the campaign. • MYRADA, an NGO is helping the SPO in VEC training.

DPEP - II & III

<i>Community Mobilisation & VEC Interventions</i>	<i>Andhra Pradesh</i>	<i>Gujarat</i>	<i>Himachal Pradesh</i>	<i>Orissa</i>	<i>West Bengal</i>	<i>Uttar Pradesh</i>	<i>Bihar</i>
Administrative arrangements	<ul style="list-style-type: none"> • Two community mobilisation Officers in SPO look after community mobilisation. • CMO in DPO looks after community mobilisation. • A.P. School Education (Community Participation) Act, 1998 promulgated. • District Resource Groups and Mandal Resource Group are formed. 	<ul style="list-style-type: none"> • ASPD looks after community mobilisation. • Project coordinator incharge of community mobilisation at DPO. 	<ul style="list-style-type: none"> • Deputy Project Director in SPO looks after community mobilisation. • Deputy Project officer in the district looks after community mobilisation. • Action initiated for SRG/BRG formation. 	<ul style="list-style-type: none"> • Media in-charge and one consultant at SPO looks after community mobilisation. • SIEMT looks after training of VECs. • SRG/BRG formed. 	<ul style="list-style-type: none"> • State and district coordinators in place. • DRG formed in the district. • SRG being formed. 	<ul style="list-style-type: none"> • Senior Professional at the SPO looks after the functional area. • District Community Mobilisation Coordinators appointed. • SRG and BRG for VECs constituted. 	<ul style="list-style-type: none"> • State Resource Person in SPO for community participation. • Community mobilisation in-charge at the district level. • Core team on community mobilisation & VEC functional in every DLO. • SRG/DRG formed.

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<p>Community Mobilisation</p> <p>Material Development</p>	<ul style="list-style-type: none"> • Posters, Brochures, Desk calendars highlighting DPEP objectives and role of VECs published. • DPEP Newsletter brought out by SPO. • Preparation & production of Audio Cassettes in tribal dialect in process. • Video film on good VEC made. • Production of short film for propagation on VEC under process. • Video film on VEC training programme developed. 	<ul style="list-style-type: none"> • Video films prepared. • Module prepared on planning and management. • Posters, Pamphlets and banners printed. • Developed materials for parental education in IEDC Programmes. 	<ul style="list-style-type: none"> • Brochure booklets, badge and pamphlets prepared and distributed to teachers, VEC membs., PRI members, and others • Calendars printed. • Audio cassettes developed 	<ul style="list-style-type: none"> • Brochure on DPEP published. • Leaflets, posters, calenders, and banners prepared. • Audio cassettes developed. • Collection of tribal songs. 	<ul style="list-style-type: none"> • Public shows organised. • Preparation of pamphlets, leaflets, brochures, folders etc. • Video and audio cassettes developed. • Rural newspaper published. 	<ul style="list-style-type: none"> • Posters developed. • Poster competition organised. • Folders printed on School Improvement Grant 	<ul style="list-style-type: none"> • Manual on concept, constitution process, role and functions of VECs and training of VECs developed. • A set of 3 Shiksha Geet Mala/Abhiyan Geet audio cassettes developed. • A set of two audio cassettes on 'Munia Beti' campaign developed at SLO level and distributed in every district. • Development and distributions of calenders on <i>Munia Beti Padhati Jaye</i> campaign with DPEP/BEP messages at SLO level and distributed in every district. • Posters/pamphlets/banners developed in every DLO. • Street plays developed, printed and being used for mobilisation. • Documentary films on VEC being made. • Booklets/brochures on DPEP published and distributed.

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<p><i>Campaign and other mobilisational activities</i></p>	<ul style="list-style-type: none"> • Local artists from villages used for folk performances. • Electronic and print media utilised to spread the message of importance of girl child education. • Radio interviews of VEC members. • Ward adoption by VEC members propagated. • Organisation of Kala jathas. • Public meetings, film shows, rallies and exhibitions conducted. • Wall writing undertaken. • Special campaign drive organised for women, Youth & VEC for girl education • Organisation of tribal Youth camps. • Exhibitions organised. 	<ul style="list-style-type: none"> • Bal Mahotsava, Prabhat Pheris, Mashal yatras undertaken • Cultural talent search activities organised. • Hoardings and wall paintings done. • Thematic dramas, folk theatre used. • Lok shakar Sankalp tratmak Shibir organised. • Mashal yatras organised. • Stalls setup in local popular fairs. • TLM exhibition for local communities organised. • District level awareness meeting held to discuss strategies. • Awareness programmes organised. • Praveshotsavs organised. • Sutra Yatra organised. • Special campaign launched for girls' enrolment in tribal areas. • Meetings in the community organised for girl education. • Community mobilisation in Malappuram district on TED conducted. 	<ul style="list-style-type: none"> • Workshops were held at district level to develop slogans for community mobilisation • Bal melas organised • Hoardings put up • Competitions and cultural activities undertaken to mobilise community. • Kalajathas organised. • Panchayat sammelans organised. • Mahila Sammelans organised. • Exhibitions in DPEP put up in local fairs. • Wall writings and hoardings put up. • Maa-beti melas, Balika melas organised. • Enrolment drives held in all dists. • Rallies and competitions held at block and cluster levels 	<ul style="list-style-type: none"> • Hoardings put up at strategic places • Sishu melas organised at block level. • Sikshya melas organised • Women's conventions, Matru Sammelans are being organised. • Tribal fairs are being organised. • Wall writings undertaken in some districts. • Processions and rallies conducted in some districts. • Folk dances organised at sub-district level to spread message about DPEP. • Enrolment drives organised in all the districts. 	<ul style="list-style-type: none"> • Postering and wall writings undertaken • Folk lores, street drama used to spread awareness. • Rallies and meetings for creation of mass awareness. • Mobile book exhibition taken up by SPO in collaboration with NBT. 	<ul style="list-style-type: none"> • 'Vidyalaya Chalo' campaigns organised • Ma-beti and Baap-beti melas organised. • Audio-video kit to mobilise child labourers under preparation. • Meena campaign for girls education organised. • Cultural activities organised. 	<ul style="list-style-type: none"> • Intensive campaigns of three types launched for VEC formation. This involved house-to-house contact for VEC formation. • Munia Beti campaign launched. • Wall writing, Padyatra, Bal Mela, children palbies, sportsmeet, Ma-Beti mela, Audio-video campaign, enrolment Drive, Prabhat Pheries, Street Play etc. organised in every district. • State level Bal Mela organised. • State level Maa-Beti Mela organised. • Praveshotsavs organised in every district. • Exhibitions on UPE being put up on 26th January & local fairs. • Mahila Day organised at DLO level. • Innovative wall paintings done in East Singhbhum district. • Kalajathas formed in Gaya district.

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Community Participation Community Organisations	<ul style="list-style-type: none"> • School committee formed in every school. • Panchayat Education Committees are formed. • Special teams organised at Mandal level for educating community. 	<ul style="list-style-type: none"> • VECs formed in all districts. During 1997-98 858, 1876, 309 VECs formed in Banaskantha, Panchmahal and Dang districts respectively. • MTA, PTA and Mahila Mandals exist and cooperate with VECs. 	<ul style="list-style-type: none"> • VECs formed in all the districts. • PTAs and MTAs also formed. MTAs are active in promoting girls's education 	<ul style="list-style-type: none"> • VECs constituted in all the districts. • MTAs and PTAs are constituted. 	<ul style="list-style-type: none"> • VECs reconstituted Gram Sansad wise. • Ward Education Committees formed in Municipality areas. • VCC formed for civil works. 	<ul style="list-style-type: none"> • VECs constituted. • MTAs, and PTAs are existing. 	<ul style="list-style-type: none"> • VEC formation campaign launched. More than 70% VECs constituted/reconstituted. • <i>Mata Samitees</i> formed to run ALS and ECE centres.
Empowering Community Organisation (VEC, MTA, PTA, Panchayats etc.) Material development	<ul style="list-style-type: none"> • Training module for VEC training prepared and printed. 	<ul style="list-style-type: none"> • Development of posters, cut outs and folders. • A village committee manual on civilworks prepared. • Training module for VEC, PTA, MTA is being revised in consultation with GCERT. 	<ul style="list-style-type: none"> • Manual for VEC training on Civilworks prepared. • Circulars on role and functions of VEC were printed and distributed to all CHTs. • Booklet on role of VEC prepared 	<ul style="list-style-type: none"> • Manual for VEC training prepared by SIEMT. • Community Mobilisation manual prepared by the SPO. 	<ul style="list-style-type: none"> • Development of training module for key Resource Persons • Manual on building repairing developed for VECs. • SPO has developed VEC training module. 	<ul style="list-style-type: none"> • Trainers handbook for training of VECs developed. 	<ul style="list-style-type: none"> • 3 training modules for VEC prepared. • Training module for VEC training prepared and printed.

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Orientation: Training workshops for Community Organisation	<ul style="list-style-type: none"> • Gender sensitisation programme for VECs conducted. • An eight- day orientation workshop for all VEC members organised. • State level sharing workshop organised for VEC chairmen, NGOs, & Mahila Mandal presidents. • Exposure tour of VEC members to M.P. organised. • Orientation and training programme for all the school committee members has been conducted from 24.12.98 to 28.12.98. The areas identified for training is UEE. • PTAs are oriented. 	<ul style="list-style-type: none"> • Orientation and training workshop of VEC members at CRC level organised. • Monthly meetings of VECs, PTA & MTAs were organised at school level. • Workshops for women sarpanches and anganwadi workers organised. • One-day workshop with local community leaders organised. • 9905 VEC members are trained. 	<ul style="list-style-type: none"> • Orientation programmes for VECs conducted. • One- day Mahila Mandal camp organised in Chamba district. • VECs oriented on role & responsibilities of VECs and DPEP. 	<ul style="list-style-type: none"> • One and two-day training programmes for VECs are scheduled in each district. • Trainings of VCWC on Civilworks organised. • Training on Micro-planning and school mapping organised. • Orientation programme for VECs organised. 	<ul style="list-style-type: none"> • VECs given orientation. 	<ul style="list-style-type: none"> • 8882 VEC have been trained. 1,77,640 VEC members and contact persons from the community have been trained till Feb., 15, 1999. • Regular VEC meetings held. • 48 MTA have been trained. • 28 women motivator groups were formed and trained. • 56 PTAs were trained. 	<ul style="list-style-type: none"> • Campaign for VEC formation also did the basic orientation of VECs. • Orientation of VECs organised. • 5 days training to VEC members initiated.

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<p>Orientation/Training/workshop provided for staff Master Trainers</p>	<ul style="list-style-type: none"> • Workshop on Participatory Rural Appraisal organised. • Training cum orientation to women members of local bodies in educational issues organised. • Training of Master Trainers for VEC completed. • 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT. • SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons. • Head Masters attended the School Committee training Programmes • District team of Mandal Officers and two other Resource Persons were given training for 3 days on community mobilisation for UPE. This included one day exposure visit to MVE, an NGO. 	<ul style="list-style-type: none"> • Orientation of DRG organised. 	<ul style="list-style-type: none"> • Resource Persons for VEC training given training. • State level workshop on community mobilisation and participation organised. 	<ul style="list-style-type: none"> • Three-day Training workshop was organised at the state level for state and district Staff on community mobilisation and participation. • Training of SRG for VEC organised at State level. • DRG formed. • Workshop on role of media in community mobilisation organised. • Training of BRG (Media) on mass mobilisation in the districts organised. 	<ul style="list-style-type: none"> • State level workshop for district coordinators and key DPO functionaries held in Feb.'99. • SRG and DRG formed. • SPO organised a two-day training for DRG. 	<ul style="list-style-type: none"> • Training workshop organised by SPO for SRG. • Training workshop organised by DIET for BRG. • Four-day workshop organised at the State Level to orient the district Coordinators and to develop district wise plans for community mobilisation and participation. • SRG and BRG given training. • 5 day PLA/PRA Training organised for SRG and BRG. • PLA training given to district coordinators and NGOs. 	<ul style="list-style-type: none"> • State Level Resource Persons Training Programme for VECs based on VEC Training Module organised. • State Level Workshop on different strategies of VEC formation and its implementation by DLOs organised. • State level workshop organised to review the process of VEC formation. • District-wise identification of UTPRERAKS and ABIPRERAKS held. • Training for Utpreraks organised. • State level workshop on different strategies of VEC formation and its implementation by DLO organised.

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Area and instance of participation	<ul style="list-style-type: none"> • VECs utilising school improvement grant. • VECs involved in door to door surveys. • VECs involved in monitoring the programme and micro planning. • Construction of school buildings done with active involvement of VECs. • VECs involved in enrolment drives. • VECs mobilised physical and financial resources for construction of school building/ additional classrooms. The contribution of villagers in all districts put together is about 25 lakhs. This has enhanced the sense of community ownership. • VECs of remote villages provide free accommodation facilities to the teachers. • School day was celebrated on 9th Jan.'99 focussing on reduction of drop-out and 100% enrollment and retention in all schools. • Local committees participated in white-washing of school buildings and keeping the premises clean and green. • Village committees in some cases organised community lunch for children and parents. 	<ul style="list-style-type: none"> • VECs involved in door-to-door surveys, village and school mapping • VECs playing an important role in attitudinal change (especially the gender issue) • VECs involved in facilitation, enrolment and retention of children in schools. 	<ul style="list-style-type: none"> • Panchayats and VECs participated in school mapping. • In Kullu district VECs, PIAs, MTAs, Mahila Mandals, Yuvak Mandals, Saksharata Samities participated in micro-planning and school mapping exercise • VECs utilising school improvement grant • VECs participating in all mobilisation activities • Vill. Communities donated land for most of the new schools in all the dists; donated furnitures to many schools; contributed to cite development, etc. 	<ul style="list-style-type: none"> • VEC participating in enrolment drive. 	<ul style="list-style-type: none"> • Rs.2000/- school improvement grant utilised by VEC. 	<ul style="list-style-type: none"> • VECs involved in survey. • VECs involved in micro-planning. • VECs involved in facilitation, enrolment and retention of children. • VECs involved in school improvement 	<ul style="list-style-type: none"> • VECs participating in micro-planning. • VEC participating in school improvement and community mobilisation • VECs motivated to run schools during teachers strike in Bihar. • VECs celebrated Deepawali in the schools in the East Singhbhum district. • School Improvement Grant to VECs released. • All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.

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<p>Other activities to promote Participation and Innovations</p>	<ul style="list-style-type: none"> • VECs working with <i>podupu laxmi</i> groups to tackle problem of child labour. • Region-wise School Committee Sadarsulu organised at six places and addressed by the Chief Minister for better community participation in school development. • Biodata particulars of school committee members in respect of 835 Mandals numbering 33719 have been collected and computerised. • School monitoring information system which have provisions to monitor the functioning of school committees is being operationalised. 		<ul style="list-style-type: none"> • PTAs and MTAs formed to promote wider participation 	<ul style="list-style-type: none"> • PTAs and MTAs formed to promote enrolment, retention and girl's education. 		<ul style="list-style-type: none"> • Moulvies sensitised to mobilise the minority community. • Media used to change mindsets towards new pedagogy. • Kalajathas organised, focussing on girls education. 	<ul style="list-style-type: none"> • Mata Samitees formed to run ALS and ECE centres. • Theatre workshops for capacity building of cultural groups in 7 linguistic zones held. • VECs motivated to run schools during teachers' strike in Bihar. • Innovative usage of local folk art to spread the message of DPEP.

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Networking	<ul style="list-style-type: none"> • Local NGOs, Mahila Mandals, youth organisations and social guilds associated with capacity building and implementation of DPEP activities. • A.P. Housing corporation conducting training programme for VEC members and masons on low cost construction technique. • Training for school committees members was conducted in collaboration with MVF. • Strategy planning along with MVF and UNICEF. 	<ul style="list-style-type: none"> • Lok Jumbish assisting in Micro Planning. • Various local bodies and NGOs participating in the campaign • Ahmedabad Study Action Group (ASAG) to help in community based civil works. 	<ul style="list-style-type: none"> • Mahila Mandals, Yuvak Mandals, Saksharata Samities and NGOs participating in community mobilisation activities. • NGO meetings were organised at district level. 	<ul style="list-style-type: none"> • SPO drawing up strategy to involve NGO. • NGOs are involved at the district level in community mobilisation. 	<ul style="list-style-type: none"> • NGOs, youth clubs and other groups involved in the community mobilisation programme. 	<ul style="list-style-type: none"> • NGO workshop at the state level for their strategic involvement in community mobilisation and capacity building of VECs organised. • Nehru Yuvak Kendra, SSK, Mahila Samakhya are involved. • Efforts at community mobilisation for ECE and girls initiated through a NGO in Ailiya block in Sitapur district. 	<ul style="list-style-type: none"> • Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities. • Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.

NATIONAL LEVEL INTERVENTIONS

Areas of Interventions	Activities
Arrangements for professional and technical support from national level.	<ul style="list-style-type: none"> • Community Mobilisation and VEC Development unit in TSG
Annual Work Plan	<ul style="list-style-type: none"> • National interventions are planned keeping in view the goals of DPEP of decentralised school & village based movement and the strategy mentioned below
Strategy	<ul style="list-style-type: none"> • Facilitate intra- and inter- state 'learning from each other' process • Generate materials for use in trainings and for wider dissemination • Strengthen PRI-VEC interface • Develop and strengthen network at the national level to promote community participation. • Assist the states to develop strategies and action plan for community mobilisation and participation • Provide support to the states to develop perspective, conceptual understanding on and skills for practicing community participation • Provide support to the states in setting up mechanisms to operationalise community mobilisation and participation and facilitate required capacity building • Provide support to the states for developing appropriate training materials and adopt training methodologies for empowering community structures
Research, documentation & material development	<ul style="list-style-type: none"> • Case documentation of good practices of participation for use in VEC training and wider dissemination • Study conducted on the role of Panchayati Raj institutions (PRI) in primary education and PRI-VEC interface in each DPEP state and state-specific report prepared. • Training modules for VECs from six states examined. • Issues for initiating intra and inter-departmental dialogue/coordination to strengthen PRI-VEC interface presented at the State Education Secretaries meeting in Delhi.

Capacity building: Workshop/training, etc. technical support to the States

- **National workshop on community ownership held in May' 99, at Bangalore. This focused on context-specific community mobilisation, examination of training module & follow-up of VEC capacity building and PRI-VEC interface.**
- Training module on participatory planning, community mobilisation and participation was delivered twice for DPEP personnel of Rajasthan at NRRC, Mussoorie.
- Provided support to Orissa DPEP in designing and conducting the State level conceptual and planning workshop on community mobilisation and participation for SPO and DPO teams.
- Provided support to Orissa to develop action plan on community participation and to streamline MTA & PTA, their composition and role and responsibilities.
- Provided support to Uttar Pradesh DPEP in designing and conducting the State level conceptual and planning workshop on Community Mobilisation and Participation for SPO and DPO teams.
- Provided support to U.P. in organising a State level workshop for NGOs for their involvement.
- **Provided support to U.P. to formulate guideline for NGO involvement in the area of community mobilisation & participation.**
- Provided support to Tamil Nadu in conducting a State Level Workshop on Community Mobilisation and Participation.
- **Provided support to Tamil Nadu for planning for community mobilisation and participation for the year 1999-2000.**
- Provided support to Haryana DPEP in two State level NGO workshops, for developing the strategy for NGO involvement in community mobilisation and participation in DPEP.
- **Provided support to Haryana in planning for revision of VEC training module and developing strategy for VEC training and orientation of panchayats.**
- Provided support to Assam in reinforcement TOT for SRG for VEC.
- **Provided inputs in the State level workshop on VEC & Media in Bihar and offered suggestions for further improvement in community mobilisation & participation.**
- **Made field visit to the districts in Maharashtra and offered suggestions for further improvement in community mobilisation & participation.**
- **Provided inputs in the state level workshop on Community Mobilisation and Participation in Himachal Pradesh on Role of VECs, and strategy for community empowerment.**

Networking & Linkages	<ul style="list-style-type: none">• Providing assistance to other functional area units, viz. MIS, planning, RESU within TSG on matters related to community mobilisation and participation.• Prepared new PMIS formats and quaterly monitoring formats for MIS• Contributed to the new framework on Annual Work Plan.• Participated in State level Gender Workshop in Orissa and provided inputs on PTAs and MTAs.• Provided feed back on various relevant studies sponsored by RESU.• Linkages forged with NGOs in a few states such as Assam, Haryana and Uttar Pradesh.
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Pedagogical Renewal

National Level Activities

<p>Capacity Building undertaken in two DIETs</p>	<p>Two DIETs one is Mahendragarh district of Haryana, and the other in the Bareilly district of U.P. have been taken up for direct intervention. Work has been in progress in these DIETs for 4-5 months. During this period various Capacity Building measures have been taken like workshops for faculty members, training programmes organised by external resource persons and state level institutions like SIEMAT & exposure visits to another state to visit a well functioning DIET. Interventions have also been made at the SCERT level to appraise it of the problems identified and suggest corrective action that needs to be taken at the state level.</p>
<p>Book Van Tour to promote reading habits amongst children in West Bengal</p>	<p>To promote reading habits amongst children a book van tour was organised in West Bengal in collaboration with National Book Trust. The NBT book van travelled through four Phase-I districts of West Bengal - Birbhum, Bankura, Murshidabad & South 24 Parganas - for a total period of six weeks. During this tour the van spent about 10 days in each district holding small book exhibitions in various villages and towns. Along with exhibitions science experiments and activities and some cultural programs were also held. In each district about 80-100 teachers were oriented on the importance of developing reading habits amongst children and how libraries can enrich the teaching learning atmosphere in classrooms. Village libraries were reading involved in this programme.</p>
<p>TLM workshop in Haryana</p>	<p>A workshop was held in DPEP-Haryana in April'99. It was co-ordinated by TSG, and focused on the need to integrate Teaching-Learning materials, the textbook, and the Activity-Based approach to teaching-learning. For the first time, a concrete effort was being made to understand the hard-spots/difficulty areas of the teacher; materials and activities for the same were prepared to be used during the workshop. The other participants included some DPEP states and NGOs working in the field of Teaching-Learning resources. A follow-up strategy is being planned.</p>
<p>Compilation of Teaching-Learning Resources at TSG</p>	<p>At the National level efforts are underway to compile books and teaching learning materials for different subjects at the primary level. A resource centre is being developed at TSG, which will be subsequently accessed by the different DPEP states. The centre contains a collection of books on language, mathematics and EVS teaching. These books contain many activities/games that can be used by the primary school teacher. This apart, teaching-learning materials (like kits, labs etc.) developed by NGOs are also being collected. A catalogue of this collection will be made available for reference.</p>

<p><i>Making available selected reading material to States</i></p>	<p>A set of 30-35 books related to education and primary schooling were identified which have long been considered to be essential readings for people working in the field of children's education. Each state is being supported with a set of these book as a sample, so that they may be facilitated in taking a decision to buy some of these books for their state, district and BRC level libraries.</p> <p>In case of demand from states, commissioning of the translation of selected books into regional languages will also be undertaken in collaboration with National Book Trust, New Delhi.</p>
<p><i>Bi-monthly Newsletter</i></p>	<p>A bi-monthly newsletter, "Issues in Primary Education" is being brought out (in English and Hindi) and sent to Resource Persons at the state, district and block levels. It focusses on emerging academic issues in primary education.</p> <p>Five issues have already come out.</p>

TEACHER TRAINING AND SUPPORT ACTIVITIES

Coverage/Rounds/Cascade

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase I</i></p> <ul style="list-style-type: none"> • After the need assessment test district specific training modules were developed. 10537 teachers have been trained through this 6 day training programme (Oct-Dec'98.) • Training for teachers on resource materials for class III and IV is planned for may-June'99. <p><i>Phase II</i></p> <ul style="list-style-type: none"> • 19251 teachers have been trained for 7-9 days through the 'Whole School Approach' training (Oct-Dec'98.) • In both phase I and II, teachers have undergone a 3 day training on the newly developed textbooks for class I. This training is ongoing. 	<ul style="list-style-type: none"> • All the teachers teaching class I and II are presently undergoing "Tarang - II", a training on the usage of the newly developed class I & 2 textbooks. • All the teachers teaching class-I & II trained in phase I & II districts for 5 days • (Prior to this a 10 day motivational training was imparted to all teachers in DPEP II districts.) <p><i>Cascade</i></p> <ul style="list-style-type: none"> • CRCs worked as Resource Persons and they were trained at State Level who in turn trained the teachers at their respective clusters. 	<ul style="list-style-type: none"> • Teachers in one block each of phase I districts have undergone a 12 day training by the SRG to implement the multigrade project for classes 1 and 2, as practiced in H.D. Kote. • 3 days training based on the 7 films developed on gender, VEC, pedagogy etc. has been initiated. This would cover all teachers. • Teachers of one block in DPEP I district would be imparted 12 days training for introducing HD Kote block type classroom methodology. <p>(Prior to this, teachers in DPEP-I districts have undergone 3 rounds of training since inception as follows:</p> <ul style="list-style-type: none"> • 10 days 24,548 • 3 days 19,943 • 6 days 28,734 <p>• In DPEP II districts 19,240 teachers have undergone 6 days training.)</p>	<ul style="list-style-type: none"> • All teachers of class V have received a 5-day training in all 14 districts of Kerala (in connection with the new class V textbook). • 28000 teachers (I to IV classes) trained at CRC level for 6 days from Oct-March' 99 • Five day booster orientation given to 1500 teachers of class V in Nov. '98. • 2 day CRC level orientation/training given to teachers of class V. • Identified the problems/issues/nature of additional inputs to be given to teachers of I to V classes. <p><i>Cascade</i></p> <ul style="list-style-type: none"> • SRG to block resource persons 	<p><i>Phase I</i></p> <ul style="list-style-type: none"> • 66430 teachers and 8182 Gurujis of ESG schools have received 12 days training on teaching-learning materials. <p><i>Phase II</i></p> <ul style="list-style-type: none"> • 57404 teachers and 8303 Gurujis of EGS schools have received 12 days training. <p>This training was adopted in non-DPEP districts also.</p> <p>Training of EGS teachers would be held in May'99 as a part of the ongoing quality watch programme.</p> <p><i>Cascade</i></p> <p>For the training programme of EGS, the cluster academic coordinators would be trained directly by the State Resource Group.</p>	<ul style="list-style-type: none"> • State-wise follow-up of the second round of SMART-PT for teachers of classes 3 and 4 was organized by MSCERT in Sept.'98 and Feb.99. The third round of SMART-PT training would be held during May-June'99. Training programs for RPs are being organized at present. (40798 Teachers were trained earlier during April and June'98). <p><i>Multigrade Teaching</i></p> <ul style="list-style-type: none"> • 1200 personnel including subject experts, ADEIs, Cluster Coordinators trained in two rounds. <p><i>Cascade:</i></p> <ul style="list-style-type: none"> • Master trainers at the state level 	<p><i>Phase I</i></p> <ul style="list-style-type: none"> • 7-day training for class IV teachers; 6011 teachers trained • 5-day Booster Training for class III teachers; 2031 teachers trained • 5-day booster training for teachers of class I; 1266 teachers trained in phase I • 5-day training for Headmasters; 1878 teachers trained • 3-day training for teachers to handle special coaching for girls in classes 3-5 -- 1303 teachers trained • 2-3 day training for teachers of selected clusters in multigrade teaching -- 241 teachers trained so far <p><i>Phase II</i></p> <ul style="list-style-type: none"> • 7-day training for class 4 teachers -- 1792 teachers trained • 5-day booster training for class 3 teachers -- 1872 teachers trained • 5-day booster training for class II teachers; 1255 teachers trained • 5-day training for joyful learning for teachers from all classes; 3623 teachers trained in phase II

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		<p><i>Cascade</i></p> <ul style="list-style-type: none"> Resource persons at the state level train the BRC faculty, which in turn trains the teachers. DIET faculty is nominated as nodal officers, one per block. 	to teachers.		<p>train the district level resource persons, who train the block resource persons, who in turn train the teachers.</p>	<ul style="list-style-type: none"> 5-day training for headmasters – 1263 teachers trained 3-day training for teachers in IED (ongoing) – 307 teachers trained 3-day training for teachers to handle special coaching for girls in classes 3-5 – 152 teachers trained 2-3 day training for teachers of selected clusters in multigrade teaching – 241 teachers trained so far <p>It is planned to train teachers in the usage of the class V book from June; the Key Resource Person's have already been trained for this purpose by DTERT.</p> <p><i>Cascade</i></p> <ul style="list-style-type: none"> For booster training (classes 1, 2, and 3), training for joyful learning, training of headmasters and training for class III teachers, the cascade is: DTERT trains the Key resource persons (mainly from DIETS) who train the BRC faculty, who in turn train the teachers. For training for special coaching for girls, and multigrade training, the cascade is: SPO trains the BRC faculty who in turn train the teachers.

Focus

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase II</i></p> <ul style="list-style-type: none"> The focus was on evolving strategies for teaching in multigrade situation and on approaches towards lang, maths and EVS teaching. Strategies and materials for initiating group and self-learning were also discussed in detail. 	<ul style="list-style-type: none"> Tarang – II focusses on usage of textbooks for teachers of classes 1 and 2. 	<ul style="list-style-type: none"> The training is based on the 7 films developed on gender issues, role of VEC, and pedagogical aspects. This would cover all teachers. The 12 day training for teachers of one block in DPEP I districts was focused on introducing the HD Kote block type (multilevel, self learning material based) classroom methodology. 	<ul style="list-style-type: none"> Training related to the class V textbook. Follow-up training for class I-IV for developing activities and on activity based evaluation practices. This included training/orientation /workshops for developing materials for second terminal and annual exam. 	<ul style="list-style-type: none"> The training focussed on teaching-learning materials of classes I-IV. The EGS training would be based on the decentralized district based training module 	<ul style="list-style-type: none"> For SMART-PT, the focus is on providing skills in transacting the competency based syllabus, and in using the new competency based text-books. For Multigrade Teaching, in the first round, focus was on development of the concept of learning ladder and activity ladder. In the second round, the focus was on developing SLM of different types. This included a field visit of the core team to 'Gram Mangal', an NGO in Thane district. 	<ul style="list-style-type: none"> For booster training for classes 1, 2 and 3, the focus is on reinforcing skills imparted during the previous training The training for class IV teachers focuses on content and methodology of transacting the class IV textbook. The training for headmasters focuses on development of skills in school administration, and in handling subjects of class IV Training for special coaching focuses on enabling teachers to handle remedial classes for girls in classes 3-5 Multigrade training focuses on developing understanding of different aspects of multigrade teaching as well as development of teaching-learning materials

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> The first round of teacher training is complete in the 5 districts of phase -I and 14 districts of phase - II. A total of 1.12 lakh teachers have been trained. Module for the 10-day content-based training is completed. From July 99 this training will be imparted to all the teachers. A 5-day training for class III English teachers will also commence in July 99. Of the 7500 Vidya Volunteers (VV) appointed, 4750 VVs have so far received the initial induction training for 7-days. The rest are being covered. <p><i>Cascade:</i></p> <ul style="list-style-type: none"> Key Resource Persons (SRG & 	<ul style="list-style-type: none"> Training on class 1 textbooks underway in all 3 districts Training underway for teachers of pilot schools in Multigrade Project. <p><i>Headmaster's Training</i></p> <ul style="list-style-type: none"> 5 day training to 5359 head teachers from all the DPEP districts. This is the third round. <p><i>Training on TLM</i></p> <ul style="list-style-type: none"> 3 day training given to teachers of std 1 to 5 from Banaskantha and Dangs <p><i>Activity based Training</i></p> <ul style="list-style-type: none"> 4-day training given to all teachers of Banaskantha district. (Earlier, all teachers of std 1 were trained) <p><i>Cascade:</i></p> <ul style="list-style-type: none"> DIET prepared the module and trained the master trainers who in turn trained the teachers. The training was given at the cluster and block level. <p><i>Content training</i></p> <ul style="list-style-type: none"> 3-day content training given to 225 BRCs/CRCs and DIET 	<ul style="list-style-type: none"> A 10 day training has been completed covering 5977 teachers. Training of Teachers of 20 blocks (out of 33 in DPEP districts) on the maths class-I supplementary book is over. <p>(Earlier all teachers had been given training on school readiness and TLM under DPEP. They had also undergone a 7 day SOPT training).</p> <ul style="list-style-type: none"> The training module was developed by the SRG. SRG then trained some of the faculty members from each DIET at state level. The DIET faculty tried out the module with a number of teachers. The module was modified. These resource teachers and DIET members then 	<ul style="list-style-type: none"> 3rd round of training for Master Trainers underway at the block level. 27868 teachers have been trained in the second round 223 Sub Inspectors have also been trained. <p>(The first round of teacher training for 7 days was conducted in 1997-98.)</p> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> The core training team (CTT) trains the BRG; the BRG trains the teachers 	<ul style="list-style-type: none"> Total no. of teachers covered in the first round of motivational training is 49,819 out of a total of 50522, in 15 districts. Second round of pedagogical training to begin in April and end by mid-August. It is a 10 day package - 6-day residential at the beginning and 4 days to be covered later in monthly meetings. Training has now been decentralised to block level. It would be conducted by the newly selected MTs. Preparatory workshop for TOT in March'99. After August the third round of content based training to begin once the new textbooks for class I-III have been introduced. <p><i>Cascade</i></p> <p>The SRG trains the Master Trainers at the district level, including the DIET faculty.</p>	<ul style="list-style-type: none"> An SRG of 150 members has been constituted for the 5 phase-I districts. The SRG has been trained in three batches. Selected persons from SRG in the process of preparing a teacher training module. 8-day State Resource Camp for pedagogy to take place in April in which the entire SRG will participate. MT training is going on in 5 districts. Target is to train 300 MTs per district. <p>Visioning workshops were held and orientation of headmasters/teachers on DPEP & TLM done in all districts</p>	<ul style="list-style-type: none"> Number of teachers trained in last six months is 13996. Till date 22900 teachers have been trained through the 10-day training programme. <p>Ujala - II training module for class III to V also has been developed to provide training to all primary teachers in the next academic year.</p> <p><i>Cascade</i></p> <ul style="list-style-type: none"> The SRG trains the BRG which in turn trains the teachers.

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
DIET (s) oriented, they train RPs at DIET, who in turn train VVs.	<p>lecturers of Banaskantha district for std V</p> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> • Training was conducted by the Key Resource Persons (KRPs) from GCERT. The master trainers will train the teachers at the cluster level during the next academic year. 	trained a resource team at block level which finally trained the teachers.		This is the District Resource group (DRG), which goes on to train the teachers.	<p>during 1997-98.</p> <p><i>Cascade</i></p> <ul style="list-style-type: none"> • The visualised cascade is SRG trainers MTs and MTs train teachers. 	

Focus

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> • Training made more activity based and participatory. Teachers encouraged to develop their own activities and TLM. Effort to create opportunity for natural learning experience. • The induction training of VVs has briefly covered the different aspects of DPEP; natural learning process of the child; activity-based teaching in lang, EVS and Math. • Plan to prepare a 3-4 week long module for content-based training of VVs. The training will be imparted only next year. • The latest content based training covers lang, EVS and Mathematics. 	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> • The training focuses on the transaction of the newly developed competency based textbooks for class I. <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> • Focusses on methods and techniques related to Multigrade Teaching <p><i>Headmasters Training</i></p> <ul style="list-style-type: none"> • This includes annual planning of the primary school, new systems of pupil evaluation, and children from special focus groups. <p><i>Training on TLM</i></p> <ul style="list-style-type: none"> • This includes utilization of Rs. 500/- grant, involvement children in the preparation of TLM and low cost TLM <p><i>Content Training for standard V</i></p> <ul style="list-style-type: none"> • Hard spot areas in class V mathematics <p><i>Training on activity-based teaching learning</i></p> <ul style="list-style-type: none"> • To understand what is activity based teaching and learning and build the capacities of teachers for preparing these type of activities; to prepare an activity bank <p><i>Proposed training:</i></p> <ul style="list-style-type: none"> • Teachers will be trained for the new textbooks of classes 1 and 2 in May/June'99 by DIET lecturers who in turn are being trained by the textbook writers. During this training, TLM for these textbooks will also be developed. • Centralized training will be given only during the vacations for 7-8 days. Focus will be on onsite training support. 	<ul style="list-style-type: none"> • Focus in on bringing about an attitudinal change in teachers, understanding children and nature of learning, developing skills in the teaching of Maths, Lang and EVS. 	<ul style="list-style-type: none"> • The focus is to strengthen concept of Activity based teaching in classes 3-5. Gender, tribal and multigrade issues also included. • The focus is on understanding children, developing an understanding of activity based classroom, activity based teaching in content areas, multigrade teaching and learners evaluation in an integrated manner. 	<ul style="list-style-type: none"> • The second round of training focuses on 'pedagogy'. Module based on 12 thematic papers has been prepared which focus on themes such as 'Activities', 'TLM', 'Subversive Messages in Class', 'Evaluation', 'School Development', Math, Lang, EVS. • The module has been trialled in 4 districts. 	<ul style="list-style-type: none"> • Natural learning process of children, exploring how language is acquired by children, what mathematical and science concepts children already have when they come to school, and the basics of activity-based learning in Lang, EVS and Math. 	<ul style="list-style-type: none"> • The focus is on the following- motivational aspects, attitudinal change, school management, MLI, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.

CURRICULUM, TEXTBOOKS AND TLM

Classes covered/Nature of material & Process

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> • A new class I textbook has been introduced statewide from Feb'99. • Resource material for activity based teaching for all subjects in class IV has been developed chapterwise for the existing textbooks. The material for class III is being finalised. <p><i>The teacher training and textbook development processes have not been in tandem.</i></p>	<ul style="list-style-type: none"> • Class III integrated textbook has been developed with the help of primary school teachers, CRC coordinators, BRC coordinators, DIET personnel, SCERT experts and persons from NCERT & NGOs. Will be trialled in 850 schools during the current academic year. • Integrated textbooks of classes I & II, i.e., "Hanste Gaate" & "Antarang" respectively will be introduced in all the schools of DPEP districts in the coming academic year. • The feed back of 	<ul style="list-style-type: none"> • Activity based textbooks cum workbooks and teachers guides introduced for class I-IV in Kannada, Urdu and Marathi in DPEP districts earlier. • Similar Draft books developed for class V and are being trialled in a block in Mandya district; will be introduced in June'99. • New books introduced for classes I & II in Tamil & Telugu. • From 1996-97, 20 issues of Kali-nali wall newspapers as supplementary material for children brought out. Each issue covers activities, quizzes, riddles, cartoons etc., on Language, Maths, Science; 	<ul style="list-style-type: none"> • SCERT is undertaking the work of revision of newly introduced textbooks from grade I-IV, and development of text books for grade V. • These grade V text books are to be launched in all 14 districts from 1999-2000. • DPEP is developing approaches to learning second language (English, Hindi, Urdu, Arabic & Sanskrit). Two workshops have been held so far. 	<ul style="list-style-type: none"> • Textbook for class V will be introduced in 1999. Presently the class V textbook is being trialled in selected districts. • Revised textbooks of class I-IV were introduced in 1998 in the entire state. • Supplementa ry teaching material for tribal students in Jhabua district in the local language has been finalized. 	<ul style="list-style-type: none"> • The feedback on Competency Based Textbooks (CBT) of classes III and IV has been gathered in 1998-99. Based on this, the textbooks will be reviewed and published. • Textbooks for class I have been reviewed and the revised copy will be published in June'99 • Class II books have been trialled; the stable copies will be launched in June 2000. • First publication of CBT for class V will be made in June'99 • Workshop for development of Self - Learning Material for multigrade schools was organized at Thane in Nov. 98. A majority of the districts have 	<ul style="list-style-type: none"> • New Textbooks have been developed for class V and translated into minority languages like Urdu, Telugu, Kannada and Malayalam. They are presently being trialled in 100 randomly selected schools; will be introduced statewide in the coming academic year in 1999-2000. • Class IV textbooks were introduced last year in all schools in all the DPEP districts; teacher's handbooks have also been developed. • The teachers' handbook for class V will be developed by DTERT. • Children's workbooks have been developed for classes 1-3 and are being used only in DPEP districts; workbooks for classes 4 and 5 will be developed by DPEP.

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	class II textbook "Antarang" has been received and as per the feedback, the book is being reviewed and re-printed shortly.	gender focus is in-built.			<p>cascaded this training. SLM is being now used in the project schools (50 schools have been chosen in one block of all DPEP districts.)</p> <ul style="list-style-type: none"> • The UNESCO publication, 'Multi-class Teaching' has been published in Marathi for use in all the MGT project schools. Based on the feedback from the clusters, the translated book is being revised. • The MSCERT teachers' handbook on developing SLM for class I has been reprinted by MPSP and copies circulated to all schools in the multigrade project districts. A similar booklet is ready for class II. 	

Classes covered/Nature of material & Process

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> • Class III Telugu, class I Maths book and the English reader have been introduced statewide from 1998-99. • Class IV Telugu, Class II Mathematics and Class III EVS books are under preparation. • Teachers' hand books have been prepared for the class I & II textbooks. • Revision of class I & II text books of Telugu being undertaken. • 8-10 blocks/ mandals selected for MGT. Materials prepared. Work to begin in mid July. 	<ul style="list-style-type: none"> • The new textbooks of class I are being reviewed after tryout in the field. Based on this, the improved version will be brought out and introduced in all schools in the DPEP districts in 1999-2000. • New textbooks for class II under trial. • Language and EVS will be integrated, while there will be a separate book for mathematics. This book will be tried out in the same 300 schools in which the class I book was trialled during 1998-99. 	<ul style="list-style-type: none"> • Trialling of new maths workbook containing supplementary (class I) material in 20 points. • Curriculum revision workshop has been held • Process has been initiated to develop integrated textbook of Class I. 2 state level textbook writing workshops held. <p><i>Close linkage needs to be established between the process of teacher training programs (activity based classroom practices) and the writing of textbooks.</i></p>	<ul style="list-style-type: none"> • Class I and II MLL based textbooks have been introduced state wide. These books have been revised by SCERT through association of experts, secondary school teachers and training college faculty. • Five days residential workshop on TLM (5th to 9th March) was conducted at the state level. In this workshop activities and materials were identified for major content areas. It is planned that these teachers will conduct training on TLM at the block level. • Plans to develop resource materials for textbooks of classes 3-5. 	<ul style="list-style-type: none"> • Revised Curriculum for I-V developed by SRG with the help of SIE • Curriculum developed by Basic Shiksha Parishad • Text books of classes I, II & III have been prepared and submitted to Basic Shiksha Parishad for approval. The target is to launch them by the coming session • Class I has an integrated book for Language, EVS & Math. Class II has a separate book for Math and integrated for EVS & Language. Class III has separate books for all three subjects. • To encourage use of TLM the state plans to hold TLM melas at cluster, block and district levels to expose a large no. of teachers to the concept of TLM. • Work undertaken to 	<ul style="list-style-type: none"> • Writing work of class-I Maths & Lang books has been completed. • The Lang textbook has been prepared in Bengali, Urdu & Hindi; the Maths textbook has been prepared in Bengali & its Urdu translation is going on. • The responsibility of textbook development lies with WBBPE. • Books will be trialled between June-November 1999 & launched state wide from coming academic year. • A 3-day workshop on 'Math Activities' held for 25 members of SRG from 5 districts in 	<ul style="list-style-type: none"> • 10 books have been introduced state wide from Jan 99. These books were introduced in old BEP districts (7) last year. These 10 books include Language books for class I (Hindi, Urdu and Bengali). Mathematics books for class-I to II (in Hindi, Urdu and Bangla), and class II language book in Bengali. • Six books have been introduced on trial in Aug. 98 in the 17 DPEP districts. 40 schools have been selected per district. These include: <ul style="list-style-type: none"> Mathematics book for classes 3& 4 in Hindi EVS for class III (Life Science and Social Science) Language book for class II (Hindi & Urdu) • Processes have been

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
			<p><u>General</u></p> <ul style="list-style-type: none"> • The textbook development work and the teacher training focus and process have remained isolated from each other. 	<p>develop supplementary reading material in local dialects</p>	<p>July. Similar workshops to be held for language and EVS.</p> <ul style="list-style-type: none"> • The state plans to prepare activity pools for language, math, EVS which will be appended to the first round of teacher training. <p><u>General:</u> There is little scope for an integrated approach of teacher training and the textbook development process</p>	<p>initiated to bring out the following books (12 regional level workshops have already been held in this regard.)</p> <p>EVS class IV (life science and social science in Hindi only)</p> <p>Language books in Hindi & Urdu for classes III, IV, V</p> <p>Translation of the Mathematics book is on in Bangla and Urdu for those classes for which the book has been developed in Hindi.</p> <ul style="list-style-type: none"> • DIET-Ranchi in collaboration with Ranchi Tribal Research Institute is developing books (classes I to V) in tribal languages (Santhali, Ho, Mundari, Uraon).

STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> • Two state level resource groups formed for textbook development and teacher training at SCERT. District level groups formed, block level groups under formation – in all districts of the state (except one). In DPEP I districts DRGs existed earlier. • Processes have been initiated to constitute cluster level resource groups (of volunteer teachers) to provide support to the teachers by making field visits. These teachers will be paid Rs. 30/- per day. 	<ul style="list-style-type: none"> • A state resource group was formed for textbook development, includes teachers selected through a test, block and district personnel and NGO representatives. • District groups have been formed for multigrade work. • State and district level resource groups in TLM being evolved. 	<ul style="list-style-type: none"> • No SRG or DRGs have been formed. 	<ul style="list-style-type: none"> • A very large (more than 100), active and competent SKG has been thrown up by the renewal process and is involved in every aspect of quality improvement. 	<ul style="list-style-type: none"> • SCERT is supported by a Technical Support Group (TSG) which includes experts from across the country including NGOs 	<ul style="list-style-type: none"> • The textbook bureau has its own state-level subject-wise resource groups called “Vidya and Vishay Samitees”. At the SPO, SRGs have been established for different functional areas. For the MGT project, majority of the districts have developed DRGs. 	<ul style="list-style-type: none"> • An SRG, consisting of practicing teachers, DIET faculty, members from DTERT and SPO and some BRC and CRC faculty had been formed for textbook development for classes IV and V. The SRG is not active now. • At the state level there is a resource group for multigrade teaching • District level resource groups have been formed for multigrade teaching.

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> • The SRG comprises 152 members, 40 from Phase-I, 112 from Phase-II and 3 from SPO. • SRG in Phase-I has been given a total of 41-day orientation. SRG in Phase-II has received an 18 day orientation. • SRG has prepared an activity bank which was circulated up to MRP level. • An observation and monitoring schedule has been prepared for MRPs when they visit schools. • It is now proposed to reconstitute the SRG and DRG. A State Advisory Group (SAG) is been constituted comprising 20 state level experts. • DAGs are being constituted comprising 30-40 members (30 teachers and 5-10 DIET faculty) • MRGs are being constituted comprising 8 members, mainly talented teachers. • These groups shall follow up teacher training, development of TLM and handbooks, in addition to attending distt. and mandal level meetings. 	<ul style="list-style-type: none"> • The SRG, which consists of NGO representatives, DIET lecturers, BRC's/CRC's, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya, has been involved in reviewing the curriculum and preparing textbooks for classes 1 and 2. • District Resource Groups have been constituted for Multigrade Teaching and for providing academic support. 	<ul style="list-style-type: none"> • An SRG for pedagogy exists but it is being redefined. It is proposed to include DIET and SCERT faculty members, representatives from NGOs, persons from outside the state. 	<ul style="list-style-type: none"> • SRG created for development of first round of in-service teacher training. A core team of the SRG has also been formed (CTT). • Expansion of core team is being undertaken. • Process has been initiated to develop district resource groups. • Block Resource Groups exists, but presently the members function only as master trainers for teacher training. 	<ul style="list-style-type: none"> • The SRG has developed the second round teacher training module. A subgroup of SRG will work as 'Master Trainers' at state level. • Plan to strengthen BRGs. The BRGs comprise 2-3 members at present, who are MTs. Membership to be enlarged to 5. 	<ul style="list-style-type: none"> • The earlier membership of the SRG of 40 has been enlarged to 150. This SRG is for the 5 phase-I districts and includes 30 members from each district. • The members comprise primary school teachers, DIET lecturers, PTT faculty and S.I. of schools. • SRG orientation is complete. • A subgroup of the SRG has prepared teacher training module; to undertake training of MTs from May onwards. 	<ul style="list-style-type: none"> • Pedagogical Improvement unit at SPO is working in close association with SCERT. • Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit. • The DRG are still not fully functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc. There are plans to establish block and cluster level resource group next year.

BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE

Status and Staffing

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase I</i></p> <ul style="list-style-type: none"> • 27 BRC coordinators and 418 CRC coordinators are in position. <p><i>Phase II</i></p> <ul style="list-style-type: none"> • 29 BRC coordinators and 584 CRC coordinators are in position. 	<p><i>In phase I</i></p> <ul style="list-style-type: none"> • 28 BRC Co-ordinators and 266 CRC Co-ordinators are in position. <p><i>In phase II</i></p> <ul style="list-style-type: none"> • 27 BRC & 270 CRC Co-ordinators are in position. 	<p><i>In phase I</i></p> <ul style="list-style-type: none"> • 40 BRC co-ordinators, 236 BRC subject faculty and 332 CRC co-ordinators are in position. 4 positions are vacant for BRC subject faculty <p><i>In phase II</i></p> <ul style="list-style-type: none"> • 72 BRC co-ordinators, 413 BRC faculty and 798 CRC co-ordinators are in position. 19 positions are vacant for BRC subject faculty 	<p><i>In phase I</i></p> <ul style="list-style-type: none"> • 25 BRC (Admin and Academic each) Co-ordinators, and 380 trainers are in position. • 380 CRC secretaries are in position. <p><i>In phase II</i></p> <ul style="list-style-type: none"> • 30 BRC (Admin and Academic each) Co-ordinators, and 384 trainers are in position. 	<p><i>In phase I</i></p> <p>Against 198 posts of BRC coordinators 192 are filled. There are 53 positions of BRC accountants vacant.</p> <p>All 3137 CRC coordinators are filled</p> <p><i>In phase II</i></p> <p>Against 171 BRC coordinator positions, 133 are filled. 101 BRC accountant positions are vacant. All 3144 CRC coordinator positions are filled.</p>	<p><i>DPEP I</i></p> <ul style="list-style-type: none"> • 68 BRC Coordinators, 163 BRC subject faculty and 609 CRC co-ordinators are in position • 7 BRC faculty and 7 CRC coordinators are yet to be appointed <p><i>DPEP II</i></p> <ul style="list-style-type: none"> • 76 BRC Coordinators, 300 BRC subject faculty and 534 CRC coordinators are in position • 2 BRC coordinators, 12 BRC faculty and 16 CRC coordinators are yet to be appointed. 	<p><i>DPEP I</i></p> <ul style="list-style-type: none"> • 72 BRC co-ordinators are in position and 216 Teacher Educators (BRC subject faculty) are in position. 702 CRC co-ordinators and Asst. CRC (ACRC) Co-ordinators have been nominated; there are 9 vacancies of BRC subject faculty <p><i>DPEP II</i></p> <ul style="list-style-type: none"> • 34 BRC co-ordinators and 102 teacher educators (BRC subject faculty are in position). 325 CRC co-ordinators and Asst. CRC co-ordinators have been nominated; 6 vacancies of BRC subject faculty exist.

Selection Procedure

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> Recruitment was done from among the primary school teachers through open selection process including tests and workshops <p><i>Orientation</i></p> <ul style="list-style-type: none"> Phase II BRC Co-ordinators have been given orientation training 6 days at state level. CRC Co-ordinators were given 5 day orientation at state level and 5 day at district level 	<ul style="list-style-type: none"> Mostly, secondary school teachers have been appointed as BRC Co-ordinators in phase-I districts. In phase II, BEOs are working as BRC Co-ordinators. Selection of CRC Co-ordinators in phase-II was done through an open test cum workshop <p><i>Orientation:</i> <i>Orientation:</i></p> <ul style="list-style-type: none"> All the CRCs of phase-I & II recently underwent a 5 days training programme. The focus of the training programme was on the roles and functions of CRCs besides also orienting them on the new textbooks of classes I and II. 	<ul style="list-style-type: none"> High School Head Masters appointed as coordinators for phase I & II. In phase I, BRC faculty was mostly drawn from the High School teachers cadre. However, a large no. of resource person have had primary school teaching experience. In phase II, 50% of the BRC faculty is drawn from the primary school cadre. All CRC coordinators are from the primary school cadre. <p><i>Orientation</i> <i>Orientation:</i></p> <ul style="list-style-type: none"> BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation TLM in a series of workshops organised by SPO. Around 40 BRCCs from Phase I were identified and trained to orient the new faculty of phase II districts. They were also involved in developing a school observation tool used during school visit by the new faculty. 	<ul style="list-style-type: none"> High school head masters as coordinators & high school teachers as resource persons were appointed at the BRC on the basis of DPOs recommendation in both phase I & phase II districts. CRC coordinators were identified with the help of BEOs. <p><i>Orientation</i></p> <ul style="list-style-type: none"> BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation TLM in a series of workshops organised by SPO. 	<p>BRC coordinators are being selected on deputation from the education department on a contract basis. CRC coordinators are being identified as per approval of DIETs, from primary school teachers only.</p> <p><i>Orientation</i></p> <p>One day has been held. Focus of training was on DPEP concept and on DPEP concept and monitoring, academic coordination, CRC activities, VEC role.</p>	<p><i>DPEP I</i></p> <ul style="list-style-type: none"> 68 BRC Coordinators, 163 BRC 7 BRC faculty and 7 CRC coordinators are yet to be appointed <p><i>DPEP II</i></p> <ul style="list-style-type: none"> 76 BRC Coordinators, 300 BRC faculty, 300 BRC faculty (subject specialists) and 534 CRC coordinators are in position 2 BRC coordinators, 12 BRC faculty and 16 CRC coordinators are yet to be appointed. 	<ul style="list-style-type: none"> B.T. Assistants with a qualification of B.Sc. degree in Mathematics or Science and with an experience as inspecting officer have been appointed as BRC coordinators on the basis of District education officers recommendation. Primary school teacher with minimum of 10 years experience and exposure to training and workshops have been appointed as Teacher Educators on the basis of the Assistant Educational Officer's recommendation. Senior most Headmaster of primary schools in that cluster have been nominated as CRC co-ordinators. Senior Headmaster in the cluster has been nominated as the Asst. coordinators. This is in addition to their work as teacher. Their main function is to organise the monthly teachers meetings. <p><i>Orientation</i></p> <p>The BRC & CRC staff has been oriented to DPEP, general administration and Supervision</p>

Status and Staffing

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> • Out of 508 posts of MRPs in 5 phase I districts 458 have been filled. In 14 phase II districts, out of 1527 posts, 1418 have been filled. • All MRPs who have been appointed, have been trained. • 1149 Teacher Centres in Phase-I and 3752 in Phase-II districts (established during APPEP) strengthened by providing annual grant of Rs. 2000/- and training to TC secretaries. 	<ul style="list-style-type: none"> • 23 BRCs and 455 full-time CRCs are in position in all the DPEP districts. • 21 Additional BRCs (ABRCs) are in position (in all districts) • 2 ABRC positions are vacant • 32 CRCs are not working full-time in Banaskantha district; additional charge has been given to the teachers. 	<ul style="list-style-type: none"> • 33 BRC coordinators and 129 CRC coordinators are in position. • Recruitment of 51 CRCs still underway. • Out of 399 clusters HP has decided to appoint only 180 CRC coordinators presently. 	<ul style="list-style-type: none"> • 85 BRC coordinators are in position • The state plans to recruit trained graduates as CRC coordinators from the open market within a month. This will be followed by their orientation and training. 	<ul style="list-style-type: none"> • No. of BRCs appointed is 211 against 215 posts. No. of ABRCs appointed is also 211 against 215 sanctioned posts • Proposal to add one more ABRC to each block who will serve as asset to ABSA. The ABSA relieved of some of his work will be able to devote time to DPEP activities. • No. of NPRCs appointed is 1414 against 2116 posts. 	<ul style="list-style-type: none"> • The BRC concept has been dropped in West Bengal. • There will be CLRCs, one for a cluster of 50-60 schools. A total of 196 CLRCs will be set up. • Three primary teachers will be appointed for each CLRC. Total requirement for teachers is 650. The appointments will start from April onwards. • S.I. of schools of the concerned circle will act as the circle coordinator. • The CLRC office will house the office of the S.I. of schools. 	<ul style="list-style-type: none"> • 537 Block Resource persons are in place. (3 at each centre) The BEO is the BRC Co-ordinator. • The resource persons at 28 BRCs will soon be appointed.

Selection Procedure

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> Experienced Primary/ Secondary teachers are recruited through a test followed by an interview at district level. <p><i>Orientation</i> All MRPs who have been appointed have received training for pedagogy, gender, ECE, VEC/School committee orientation etc.</p> <p><i>General</i></p> <ul style="list-style-type: none"> The follow-up in schools after teacher training is very limited because MRPs have no time, because of being fully occupied with training. Teacher's Centres in phase II districts have not yet been revived. 	<ul style="list-style-type: none"> For ABRC, candidates were selected in response to an open advertisement; a merit list was prepared for each district, and personal interviews were held. <p><i>Orientation:</i></p> <ul style="list-style-type: none"> For ABRCs, there was a 3-4 day orientation training at the SPO For BRCs and CRCs, each district had conducted a 3-day workshop where a review of their work was undertaken; ideas regarding their strengthening were also discussed. 	<ul style="list-style-type: none"> JBT teachers with five years of teaching experience were selected on the basis of BPEO (Block Primary Education officer) recommendation. <p><i>Orientation</i></p> <ul style="list-style-type: none"> All BRC coordinators have been orientated about tasks and for teacher training. No separate training for CRCs. The BRC and CRC co-ordinators after receiving training from DIET are imparting training to the VEC members. <p><i>General</i></p> <ul style="list-style-type: none"> There has been a large turn over of BRC and CRC personnel in the past six months. While CRCs are undertaking school visits the system of monthly meetings with teachers has not been operationalised. 	<ul style="list-style-type: none"> Primary school teachers were recruited as BRC co-ordinators through an open selection procedure. The participants underwent a written and situational test. <p><i>Orientation</i></p> <ul style="list-style-type: none"> All BRCs have already received orientation. The focus was on roles and functions of BRCS sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc. <p><i>General</i></p> <p>In the absence of a comprehensive follow-up strategy & non recruitment of CRC coordinators the regular academic support system is not functional.</p>	<ul style="list-style-type: none"> In four districts primary school teachers have been recruited as CRC co-ordinators and headmasters of primary schools have been recruited as BRC co-ordinator through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion, and group work on various issues of pedagogy. <p><i>Orientation</i></p> <ul style="list-style-type: none"> All BRCs, ABRCs, and NPRCs have been trained at the district level for 5 days All ABSAs to be put through the 'Shikshakodaya' training. In future ABSAs to be trained along with teachers. SIEMAT designing an academic cum administrative Supervision Package. A monthly despatch is being sent to BRCs and a document called 'Samvad' developed stating their roles. <p><i>General</i></p> <ul style="list-style-type: none"> A large number of vacancies still exist at the NPRC level. Follow-up of training programme at BRC – NPRC level is weak. 	<ul style="list-style-type: none"> The BRC concept has been dropped in West Bengal. There will be CLRCs, one for a cluster of 50-60 schools. A total of 196 CLRCs will be set up. Three primary teachers will be appointed for each CLRC. Total requirement for teachers is 650. The appointments will start from April onwards. <p><i>General</i></p> <ul style="list-style-type: none"> The number of resource teachers available for academic support in schools has decreased in the CLRC arrangement. 	<ul style="list-style-type: none"> 10-15 good primary school teachers were identified in each block, during the programmes of teacher training. Resource persons were short listed for appointment as BRC resource person or CRC Co-ordinators.

Note on DIETs in DPEP districts

Enclosed is an updated position of staffing of DIETs in DPEP districts.. Clearly, the staffing position in DPEP DIETs has improved considerably since the Programme was launched in 1994 in DPEP-I districts and 1996-97 in DPEP-II districts. Certain specific steps taken by some of the states for strengthening and capacity building of DIETs may also be seen in the enclosure.

Strengthening of DIETs and their comprehensive institutional development is the key to sustained quality improvement in primary education. Only the DIETs can provide regular inputs to the sub-district structures like BRCs & CRCs which are likely to continue beyond the project period. The issue of DIET capacity building is being discussed with the DPEP states regularly e.g. this is usually an important agenda item in the Executive Committee meeting, it is also discussed in meetings held with State Project Directors and Education Secretaries and also in some of the national workshops. The DPEP Bureau has recently suggested to the State Governments of DPEP states to take up some DIETs for intensive institutional development work. For this purpose, a MoU kind of arrangement is also possible where the State's DPEP society is made responsible for institutional development of selected DIETs. Creation of a separate cadre of teacher educators for DIETs and SCERTs with attractive service conditions could attract qualified and dedicated people in these institutions. We have requested DPEP states to initiate creation of such separate cadres. In addition to Tamil Nadu where a separate cadre of teacher educators has been formed, in Gujarat, Assam, Karnataka and Maharashtra, the recruitment procedure and rules ensure that some willing, qualified personnel are available in DIETs by including some percentage of direct recruitment. During the recent meeting with State Education Secretaries (8th-9th February, 1999), these issues were again taken up seriously.

From the national level, a small initiative has been started to support institutional development of Mahendragarh and Bareilly DIETs in Haryana and U.P. respectively with the help of Resource teams. This exercise is likely to be extended in Himachal Pradesh and Orissa. Also some reference material, activity ideas etc. are also being sent to DIET faculty members on bimonthly basis.

It is proposed to prepare a documentation of "good practices" in some selected DIETs. Initially this has been taken up in 4 DIETs, one each in Andhra Pradesh, Karnataka, Gujarat and Bihar.

STAFFING OF DIETs

S.N	State	Name of the DIET	Posts Sanctioned (academic)	Posts Filled (academic)	Additional posts created Under DPEP	Posts filled
1.	<i>Assam (as on 29.3.99)</i>	Kokrajhar	24	18	Nil	Nil
		Sonitpur	25	23	Nil	Nil
		Goalpara	21	14	Nil	Nil
		Barpeta	21	16	Nil	Nil
		Darrang	21	18	2	Nil
		Dhubri	24	3	Nil	Nil
		Morigaon	25	12	Nil	Nil
DIETs not yet set up in Bongaigong and Karbi Anglong districts.						
2.	<i>Karnataka (as on 31.10.98)</i>	Kolar	27	13	Nil	Nil
		Mandya	27	19	Nil	Nil
		Raichur	27	09	Nil	Nil
		Belgaum	27	17	Nil	Nil
		Bidar	27	13	Nil	Nil
		Bellary	27	14	Nil	Nil
		Bangalore (R)	27	24	Nil	Nil
		Bijapur	27	10	Nil	Nil
		Gulbarga	27	12	Nil	Nil
		Dharwad	27	22	Nil	Nil
	Mysore	27	24	Nil	Nil	

3.	<i>Haryana (as on 31.10.98)</i>	Hissar	23	21	9	7
		Sirsa	16	9	6	4
		Jind	16	13	6	4
		Palwal	23	18	6	6
		Gurgaon	16	16	4	3
		Mahendergarh	30	22	4	2
		Bhiwani	17	14	4	4
4	<i>Kerala (as on 29.3.99)</i>	Kasargod	17	17	Nil	Nil
		Wynad	18	16	Nil	Nil
		Malappuram	24	20	Nil	Nil
		Palakkad	21	20	Nil	Nil
		Idukki	22	15	Nil	Nil
		Thiruvananthapuram	20	20	Nil	Nil
5	<i>Maharashtra (as on 29.3.99)</i>	Aurangabad	11	7	5	4
		Parbhani	11	9	5	5
		Osmanabad	11	10	5	4
		Nanded	11	10	5	4
		Latur	11	10	5	4
		Beed	11	8	5	4
		Jalna	11	8	5	5
		Dhule	11	10	5	5

		Gadchiroli	11	4	5	3
6.	<i>Madhya Pradesh (as on 31.10.98)</i>	Ratlam	26	15	Nil	Nil
		Mandsaur	26	17	Nil	Nil
		Shahapur	26	12	Nil	Nil
		Dewas	26	21	Nil	Nil
		Jhabua	26	7	Nil	Nil
		Dhar	26	15	Nil	Nil
		Khandwa	26	18	Nil	Nil
		Khargaon	26	12	Nil	Nil
		Betul	26	14	Nil	Nil
		Sehore	26	25	Nil	Nil
		Raisan	26	20	Nil	Nil
		Rajgarh	26	16	Nil	Nil
		Vidisha	26	19	Nil	Nil
		Seoni	26	13	Nil	Nil
		Mandla	26	21	Nil	Nil
		Chattarpur	26	13	Nil	Nil
		Damoh	26	13	Nil	Nil
		Tikamgarh	26	16	Nil	Nil
		Panna	26	22	Nil	Nil
		Rewa	26	25	Nil	Nil
		Satna	26	24	Nil	Nil
		Sahadol	26	16	Nil	Nil
		Sidhi	26	21	Nil	Nil
		Raipur	26	26	Nil	Nil
		Rajandgaon	26	20	Nil	Nil
		Bastar	26	12	Nil	Nil
		Bilaspur	26	16	Nil	Nil
		Raigarh	26	12	Nil	Nil

	Sarguja	26	21	Nil	Nil
	Guna	26	15	Nil	Nil
	Shivpuri	26	20	Nil	Nil
	Datia	26	21	Nil	Nil
	Bhind	26	19	Nil	Nil
	Morena	26	19	Nil	Nil

Against 310 and 767 posts of Senior Lecturer and Lecturer, only 142 and 260 respectively are in position.

7.	Tamil Nadu (as on 29.3.99)	Kilpennathur	22	22	Nil	Nil
		Chennai	22	22	Nil	Nil
		Vadalur	22	22	Nil	Nil
		Krishnagiri	22	22	Nil	Nil
		Pudukottai	22	22	Nil	Nil
		Manjur	22	22	Nil	Nil
		Ariyalur	-	-	1	-

In Tamil Nadu DIET Chennai serves Villupuram district. No DIET sanctioned for Peramballur hence DIET Ariyalur created under DPEP.

8.	Andhra Pradesh (as on 29.3.99)	Kumool	25	16	Nil	Nil
		Nellore	24	16	Nil	Nil
		Karimnagar	25	8	Nil	Nil
		Vizianagaram	25	17	Nil	Nil
		Warangal	25	19	Nil	Nil
		Mahabubnagar	24	15	Nil	Nil
		Nalgonda	24	20	Nil	Nil
		Cuddapah	24	8	Nil	Nil
		Chittoor	24	14	Nil	Nil
		Vizag	24	16	Nil	Nil
		Prakasam	25	12	Nil	Nil
		Adilabad	24	10	Nil	Nil
		Srikakulam	25	17	Nil	Nil

		Medak	25	9	Nil	Nil
		Anantapur	25	8	Nil	Nil
		Guntur	25	11	Nil	Nil
		Khammam	25	12	Nil	Nil
		Nizamabad	25	10	Nil	Nil
		Rangareddy	24	9	Nil	Nil
9.	<i>Gujarat (as on 29.3.99)</i>	Palanpur (BK)	41	31	Nil	Nil
		Santrampur (PM)	41	33	Nil	Nil
		Waghai (Dangs)	26	17	Nil	Nil
10.	<i>Himachal Pradesh (as on 29.3.99)</i>	Chamba	24	15	5	5
		Kullu	18	14	5	2
		Sirmour	24	20	5	3
		Lahaul-Spiti	18	5	Nil	Nil
11	<i>Orissa (as on 29.3.99)</i>	Kalahandi	25	14	2	2 *
		Bolangir	25	21	2	2
		Sambalpur	25	23	2	2
		Dhenkanal	25	25	2	2
		Keonjhar	25	21	2	2
DIETs not yet set up in Baragarh, Rayagada and Gajapati districts in Orissa. Two posts of DIET personnel have been sanctioned and filled in these districts.						
12.	<i>Uttar Pradesh (as on 29.3.99)</i>	Bareilly	25	15	NIL	NIL
		Shajahanpur	25	12	Nil	Nil
		Lalitpur	25	14	Nil	Nil
		Hardoi	25	16	Nil	Nil
		Badaun	25	8	Nil	Nil
		Pilibhit	25	5	Nil	Nil
		Firozabad	25	17	Nil	Nil
		Gonda	25	6	Nil	Nil

	Basti	25	9	Nil	Nil
	Siddhartnagar	25	8	Nil	Nil
	Deoria	25	6	Nil	Nil
	Sonbhadra	25	8	Nil	Nil
	Lakhimpur	25	10	Nil	Nil
	Moradabad	25	12	Nil	Nil
13	West Bengal (as on 31.10.98)	<ol style="list-style-type: none"> 1. Chhandar, Bankura 2. Murshidabad 3. Cooch Behar 4. South 24 Parganas 5. Birbhum 	No post sanctioned as yet. However processes for sanctioning posts started in School Education Department.	NA	4 posts of lecturers per DPEP district created by EC. The posts are for Language, Arithmetic, EVS and Art & Craft.
14.	Bihar (as on 31.10.98)	Necessary steps have been taken by the Education Department to finalise the list of persons to be posted against the vacant posts of Principals, senior Lecturers and Lecturers in all 25 sanctioned DIETs of Bihar. In 17 DPEP districts, 13 DIETs have been sanctioned. As on date, only two Principals are in place, one in DIET, Gaya and two in DIET, Dumka. Two posts of Resource Persons have been sanctioned in all DIETs of Project Districts for two years. DPCs have been asked to select persons against these posts as soon as possible.			

Some state level initiatives for strengthening/institutional development of DIETs

Madhya Pradesh

- ◆ The state has recently evolved a separate cadre for teacher educators for DIETs. 238 persons have already joined and 200 more are likely to join soon. Principals and Senior lecturers would be recruited by the MP Public Service Commission. The state expects to have a fully staff cadre of DIETs by March, 1999.
- ◆ A unified cadre of DIETs, CTEs, ASEs, BTIs and SCERT has been worked out. The SCERT is also proposed to be made autonomous. Linkages of DIETs with BRC and CRC are being strengthened. This year all BRC Academic Co-ordinators are being nominated from among DIET Lecturers.
- ◆ The current thinking in the state is that the DIETs may be controlled by Zila Parishad and to encourage primary and middle school teachers to work in DIETs.

Karnataka

- ◆ Workshops have been organised on Action Research Methodology for the DIET faculty in collaboration with RIE, Mysore.
- ◆ A programme for capacity building of DIETs in environment education has been taken up with the help of Centre for Environmental Education.
- ◆ DIET faculty have been provided orientation through Institute for Social & Economic Change, Bangalore for conducting Head Master's training.
- ◆ The following programs have been entrusted to DIETs for implementation – IED, training for teachers, training of primary school headmasters and gender training for teachers.

Kerala

- ◆ DIET faculty members are designated as academic coordinators in BRCs, giving leadership to pedagogic activities.
- ◆ Conducted a National Symposium for empowering DIETs & SCERTs.
- ◆ Subsequent interventions will be planned in consultation with NIEPA.

Andhra Pradesh

- ◆ DIET faculty members part of SRGs for TT, community mobilisation, ECCE and gender.

- ◆ 5-10 DIET faculty members to be part of the proposed District Academic Group (DAG) in each district.
- ◆ DIET faculty have been involved in the teacher training programmes, monitoring, pedagogical renewal activities, action research programmes, conduct of research studies and evaluation surveys.
- ◆ It is proposed that each faculty members takes responsibility of two Mandals.
- ◆ DIETs to undertake documentation of innovative practices by teachers in schools, which would be collected in a bank at the district level and circulated in the whole district.
- ◆ Organisation of workshop on action research methods for DIET faculty members.
- ◆ Orientation given to selected DIET staff on the problems and issues of gender and tribal child education.
- ◆ It is proposed to orient all the DIET staff of DPEP phase-I and expansion districts on the methodologies of teacher training and pedagogical renewal.
- ◆ A 2- day meeting of all DIET principals was called recently by SPO in which issues related to better functioning of DIETs and their integration with DPEP were discussed.
- ◆ Necessary provisions made under AWP & B for provision of equipment, furniture, library books, research and documentation grants to DIETs.
- ◆ Regular monitoring of DIETs undertaken by SCERT. Each SCERT faculty in charge of one DIET.

Assam

- ◆ The DRGs of the state have been enlarged to include all DIET faculty members of the district.
- ◆ A one day workshop was held for the 7 DPEP DIETs at the SPO. DIET principals and faculty members participated. The objective was to initiate the process of developing institutional plan for each DIET. These institutional plans were to cover the larger DIET objectives along with DIET's involvement in DPEP efforts. The plans have been submitted by the DIETs and some of the plans provisions have been incorporated in the state DPEP's AWP & B.

Tamil Nadu

- In DTERT 2 additional posts have been created exclusively for coordinating the activities of DPEP and DTERT at the state level.
- Considerable strengthening of DTERT proposed including appointment of additional faculty members in the Department of Curriculum Development, NFE and Education of SFGs, Planning, Management and Administration, Education Technology and Teacher Education.

- One DIET has been proposed at Ariyalur in Perambalur district with skeleton staff for carrying on the DPEP activities in the absence of regular DIET.

Maharashtra

- ◆ There has been a significant increase in DIET staffing in the past few months.
- ◆ Training module for induction training of DIET faculty developed by SCERT.
- ◆ DIET faculty involved in the implementation of the 9 block level MGT project.
- ◆ DIET –DPEP link is weak.

Gujarat

- DIETs are an integral part of DRG and have representation in SRG.
- DIET faculty have developed modules for HM training, TLM workshop, activity based teaching learning and training programmes have been conducted and supervised by DIETs.
- Training to teachers for the new Class I & II textbooks will be provided by the DIETs.
- Capacity building for DIET faculty will be taken up for
 - macro and micro planning as per the needs of block and cluster
 - planning, implementing, monitoring and evaluating all pedagogical programmes at block and cluster level.
- DIET, Dang which is weak at present is being taken up by the state for capacity building

Uttar Pradesh

- A significant increase in staff availability at DIETs in the past few months.

*Note on School Libraries
and Reading Promotion*

The School Libraries and Reading Promotion programme is now being taken up in earnest by a number of states. Library grants for schools, CRCs and BRCs are being provided for in the AWP & Bs by different states. U.P. & Gujarat have gone in for setting up national level book selection committees with representatives from within and outside the state. U.P. & Gujarat invited publishers to display children's books for selection by the committee. In U.P. the process is complete and procurement of books will be started. In Gujarat the selection process is still going on. Kerala has also gone in for a workshop for selection of books for primary schools in project districts. A list of good children's material and resource material for teachers was shared with the states including the 'Bookcase' compilation by NBT. A more comprehensive list of children's books and resource books for teachers, CRCs, BRCs is under preparation.

West Bengal has conducted an innovative programme for reading promotion amongst children in rural areas. In collaboration with NBT and Department of Library Services, WBDPEP organised a book van tour in four of its phase-I districts for a total period of one and a half months. During this programme the NBT book van went to various villages and small towns and held mobile book exhibitions. Along with it a number of other activities like science experiments activities and games for children, and teacher orientation programme were also held. This reading promotion campaign drew a major response from the people. The state now plans to establish a network of rural libraries in primary schools in the districts. WBDPEP funds will be provided to schools for setting up small libraries from 99-2000 onwards. A convergence plan is being worked out with the Department of Library Services.

Teachers Appointment & Training
(Phase II & III)

State	Number of Regular teachers (under DPEP)			Teacher Training		
	Planned	In position	Percentage	Planned	Conducted during the year	Percentage
Assam	Nil	Nil	Nil	16939	16939	100
Haryana	Nil	Nil	Nil	7171	6689	93.27
Tamil Nadu	Nil	Nil	Nil	24944	24944	100
Kerala	NA	NA	NA	NA	NA	NA
Maharashtra	1487	672	45.19	16091	16091	100
Karnataka	2867	2245	78.30	23143	23143	100
Madhya Pradesh	8877*	7047	79.38	64421	57404	89.10
Orissa	Nil	Nil	Nil	30055	28243	93.97
Himachal Pradesh	Nil	Nil	Nil	NA	NA	NA
Gujarat	Nil	Nil	Nil	11645	11645	100
Andhra Pradesh phase-I	2606	2318	88.94	34161	34161	100
Phase-II	1064	884	83.08	88779	80232	90.37
Uttar Pradesh	4768	2991	62.73	50522	49819	98.60
West Bengal**	Nil	Nil	Nil	NA	NA	NA
Bihar	NA	NA	NA	NA	NA	NA

* includes Shiksha Karmis (Para teachers) positioned in formal schools.

** training on TLM conducted during 1998-99

Teachers Appointment & Training
(Phase- I)

State	Number of Regular teachers (under DPEP)			Teacher Training		
	<i>Planned</i>	In position	Percentage	Planned	Conducted during the year	<i>Percentage</i>
Assam	Nil	Nil	Nil	13119	13119	100
Haryana	Nil	17	NA	9893	9725	98.30
Tamil Nadu	3100	1026	33.09	26698	26698	100
Kerala**	NA	NA	NA	NA	NA	NA
Maharashtra	1899	1870	98.47	24697	24697	100
Karnataka	2270	2246	98.94	11732	11732	100
Madhya Pradesh	11688*	10207	87.33	72023	66430	92.23

* includes Shiksha Karmis (para teachers) in formal schools.

** 28000 teachers of class I-IV trained in phase-I & II districts. Also, 15000 Headmasters have been trained during 1998-99

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Staffing Position of DIETs, BRC & CRC

State	DIET			BRC			CRC		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	70	33	47.14	108	108	100	418	418	100
Haryana	78	61	78.20	28	28	100	266	266	100
Karnataka	108	58	53.70	280	276	98.57	332	332	100
Kerala	59	53	89.83	50	50	100	380	380	100
Madhya Pradesh	1077*	402*	37.32	594	491**	82.65	3137	3137	100
Maharashtra	55	46	83.63	238	205	86.13	639	624	97.65
Tamil Nadu***	66	66	100	288	279	96.87	-	-	-

Staffing Position for BRCs includes Resource Persons and other Support Staff in addition to BRC Co-ordinator

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

** Only 6 BRC Co-ordinators posts vacant in phase-I & 38 in phase-II districts

*** In Tamil Nadu, the Head Master of the centre school functions as CRC.

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Staffing Position of DIETs, BRC & CRC

State	DIET staff			BRC Staff			CRC Staff		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	91	71	78.02	29	29	100	584	575	98.45
Haryana	63	52	82.53	27	27	100	277	277	100
Karnataka	154	119	77.27	504	485	96.23	798	798	100
Kerala	63	55	87.30	60	60	100	384	384	100
Madhya Pradesh	1077*	402*	37.32	513	248	48.34	3144	3144	100
Maharashtra	44	30	68.18	312	256	82.05	561	528	94.11
Tamil Nadu	66	66	100	136	126	92.64	-	-	-
Andhra Pradesh –I	124	76	61.29	760 MRPs** 2202 MRPs	565 MRPs	74.3	Listed under BRC		
II	337	171	49.85		1609 MRPs	73			
Expansion Districts									
Gujarat	108	81	75	46	46	100	482	482	100
Himachal Pradesh	84	54	64.28	99	65	65.65	180	87	48.33
Orissa	125	104	83.20	372	207	55.64	1132	-	-
Uttar Pradesh	672	262	40.47	430	423	98.3	2116	1414	66.82
West Bengal	20	12*****	60	-	-	-	650 CLRCs***	-	-
Bihar	-	-	-	621	537	86.47	-	-	-

Staffing position for BRCs includes Resource Persons and other Support Staff in addition to BRC Co-ordinators.

* Figures are for both phase-I & II districts

** MRPs= Mandal Resource Centre (2 MRPs for every Mandal Resource Centre at Mandal level; 40-50 schools)

*** CLRC = Circle Resource Centre (3 resource teachers for CLRC)

***** DPEP staff on contract basis

Para Teachers (Phase-I)

State	Number of Para teachers (under DPEP)			Para Teacher Training		
	Planned	In position	Percentage	Planned	Conducted during the year	Percentage
Andhra Pradesh	Nil	Nil	Nil	Nil	Nil	<i>Nil</i>
Madhya Pradesh*	-	8182	-	8182	8182	<i>100%</i>

* Guruji under EGS

Para Teachers (Phase-II)

State	Number of Para teachers (under DPEP)			Para Teacher Training		
	Planned	In position	Percentage	Planned	Conducted during the year	Percentage
Andhra Pradesh	10021	8269	-	8269	8269	<i>100</i>
Madhya Pradesh*	-	8303	-	8303	8303	<i>100</i>

* Guruji under EGS

Emerging Issues

<p>Strengthening of DIETs</p>	<p>As DPEP is moving towards its final years, the major concern is that all the structural and process-based innovations in primary education that have been brought about under its aegis should take root so that they continue to grow even after the project has wound up. In this regard DIETs are being seen as the crucial institutions which must become the carriers of the new pedagogic practices in future.</p> <p>But DIETs in most states have faced neglect from the state govt. every since their inception. In most of the case the state govts. do not want to get burdened with additional financial liability after the central funding for DIETs is with drawn, therefore they have refrained from making the necessary investment in DIETs. Nor have appropriate policy been formulated for such basic issues as faculty recruitment and posting in DIETs.</p> <p>DPEP has a role to play in this regard. That role is in terms of actively involving all DIETs in the project districts in the programme so that all DIET faculty get properly oriented towards the new pedagogic practices that DPEP is trying to establish. Secondly in terms of undertaking capacity building of DIET faculty, and including these persons in the state and district level resource groups so they begin to participate in guiding and implementing the programme. Thirdly in discussing and negotiating with the state govt./SCERT about the corrective and progressive measures that need to be taken (for e.q. in respect of faculty posting and transfer, funds, training, state level, monitoring, and guidance etc.) to improve the overall atmosphere and functioning of DIETs.</p>
<p>Holistic Renewal</p> <p>Pedagogic</p>	<p>Pedagogic renewal, which comprises curriculum and text-book renewal, teacher training, academic support & monitoring and pupil evaluation, has to be seen as a package and not in parts. In those states where pedagogic renewal has been dealt with in a comprehensive manner, substantial improvement in the teaching learning process in the class room has been brought about. But there are also cases where text books have been prepared incorporating the new pedagogy, but teacher training has lagged behind; or after intensive teacher training on site support to teachers has fallen short of requirement. Some of the areas like pupil evaluation have not even been part of the planning. Such lack of co-ordination between different aspects of the programme leads to a lot of wasted</p>

	<p>effort. Therefore it is essential to take action in those areas of pedagogic renewal which are as yet not adequately attended to.</p>
Para Teachers	<p>Para teachers are being appointed in various states. Since they are less qualified, untrained persons it is imperative that they are given a substantial training input in both content and classroom transactional areas before they are posted in the schools. There can be no case for putting para teachers on the job with a brief orientation. Mechanisms for providing regular and active support in schools to the para teachers and monthly meetings at the cluster level should be made functional right from the beginning.</p>
Strengthening of Sub-district structures	<p>The BRCs and CRCs are the grass root structures to enable the project to reach out to each and every school, monitor its progress and provide support. Yet various states, either due to inadequate staffing at these levels or due to shortfall in building the necessary skills and understanding that are required to provide school support or due to lacune in planning which has led to over burdening of BRC staff with training responsibilities leaving them no time to visit schools, have not been able to make clear cut progress in this regard. There are examples of well-functioning BRCs in certain regions of the state, or in respect to a particular innovative programme, but in terms of shouldering the responsibility of the overall monitoring of school functioning, ensuring regular meetings of teachers, and flow of communication up and down the channel leading to constant corrective action and improvement in school practices, a lot remains to be accomplished.</p>
Integration of the school monitoring & supervision set up of the education Deptt. with the DPEP BRC-CRC school support system	<p>There is need to build a better co-ordination and understanding between the monitoring and supervision set-up of the Education Department and the DPEP BRC-CRC school support system. In many of the states the SDIs and BRC staff have been taking action independent of each other in the same set of schools. There are cases in which they have even been action at cross purposes with each other. It is important to ensure that SDIs get integrated with the BRC-CRC school support system so that the two streams work together in consonance. This can be done by:</p> <ul style="list-style-type: none"> • Involving SDIs in the key orientation and training programmes of DPEP, particularly teachers training. • Working out an arrangement of sharing of administrative and academic responsibilities of school support between SDI & the BRC staff.

	<ul style="list-style-type: none"> • Sharing of office and other facilities, (if situation demands) • Regular meetings an interaction between SDIs & BRCs at block and cluster levels.
<p>Orientation of the District Level Functionaries of the Education Deptt.</p>	<p>Wide ranging orientation of district and block level functionaries of education and related departments. like DEOs, BDOs, BEOs, SDIs, etc. is important, since they are the officials who have to accept and institutionalise in the long run the new pedagogic practices being advocated by DPEP.</p>

Distance Education Programme

The DEP activities have been initiated both at the National and State levels, keeping in view the state DPEP objectives and activities so as to:

- 1) provide technical support in designing, developing, producing, and delivering Distance Learning (DL) inputs and materials.
- 2) build capacity among institutions and people in the States in various aspects of training through distance mode.
- 3) assist in reducing transmission loss by suitable distance learning interventions, thereby increasing consistency and quality of training efforts.
- 4) assist in augmenting the EMIS to incorporate data base related to training.
- 5) assist in assessing trainees performance for providing credits leading to certification.

Among the proposed DEP activities in the AWP&B of 1998-99, many have been initiated and completed, the details are provided in the enclosed table-1 and 2. Attempts have also been made to provide pedagogic inputs in the training programmes organised, developed and conducted by different states and in the documentation of good practices/success stories for wider circulation.

Table-1 refers to the activities initiated at the National Level. **Table-2** refers to State-Level initiated activities with the support of core faculty of DEP during the period from April, 1997 to March, 1999.

Table-1: National Level Initiated Activities

Activities	Progress
Organisation and Management	<p>The Distance Education Coordinators (DECs) have been appointed in ten states i.e. Gujarat, Haryana, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh, West Bengal, Assam, Andhra Pradesh, and Madhya Pradesh.</p> <p>A 3-day Orientation Programme (induction training) for the Distance Education Coordinators of different DPEP states was organised in December, 1998.</p>
Planning	<p>Two National Technical Workshops, one at Mumbai and other at New Delhi, were held in April, 1997 and June, 1997 respectively, to conceptualise and concretise DEP interventions in various states in consonance with the on going teacher training programmes in the states. Following these, State Level Planning Workshops were held in each of the states to evolve perspective and action plans for DEP activities in the state.</p>
National Workshops/Meetings	<ul style="list-style-type: none"> • One-day meeting was held at Delhi with experts from Distance Education, Media and Education Technology, Teacher Education for listing research issues in teleconferencing. • A meeting was held at Delhi to discuss issues relating to the development of Distance Education Model for providing continuous and recurrent training to Primary School Teachers. • A 3-day National Workshop was organised from 22-24 March 1999. The focal theme of the workshop was “Professional Development of Primary Education Personnel through Distance Education”. About 100 persons participated representing the State Project Offices (DPEP), SCERTs, SIETs, DIETs, SIMT, Department of Education of different State Open Universities and NCERT, IGNOU, NOS, MHRD, etc.
Strategy	<p>National Level Meetings: Advisory Committee, National Expert Group, and Implementation Committee were held to plan, implement, and to report the progress made in the chosen objectives of</p>

	<p>the project. The suggestions and guidelines emanated from such meetings have been given due importance while carrying out further activities.</p>
Documentation of activities and DL materials	<p>A number of video programmes have been selected and distributed and are in use. At the national level about 24 video programmes have been selected for distribution among DPEP states for immediate use in the teacher training programmes.</p>
Capacity Building	<p><i>Study Visits/Training – Participation in National and International Seminar</i></p> <p>As a measure of building internal capacity, the DEP faculty participated in the following Seminars and Training:</p> <ul style="list-style-type: none"> • The Project Director participated in the 18th ICDE Conference held at Pennstate, USA, in July, 1997. • The Administrative-cum-Finance Officer and Personal Secretary attended the National Workshop on Procurement for the IDA Aided Projects held at Delhi in August, 1997. • A member of the faculty was deputed for the XI AAOU Conference held at Kuala Lumpur, Malasia, during November, 1997. • The DEP faculty attended the International Conference “Education India” – The next millenium held at New Delhi in November, 1997. • The DEP faculty participated in the National Level Workshops on Multigrade Teaching for sharing experience during January-February, 1998 held at Gurgaon. • The DEP faculty participated and presented papers in the International Conference on ‘Collaborative Networked Learning’ held at New Delhi during Feburary, 1998, organised by IGNOU. • The Computer Programmer of DEP was deputed to undergo training on usage of computer for internet and JAVA programming. • The Project Director and a faculty member attended the Conference on Doler’s Report

	<p>held in January, 1999 at New Delhi.</p> <ul style="list-style-type: none"> • A faculty member participated and presented paper in the 6th Annual Conference on “Planning and Management of Open and Distance Education Systems: Visions, Paths, Experience, and Development” organised by Indian Distance Education Association at Nasik in January, 1999. • A faculty member attended the seminar on ‘New Paradigms for Research Quality in Open Education’ by UNESCO Chair at New Delhi in February, 1999. • A member of the faculty participated and presented paper in the first Pan-Commonwealth Forum on Open Learning, held at Brunei Darussalam in March, 1999.
<p>Procurement of DR systems</p>	<p>Action has been initiated for procuring DR systems for installation in DPEP districts. Process for procurement and installation of DR systems for Tamil Nadu and Uttar Pradesh has been completed.</p>

Table-2: State Level Initiated Activities

Activities	Progress
<p>Planning:</p> <p>a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> • Development of Perspective Plan for DEP • Finalisation of activities for the current year <p>b) AWP&B proposal for 1999-2000.</p>	<p>Activity completed in the states of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh, and West Bengal.</p> <p>Activity has been completed for the states of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu, Uttar Pradesh, and West Bengal.</p> <p>A preliminary discussion was held with the authorities of the states of Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Orissa, Tamil Nadu, Uttar Pradesh, and West Bengal.</p>
<p>Capacity Building:</p> <ul style="list-style-type: none"> • Development of content briefs for DL materials • Training and Development Workshop for Self-Instructional Materials • Editing of Self-Instructional Materials • Field Testing of Self-Instructional 	<p>Activity completed in the states of Andhra Pradesh, Assam, Gujarat, Himachal Pradesh, Maharashtra, Madhya Pradesh, Orissa, Tamil Nadu, Uttar Pradesh, West Bengal, and Bihar.</p> <p>Activity completed in the states of Assam, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, and Uttar Pradesh.</p> <p>Activity completed in the states of Assam, Gujarat, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, and Orissa.</p> <p>Activity completed in the states of Assam, and Tamil Nadu.</p>

<p>Materials</p> <ul style="list-style-type: none"> • Training-cum-Development Workshop for Audio Script Writing • Preparation of Production Script for Audio programmes • Training-cum-Development Workshop for Video Script Writing • Preparation of Production Script for Video Programmes 	<p>Activity completed in the states of Maharashtra, Madhya Pradesh, and Tamil Nadu.</p> <p>Activity completed in the States of Madhya Pradesh, and Tamil Nadu.</p> <p>Activity completed in the states of Maharashtra, and Tamil Nadu.</p> <p>Activity completed in the states of Maharashtra, and Tamil Nadu.</p>
<p>Production of Video Programmes and other DL materials</p>	<ul style="list-style-type: none"> • Seven Video Programmes each of 15-18 minutes duration has been developed in the area of Mathematics such as Mathematics Teaching – A Scenario, Place Value, Addition, Subtraction, Multiplication, Division, and Fraction for Tamil Nadu. • Action has been initiated for the production of Five Video Programmes to address contextual issues such as Community Mobilisation, Gender Sensitisation, and Empowerment of Teachers, for Orissa. • Action has been initiated for the production of Folder of Maa Beti Mela, and Audio Cassettes on Prerna Geet for Haryana. • Feed back has been obtained from the teachers of Haryana, and Uttar Pradesh (On a sample basis) on the selected video programmes of SIET, Lucknow, and Maths' programme of ET&T regarding the relevance and usefulness of the programme. • Feed back has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.

	<ul style="list-style-type: none"> • Three audio cassettes were produced on sample basis during the workshop organised for Training-cum-Development Workshop for Audio.
<p>Documentation:</p> <p>a) Documentation of DL materials and selected for distribution for immediate use in the teacher training programmes.</p> <p>b) Practices/Activities</p>	<ul style="list-style-type: none"> • Ninty Five (95) Video Programmes have been identified from among the films developed/available at the State Institutes of Educational Technology of Bhubaneswar, Ahmedabad, Lucknow, Hyderabad, and Pune. Video Programmes are on content enrichment, activity based teaching-learning, contextual issues. Films produced by GIET, Ahmedabad, had been distributed to training centres (DIET/BRCs). • Video Documentation of the Training Workshop for Pre-Primary and Primary Education personnel on developing educational materials for school reader and activity based teaching was carried out (Gujarat). • Video Documentation of 'Multi-grade teaching' being practised in Mysore district of Karnataka has been completed. • Action has been initiated for producing two video programme in the context of MGT and preparation of Low-cost No-cost Teaching Learning Materials in the state of Assam. These will be essentially focus of the documentation of good practices in the DPEP districts of the state. • Action has been initiated by Distance Education Coordinators for documenting the existing Distance Education Materials.
<p>Training of Teachers and Teacher Educators through Teleconferencing mode.</p>	<ul style="list-style-type: none"> • Reading Materials, Activity Sheets, etc., have been developed for training teachers of Tamil Nadu in Mathematics. Video Programmes (07) have been developed. Training was provided to different personnel for acting as Observers, Facilitators, Course Directors, and Panelists.

	<ul style="list-style-type: none"> • Reading Materials (SIMs), Activity Sheets, etc., have been developed in the areas of In-service Teacher Education and Action Research for use in the training of DIET faculty of Andhra Pradesh, Karnataka, and Tamil Nadu. Editing of materials has been completed. • Orientation of BRC/CRC Coordinators and DIET faculties (128) on 'The Role of BRC/CRC Coordinators in the use of TLM' was conducted on 16 February, 1999, was conducted of Gujarat. About 450 persons from non-DPEP districts so benefited from this programme. • Planning Meeting was held at Guwahati (Assam) and Lucknow (Uttar Pradesh) to finalise Target Groups, Inputs, etc., for Teleconferencing Programme. • A Teleconferencing Programme was held on 15-16 March, 1999, and oriented about 650 Mandal Resource Persons (MRPs) of Andhra Pradesh (40% coverage of the total number) regarding innate abilities and natural learning experiences, school committee and Vidya Volunteers Scheme, Multi-grade teaching and activities, and Role of MRPs in the utilisation of funds, teacher centres and organisation of teacher training programme.
Need Survey for Content Upgradation	<p>Test items were developed and administered on 300 samples of primary teachers in areas of Maths, EVS, and Language to identify hard spots for the content upgradation of Primary Teachers of Orissa. The report is since been finalised and shared among the state and district level personnel. 32 SIMs have been developed to address these areas. The materials are being tried out in two DPEP districts of Orissa.</p>

Alternative Schooling

The DPEP States are at different stages of implementation. Within a state all districts are not at the same level of development. This situation exists mainly due to start of the programme at different points of time. The nature of strategies being adopted by the states and the specific situation existing in the states also has bearing on the pace of implementation.

An analytical overview of the Alternative Schooling Programme in DPEP states is presented below :

I. COVERAGE

Madhya Pradesh has reached the stage of providing universal physical access through opening of large number of schools under EGS and AS programme. The main focus in MP now is on consolidation and improvement in the quality of the programme while a state like Orissa is yet to start the AS programme inspite of the existence of a large number of habitation without schooling facilities (which do not qualify for formal schools) as well as substantial number of children belonging to different categories remaining out of school. Himachal Pradesh is planning to start its AS programme this year. The DPEP I states like Haryana, Karnataka presently have only a small programme of AS, while the number of children out of school is much higher.

During the period under review there has been substantial increase in the coverage in states like Bihar, Uttar Pradesh, Gujarat, Assam, Maharashtra, Andhra Pradesh and Tamil Nadu. There has been marginal increase in the coverage in Haryana and Karnataka too.

In terms of diversifying the AS strategies, Maharashtra, Gujarat, Assam and Uttar Pradesh have made substantial progress. The coverage of special groups like children belonging to migrating families, deprived urban children (street children, child labour etc.), children engaged in: salt work, sugar cutting and Brick-klin and children working in slaughter houses have been addressed. Specific strategies have been designed to address the educational problems of girls belonging to specific communities like Muslims, Rajputs and Rewaris. Bihar has started Angana Vidyalaya to address the education of adolescent girls. Assam and Gujarat has also designed specific strategies to address the problems of adolescent girls. **In the last co-ordinators meeting held at Jaipur it was decided that states which have not initiated work with the adolescent girls would be doing so shortly.**

1.1 Deprived Urban Children (DUC)

During this period there has been concerted efforts to cover DUCs in different DPEP states. Through the National Core Group for DUC, two regional workshops were organised at Calcutta and Hyderabad in the month of January '99 and March '99 in which representatives from 6 DPEP states participated. In West Bengal a State Resource Group has been constituted which is planning for total coverage of DUCs in the towns of DPEP districts and the city of Calcutta.

Most DPEP states have decided to take up one urban centre for universalisation of primary education. Three wards of Firozabad town have been taken up for universal coverage. After house to house survey more than 2000 children have been identified in these three wards and uptill now 22 schools have been started to cover these children. Fifteen such centres have been started in Moradabad city of Uttar Pradesh to cover the child labour under primary education.

1.2 Universalisation plan in one blocks of each DPEP states

The need for an alternative system has emerged due to limitations of the formal school system to be able to bring and retain certain categories of disadvantaged children under its fold. During the AS co-ordinators meet held at Hyderabad in June 1998, the issue of universal access was discussed in detailed and it was felt that the DPEP I states which have completed about 5 years of programme implementation, needed to have a concrete assessment of the progress towards universalisation. In this context the problem of authentic information regarding out of school children, and quality of available information was discussed at length. In the light of the above it was decided that the state would undertake a planning exercise for universalisation of primary education in one rural block and one urban area of each state to understand the implications of universalisation in terms of resources (financial as well as human), strategies, time frame and requirement of essential information and the necessity of convergence with different programmes. After completion of this exercise the same would have to be put up in the executive committees of different DPEP states for consideration and necessary action.

DPEP states have identified blocks in rural and urban areas. The work is in progress but its pace need to be increased. This exercise will provide valuable insights for universalisation.

1.3 Universalisation in one cluster of each DPEP states

Alongwith the plan for universalisation in one rural block and one urban area it was decided to take up work of UPE at least in one cluster to have experience of UPE which can be used for making UPE a success in all DPEP districts. DPEP states have taken decisions in this regard. Some of the states have decided for one cluster in each district. The pace of this work need to be increased.

In the meeting of Secretaries of Education of different DPEP states held on February 9-10th in Delhi, the issue of universal coverage and the necessity of AS for covering the difficult groups of children, hitherto uncovered by primary formal schools was discussed in great detail. This meeting has given a new thrust for the coverage of difficult groups of children as well as important role of AS in achieving goal of universalisation of Primary Education.

2. QUALITY IMPROVEMENT

Different programmes of informal education have been critiqued by educationists on the ground of these being inferior in quality. From the beginning there has been concerted move in DPEP to ensure quality of primary education provided under AS schemes. Critical parameters for quality have been identified to help states decide concrete actions in this regard.

2.1 Teachers Qualification and their Roles

Minimum qualification for AS teachers under different strategies is matriculation with only exception made in Uttar Pradesh for women. If matric pass women instructor is not found in the village then women who have completed 8th standard will be selected. This provision (relaxation) has been kept to ensure 50% of women as AS instructors.

Apart from effectively running schools, teachers have been viewed as social activists who will work in close co-operation with community for universalisation of elementary education. After admitting children in the formal schools, AS teacher is to follow the progress of these children in the formal schools so that they do not dropout.

2.2 Training

Training duration and Academic support to teachers are some of the most important issues in ensuring quality of AS programme. Tamil Nadu has made considerable efforts to improve training of AS teachers and supervisors. Apart from the initial foundation training, two days monthly training is organised for the AS instructors. A training manual has been designed to impart improved training to instructors. A five day training was also conducted for Supervisors by the state level resource persons. A two day orientation / preparation workshop was held for the state resource persons prior to the supervisors training.

Bihar has also undertaken review of AS training programme in 3 days State level workshop to improve training of instructors. Uttar Pradesh has engaged NGOs like Bodh Shiksha Samiti Jaipur and CREDA, Mirzapur for imparting training to AS instructors under different AS strategies. Uttar Pradesh has also developed partnership with MV Foundation for Back to School programme and with Rishi Valley Education Society for setting up Multigrade School for children of small habitations.

Madhya Pradesh has engaged Digantar, a Jaipur based NGO for AS programme. Maharashtra has collaborated with IIE, Pune. The DPEP states of Assam, Tamil Nadu, Haryana and Gujarat have also associated with different NGOs for the training of AS instructors.

The AS co-ordinators meet held at Jaipur between 15 – 18th March 1999 focussed on training of AS teachers and supervisors. For ensuring quality of AS programme efforts have been on improving the quality of training in the area of content, methodology, duration and frequency. Special emphasis is being given to train teachers for handling multilevel situation in AS classroom. It is possible to initiate appropriate pedagogic practices in AS since the pupil teacher ratio is favourable.

Foundation Training : Duration

In terms of duration of foundation training there are varied experiences. While Bihar has 30 days foundation training for instructors, some of the states like Maharashtra, Tamil Nadu, Uttar Pradesh still continue to have 5 to 12 days initial training of AS instructors.

During the Jaipur workshop most of the states proposed measures to improve their training strategy which included increasing duration as well as frequency of training.

2.3 Duration of the programme

Barring a few strategies like Prerana Centre (which is based on NFE Scheme of IIE Pune) of Maharashtra all other strategies under AS in different states have more than 2 years duration. Most of these are of five years duration and these strategies acknowledge basic pedagogic principle like free pace of learning and multilevel situation.

2.4 Daily School hours

These schools / centres run for 250 to 300 days a year and for minimum 3 hours per day. Many of these schools run (like formal schools) 5 hours daily. Most states (Maharashtra, Andhra Pradesh, Uttar Pradesh, Tamil Nadu) have decided that AS school running in schoolless habitations would run for full time.

3. TEXT BOOK AND TLMs

In most of these schools / centres formal school text books are being used. Under some strategies special text books have been prepared (like in Assam, Bihar, AS Programme of MP). Maharashtra has used materials prepared by IIE, Pune in its Prerna Centres. Many of the states like Kerala, AP and UP are also using multigrade materials kit prepared by Rishi Valley Education Society. The quality of materials used in these AS centres / schools are in no way inferior to TLMs used in formal schools. Tamil Nadu has prepared a special set of materials, for the AS centres. Maharashtra has also organised a three day workshop to design instructors' kit for AS centres. Attention needs to be focused for developing appropriate materials for different AS strategies.

3.1 Use of TLM Grants of Rs. 500/- annum

Some of the states are already using this amount for preparation of appropriate TLMs by AS teachers. During the last workshop states which were not providing the grants to AS, decided to do so. It was also decided to provide sufficient and appropriate materials which can be helpful in running multilevel classrooms.

4. ACADEMIC SUPPORT AND SUPERVISION

Most of the states have evolved separate academic support systems (1 teacher coordinator / supervisor for about 10 centres / schools) to provide continuous support to AS teachers. In Uttar Pradesh supervision and academic support function is carried out by the NPRCC (Nyay Panchayat Resource Centre Co-ordinator). In Madhya Pradesh, for EGS schools academic support to teachers is provided by CRCs but for AS, separate persons have been appointed for supervision. In some of the states supervisors are employed full time and they are paid properly but in many other states they are employed part time and their salary is also quite low which affects the quality of their work. **Teacher co-ordinators' (supervisors) training needs to be strengthened, so that they can carry out their functions properly. The system of academic support and supervision require further strengthening.**

5. TEACHERS' FORUM FOR REFLECTION AND UPGRADATION OF THEIR SKILLS

Monthly fortnightly meetings of teachers along with the teacher co-ordinators serves the purpose of experience sharing, learning from each others' experiences, as well as to work together as a team. This meeting also provides them with a forum for collective action. In a situation where individual teachers have to start new practices (in a sense deviating from the normally accepted course) this collective forum plays a pivotal role in providing them confidence and support for innovations. The frequency of this meeting varies from fortnightly in AS scheme of Madhya Pradesh, to monthly in Tamil Nadu and Assam. In other states, this monthly meeting has yet to become a regular feature. States need to strengthen this aspect of the programme. The quality of the programme will depend to a great extent on the quality of academic support provided to AS teachers.

6. STRENGTHENING OF SRGS AND DRGS

Since diverse strategies are being evolved by the DPEP states, designing of management structures based on principles of decentralisation, academic support structures, system of learners' evaluation, preparing suitable TLMs and planning for necessary infra-structure and equipment have been essential. During orientation and planning workshops, broad guidelines and frames are evolved for all these. These are given concrete shape in State Resource Groups (SRG) and District Resource Groups (DRG) meetings. SRGs and DRGs plan innovations, review progress and facilitate implementation and provide over all guidance for the programme at the state and district levels respectively. Members of these forums are drawn from various agencies like SCERTs, DIETs, NGOs, officials of labour and social welfare department and there is an opportunity for convergence of ideas and resources. Effort has been to institutionalise the processes and these new structures by ensuring regular and effective functioning of these forums.

During the period under review many DPEP states have constituted SRGs and DRGs for AS programme. Apart from Uttar Pradesh and Tamil Nadu, the SRG is functional in Maharashtra, Gujarat, Bihar, Assam, Madhya Pradesh, Andhra Pradesh and Haryana. SRGs in Uttar Pradesh, Tamil Nadu, Maharashtra, Bihar and Madhya Pradesh have been meeting regularly and frequently. These SRGs have become effective forums for review and monitoring of the implementation of AS programme as well various innovations to strengthen AS programme in different DPEP states.

Subsequently, DRGs have been constituted in few of the above mentioned states. The DRGs meet regularly (monthly) in Maharashtra and Tamil Nadu. Proposals from these meetings are brought to the SRG for further discussion. **In the last workshop it was decided that, the states where SRGs & DRGs are yet to be formed immediate action should be taken up. States where these forums have been constituted efforts should be to make their functioning regular and effective. There is also a need to constitute similar forums at the block level and ensure their regular functioning.**

7. MAINSTREAMING

Under AS programme there has been conscious effort to mainstream children in different classes after they acquire corresponding levels of achievement. Tamil Nadu has been able to mainstream 1069 children from 771 AS centres, after a comprehensive evaluation and systematic drive for mainstreaming. DPEP Maharashtra has also been able to mainstream about 5000 children from AS programmes.

DPEP states of Andhra Pradesh, Uttar Pradesh, Gujarat and Maharashtra have specific strategies for mainstreaming children from AS. In Andhra Pradesh the entire AS strategy is geared to mainstream children.

8. LEARNING FROM EACH OTHERS EXPERIENCES

AS Co-ordinators' meeting of all the DPEP states to share their experiences, discuss various issues relating to AS programmes, to learn from each other, has been envisaged. It was decided to have this meeting once in four months. The frequency of this meeting has so far been biannual. This has proved a very effective forum for strengthening the AS programme in DPEP. A number of important decisions concerning coverage and quality have been taken in these meetings. **In the last meeting held at Jaipur many important decisions regarding strengthening of training and academic support system were taken. Apart from steps to strengthen training it was also decided to initiate special programmes firstly education of adolescent girls; secondly providing a set of specially selected books for every alternative school. These books will be used by the learners as additional TLMs. Some of these books would be meant for the teachers for improving their academic competence. Books existing in the formal schools should be made accessible to the teacher & children at the AS centre.**

Some of the DPEP states have initiated district co-ordinators meet on the same lines (like Bihar). In the coming days, these state level District co-ordinators meetings need to be encouraged.

9. EVALUATION OF THE PROGRAMMES

Evaluation of the strategies for strengthening them further or before scaling up the programme is important. For any effective programme it is necessary that it is sensitive to the local needs and is flexible enough to incorporate changes. These changes can be introduced only after systematic evaluation.

9.1 Internal evaluations

The DPEP states of Tamil Nadu, Andhra Pradesh (for its transitional classes) and Assam (for its NFE programme and Maktab intervention programmes have conducted internal evaluations.

In Tamil Nadu this internal evaluation report was shared in the SRG meeting. The recommendations of the evaluation report were also shared and necessary decisions were taken to implement the recommendations. This mechanism of internal evaluation need to be systematised and insights gained from these evaluations need to be used for further strengthening of the programmes. Very often evaluation reports are not discussed and made use of which makes this endeavour futile. There is a need to streamline this process and an effective system of evaluation of the initiatives and incorporating learnings for strengthening programmes need to be evolved.

9.2 External evaluations

DPEP, Madhya Pradesh has organised external evaluations of EGS as well as AS programmes engaging consultants. Learnings from these evaluations have been incorporated in action points for further enriching the programme.

DPEP Assam has involved LBSNAA for evaluation of their intervention with Maktab. The evaluation is in progress. During the Jaipur workshop it was decided that the AS strategies which have been on the ground for a year or so need to be evaluated, main findings discussed and acted upon.

10. CONCERNS

Though there has been substantial progress both on the counts of coverage (in terms of absolute number as well as diverse groups) and quality in the AS programme, a vast distance remains to be covered to reach the goal of quality primary education. There has been significant advancement over the centrally sponsored NFE scheme meant for out of school children in terms of quality of education provided through AS strategies. Now under AS, there are diverse strategies suiting the specific needs of the clientele in different areas, in contrast to the monolithic nature of NFE scheme.

AS strategies have significantly departed from this old scheme in respect of issues which have bearing on quality, such as, increase in the duration of the programme, daily school hours, content, duration and frequency of trainings, academic support etc.

By and large, there have been efforts to design decentralised management systems for AS strategies in different states. Community participation is the hallmark of various strategies. Teachers belong to the same community, they are selected by the communities. Under most of the strategies community have effective say in the management of these schools. Honorarium of teachers is also given through the community.

Constitution of participatory and collective decision making forums like SRGs and DRGs are also a significant departure from the individual driven bureaucratic decision making system. These efforts will go a long way in creating a decentralised system of school management. All these experiments have only shown that it is definitely possible to create innovative educational programmes with strong community involvement and decentralised and democratic management structure of the school system.

The analysis of these developments across the states, presents an uneven picture. There are states which have made tremendous progress in terms of providing universal physical access, at the same time there are states which have not yet initiated work or states where the progress is quite slow.

- As said earlier coverage, quality and equity are still important issues within the AS programme. For some states, the focus will be on quality and equity while for the others the focus is going to be on coverage as well.
- Another concern has been the absence of authentic village level data base regarding coverage of children under primary education in some states. In the absence of such data base planning for universalisation becomes difficult.
- The current efforts of strengthening training and academic support system along with development of suitable TLMs need to be sustained. The efforts of decentralising decision making process also required to be institutionalised and nurtured.
- The capacity building efforts through workshops, meetings, SRG, DRG meetings, District Co-ordinators meet in the states have to be systematised and to made more effective.
- Of course the question of sustainability of these initiatives after completion of DPEP is continuing to be the constraining factor for expanding coverage under AS as well as making better financial investment for ensuring quality of education in AS. This needs to be discussed and addressed at the level of policy makers and project leaders in DPEP states.

Statewise Progress Overview (upto March 1999)
DPEP Phase - I

State	Madhya Pradesh	Tamil Nadu (upto Feb 99)	Kerala	Karnataka	Haryana	Maharashtra	Assam
Coverage							
<i>Current status</i>	i. AS centres (5168) ii. EGS (19289)	772 centres running in July 1998 757 centres have been started in Phase I & II districts this year	30 multigrade centres	199 centres started in DPEP I. 133 centres started in DPEP II.	220 centres started from January-February 1999 with 20-30 children in each centre (of these 10 centres are in urban areas).	i. NFE centres (Prerana centres 1513) ii. Contract schools (173) iii. Sugar schools (2) iv. Mobile schools (Nil) v. Brick kiln school (Nil) vi. Condensed course (3). vii. Group residential school (nil).	i. NFE centres (716) ii. Intervention in Maktabas (430). iii. AS Centres (418)
<i>Centre Proposed In the Current Year (98-99)</i>	i. 360 ii. 1463	1000	Nothing new proposed	325 centres	525 centres proposed The residential as (Rain Basera) in each district proposed in 99-2000	i. 1665 ii. 200 iii. 3 iv. 4 v. 2 vi. 5 vii. 15	i. 490 ii. 330 iii. Improvement in the Govt. NFE scheme. (720) iv. AS centres (410)
<i>Total children covered through AS</i>		18705 students enrolled in DPEP I. 18715 children enrolled in the newly open centres. 1096 children from the DPEP I centres admitted to class 3 in formal schools.	Not Known	2051	Approx. 5500	I. 30,260 II. 1577 III. 80 IV. - V. - VI. 75 VII. --	Not Known
ADMINISTRATIVE ARRANGEMENTS							
<i>Appointment of AS co-ordinator (State and district)</i>	AS co-ordinator in place at state and district	State AS co-ordinator appointed, Consultants as co-ordinators at district level	AS co-ordinator not in place, may not be necessary	Consultant microplanning is appointed incharge he is supported by an Asst. Programme Officer.	State Co-ordinator appointed	Tribal co-ordinator looks after AS. State level coordinator not appointed, district co-ordinators are in place	State and District co-ordinators in place
<i>Constitution of State Resource Group (SRG) & District Resource Group (DRG)</i>	SRG, DRG formed	SRG, DRG formed, SRG meeting every alternate month.	SRG & DRG for AS not formed. May not be necessary.	SRG formed, DRG not constituted	SRG & DRG constituted	SRG & DRG have been constituted	SRG & DRG constituted.

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
CAPACITY BUILDING							
<i>SRG/DRG orientation & meetings</i>	Done by Digantar, Jaipur	Orientation of SRG, completed. Orientation of DRG of Phase I completed. For Phase II districts it will be undertaken in April '99. DRG & SRG meetings – bimonthly.	--	Not oriented	Preliminary orientation conducted for SRGs & DRGs. SRG meetings – monthly.	Orientation of AS functionaries completed. SRG members attend DRG meetings. SRG meetings monthly DRG meetings monthly	6 days, orientation of all functionaries completed SRG not functional.
<i>Exposure visit by SRG/DRG</i>	Visited Digantar, Jaipur	Exposure visits to Digantar, Bodh, Lok Jumbish, MV Foundation, DDS & Rishi Valley, Loreto Scaldah.	Exchange programme with Rishi Valley School	Visited Rishi Valley Schools.	Some members of SRG visited Digantar. Further exposure visits for entire SRG to Bodh, Digantar, Lok Jumbish, Maya, SKCV, MV Foundation & CWC completed.	Some AS functionaries visited IIE Pune. DPEP I & II AS functionaries visited MVF.	Some SRG & DRG members have visited IIE Pune.
<i>Visioning and Strategy planning workshop</i>	--	Conducted a 6 day orientation programme	Completed	Not done	Completed	Completed	Completed
ISSUE OF EQUIVALENCE							
<i>Strategy (Profile of target group)</i>	<ul style="list-style-type: none"> i. Dropouts & non-enrolled children from habitations with schools & without schools. ii. Schoolless habitations 	<ul style="list-style-type: none"> • Dropouts & non-starters. Emphasis on covering child labourers. • Day schools for Children from schoolless habitations. • Girls doing domestic work. • Boys doing petty jobs. • Casual labour children. • Children helping their parents. • Deprived urban children 	<ul style="list-style-type: none"> • For children of schoolless tribal habitations. 	<ul style="list-style-type: none"> • Out of school children. For e.g. working children & children from migrating families. 	<ul style="list-style-type: none"> • Dropouts & non-starters. • Out of school children. • Children on Brick Kiln children of migrated parents. 	<ul style="list-style-type: none"> i. Drop out & non-enrolled children.(9-14) ii. Children of school less habitations.(6-9) std. I & II. iii. Children of migratory labour.(6-11) at sugar factory. iv. Children of migratory labour. (6-11). v. Children of brick klin workers. (6-11) vi. Children who migrate seasonally..(6-11) vii. Habitations where contract schools also cannot be started. 	<ul style="list-style-type: none"> i. Out of school children. ii. Children belonging to minority groups. iii. Children of formal schools <ul style="list-style-type: none"> • Single teacher where PTR is 60:1 or • Multi teacher where PTR is 80:1 • Urban deprived children

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
<i>Duration of the programme</i>	i. 5 years ii. 5 years	3 years. (mainstreaming children to class 3 level) 1096 children have been admitted to formal schools. 1096 children have been admitted to Formal Schools 10,000 children in Std. II of AS schools	4 years	300 days /year for 2 years.	4 years; children to be mainstreamed. 10 months in a year mainstream after 3 years.	i. 2 years ii. 2 years iii. 6 months iv. 10 months in a year v. 10 months vi. 75-100 days in a year.	Flexible
<i>School Hours</i>	i. 4 hours ii. Full time school	2 hours (under review). On pilot basis 30 centres have changed 30 day schools to 4 hours, during day time. In hilly schoolless habitations centres are run 3-4 hours during daytime. In hilly schoolless habitations are run during day time for 3-4 hours.	Regular school hours	2 hours morning 2 hours evening	3-4 hours	i. 2 hours ii. 4 hours iii. 6 hours iv. 4 hours v. 6 hours vi. 2 hours	3 hours (2 shifts)
<i>No. of learners per centre</i>	i. 35 ii. 35-50	20-30 (if less than 20 children give money at the rate of per child).	25	Between 15-30	20-30	i. 10 girls or 20 students ii. 10-20 iii. 40-45 iv. 35 v. 40 vi. 10	40
<i>Teachers qualification</i>	i. Matriculate ii. Matriculate	Matriculate (few instructors are trained graduates, 12 th pass : in the remote forest area instructors who have not completed matriculation have also been appointed.	Matriculate	SSLC	Matriculate	i. Matriculate ii. Matriculate iii. Regular school teacher iv. " v. " vi. Matriculate	Matriculate
<i>Honorarium for Teachers (in Rs.)</i>	i. 1000/- ii. 500/-	500+50 for contingencies	1500	1000	600 proposed to be raised 800.	i. Rs. 500/- ii. Rs. 500/- iii. Teacher on deputation. iv. " v. " vi. Rs. 30/- per day. vii. Not worked out.	i. 900/- teacher

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
Duration of training <i>(including training of teachers)</i>	i. 21 days initial + 10 days recurrent training days per year. ii. 10 days initial training + monthly meeting + annual recurrent training (5 days).	In phase I 4 days initial orientation programme + 5 orientation programme + 5 days follow up training. Recurrent training for 2 days in a month Rs. 50/- allotted to each instructors every month for TLM preparation. For new centres initial orientation this year will be 5 days.	Comprehensive training • District level workshop (3 days) • State level training to instructors • 10 day internship in schools • Field exposure and training at Rishi Valley • Onsite support by DIET staff	6 days (along with teachers) at present a separate training program is under preparation.	• 11 days initial + 10 days every 6 months • Onsite support by DIET staff. • Liaison with community with FS with CRC	i. 10 days of training in the first year & 2 days of training in the beginning of the 2 nd year	3 day induction training 21 day pre-service training 7 day refresher training 5 day additional training for supervisor
Expenditure per school / per year	i. 34170 ii. 8500	7530	19,200	22000	19000	i. 10200 ii. 6000 iii. Teacher on deputation 6000 iv. Teacher on deputation 4000 vi. 4000	25900
Expenditure/child/yr (Rs)	i. 1400 ii. 220	For stage I children Rs. 300/- for stage II children Rs. 560/-.	768	880 (approximately)	760	i. 340 ii. 600 iii. 750 (approximate) iv. 150 v. 750 (approximate) vi. 400	1036
Academic Support and Supervision	i. One supervisor for every 10 centres. ii. BRC and CRC coordinator responsible for supervision.	1 part time supervisor for every 8-10 schools.	Supported by DIET	By BRC, BEO & CRC	Being supported by DIET, DRU, BRC, CRC supervisors visits twice a month. Formal school books (new) used in class 1 & 2. Will use a mix of formed school books of Haryana & Digantar.	CRC	1 co-ordinator for every 10 centres. Monthly supervisor level, BRC level meeting. DLRG & SLRG members visit centres and provide on site support.
Honorarium of Supervision	i. Rs. 1500/- ii. Not applicable	Part - time supervisor Rs. 600+100 (T.A.)	Not applicable	Not applicable	Not applicable	Not applicable	Rs. 1500/-
Material being used	Prepared in collaboration with Digantar.	Formal school text books and workbooks.	Adapted self learning material of Rishi Valley School	Adaptation from Eklavya's Khushi Khushi material. Teachers handbook is prepared for AS instructors monthly meetings by BRC / CRC.	Presently using NCERT prepared NFE books, planned to prepare modified materials. Formal school textbooks for 2 & 4.	i. TLM prepared by IIE, Pune. ii. ALS list developed with district level teams.	New textbooks prepared largely based on NCERT material. Formal school textbook for AS centre 1 additional book on handwriting and 1 drawing book. Supplementary academic material for children also provided
Collaboration with NGOs	Digantar, Rupantar, Abhivaykiti	Tamil Nadu Science Forum, SFRI, Myrada, Kalvi Kendra, Kalaimangel, Bless	Rishi Valley	Rishi Valley	Digantar, NSS	IIE Pune, Janan Prabodhini.	Srujanika, IIE Pune, Bodh, Assam Gyan Vigyan Samiti

DPEP Phase - II

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal
Coverage							
<i>Current Status</i>	Not operationalised	<ul style="list-style-type: none"> Process of identification of habitations of AS centres has been initiated. 	<ol style="list-style-type: none"> Alternative schools phase I (477) phase II (1347) Transitional classes phase I (165) Bridge course (111) <p>*Back to School (100) supported by Social Welfare Department</p> <p>*child labour camps in 26 mansals supported by UNICEF</p> <p>* 5604 NFE centres in Phase I & 15312 NFE centres are been supported by DPEP.</p>	<ol style="list-style-type: none"> Vacational course (10) 80 Additional seats in 23 Ashram shalas Back to school (94) Farm school (1) Schools in Rann area (5) Seasonal hostel (ground work being done). Urban area (5 schools started). 	<ol style="list-style-type: none"> 645 Shikshaghar 37 Maktabas 127 Balshala 53 Prehar Pathshala 1 Back to School camp. 60 RVEC model schools. <p>For some centres instructors have been selected & are undergoing orientation / training.</p>	<p>Apna Vidyalaya – 706</p> <p>Angana Vidyalaya – 467</p>	140 CEC centres
<i>Proposed upto AWPB 1998-99</i>	<ul style="list-style-type: none"> AS centres (230) Mobile schools (2) Residential Schools (2). 	<ul style="list-style-type: none"> 160 AS centres on pilot basis (20 centres per district). 	<ol style="list-style-type: none"> Alternative schools phase I (575) phase II (2662) Transitional schools under CLP UNICEF. Phase I (640) phase II (280) Bridge courses centres. Phase II (1022) Back to School (100) <p style="text-align: center;"><i>Proposed for (99-2000)</i></p> <ol style="list-style-type: none"> Bridge camps (1200) Summer school in 45,000 primary schools. Complete planning in 3 Rural Mandal & 1 urban centre (Warangal city) 	<ol style="list-style-type: none"> Vacational course (10 centres) 10 Additional seats in 23 Ashram schools. Back to school programme (94). Schools in Rann area (10) Seasonal hostel Urban area program (5) 	<ol style="list-style-type: none"> Shikshaghar : 777 (children out of school 6-11 yrs.) Maktabas : 87 (children from minority community age group 6-11 yrs. Bal shala : 176 (For scattered population, 3-11 yrs). Prehar pathshala : 121 (for girls 9+ age group). Back to school : 5 camps (for out of school children engaged in labour 9-14 yrs.). Rishi Valley model : 60 schools for small scattered habitations. (For out of school children 6-14 years.). 	<ol style="list-style-type: none"> <i>Apna Vidyalaya</i> in small habitations situated in remote inaccessible areas, for marginalised communities and left out/dropped out children of 9+ age group. <i>Angana Vidyalaya</i> for 9+ girls (dropouts as well as illiterates) on the pattern of Jagjagi centres of Mahila Samakhyia programme 	<ul style="list-style-type: none"> CEC centres AS centres (Details yet to be worked out).
<i>Total children covered through AS</i>	--	--	<ol style="list-style-type: none"> Alternative schools (49117) Transitional schools (4185) Bridge courses centres (3250) <p><i>Proposed for (99-2000)</i></p> <ol style="list-style-type: none"> Bridge camps (100,000) Summer school (11,25,000) Complete planning in 3 Rural Mandal & 1 Warangal City. 	<ol style="list-style-type: none"> Vacational course (60) Addl. seats in Ashramshala (80). Back to school (1883) Mobile school (14) Special school for Rann area (100 approx) Urban Area Programme (605) 	Not Known	Approx. 35,000 children.	--

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal
ADMINISTRATIVE ARRANGEMENTS							
<i>Appointment of AS co-ordinator (State and district)</i>	AS coordinator not in position	Addl. Director SIEMAT incharge for AS. Decided to appoint AS coordinator. Tribal co-ordinators in districts incharge for AS.	AS coordinator at districts & state levels in place.	Tribal coordinator incharge of AS in districts as well as at state level.	State & district coordinators in place.	AS coordinator at state level in place	AS coordinator appointed. District co-ordinators in phase I also appointed.
<i>Constitution of State Resource Group (SRG) & District Resource Group (DRG).</i>	SRG/ DRG not constituted.	SRG constituted.	SRG & DRG constituted. Training at Padaru for 10 days & REC, Rishi Valley Chittoor district.	Core committee (a sub committee of EC) for AS constituted.	Functional SRG which meet regularly.	SRG & DRG constituted	DRG in phase I districts. constituted. SRG to be shortly constituted.
<i>Visioning & strategy building workshop</i>	Not conducted	Conducted	Orientation of functionaries by MVF	Initial orientation 1 day, completed.	Conducted a 6 day workshop to orient AS functionaries.	Initial orientation completed.	A 2 day initial orientation was organised for district AS co-ordinators in preparation for a visioning workshop.
ISSUE OF EQUIVALENCE							
<i>Profile of the group</i>	Children from very small habitations. Children of migrating families.	Children of un-served habitations.	Children out of school : potential child labourers & child labourers	<ol style="list-style-type: none"> i. Children migratory to sugar factories from Dangs (8-10 yrs.) ii. " iii. Children out of school some centre specifically for girls (7-14 yrs.) iv. Children at sugarcane farms – those who have migrated from Dangs (6-14 yrs.). v. Children of families migrating to salt farms. vi. Children of families migrating from Panchmahal district. vii. Children of slums in small towns such as Harimpura (6-14 yrs.) 	<ol style="list-style-type: none"> i. Children out of school 6-11 years. ii. Children from minority community age group 6-11 yrs. iii. For scattered population 3-11 yrs. iv. For girls 9+age group v. For out of school children engaged in labour 9-14 yrs. vi. For out of school children 6-14 yrs. 	<ul style="list-style-type: none"> • For 9+girls. • Children of SC/ST. children not going to school as school is more than 1 km. Away. • Children helping their parents or engaged in child labour. • Dropouts & highly marginalised children. 	

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal
<i>Duration of the programme</i>	Specifics not worked out.	As per the needs of the learners.	i. Same as formal schools. (5 years) ii. Same as above. iii. Same as above iv. Bridge camps – 1 yrs. v. 40 days vi. --	i. 40 days ii. 5 yrs. iii. Flexible as per age of the child iv. 6-7 months per yr. v. 8 months per yr. vi. 6-7 months per yr. vii. Move to make this a recognised FS (5 yrs.)	i – v 5 years	i. 2 yrs ii. 3 yrs	Same as formal schools (4 years).
<i>School hours</i>	“	Full time institutions providing 5 hours of instructions.	i. Full time community schools. (same as formal schools). ii. Formal school timing	i. 3 hours ii. Full time iii. “ iv. 3-4 hours v. 3-4 hours vi. Not worked out vii. Full time school	i-iii – 4 hours iv -- 4 hours (inclusive of the time for community contact). v -- Residential vi – 4 hours	i. 3 hours ii. 3 hours	3 hours daily & 200 days in a year planned.
<i>No. of learners / centre</i>	“	Minimum of 15 learners	i. 40 (maximum) ii. 35 iii. 35 iv. 100 v. 25	i. 10-15 per centres ii. 9-10 seats per school iii. 20-30 children iv. 10-20 children v. 120 per AS with 3-4 teachers	i. 25 ii. 25 iii. 25 iv. 25 v. 30 vi. 30	i. 15 – 25 ii. 15 – 25 (only girls)	Each CEC will have 100 children : 50 for class I & 50 for class II.
<i>Teacher qualification</i>	“	Matriculate (if matriculate are not available than candidates with 8 th pass qualification will be engaged).	i. Senior school certificate (SSC). ii. SSC iii. “ iv. “ v. “	i. SSC ii. SSC iii. FS teacher iv. SSC v. SSC vi. Not worked out vii. 1 FS teacher on deputation + AS teachers – SSC.	Intermediate, for women candidates relaxed to std 10 th . 8 th pass women also after undergoing special training. (50% of instructor would be women).	i. 8 th pass women ii. 8 th pass women	Madhyamik pass (7 th pass) women candidates of the minimum age of 40 years will be appointed.
<i>Honorarium (per month)</i>	“	AS – 1200	i. Rs.1000 /- (Rs. 500/- from DPEP & Rs.500/- from the community.) ii. Rs 500/- iii. “	i. 500 /- ii. – iii. 500/- iv. --	i. Rs. 600 ii. Rs 600 iii. Rs 600 + Rs 300 for additional child care worker. iv. Rs.600 & additional 3 craft teachers @ Rs 100/- per month. v. Rs. 1200/- instructor & Rs. 600 / helper. vi. Rs. 600/-	i. 400/- ii. 400/-	For 1 st teacher Rs. 1000/- for IInd teacher Rs. 800 -

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal
<i>Training Duration</i>	Not yet worked out	Minimum of 30 days of induction training. Refresher training of 5 days every 6 months.	i. 3 days initial orientation + 10 days every year. ii. Same as above. iii. 7 days iv. 7 days	2 days training. Prior to initiating the strategy. The state has yet to work out a detailed training strategy.	i. 30 days for instructors. ii. 30+10 days for teacher co-ordinator. Regular in-service for teachers alongwith monthly meeting at NPRC. iii. A 15 day training for instructor in child labour endemic districts.	i. 30 days foundation training + 3 days recurring training (residential) every 3 months + 10 days of refresher training in a year. Every semester 1 day monthly meeting of ALS instructors. ii. This amounts to total duration of • 72 days • 84 days	i. A 7 day induction training for CEC teachers
<i>Expenditure Per School/Per Year (Rs)</i>	Not yet worked out	i. Rs. 24,825/- per centre for 1 st yr. Rs.18,675 in subsequent years.	i. Rs. 15,000/- ii. Rs. 9,000/- iii. Rs. 9000/-	i. Not yet worked out ii. " iii. 16625+ training cost.	i. 15,300 / centre ii. 15,300 / centre iii. 20,450 / centre iv. 18,450 / centre v. 43,000 / camp vi. Not yet worked out	i. 9250 (in the first year). 7650 (in the following year). ii. "	Rs. 2000/- grant to each CEC centre every year & Rs. 500/- to each instructor for production of TLM.
<i>Exp / Child / Yr.</i>	Not yet worked out	i. Rs. 747 (if the centre has 25 children)	i. Rs. 375/- ii. Rs. 257/- iii. Rs. 1921/-	i. Not yet worked out ii. " iii. 831	i. 614 ii. 614 iii. 1430 iv. 1230 v. 1433 vi. Not yet worked out	i. 462 (in the first year). 382 (in the following year). ii. "	Not yet worked out
<i>Academic Support</i>	"	i. CRC co-ordinator	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support. ii. Same as above. iii. " iv. "	i. - ii. - iii. One supervisor over 10 centres.	Teacher coordinator (a BTC trained teacher on deputation for 7-10 AS centres). Support planned from NPRC & BRC also.	By ASRG who will be retired primary school teacher. For every four to ten centres 1 supervisor.	Not yet worked out
<i>Honorarium of Supervisor</i>				Rs. 1500/-		Rs. 500/-	

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal
<i>Material used</i>	"	Initially the textbooks used at formal schools will be used at AS centres.	i. Multigrade self learning kits prepared with the help of Rishi Valley. ii. Same as above. iii. Formal textbooks. iv. Manual on readiness & introduction.	i. Condensed curriculum formulated by GCERT. ii. FS iii. Material being developed at GCERT / SPO. iv. To be worked out v. " vi. FS books vii. "	Formal school books	i. Is being developed by SCERT & NFE resource centre. ii. Is being developed with support from Mahila Samakhya. iii. Compilation of folk songs / stories at local level.	Formal school textbooks at CEC centres.
<i>Collaboration with NGOs</i>	None	Aagramee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan.	MVF, Rishi Valley, BGVS (AP), UNDP (Hyderabad) & 30 more NGOs are involved.	Gantar involved for schools in Rann area and seasonal community hostels.	Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, RVEC.	None	Not yet worked out

Gender

National Level

<i>National Level Interventions</i>	<ul style="list-style-type: none">• National Workshop to assist DPEP I States to evolve appropriate strategies for addressing gender issues – June 1995• National Workshop to clarify the conceptual basis of gender relations – December 1995• National Workshop on Sharing the Social Assessment Study Findings of DPEP II States - September 1996• First DPEP National Workshop on Early Childhood Education• National Workshop on DPEP - Mahila Samakhya Interface – July 1996• Panel Discussion on the Girl Child – October 1997• Discussion on gender sensitisation of teachers and those providing academic support to teachers with National Resource Persons for Pedagogy
<i>Interactions with Gender Co-ordinators of DPEP States</i>	<ul style="list-style-type: none">• First Meeting of Gender Co-ordinators : Examined the tasks and roles of Gender Co-ordinators• Second Meeting of Gender Co-ordinators : Focused on the pedagogical renewal process• Third Meeting of Gender Co-ordinators : Development of Gender Monitoring Framework• Fourth Meeting of Gender Co-ordinators : Focused on review and introspection of progress and orientation to Gender Co-ordinators of DPEP II States• Fifth meeting of Gender Co-ordinators : Focus on community mobilisation strategies for the 9 + girl.• Sixth meeting of Gender Co-ordinators (including the participation of MIS personnel) : Focus on Analysis and Usage of MIS data for Programme Planning and Implementation

Technical Support

- Conduct of meetings on gender in Haryana, Tamil Nadu, Orissa and West Bengal
- Seven days 'Conceptual Workshop on Integration of Gender Concerns in DPEP' for DPEP, Gujarat
- Workshops on gender sensitisation and development of gender sensitisation package for teachers - DPEP, Andhra Pradesh. A gender training package alongwith a handbook for teachers has been prepared.
- Orientation workshop on gender for programme functionaries, Resource Group members and a few representatives from NGOs, institutions - DPEP, Orissa
- Development of gender component of the VEC training module – DPEP, Orissa
- Four days workshop on development of gender training package for teachers - DPEP, Orissa
- Three days Gender Orientation Workshop for Gender Co-ordinators and SRG members – DPEP, Uttar Pradesh (April-May, 1998).
- Developed the Model Cluster Development Approach for Improved Participation of Girls In Primary Education for DPEP : Uttar Pradesh where this approach is being implemented in select clusters. The concept is now under consideration for implementation in other DPEP States as well
- Sharing 'Observation and Analysis of EMIS data from the Gender Perspective' with DPEP : Assam (September, 1998).
- Integrated Workshop on Gender, Tribals and Disabled Children at Pawagadh, Panchmahal, Gujarat– one day devoted to classroom processes and practices and providing a supportive environment to girls in the school and classroom
- Three days workshop on Strategy Planning for Women's Empowerment and Girls' Education at Guwahati, Assam between November 9-12, 1998
- Conduct of workshop on Preparation of Guidelines for MTAs/PTAs and Strategy Planning for girls' education in DPEP districts"- DPEP, Orissa (25 November – 2 December, 1998).
- Conduct of workshop to develop training and sensitisation material for BRCC, CRCC, Women Forum, MTA, PTA and other motivator groups, DPEP Uttar Pradesh (December 10-12, 1998)
- Workshop to finalise training and sensitisation material for BRCC, CRCC, Women Forum, MTA, PTA and other motivator groups and strategies for model cluster approach through field visit and interactions, DPEP Uttar Pradesh (January 27-31, 1999)
- Conduct of workshop to develop strategies and draft AWPB 1999-2000 for girls' education and ECCE through discussions and field visits , DPEP Kerala (February 15-20, 1999)
- Undertook to document experiences of UP BEP and DPEP in the area of girls' education in connection with the international team's visit to study the initiatives on girls' education in U.P. (February 28 - March 6, 1999)
- Accompanied the team during the study tour on girls' education. (March 29 - April 1, 1999).
- Conduct of strategy planning workshop for girls' education, DPEP West Bengal (April 6-7, 1999)
- Participation in the SRG (Gender) Meeting of DPEP West Bengal (May 17, 1999)
- Field visits and discussions with programme functionaries, DPEP Assam (May 18-21, 1999)

<p><i>Facilitation of Information Flow</i></p>	<ul style="list-style-type: none"> • Provision of relevant publications and other material on girls' education, gender training, study reports, etc. to the participating States • State Initiatives for the Girl Child - A Compilation of Efforts (Updated in September, 1998)
<p><i>Research</i></p>	<ul style="list-style-type: none"> • Studies in all the DPEP I States on 'Mid Term Review of Efforts and Achievements of DPEP Districts and States to Improve Girl Child Participation Rates in Primary Schooling and Integrate a Gender Perspective in Planning' • Study in all the DPEP I States on Early Childhood Care and Education in DPEP I : An Assessment • Compilation of Incentives being provided by the state governments in collaboration with RESU, TSG. • Prepared paper on the proportion of 7 - 11 years children covered in the DPEP districts calculated on the basis of census 1991 for all DPEP states / districts.

<p><i>Advocacy</i></p>	<ul style="list-style-type: none"> • 'Towards a Better Tomorrow' a film on the strategies used by DPEP in improving the participation of girls in primary education in the first three years of programme implementation • The film 'Towards a Better Tomorrow' has been dubbed in Hindi for circulation among DPEP states.
<p><i>MIS</i></p>	<ul style="list-style-type: none"> • Analysis of EMIS and PMIS data from the gender perspective undertaken in collaboration with the MIS Unit of TSG, shared with the State Gender Co-ordinators and MIS personnel • Work in progress on the development of gender monitoring strategy for DPEP. • Provided inputs on gender and ECE in the PMIS review efforts.
<p><i>Planning and Appraisal</i></p>	<ul style="list-style-type: none"> • Assisted Rajasthan in developing the gender element in their perspective plan. • Provided resource support in the training of District Planning Teams of West Bengal, held at NSDART, LBSNAA, Mussourie. • Provided resource support to the District Planning Teams of the West Bengal expansion districts (December 16 - 19, 1998).

STATES - DPEP I

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Staffing Position</i></p> <p><i>State Gender Co-ordinator</i></p> <p><i>District Gender Co-ordinator</i></p> <p><i>Sub District</i></p>	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In Place SCERT – One each for gender & ECE 	<ul style="list-style-type: none"> In Place (Sr. P.O. for SFGs) In Place (2 APCs in each district) 	<ul style="list-style-type: none"> In Place (One each for Gender and ECE) In Place (Holding additional charge) 	<ul style="list-style-type: none"> In Place (Two) In Place (27) 	<ul style="list-style-type: none"> In Place (One) In place (Nine) In place – 73 Taluka Sanchalikas 	<ul style="list-style-type: none"> In Place (Three for gender and two for ECE) DPO In Place
<p><i>Resource Groups (Gender & ECE)</i></p>	<ul style="list-style-type: none"> SRG (Gender & ECE) DRG(Gender & ECE) for all 9 districts in place 	<ul style="list-style-type: none"> State & District Gender Resource groups constituted 	<ul style="list-style-type: none"> DPEP in touch with various resource institutions and NGOs working in the area of gender and ECE. 	<ul style="list-style-type: none"> SRG for gender and ECE constituted District Resource Groups have been setup in Trivandrum and Palakkad districts 	<ul style="list-style-type: none"> State and District Resource Groups for gender and ECCE in place. 	<ul style="list-style-type: none"> Resource Groups for Gender and ECE constituted at State and District levels 	<ul style="list-style-type: none"> State Resource Groups for Women's Development & ECE constituted District Resource Groups for Women's Development & ECE constituted
<p><i>Community mobilisation Material Development</i></p>	<ul style="list-style-type: none"> Materials with gender focus - print, audio/video - developed in 2/3 languages and widely distributed/used. Songs and Street plays on the need for educating girls and women prepared. 	<ul style="list-style-type: none"> Gender sensitive material developed – Poster, Brochure, Folders 3 Gender specific Brochures <ul style="list-style-type: none"> Girls' education and women's empowerment through DPEP Laws for women Agencies working for women Two folders for parents and teachers on the importance of educating girls 	<ul style="list-style-type: none"> Gender perspective integrated in all training modules & materials developed for community mobilisation and awareness creation Rural folk tales & stories by elders collected to emphasise need for parents & community to interact with the growing girl child. A 7 module training film with in built gender focus produced for training of teachers and VEC members. 		<ul style="list-style-type: none"> Audio tapes on girls' education developed in Tikamgarh Brochure on girls' education developed in Rajgarh Gender specific awareness material & scripts prepared 	<ul style="list-style-type: none"> Folder on DPEP activities with MPP developed for VEC members 'Sankalp-98' on gender developed and supplied to every school Posters, wall hoardings, stickers, badges and pamphlets used extensively at the district level 	<ul style="list-style-type: none"> Folders, posters printed and stickers on ECE prepared for encouraging the enrolment of girls children. Audio and Video cassettes on ECE were bought & supplied to the District Programme Co-ordinators. Propose to supply the same to the BRCs and ECE centres.

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Interaction at Sub-district level</i>	<ul style="list-style-type: none"> • Campaigns by special troupes in tea gardens, tribal and riverine areas • Special campaigns for SFGs including religious leaders • Meena campaign at village level • Awareness camps and follow up meetings for women at block level • Mukulia Mela at sub centre level • Maa Beti mela at block level • 1020 Mother Groups formed in 9 districts. 	<ul style="list-style-type: none"> • Maa-Beti melas, cycle rallies, puppet shows, Kalajathas, etc. conducted 	<ul style="list-style-type: none"> • Cultural troupes have performed kala jathas in all districts. In all, the troupes performed in 1476 villages during this year. • Micro-planning with equity focus • Chinnara and Shikshakara Mela with girl child & SC/ST children focus • VEC melas 	<ul style="list-style-type: none"> • Special campaign in coastal and tribal areas • Female volunteers posted in the Muslim areas of Kasargod and Wayanad • District & block meetings of religious leaders in Kasargod and Wayanad • Grihasadas being conducted with involvement of VEC & volunteers (10 -15 women per meeting) • Conduct of melas, rallies, Kalajathas, etc. 	<ul style="list-style-type: none"> • Mahila Shiksha Abhiyan Phase II • Shiksha Panchayat • Conduct of melas, rallies, kalajathas, etc. • Maa – Beti Melas organised in some districts 	<ul style="list-style-type: none"> • Conduct of melas, rallies, Kalajathas targeted mainly at women and girls • Celebration of International Women's Day • Competitions for women and girls to celebrate the birth anniversary of Savitribai Phule on January 3, 1999. • Celebration of Balika Din on January 3,1999 	<ul style="list-style-type: none"> • Mobilisation of VECs and PTAs • Block level awareness campaigns organised in all districts. • Melas, Rallies, Kalajathas organised at Block level
<i>Community Participation</i>	<ul style="list-style-type: none"> • Mahila Jagaran Samitis in Darrang district – which focus on empowerment through economic activities. • Self Help Groups formed 	<ul style="list-style-type: none"> • PTAs & MTAs functional in most districts • Door to door campaign for girls' enrolment by women members of Panchayat 	<ul style="list-style-type: none"> • In Bellary district children get the lamp from the village households for the evening classes as there is power breakdown. • In Raichur district VEC members pooled in their TA/DA for purchasing a durri (carpet) for the BRC. 	<ul style="list-style-type: none"> • PTAs in all schools • MPTAs in majority schools 	<ul style="list-style-type: none"> • Mahila Shiksha Abhiyan, Shiksha Panchayat and formation of Mahila Samoohs 	<ul style="list-style-type: none"> • Constitution of Mata Palak Sangh in every school 	<ul style="list-style-type: none"> • Door to door campaign for girls' enrolment by women members of Panchayat. • Community support for getting scholarship for SC/ST girls, providing toilets facilities and furniture to schools • Propose to form Mathar Sangh in every Primary school to promote girls' enrolment and standard of education.

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH PRADESH	MAHARASHTRA	TAMIL NADU
<i>VEC</i>	<ul style="list-style-type: none"> • MTAs constituted • Convention for women members of VECs • Special drive for girls' enrollment in areas with prominent gender gap at VEC and Sub-Centre level. • 1/3 members of VECs are women • VECs are involved in teacher sensitisation, home visits, awareness campaigns relating to girl child and gender awareness 	<ul style="list-style-type: none"> • Both basic and refresher training of VEC members completed • VECs involved in motivating parents to educate girls and re-examine the role of women in society 	<ul style="list-style-type: none"> ▪ Presently - <ul style="list-style-type: none"> ➤ organising activities/functions to observe national festivals at the school level ➤ overseeing construction of school buildings ➤ organising community mobilisation activities, including kala jathas, chinnara melas, VEC melas ➤ providing support for microplanning at village level ➤ ensuring proper utilisation of grant for school development ➤ taking decisions for opening of NFE centres based on microplanning outcomes, and overseeing their functionaries. 	<ul style="list-style-type: none"> • MPTAs & PTAs alongwith VECs are active 	<ul style="list-style-type: none"> ▪ VECs & SMCs functioning as MTAs & PTAs. ▪ One day gender specific MSA training completed in 34 districts ▪ VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh ▪ Panchayat and MSA training, Shiksha Panchayat - special training for women members. 	<ul style="list-style-type: none"> ▪ MTAs & PTAs set up in every district ▪ One day orientation provided to MTA & PTA members by MPP Co-ordinator and Block Mahila Sanchalika ▪ Monthly meetings of MTAs are held for every class to follow up the progress of the children and their participation in school activities. ▪ Pursue enrolment and retention of girl children. ▪ Women VEC members participate in melas for adolescent girls and women. ▪ In the monthly school meetings, VEC members are requested to pay special attention to the problems of girls. 	<ul style="list-style-type: none"> ▪ Basic training imparted to VEC members at CRC level ▪ VEC and PTA constituted and are functioning in every Primary school. They are functioning as registered societies
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> • Gender sensitisation integrated in the training for teachers, SIs, DIs, BEOs, DIET personnel, principals & Instructors of BTCs, BRCCs, CRCCs. • Sensitisation of teachers to reduce gender bias in the class room. • Basic training in 	<ul style="list-style-type: none"> • Gender sensitisation of teachers. Using the module Tarang • Gender sensitisation of CRCCs / BRCCs Educational Administrators, SCERT & DIET using the package <i>Dasha Se Disha</i> 	<ul style="list-style-type: none"> • Gender concerns integrated in the in-service teachers training programme 		<ul style="list-style-type: none"> • Gender sensitisation of cluster teachers • Gender sensitisation module integrated in teacher training programme. 	<ul style="list-style-type: none"> • Gender module included in the in-service teachers' training programme – SMARTPT. 	<ul style="list-style-type: none"> • Module prepared and distributed all the schools. • Gender perspective integrated in training programmes for teachers, CRCC, BRCC, Educational Administrators, SCERT and DIET faculty and project personnel

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Pedagogy Training of academic staff</i>	DPEP II districts & repeaters training in DPEP I districts done.						
<i>Material development</i>		<ul style="list-style-type: none"> • Gender information kit to supervisory staff and teachers • List of gender biases in textbooks & their alternatives developed by SCERT • Data on gender disparities in enrolment & dropout, status of women & possible action 	<ul style="list-style-type: none"> • Workshop for material development in Kolar including gender experts 			<ul style="list-style-type: none"> • Sankalap/Agenda 1998 – 10 commandments for the classroom to ensure girls' participation. 	<ul style="list-style-type: none"> •
<i>Teacher support material</i>	<ul style="list-style-type: none"> • 2 booklets - on educating girls & a compilation of stories of girl recipients of national bravery award • Teacher Sensitisation material on how to reduce gender bias in classroom activities 	<ul style="list-style-type: none"> • Specific material to teachers on how to handle textbooks/ curriculum & extra curricular activities without any gender bias 	<ul style="list-style-type: none"> • Chiguru : Resource Book for teachers. • Manthana : Resource Book for Trainers of teachers. • Seven module film – "Before we begin the lesson..." alongwith 3 days training designed for teachers. 	<ul style="list-style-type: none"> • Efforts made to use 'she' wherever 'he' has been used in the teachers handbook 	<ul style="list-style-type: none"> • Some material developed earlier is being used by the districts 	<ul style="list-style-type: none"> • Handbook for Sahayogini, CRCCs and teachers finalised after scrutiny by the MPP Advisory Committee. Printing of the same is under process. • Stickers, pamphlets provided to schools for distribution. 	<ul style="list-style-type: none"> • A module for ECE workers has been developed, printed and distributed to all ECE centres.
<i>Textbooks</i>	<ul style="list-style-type: none"> • Textbook developers provided with checklist of 'dos' & 'don'ts' 	<ul style="list-style-type: none"> • Gender bias free textbooks developed for Classes I & II 	<ul style="list-style-type: none"> • Text books of standards I to IV in Language, Maths and Environment Studies in Kannada, Urdu, Marathi, Telegu and Tamil medium are all reviewed for elimination of gender bias. A gender resource person, identified by the DSERT was associated with the 	<ul style="list-style-type: none"> • Efforts made to use 'she' wherever 'he' has been used in the textbooks • All textbooks for Classes I to IV reviewed for elimination of gender bias 	<ul style="list-style-type: none"> • SCERT has completed gender analysis of text books 	<ul style="list-style-type: none"> • Gender review of textbooks • Gender perspective built into the process of textbook development 	<ul style="list-style-type: none"> • Gender neutral textbooks upto Class V.

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Textbooks</i>			Text Book Committee for the entire duration of the work of the Committee.				
Management Planning <i>Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> On-going efforts to sensitise the planning process 	<ul style="list-style-type: none"> On-going efforts to sensitise the planning process 	<ul style="list-style-type: none"> On-going efforts to sensitise the planning process 	<ul style="list-style-type: none"> Integration of the gender perspective being attempted 	<ul style="list-style-type: none"> On going efforts to integrate the gender perspective 	<ul style="list-style-type: none"> Efforts being made to integrate the gender perspective. 	<ul style="list-style-type: none"> Integration of gender concerns attempted
Design and Budget <i>Design and Budget for specific activities to enhance girl child participation rates.</i>	<ul style="list-style-type: none"> Separate chapter in AWPB detailing girl-child specific interventions 	<ul style="list-style-type: none"> Provision for educational incentives & other support for girls in the AWPB. 	<ul style="list-style-type: none"> A chapter in AWPB details interventions for girls. 	<ul style="list-style-type: none"> Interventions for girls' education in the district plans mainly by way of volunteers and provision of textbooks 	<ul style="list-style-type: none"> Separate Chapter in AWPB spelling out interventions for women & girls 	<ul style="list-style-type: none"> A chapter in the AWPB details strategies for girl children. 	<ul style="list-style-type: none"> AWPB includes a chapter on girl child specific interventions.
Capacity Building <i>Preparation of gender training module</i>	<ul style="list-style-type: none"> Modules developed for teachers, Educational Administrators, VEC members. etc. 	<ul style="list-style-type: none"> Gender Training manual and package for educational administrators 	<ul style="list-style-type: none"> Gender training modules – Head Teachers, Teachers Educational Administrators & VECs Sessions on social mapping in the VEC training module have a gender and caste focus. Separate sessions on inequality in access & participation in schools. 		<ul style="list-style-type: none"> Gender sensitisation built into the training programme for teachers and educational managers 	<ul style="list-style-type: none"> Gender training module for DIET faculty & Educational Administrators Gender Module incorporated in SMART PT. One day orientation of Sahayoginis. 	
<i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> Gender sensitisation built into the planning and introspection workshop for DPEP personnel DPOs and DRG members visited Lok Jumbish 	<ul style="list-style-type: none"> Gender sensitisation program for district and sub district project staff VEC training addresses issues of girls' education & women. 	<ul style="list-style-type: none"> Gender training of teacher, Head teachers, BRCC, CRCC and VEC Repeated focus in all review workshops involving BRC and project personnel. BRC's, BEOs and 		<ul style="list-style-type: none"> Gender sensitisation of 19 district gender co-ordinators at SNDT university. Gender sensitisation of BRCCs Training for role clarification of Gender Co- 		

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Workshops</i>	<ul style="list-style-type: none"> • Orientation of Gender SRG & DRG • Sensitisation of Teachers, CRC, BRC, DIET, Administration for 3 days 		<p>CRCs trained to use MIS data from gender and ECE perspective.</p> <ul style="list-style-type: none"> • Another state level workshop on use of MIS data is planned. 	<ul style="list-style-type: none"> • State workshop on gender and women's empowerment. • Five days workshop on strategising and planning for girls' education and ECCE (including fields visits to Idduki district) 	<p>ordinators.</p> <ul style="list-style-type: none"> • Sahayoginis undergone training on gender sensitisation 	<ul style="list-style-type: none"> • One day State workshop of District & Taluka Mahila Sanchalikas to review work & discuss emerging issues. • Two days planning Meeting of District Mahila Sancha-likas. Communi-ties where girls are out of school because of sibling care also identified ▪ Job chart prepared for CRCCs to guide them to meet the objectives of MPP 	
<i>Networking</i>	<ul style="list-style-type: none"> • Networking with NGOs, NEIBM, MS, Women's Studies Centre, Gauhati University • Convergence with Social Welfare department. for health 	<ul style="list-style-type: none"> • Resource Persons for gender programmes drawn from DWS, NCERT, TSG Ed.CIL, & NGOs • Womens' Education Cell in SCERT 	<ul style="list-style-type: none"> • MS, SRC, NIAS, CLR (Pune), CRY and BGVS have been involved in various activities 	<ul style="list-style-type: none"> • Linkages with institutions of repute, Govt. Depts., experts of child development and child psychology 	<ul style="list-style-type: none"> • Linkages with Action Aid Eklavya, TISS, SNDT University & other State agencies • Networking being planned with NGOs 	<ul style="list-style-type: none"> • Networking with TISS, SPARC, BMC, CLR Pune, SNDT University. • Life skill enrichment programme (tailoring & cutting and bakery & food preservation) for adolescent girls developed with the help of vocational training department of Govt. of Maha-rastra and SNDT College, Pune. 	<ul style="list-style-type: none"> • Convergence with the Social Welfare Department and voluntary agencies attempted.

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
MIS <i>Availability of Gender desegregated data</i>	<ul style="list-style-type: none"> From EMIS & VEC survey 	<ul style="list-style-type: none"> Through EMIS 	<ul style="list-style-type: none"> Through village mapping and EMIS Micro Planning data 	<ul style="list-style-type: none"> Through EMIS 	<ul style="list-style-type: none"> EMIS and Lok Sampark Abhiyan data The IPMS has attempted to integrate gender concerns 	<ul style="list-style-type: none"> Through EMIS Through Micro-Planning and House to House survey 	<ul style="list-style-type: none"> EMIS & compulsory registration of children in school going age (micro-planning)
Mahila Samakhya	<ul style="list-style-type: none"> Operational in one block in 3 DPEP I districts in one block Expanded to 2 DPEP II districts 		<ul style="list-style-type: none"> MS representatives on the EC and DICs. MS working with district resource persons for microplanning in Raichur, Bellary, Gulbarga and Bijapur. MS resource book on gender, entitled 'Kusuma' being distributed to all BRCs and CRCs. MS representative on the EC and 4 DIET. 	<ul style="list-style-type: none"> MS operational 2 DPEP districts. Personnel at state and district level selected 	<ul style="list-style-type: none"> MS operational in 3 DPEP districts MS support drawn upon for conducting Mahila Shiksha Abhiyan and Sahayogini training 	<ul style="list-style-type: none"> MPP operation-alised in line with the MS programme The MPP has located function-aries at district, (District Mahila Vikas Pramukh) taluka and cluster(Block Mahila Vikas Pramukh and Block Co-ordinator) levels. Sahayogi/ Sahayoginis work at school level. 	
Innovation	<ul style="list-style-type: none"> Shiksha Sevikas in 10 low female literacy villages Moktabs as alternative centres for girls' education Active involvement of Self Help Groups for promotion of girls' education Enrolment Drive in January 1999 in villages with low participation of girls identified on the basis of EMIS data. 	<ul style="list-style-type: none"> Special coaching for girls' in urban slums Special interventions for girls working in brick kilns 		<ul style="list-style-type: none"> Meetings with religious leaders, placement of volunteers in coastal & muslim dominated areas in Kasargod, Malappuram and Wayanad. After having identified dropouts, house visits are conducted regularly by the volunteers to motivate the children and parents towards primary education 	<ul style="list-style-type: none"> Providing primary school facilities within Madarssas Sahayoginis placed in 1 block of DPEP districts as per MS model Ashram Shalas for girls in tribal pockets 	<ul style="list-style-type: none"> Group residential hostel proposed to be started in Beed district for children of magratory sugercane workers will have 30 seats reserved exclusively for girls. Life skill enrich-ment programme for out of school girls. Pre-vocational training to out of school girls Gender specific in - puts provided in clusters selected for UPE. 	<ul style="list-style-type: none"> 2846 Special Coaching Centres for SC/ST girls. 69255 girls covered by these centres. Teachers trained in multigrade teaching. To prevent dropouts and to ensure the regular attendance local escort system is implemented on trial basis in 3 blocks and in 75 schools.

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> 60% Learners in the AS Centres are girls Drop out girl children and working girl children are benefiting Around 50 AS Instructors recruited are women 	<ul style="list-style-type: none"> Working girls, girls engaged in sibling care/domestic chores, who are drop outs, who do not have access to schools are the main beneficiaries of AS 	<ul style="list-style-type: none"> Working girls & girls engaged in sibling care/domestic chores and cattle grazing are the main beneficiaries of AS Out of 8051 children enrolled in AS centres of DPEP-I districts 4109 (51%) are girls. 	<ul style="list-style-type: none"> The multigrade centres in school-less habitations reach out to SC/ST and Other girls in the 8-12 years age group. 	<ul style="list-style-type: none"> Girls benefiting from 11,579 Shishu Kendras 350 girls admitted in the 14 Ashram Shalas opened 	<ul style="list-style-type: none"> Girls in Prerna Centres and Contract, Summer Sugar, Mobile, Ashram Schools 	<ul style="list-style-type: none"> 1369 AS Centres are functioning in phase I & II districts. Out of the total of 18,705 children, 9978 children are girls, i.e. 53%
<i>ECCE</i>	<ul style="list-style-type: none"> VEC & school involved in running ECE centres Mahila Pragati Manchas started in Dhubri to support ECE centres Balika Surobhi Manchas started in Dhubri for 5-14 yearold girl Training of ECE functionaries SRG members trained in NCERT 970 ECE centres established under DPEP Community Support for play amaterials In one block/ district AWCs have been strengthened through training and materials. Mothers' Groups formed in villages where ECE Centres have been started. 	<ul style="list-style-type: none"> 3701 Anganwadi Centres covered by DPEP to strengthen their ECE component Training of AW Workers, Helpers, Supervisors and CDPOs Rs 200/- being paid to AW Workers for extending the timings of Angan- wadi Centres Play way material/ teaching aids, teaching kits provided to the Anganwadi Centres Aids for development of posters, banners, slogans, puppet shows and publication of newsletter also provided to all AW Centres 	<ul style="list-style-type: none"> The 45 ECE Centres established are being sustained. Under convergence with ICDS, 2291 AW Centres supported by DPEP as follows : <ul style="list-style-type: none"> Provision of monthly honorarium to AWW (Rs.300/-) & Helper (Rs.250/-) for 10 months for extending the timing of AW Centres to match school timings Rs 2000.00 provided for material purchase (one time) Collaborating with CRY, CLR, Pune, DSERT & NIPCCD in formulating ECE training module 	<ul style="list-style-type: none"> Manual developed for the use of Anganwadi/ Balwadi teachers Training of ICDS Supervisors from DPEP I districts 	<ul style="list-style-type: none"> 4030 ECE Centres (SSKs) set up and run by DPEP Training of SSK Teacher and Sahayika 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached Books and educational material provided to SSKs 	<ul style="list-style-type: none"> ECE centres started in DPEP districts Balwadi Tais paid Rs 350/- per month – to be increased to Rs 500/- per month from June'99. Rs 500/- provided for toys and other contingent expenditure. Training provided to anganwadi workers twice in a year. Toys are provided to AW Centres. 	<ul style="list-style-type: none"> 9637 Anganwadi centres being covered for strengthening. Training to ECE and Balwadi workers completed in Phase I and II districts. Training module for ECE developed by DPEP and DTERT. Revised module on the basis of 'themes' under preparation by DPEP & DTERT. Monitoring and supervision being undertaken by DPEP functionaries. Steps taken to supply play materials worth Rs.1000/- to all the 2461 ECE centres of Phase II districts.

GENDER GENDER INTERVENTIONS	ASSAM ASSAM	HARYANA HARYANA	KARNATAKA KARNATAKA	KERALA KERALA	MADHYA MADHYA PRADESH	MAHARASHTRA MAHARASHTRA	TAMIL TAMIL NADU
<p><i>Research and Evaluation</i></p>	<ul style="list-style-type: none"> • Survey on language and girl child issues • Open evaluation of NFE centres • Study on gender bias in classroom transaction • Research focus for 1997-98 on tribal areas and girl children • In the sample monitoring conducted in the last 5 months emphasis has been given to analysis of attendance, enrollment and drop out with respect to girl students 	<ul style="list-style-type: none"> • Study on ECCE by Santeek Consultants Pvt. Ltd. N. Delhi • Study on Gender Disparities in District Kaithal, Department of Women's Studies, NCERT 	<ul style="list-style-type: none"> • A study on observation of the use of new text book in Kolar district by Ms. Prema Clarke. 	<ul style="list-style-type: none"> • Studies proposed on the functioning of – <ul style="list-style-type: none"> ➤ grihasadhas ➤ volunteers for Tribals and girls ➤ Anganwadi centres ➤ classroom environment vis-à-vis girls' learning. 	<ul style="list-style-type: none"> • Effect of Bal Mela in bringing back children in school of village Dupada, Distt. Shajapur, by TLC Group • Study on tribal girl child – Distt. Sidhi, by Gender Coordinator and Resource Group • Impact of EGS, AS, NFE and SSK on girls' enrolment. • Impact of SSK in Udaipura and Obaidullaganj Blocks, Distt. Raisen - by Dr. Jayantika Sanbamu. • Status of education of women and girls working in stone mines – by Gender Coordinator, Panna • Contribution of Alternative schools in universalisation of Primary Education in Mandsaur, with reference to girls' education – by Ms. Mridubala Pradhan, DIET, Mandsaur. • Impact of gender sensitisation of parents and teachers by Ms. Mridubala Pradhan, DIET, Mandsaur. 	<p>Following studies completed :</p> <ul style="list-style-type: none"> • Rural Girls entangled in the chain of social customs. • School activities with reference to Gender. • Contribution of Machila Mandals towards primary education • Role of female members in VECs. • ST girls' participation in other activities in school. • Education of retarded girl children. • Factors contributing towards enhancement of girls' attendance. • Action research on drop-out and retention of girl students in selected schools of Osmanabad district. 	<ul style="list-style-type: none"> • Study of Enrolment and retention of girls in primary schools in the coastal villages of Cuddalore. • Comparative study of learning achievement of SC/ST girls of Thiruvannamalai • Evaluation of the Local Escort System • Study on functioning of SC/ST special coaching centres, academic achievements of SC/ST girls student are being undertaken by the EREM wing. • An impact study of the Local Escort system attempted in the blocks of Phase II districts has been undertaken.

DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Staffing Position</i> State Gender Co-ordinator</p> <p><i>District Gender Co-ordinator</i></p>	<ul style="list-style-type: none"> In Place Additional Consultant for ECE <ul style="list-style-type: none"> In Place (in 18 districts) Mandal Gender Co-ordinators in place in 107 Mandals in DPEP - I and 191 Mandals in expansion districts. 	<ul style="list-style-type: none"> In Place Separate ECE Co-ordinators in place <ul style="list-style-type: none"> Separate ECE and Gender Co-ordinators in place 	<ul style="list-style-type: none"> In Place <ul style="list-style-type: none"> In Place in 2 districts. Additional charge in the third district 	<ul style="list-style-type: none"> In place <ul style="list-style-type: none"> In place 	<ul style="list-style-type: none"> In Place – State Co-ordinator for Girls' Education and Programme Assistant for ECE. Overall co-ordination by Addl. Director (General) <ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In Place <ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In Place <ul style="list-style-type: none"> In place (in 13 districts)
<p><i>Resource Groups (Gender & ECE)</i></p>	<ul style="list-style-type: none"> Andhra Mahila Sabha is the State Resource Centre for ECE State Resource Groups for Gender & ECE in place. District Resource Groups for Gender & ECE constituted in 11 districts 	<ul style="list-style-type: none"> State Resource Group and District Resource group for ECE constituted. 	<ul style="list-style-type: none"> SRG – Gender DRG – Gender 		<ul style="list-style-type: none"> SRG & DRG – Gender - constituted Media Resource Group formed in 87 DPEP Blocks with 3 members from Gender Resource Group Resource Groups provide support in training programmes, progress review, research and evaluation, monitoring field activities, etc. 	<ul style="list-style-type: none"> SRG and DRGs constituted. 	<ul style="list-style-type: none"> SRG & DRG – Gender & ECCE – constituted - members oriented Members assist in conducting community mobilisation campaigns, material development, review progress and planning, training ECCE workers, VEC members, women's motivator groups and provide regular support wherever needed. Help implement the Model Cluster Development Approach for Girls.
<p><i>Community mobilisation</i> Material Development</p>		<ul style="list-style-type: none"> 'Munia Beti' audio cassette developed 'Akansha' - Audio & Video cassettes developed 	<ul style="list-style-type: none"> Some gender aware communication material developed 			<ul style="list-style-type: none"> Posters and audio cassettes developed 	<ul style="list-style-type: none"> Posters, Audio Cassettes, Abhiyan Geet Meena Video Cassettes Bulletins and magazines developed by Mahila

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
							Samakhya made available to teachers
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> • Meetings, film shows and rallies being conducted • Balika Melas, competitions for children focussing on girl child empowerment are being organised initially in a few villages in each district. 	<ul style="list-style-type: none"> • 'Munia Beti' Campaign in SC,ST OBC and minority areas • Prabhat Pheris, Padyatras Bal Melas and Ma-Beti melas at block and district level. 	<ul style="list-style-type: none"> • <i>Meena Campaign</i> in Banaskantha district • Awareness campaign in backward areas for girls' education • Rallies, Prabhat Pherias, Publicity in Haats, Tamasha Party & Rangla-Rangli programme for community mobilisation • Educated girls oriented to motivate community for girls education • Rabari Sammelan in Bandhbad and Dhima in Banaskantha for promotion of girls' education 	<ul style="list-style-type: none"> • Community mobilisation through Mahila Mandals & Saksharta Samitis • School mapping, enrolment drives, Kalajathas • International Women's Day • District & block level Bal Melas • Block level Mahila Sammelans • Maa Beti Melas of Meena Campaigns organised • Sensitisation on importance of girls' education by Kalajatha teams • 13 district and block level Mahila Mandal camps in convergence with Government Departments • Girl Child Week organised 	<ul style="list-style-type: none"> • Community mobilisation with gender focus • <i>Ma-Jhcea (Mother daughter) Melas</i> in tribal areas • Women's conventions, Pada Yatra & rallies at block and cluster level with help of Mahila Mandal, NGOs, ICDS functionaries • Special enrolment drive • Special enrolment drive for girl children in July • Organisation of Shishu Mela 		<ul style="list-style-type: none"> • Public meeting, film shows, rallies & village meetings to create awareness about DPEP and gender issues • Meena Campaigns • Conduct of Melas, rallies, kalajathas at block, sub-block and village level. • One day meetings of VEC, MTAs, PTAs and community at village and cluster level
<i>Community Participation</i>	<ul style="list-style-type: none"> • There are many examples of community donating land, cash and other building material • Mothers Association members are enrolling children and monitoring their retention. 	<ul style="list-style-type: none"> ▪ Mata Samiti members run the Angna and Apna Vidyalas. ▪ ECE centres established and managed by Mata Samitis. ▪ There are examples of community providing waste 		<ul style="list-style-type: none"> • Mahila Mandals are enrolling students and keeping watch on their retention 	<ul style="list-style-type: none"> • MTAs have contributed fund for school repair in Bargarh district • In some areas women have undertaken to create awareness on the ill effects of alcoholism and the importance of girls' education • Community contributions for building school 		<ul style="list-style-type: none"> • Community coming forward to support preparatory classes for the out of school children and providing escorts to girls and child care facilities in villages where the model cluster approach is being implemented.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community Participation</i>		materials for preparing play materials, learning kits and aids for the centre.			boundaries		
<i>VEC</i>	<ul style="list-style-type: none"> • Orientation of women VEC members and members of women's groups • Statutory School Committees constituted with 50% women • Training of MTAs • Management of centres entrusted to democratically elected committee members from among the parents under statutory APSE (CP) Act 1998. More than 90% members had earlier been members of Mothers Association. 	<ul style="list-style-type: none"> ▪ Active participation of MS in VEC meetings and activities. ▪ Women constitute one third of VEC members 	<ul style="list-style-type: none"> • VEC, MTAs, PTAs formed • MS representative in MTAs • Weekly village visits by MS and DPEP personnel in Banaskantha and Panchmahal and work with women's groups for awareness creation on girls' education 	<ul style="list-style-type: none"> • Women VEC members sensitised • Training of VEC members • MTAs & PTAs formed 	<ul style="list-style-type: none"> • Issues of girls' education have been built into the VEC training package. One session is devoted to the same. • MTAs formed in all the districts. • MTAs motivate parents to enrol their children, look into school development issues. They meet once a month. • MTAs participate in school activities and are involved in academic planning. • VECs pursue enrolment of girl children – often through campaigns in local markets, melas and jatras 	<ul style="list-style-type: none"> • There are at least five women members in each VEC • Gender sensitisation incorporated in the VEC training module. • Sensitisation of women panchayat functionaries planned in May 1999. 	<ul style="list-style-type: none"> • 8882 VECs have been trained till February, 1999 • VEC training module focuses on girls' education. (importance of girls' education, Equity issues, girl friendly environment in school and home). • Presently involved in Micro Planning, developing village specific plans for out of school children and girls who have dropped out of school, mobilising parents to send their daughters to schools, helping to ensure girl friendly environment in schools. • Forum for VEC women members formed in 20 clusters • Out of 130 PTAs formed 56 have been oriented • Out of 140 MTAs formed 48 have been oriented • 28 women motivator groups formed & trained and 30 core teams formed and trained.
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> • The integrated module for teacher training which includes a gender component distributed to all 	<ul style="list-style-type: none"> ▪ Gender sensitisation training imparted to teachers/programme personnel. 	<ul style="list-style-type: none"> • Gender sensitisation package for teachers drafted • Gender sensitisation module for BRCCs & CRCCs 	<ul style="list-style-type: none"> • Teachers motivated against gender bias Also given inputs on the importance of girls' retention • Draft module on 	<ul style="list-style-type: none"> • Draft teacher training package & handbook • In attitudinal training of teacher in tribal areas one day devoted to gender issues 		<ul style="list-style-type: none"> • Shikshodaya, a 10 days module for teachers, provides one full day for girls' education

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Pedagogy Training of academic staff</i>	<p>teachers.</p> <ul style="list-style-type: none"> • Two days training of MEOs – covered ECE & girls' education • All DGCDO's, SRGs given 2 days orientation on gender issues 		<p>developed & integrated in the training programme.</p> <ul style="list-style-type: none"> • District & Block level meetings on gender issues for planning and implementation 	<p>gender sensitisation of teachers has been prepared. This will be finalised in a workshop scheduled for 30-31 March.</p> <ul style="list-style-type: none"> • One day out of the 10 days teacher training package devoted to gender sensitisation and girls' education 	<ul style="list-style-type: none"> • Orientation of BRCCs included one day for gender issues 		
<i>Teacher Support Material</i>		<ul style="list-style-type: none"> • 16 MLL based books have been developed and gender issues are incorporated in them. 	<ul style="list-style-type: none"> • Some handouts prepared 		<ul style="list-style-type: none"> • Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs. 		<ul style="list-style-type: none"> • Handbook developed by USAID being trialled in one cluster in Sitapur • Teacher training material of all clusters (Model Cluster Approach) being developed
<i>Textbooks</i>	<ul style="list-style-type: none"> • Elimination of gender bias in the process of textbook development has been ensured 	<ul style="list-style-type: none"> • Gender issues addressed in the revised curriculum and textbooks of primary, AS & ECE 	<ul style="list-style-type: none"> • Existing Class I textbooks reviewed & changes suggested. Changes & supplementary material to be made available to teachers • Class I textbooks & Teacher handbooks being trial-led in few blocks 		<ul style="list-style-type: none"> • Review of textbooks for elimination of gender bias under-taken by SCERT 		<ul style="list-style-type: none"> • Checklist of 'dos' and 'don'ts' developed for authors of textbooks to ensure gender neutrality • Workshop with teachers, illustrators, specialists & gender experts for TLM development • All textbooks developed for classes I, II and III have been reviewed for elimination of gender bias • 2 district gender coordinators are members of the SRG for textbook writing.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Management Planning</i></p> <p><i>Integration of gender perspective in plan formulation</i></p> <p><i>Design and budget for specific activities to enhance girl child participation rules</i></p>	<ul style="list-style-type: none"> • Efforts are on to sensitise the planning process • Separate chapter on girls' education in AWPB 	<ul style="list-style-type: none"> • Efforts are on to sensitise the planning process • AWPB makes separate provisions for girls' education and MS 			<ul style="list-style-type: none"> • Efforts are on to sensitise the planning process • AWPB makes separate provisions for girls' education 	<ul style="list-style-type: none"> • Efforts to sensitise the planning process • Specific activities and allocations included in the AWPB 1999-2000 and the Perspective Plans of the expansion districts 	
<p><i>Capacity building</i></p> <p><i>Preparation of gender training module</i></p> <p><i>Sensitisation programmes for DPEP personnel</i></p>	<ul style="list-style-type: none"> • Gender strategy paper modified • Teachers' training included gender sensitisation – modules developed <ul style="list-style-type: none"> • District GCDOs imparted 8 days training & went on exposure visit to Kerala. • Refresher training to SRG on gender in January 1999 • DRG trained at state level, who in turn trained MGCDs and ECE instructors • Training of ECE instructors and 	<ul style="list-style-type: none"> • Training Modules developed – <ul style="list-style-type: none"> ⇒ ECE/AW workers ⇒ ECE programme personnel, ICDS Supervisors & AWTC Instructors 	<ul style="list-style-type: none"> • Gender sensitization workshop for project personnel • 7 days conceptual workshop on integrating gender in DPEP • Gender sensitization of all BRCCs & CRCCs • One day DRG training • Second round of DRG training also completed 	<ul style="list-style-type: none"> • Dy. Project Officer in-charge of teachers training, RPs & DIET personnel oriented to ECE 	<ul style="list-style-type: none"> • Gender training Modules for teachers and BRCs drafted 		<ul style="list-style-type: none"> • School placement of SRG –Pedagogy – to observe girls' participation in classrooms alongwith other issues • Two days gender sensitisation of Educational Administrators, DIET & project personnel by MS • 1 day orientation to district coordinators in AS, Community Participation & Gender • Sensitisation for universalisation by SIEMAT for Educational Administrators, SCERT and DIET faculty and project personnel • Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra • Two days workshop on community convergent action to introduce concept of convergence & relevance of PRA in

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Workshops</i>	MGCDs conducted between January and March 1999			<ul style="list-style-type: none"> • One day workshop on girls education on 5th December, 1998 • State level workshop on problems of non – enrolment and retention held at Sirmour • District level Convention of female public representatives (ZP, Panchyat Samitis, GP Pradhans & Ward members) to ensure their active participation in DPEP to improve girls' participation • 2 days orientation training to teachers on gender sensitisation conducted on 15th and 16th February • 2 days workshops on girls' education and gender issues 	<ul style="list-style-type: none"> • State level workshop to evolve gender strategy • District & Sub-district personnel oriented on gender issues in Gajapati • State level workshop to develop gender strategy & plan of action for integrating gender perspective in the implementation of DPEP • Workshop to develop training & sensitisation material for MTA and PTA and strategise for model cluster approach through field visit and interactions 	<ul style="list-style-type: none"> • 1 day state level workshop on girls' education • State level workshop on gender issues for DPOs, Dy. DPOs and district Gender Co-ordinators. • 2 days planning workshop on girls' education for state & district Co-ordinators and Resource Group members • One day orientation workshop of Gender Co-ordinator key functionaries of DPO and SPO. • Workshop on strategies held in Birbhum. 	<ul style="list-style-type: none"> • 1 day planning work-shop by MS for district Gender Coordinators • 3 days State level gender orientation workshop for district Gender Co-ordinators and SRG members • State level workshop to develop training and sensitisation material for BRCC, CRCC, Women Forum, MTA, PTA and other motivator groups. • Workshop to finalise training & sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups and strategise for model cluster approach through field visit and interactions.
<i>Networking</i>	<ul style="list-style-type: none"> • Close linkages with Andhra Mahila Sabha, Hyderabad University, 	<ul style="list-style-type: none"> • Linkages with MS, DEVNET and NGOs 	<ul style="list-style-type: none"> • Linkages with MS, NGOs, Academic Institutions etc. • State level 	<ul style="list-style-type: none"> • Working through existing structures such as Mahila & Yuvak Mandals & Saksharta 	<ul style="list-style-type: none"> • Linkages established with existing Mahila Samitis • Support drawn from the 	<ul style="list-style-type: none"> • Linkages with government departments and NGOs 	<ul style="list-style-type: none"> • Linkages with MS, NGOs, Mahila Samakhya, UNICEF, USAID and TSG EdCIL.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Networking</i>	Osmania University. • Seva Bharti Nellore • HRESS and UNDP, Kurnool		integration meeting between DPEP and MS involving District functionaries from 3 districts. • Collaborating with Early Child Development Learning Resource Centre, MS University Baroda	Samittis	DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. Of Women's Studies, & Psychology, Utkal University, SRC for Adult Education, SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's B.Ed. College, CAS in Psychology, Lutheran World Service.		• Technical support drawn from SIE, NGOs ICDS for ECE
<i>MIS Availability of Gender desegregated data</i>					▪ Available from the EMIS data	▪ Available from the monthly / annual returns of Department of School Education, GOWB	• Available from EMIS and Micro Planning data and Directorate of Basic Education. GOUP
<i>Mahila Samakhya</i>	• Propose to establish linkages	• MS actively involved in meetings & activities of VECs	• Linkages established				• Close operational linkages – MS is represented in the Gender SRG
<i>Innovation</i>	• Positioning GCDO at MRC • Positioning 3857 Girl Child Education Promoters • Monitoring GCDO training programmes with support of SRC, AMS, Hyderabad	• 'Friendship Camp' organised at State Level for the adolescent girls of Urban Schools and rural Jagjaggi. • State level Maa-Beti Mela organised.		• Initiatives in one backward block to inculcate a scientific temperament among girls	▪ Initiated activities to run the Model Village/School Development Approach for Girls' Education around five schools in all DPEP districts (435 schools)	• Propose to work intensively in two blocks in a district to cover the girls of most backward sections (STs, SCs, minorities)	• Initiated activities to run the Model Cluster Approach for Girls Education in two clusters in all DPEP & BEP districts (64 clusters) • Flexible timings have been introduced in 17 schools.
<i>Alternative Schooling</i>		• Special modules for Angana Vidyalaya for 9+	• Proposed to set up a Alternative School for 9+ girls in a			• Awaiting state policy on the matter	• 2 days workshop to develop AS module for working girls in Firozabad

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Alternative Schooling</i>		<p>girls modelled after Jagjjagi of MS</p> <ul style="list-style-type: none"> • 467 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate • Apna & Angana Vidyalayas have female instructors only & are under the management of MTAs 	<p>village of Banaskantha</p> <ul style="list-style-type: none"> • To encourage better enrolment of girls in Alter-native Schools incentive to Instructors have been proposed • Out of 2637 student enrolled in AS centres 1442 are girls (55%) 				<p>and Moradabad</p> <ul style="list-style-type: none"> • Prahar Pathshalas (9 – 14 years girls) , Balshala (3-11 years), Maktabs specially address girls in different age groups • Muslim girls are being reached through Maktabs & Madarssas
<i>ECE</i>	<ul style="list-style-type: none"> • 1950 and 485 ECE centres established in DPEP I and II districts respectively • Training of ECE instructors and class I teacher • Mothers' Association members trained • ECE instructor training packages containing manual, activity bank and calendar developed • ECE kits being procured • Annual grant of Rs 1000/- provided to ECE Centres for material purchase. From the second year this grant is split into two components to meet replenishment costs & ma- 	<ul style="list-style-type: none"> ▪ Induction & recurrent training of ECE & Anganwadi workers. ▪ Training of ECE trainers ▪ Training of ICDS Supervisors, AWTC Instructors. ▪ Supply of Playing kit to AW centres (Non-World Bank) and ECE centres. ▪ Establishment of 220 ECE centres in all 17 districts, on pilot basis. A grant of Rs.8100/- was given to each Mata Samiti for making purchases including necessary equipment for the centres. Didis (ECE workers) are paid a monthly 	<ul style="list-style-type: none"> • Training module developed in collaboration with Early Child Development Learning Resource Centre, MS University Baroda for training ICDS functionaries of 5317 AW Centres in the 3 DPEP districts • MTAs training going to be held in each district during October 1998 • One kit per AW Centre will be provided 		<ul style="list-style-type: none"> • Training module for ECE workers being finalised • State representatives participated in national workshop on ECE at NCERT • 7382 AW Centres proposed to be covered in 1999-2000 • Policy decision to start ECE Centres. 	<ul style="list-style-type: none"> • Awaiting state policy on the matter 	<ul style="list-style-type: none"> • 1050 Anganwadi Centres covered under the Shishu Shiksha Kendra Scheme. • 947 ICDS workers have been trained as also ICDS Supervisors CDPOs and BRCCs and MPRCCs. • Rs.500/-provided for educational toys and other TLM+ Rs.1500/- as contingency • Rs.250/- prorata honorarium paid to Anganwadi Worker and Rs. 120 to Helpers

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>ECE</i>	<ul style="list-style-type: none"> • terial purchase • Rs 3500/- provided for purchase of immoveable assets as one time grant • Timings of ECE Centres synchronise with FPS timings • Formats used for monitoring ECE. Visits by MRPs & GCDOs are channels of feedback 	<ul style="list-style-type: none"> • honorarium of Rs.500/-. • The trainers, team of ECE, with specific training on monitoring of ECE centres, work as ASRG who are given Rs.500/- per month to cover 5 to 10 centres. A format is being used for the same. • District level training of Helpers & State level training of ICDS Supervisors proposed during 1999-2000 					
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> • Various studies on girl children taken up by SPO, SCERT & DIET • A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha <p>Following studies are in progress :</p> <ul style="list-style-type: none"> • Convergence of activities of DPEP and Child Welfare Department with special reference to ECE. • Long term qualitative study on ECE centres. 	<ul style="list-style-type: none"> • Study of problems in the education of Mulsim girls (on-going). 	<ul style="list-style-type: none"> • Study on Problems of Girls' Enrolment in Panchmahal by DIET & Gujarat Vidayapeeth completed 	<p>Studies in progress or planned.</p> <ul style="list-style-type: none"> • Absenteeism in girl students particularly in agrecultural and labour class families in Sirmour. • Educational problems of girls among Gujjars. • Educational problem of the children with special reference to Girl Child in rural areas of Kullu. • Gender sensitisation in primary schools in Himachal Pradesh : Towards a new curriculum. 			<ul style="list-style-type: none"> • Following studies have been completed <ul style="list-style-type: none"> ➤ 'Making a difference' - document on the experiences of UP BEP and DPEP in the area of girls' education. ➤ Social-Cultural context of female school drop-outs of Etawah ➤ Improving effectiveness of early childhood care and education in Uttar Pradesh ➤ Evaluation of Pilot Project of Work-Experience for girls of upper primary schools in U.P. ➤ Problems and prospects of double shift schools.

Education of Tribal Children

National Intervention after October'98

A research study on “Mathematics Learning by Tribal Children : A Case Study has been undertaken by the Department of Education of Groups with Special Needs, NCERT. The three major objectives of this study are –

- (a) studying the mathematical experiences of the tribal children in their communities
- (b) studying how teachers built up mathematical ability in children in the classroom. Also, understanding the socio-psychological and cognitive barriers the children face in class.
- (c) Suggesting a few interventions on the basis of the findings of a & b.

Preliminary data has been collected on the basis of draft checklist for documentation of mathematical experiences of Saora children in Gajapati district of Orissa. Final data collection will be undertaken in April and May ,1999. Analysis of the data collected so far revealed interesting aspects of mathematics prevalent in these communities. Some of them are – change of base value and its implications on binomial, use of only one mathematical operation that is addition even for complex calculation, existence of advance differentiation skills and also some understanding of attainment of basic cognitive skills among these children such as concept of space, time, depth, speed , volume, quantity and their ability to handle abstract concepts.

DPEP-I States

Areas	Kerala	Assam	Madhya Pradesh	Maharashtra	Karnataka
Staffing and Orientation	No tribal coordinator Core groups formed at district level.	Tribal Coordinators are in place both at state and district levels SRG and DRG for tribal education are in place Both the tribal coordinators and the members of SRG and DRG received several rounds of Orientation.	Tribal Co-ordinators are in place both at state and district levels SRG and DRG for tribal education are in place Both the tribal co-ordinators and the members of SRG and DRG received several rounds of Orientation. At the state level there is a high level coordination committee set up by the State Project Office (SPO) to ensure intersectoral and interdepartmental coordination between the SED and TWD.	State Tribal coordinator is in place. SRG & DRG are in place.	The Gender consultant at SPO is given the additional charge of tribal education
Involvement of NGOs and other agencies	Intensive involvement of Rishi Valley School in design of materials & training for the multigrade centres. 100 Volunteers are selected and working in tribal area panchayats.	A number of Youth Associations are involved at village level. BGVS had lended support for Environment Building programmes.	NGOs like Eklavya and Digantar are providing academic support to SPO at district / sub-district levels. Various local NGOs are involved in campaigns & advocacy work and also in contact programmes and running AS schools.	In Gadchiroli & Dhule a number of NGOs are involved in DPEP work in tribal areas. At state level, the senior officers in TWD are providing academic support to SPO.	Department of Tribal Welfare is actively involved both at state and district level in quality improvement work.
Community Involvement	Special community mobilisation campaign conducted in tribal areas. Also house to house survey and mobilisation using volunteers. 24 two day summer camps were organised for tribal mothers in tribal hamlet. Total 960 mothers participated in these camps.	Kalajathas were organised in tribal languages. Leaflets in tribal languages were brought out in DPEP stall in tribal bazaars. Nature camps were organised for tribal children of Dhubri, Darrang and Morigaon in 1998. Documentation of folklore, educational, administrative, agricultural and horticultural practices	Kalajathas in tribal languages, nukkad natak, padyatra by children etc. are organised to motivate villagers for sending their children. Teacher-parent melas were organised for enhancing community involvement in school activities. During July and	One round of campaign work has started in Dhule and Gadchiroli.	Intensive campaigning had been undertaken in tribal villages. Songs, leaflets and folk plays had been organised in tribal languages

Areas	Kerala	Assam	Madhya Pradesh	Maharashtra	Karnataka
	<p>The district also conducted processions of folk art forms to attract tribal population</p> <p>Family meetings (Kudarba Sadas) were organised.</p> <p>In order to create the awareness, 'Kalikottam' Kalajatha were conducted at 28 centres with the top priority in order to motivate the parents about importance of education.</p>	<p>by the village people has epitomised the participation rate. Besides it worked as a major motivational factor.</p> <p>Formation of mother group (MG) in tea garden community. Women Awareness Camps organised in tea garden area.</p> <p>Special programmes are organised in seasonal festivals in tribal areas such as Jonbila Mela in Morigaon, Bathoupuja in Darrang, youth festival in Karbi Anglong.</p>	<p>August '98 a special enrolment drive called Mahila Shiksha Abhiyan was organised in SC ST areas.</p> <p>Through Mahila Shiksha Abhiyan approximately 5 lakh ST children were enrolled, 50% of these were girls.</p>		
Access	<p>Most of the new schools proposed under DPEP are in tribal areas. 24 multigrade centres have been set up in remote tribal areas where primary schools cannot be set up as per norms. These centers have started functioning. Rishi Valley has provided academic support for teacher preparation and preparation of teaching learning materials.</p> <p>36 new schools have been started in DPEP I districts - Kasargod, Wayanad & Malapuram.</p>	<p>Total 5091 schools are already set up by the community and BAC (Bodo Autonomous Council).</p> <p>Total 234 NFE centers running under DPEP-I & 540 centre proposed in DPEP-I & II districts. Total 480 AS centers are proposed in DPEP-I & II districts. These centres will be set up in the village having single teacher school.</p> <p>Eight centers in tribal areas in Morigaon, and three alternative centers in Darrang have been taken up on a pilot basis. A youth dormitory called Tearing in village Kuthari in Morigaon district has been identified for innovative experiments.</p> <p>Intensive efforts are made for revitalising the education centers in tea garden areas.</p> <p>Mukulika or ECE centres opened in SC/ST areas.</p>	<p>Out of the total 5359 New Primary Schools, 1752 NPS are opened in the tribal areas.</p> <p>Out of 5079 alternative centers, 1360 are opened in the tribal areas.</p> <p>Out of 16785 EGS centres opened in DPEP districts, 9357 are in tribal areas.</p> <p>23 Ashram shalas under DPEP I & 73 under DPEP II are currently functional.</p>	<p>58 formal schools have been opened in tribal areas of Nanded district.</p> <p>In tribal areas of Nanded district, 64 primary schools are run during the night. Besides two schools have in opened in Sugar cane areas. 7 contract schools have been opened in tribal areas in Kinwat block of Nanded district.</p> <p>40 contract schools are proposed in Dhule, 100 in Gadchiroli.</p> <p>20 summer schools have been set up for the children of migrating tribes.</p> <p>77 regular schools are set up in tribal areas of Dhule district under DPEP. 73 schools are opened in Gadchiroli in tribal areas.</p> <p>58 NFE centres out of 358 are set up in tribal areas.</p> <p>5 group residential schools are proposed in district Dhule and 10 in Gadchiroli.</p>	<p>52 schools are opened in tribal areas. Before finalising the alternative schooling project, the state had carried out micro-planning exercise in one block in each district.</p>
Quality Improvement	<p>Intensive work in preparation of materials & training programme for teachers of multigrade centres. Learning difficulties of tribal children in language and</p>	<p>In-service teachers training programmes are being conducted in Bodo. Training material have also been developed in Bodo. Textbooks and supplementary reading materials have been translated in Bodo language.</p>	<p>A teacher handbook called Bridge Language Inventory has been prepared in three tribal languages Gondi (Shahdol and Betul) Kudukh (Rangarh).</p>	<p>To help teachers in transaction and communication a tribal language dictionary has been developed.</p> <p>State level sharing of workshop in Tribal Education was organised at Nasik for 2 days.</p>	<p>A textbook cum workbook in Soliga language has been developed.</p> <p>A handbook has</p>

Areas	Kerala	Assam	Madhya Pradesh	Maharashtra	Karnataka
	<p>mathematics have been assessed.</p> <p>Free textbooks and notebooks are being supplied freely to all SC/ST pupils in the state</p> <p>Preparation of link language materials are in process in Kasargod, Wayanad, Malapuram, Palakkad</p> <p>In all the DPEP district one additional batch of TTC (40 pupils) exclusively for SC/ST started. In DPEP-I districts 120 teacher trainers completed the course.</p>	<p>A linguistic mapping of all the three districts has been carried out by the Gauhati University for developing an understanding of ethno-linguistic background of the concerned locale so that various issues like language medium of transaction, material issues, teacher selection can be addressed easily.</p> <p>Besides, a survey work is carried out to develop an understanding of the language attitude of the assimilated and integrated sections in Morigaon district. Findings of these surveys will help the state in redesigning the interaction and transaction components of the teacher training package.</p> <p>A critical analysis of the utilisation of the educational facilities of primary level available to the tea tribe community of Assam with special reference to Darrang district has been completed.</p> <p>A study on the influence of social, cultural and economic conditions on primary education in the Chars in Mongaldoi Area, Darrang District, has been completed.</p>	<p>Baigani (Shahdol) and Bhili (Dhar). Identified teachers have undergone special training programme in using BLI for interaction and transactional purposes.</p> <p>A teaching package 'Dhum Dhama Dhum' has been translated into Gondi. Kopal prepared by the SPO team is designed as supplementary reading material for tribal children.</p> <p>The class I textbook 'Bharati' has been translated into tribal languages.</p>	<p>5 days training for MIs at Mumbai has been done</p> <p>Language Resource Groups (LRG) have been formulated for different tribal languages – Bhili, Pawara, Madiya, Chhatisgadi, Halbi, Gondi etc.</p> <p>Work on development of Bridge Material started in Dhule district & likely to be completed by March '99.</p>	<p>been developed for sensitising teachers towards social and cultural specificities of tribal communities. The handbook is under trial now</p>

DPEP-II States

Areas	Andhra Pradesh	Gujarat	Orissa	Bihar
Staffing and Orientation	<p>Tribal Co-ordinators are in place both at state and district levels</p> <p>SRO and DRG for tribal education are in place</p> <p>Both the tribal coordinators and the members of SRG and DRG received first round of Orientation in the month of December '97. Exposure trips were organised for Tribal coordinators and few members of SRG and DRG.</p>	<p>Tribal Co-ordinators are in place both at state and district levels</p> <p>SRG and DRG for tribal education are in place</p> <p>Both the tribal co-ordinators and the members of SRG and DRG received intensive orientation through training and exposure trips</p>	<p>Tribal Co-ordinators are in place both at state and district levels</p> <p>SRG and DRG for tribal education are in place</p> <p>Both the tribal co-ordinators and the members of SRG and DRG received rounds of Orientation. SRG and DRG meet at regular intervals.</p>	<p>At the State level the ALS Co-ordinator is looking after this component as well. The tribal population resides only in the southern part of the State. These districts are Chatra, Hazaribagh, Dumka, Ranchi, East and West Singhbhum. In every district tribal Co-ordinator is in place. BEP team working in tribal areas is well oriented and fully identifies itself with the tribal issues.</p>
NGO Involvement	<p>Around 30% of the members of SRG and DRG are from NGO sector. Efforts are on to involve various NGOs in the micro projects as well as in school mapping and microplanning exercises</p>	<p>One NGO from Dang and three NGOs from Banaskantha and Panch Mahal actively took part in conceptual workshop. These NGOs are also taking a lead in attitudinal training, documentation work and also in community mobilisation work.</p>	<p>A number of NGOs like Shiksha Sandhan, Agragami and BGVS are actively involved in almost all the work that is undertaken by tribal unit of SPO. At village level, various writers' associations, artists, tribal youth clubs are involved in documentation work, community mobilisation programmes, development of non-text reading materials and also in carrying out the linguistic survey.</p>	
Networking with other Departments	<p>TWD is providing main leadership in the programme. At district and sub district levels the TWD department and it's network is being used for implementation work. The programme is building on the experiences of tribal sub plans and also the experiences of APPEP. In future there will be a strong networking with Health dept</p> <p>The state has proposed to integrate the School Complex approach and implementation of joyful approaches, under JEAD scheme of tribal subplan areas. The ITDA of tribal welfare department will monitor the programme with DPEP intervention. The resource persons of school complexes of</p>	<p>Tribal dept. of Gujarat Vidya Pith, tribal unit of SCERT and TWD are actively involved in the programme.</p>	<p>TRI, Bhubaneswar is actively involved in the programme. TRI is providing research support to the programme. Efforts are on to work in close coordination with Health dept in the field. The state is planning to undertake few micro projects in which a number of other departments will work in</p>	

Areas	Andhra Pradesh	Gujarat	Orissa	Bihar
	TWD are providing support for the teacher training programme, child labour bridge course etc.		equal partnership. A major intervention is proposed for the district Kalahandi.	
Community Involvement	<p>Education melas are organised in tribal villages</p> <p>All the village Education Committee members of Tribal sub-plan areas and tribal habitation were oriented on "Micro-planning exercises with PRA techniques". New school committees replaced the VEC's under community participation (school education) Act 1998. All the school committee members of tribal habitation had been trained twice on "Community Mobilisation and support to schools".</p> <p>Seven days plan of action was implemented for achieving additional enrolment, retention, clean and green in the first of January, 1999.</p>	<p>With the help of NGOs the Environment Building work has started in few tribal villages in Dang and Banaskantha.</p> <p>Blockwise inventory for each district were prepared containing necessary information regarding various aspects of group life and the events that these groups celebrate, the time and place of celebration etc. These informations were used for planning the environment building programmes in the areas.</p>	<p>Campaign programmes are launched in few interior tribal pockets.</p> <p>A videocassette documenting tribal way of life and value of education in tribal societies has been produced for campaigning in tribal areas.</p> <p>The state has launched documentation work in few tribal villages through BRC and CRC Co-ordinators. Agragami(NGO) has agreed to provide leadership in this work in Kalahandi district.</p> <p>Writers' societies are organising small group discussion at village level with tribal youths and adults. Besides, a number of Gitkudia sammelans are organised at cluster and village level.</p>	<p>The Community Mobilisation campaigns have been organised among the tribal population. Theatre workshops have been organised in Santhali & HO tribal languages. Audio-cassettes of educational songs in "Nagpuri" have been prepared & distributed in tribal areas around Ranchi. Calender with slogans in tribal languages distributed. In tribal areas 1/3rd members of Village Education Committee belongs to the tribal communities. In scheduled areas in south Bihar districts half of the VEC members are tribals and the President is necessarily a tribal. The tribal people form mainstay of community construction processes in tribal areas. The Mothers Committee in tribal areas consist of tribal mothers and run Apna/Angana Vidyalayas.</p>

Areas	Andhra Pradesh	Gujarat	Orissa	Bihar
Access	<p>50 out of 175 alternative schooling centers are being proposed for tribal areas in Nellore district. Transitional classes will be run by different NGOs for the child labour.</p> <p>45 ECE centres have been opened in tribal areas of Vizianagaram.</p> <p>Girl child education promoters were placed in remote rural/tribal areas for an addition enrolment and retention and of children in the schools. 150 ECCE centres were opened during 1997-99 in tribal areas. These interventions resulted in the increase of 15.4 % in the enrolment of ST children during 1997-98. 1326 new schools were opened during 1998-99 in the DPEP expansion districts.</p> <p>Specific studies viz. Social assessment has been commissioned on scheduled tribes in Phase-I and expansion districts.</p> <p>The state proposed to conduct summer school programme in the months of May/June 1999 in order to bring back the non enrolled and drop-out children into the education system.</p>	<p>A total of 50 alternative centres have been proposed to be opened on a priority basis in the areas where incidences of migration is high</p> <p>Recently, data on migrating patterns of the tribal children were collected through door to door survey and compiled.</p> <p>The data has been analysed for the three districts. Glossary of this has been prepared and distributed to tribal schools.</p> <p>Summer camps were organised in the district Dang for the children of the migrating parents.</p>	<p>The SIEMI is carrying out detailed school mapping and microplanning exercise in selected tribal blocks in DPEP districts. After this exercise is done, the final proposal will be made regarding the formal and alternative schools</p>	<p>Emphasis has been laid on opening up of Apna/Angana Vidyalayas in tribal dominated villages of tribal districts. The ECCE centres have also opened in those areas.</p>
Quality Improvement	<p>Bilingual dictionaries as well as charts are prepared in different tribal languages in the district of Warangal under DPEP.</p> <p>3 day workshop of HMs & DIET lecturers was held on data base and action plan preparation for tribal education.</p> <p>Back to school programme is organised for ST children during summer vacation.</p> <p>The state has imparted relevant and necessary training to teachers working in tribal areas to adopt bilingual approach in teaching language. Separate training programmes imparted to the teachers working in the tribal areas of Vizianagaram district. Now, the efforts were made to replicate the successful part of it to other schools.</p> <p>The state has made justification for creating additional posts of teachers in the tribal districts. Specific Action Research Studies have been taken up on the language and maths problems in tribal schools.</p>	<p>Conceptual workshop had been organised to discuss issues like understanding tribal community, their culture, tribal children, material and transactional issues, textbook issues, language and attitudinal issues.</p> <p>BRC and CRC coordinators received three round of training on tribal specific issues in recent past.</p> <p>Questionnaire for collecting data on teacher's knowledge of tribal languages and the tribal children's knowledge of Gujarati language has been finalised. Data collection work has completed. The data has been analysed for the district Dang.</p> <p>Work on the dictionary in the local dialect of Dangi was completed in November. The same was printed & distributed to teachers of the district in November. Similar activities have begun in Banaskantha & Panchmahal.</p> <p>An integrated workshop with gender & IED was organised for discussing the attitudinal issues.</p>	<p>The tribal area teachers in Orissa have been given one round of attitudinal training.</p> <p>Attitudinal training was also given to teachers in Barghat district.</p> <p>A specific agenda has been developed for monthly meeting in CRC and BRCs in tribal blocks on various attitudinal issues</p> <p>Documentation of folklore and other folk material (including tribal art, songs, literature on traditional hunting, agricultural and horticultural practices) has started in Gajapati and Rayagada. This exercise is undertaken specifically to develop contextual teaching learning materials for all</p>	<p>Bridge Language inventory is being prepared in HO/Mundari languages in Ranchi district. The processes of developing textbooks in Ho, Mundari, Santhali, Kuruk languages has been initiated.</p> <p><i>Research</i></p> <p>A research study on culture of Bihhors, a nomadic tribe was initiated in October'98 which is nearing completion. Some positive elements of culture of this tribal community are going to form part of the textbooks. It is expected that this effort will help Bihhor children identify themselves better with the educational system.</p> <p>Developed. Artists from tribal areas participated in the workshop which was</p>

Areas	Andhra Pradesh	Gujarat	Orissa	Bihar
		<p>A six day workshop was organised on strategy planning in tribal areas with BRC, CRC coordinators.</p> <p>One co-ordination workshop of BRC coordinators and AEI was conducted on Tribal Education as well.</p> <p>A small exercise was undertaken for preparation of teaching learning materials for tribal children. Attempts were made to replace many lesson of class I to V textbooks with more contextual texts and activities for tribal children.</p>	<p>the three subjects.</p> <p>After this collection is done, a material mela will be organised in Orissa for developing relevant teaching learning materials.</p> <p>Two workshops had been conducted on the content & methodology of tribal language transaction-one in March '98 and the other in Septemeber'98- The language training module has been finalised. The purpose of this language training is to teach the tribal language i.e. Saura to non-tribal teachers teaching in Saora belt.</p> <p>A booklet on communicative conversation in tribal languages has been prepared for the teachers to interact with the tribal children.</p> <p>State has developed a Saura primer for Class-I called 'Erai Erai'. The first draft of the textbook underwent a detailed review in a workshop organised in Sept.'98. It contains texts from Saora culture and the texts are written primarily Saora language. Few texts were taken also from children's literature in Oriya. The first draft of the book is ready for pilot testing. Preparation of Kuvi Prima undertaken by ATDC</p> <p>A study of Linguistic</p>	<p>aimed at capacity building of cultural group. The cultural groups are participating in awareness campaigns.</p> <p>(iii) Awareness material on 'Muniya Beti Padhati Jaya campaign' developed in the form of the calender of 1999 where slogans in all the Tribal languages, namely Mundari, Ho, Kurukh, Khariya etc have been depicted. The Calender is distributed in villages.</p>

Areas	Andhra Pradesh	Gujarat	Orissa	Bihar
			<p>Survey and Mapping in four tribal districts- Kalahandi, Gajapati, Rayagada and Keonjhar has been assigned to the Academy of Tribal Dialects and Culture, Bhubneshwar. Both the data collection work and analysis are over. The final report will be made available in March/ April 1999.</p> <p>The State DPEP had organised a workshop on 'Use of Folklore in Primary Education' in May '98 in Bhubaneswar. This workshop was attended by educationists, environment scientists, folklorists, writers on children's literature and few primary school teachers. Various areas were explored in this workshop like informal learning experiences, the integrated knowledge of language, arithmetics and environment already present in the minds of tribal children before coming to schools, the rich oral tradition, art, craft, music, songs etc.</p> <p>A draft guideline on how to sustain the attitudinal issues BRCs/CRCs and schools has been formulated and the guidelines shared with tribal resource group and BRC/CRC co-ordinators</p>	

<i>Issues</i>	<ul style="list-style-type: none"> • Under DPEP-II and III Andhra Pradesh ,Orissa and Bihar have significant tribal population in DPEP districts. Intervention for access, retention & quality improvement would have consider the special problems in such areas. The states have made progress in working on the issues of education of tribal children. • The provision of primary education to the children of migrating tribes needs to be addressed seriously (Gujarat, Maharashtra, Orissa, Madhya Pradesh and to some extent Karnataka have such areas). • Attitudinal & language training along with cross cultural training for educational administrators & tribal area teachers. • Teaching learning materials & teacher training programmes should be based on a clear understanding of the specific learning difficulties of tribal children and other socio-cultural issues.
<i>Future Plans</i>	<p>At national level, NCERT is working as the nodal agency for providing resource support to the states for this particular component. At present the interventions have been very limited due to non-availability of personnel. The following are considered important areas for follow-up :</p> <ul style="list-style-type: none"> • Consolidation of the development of training methodologies for attitudinal and motivational issues. • Working closely with Gujarat, Maharashtra, Orissa, Andhra Pradesh and Madhya Pradesh on language teaching strategies. • Strengthening the social component of the present teacher training package. • Undertaking micro projects in few very difficult tribal pockets in Orissa, Andhra Pradesh and Gujarat. • Development of local specific teaching learning materials for language, mathematics and EVS textbooks. • .In addition efforts will be made to support state initiatives in tribal areas through exchange of ideas, visits of resource persons, evaluation exercises, documentation etc.

Integrated Education Of The Disabled

	NATIONAL LEVEL
IED Consultant in TSG	<ul style="list-style-type: none"> • In Place
Workshops	<ul style="list-style-type: none"> • National level workshop organised by NCERT on IED on May 6th-7th in 1997. The focus of the workshop was to explain the implications of the guidelines and on equipping the personnel with the necessary skills needed for various aspects viz., identification, availability of aids and appliances, training of teachers and linkages with NGOs. • A National level workshop was also organised by Ed. CIL from January 28- February 1, 1998 on Multigrade Teaching. A presentation on IED was made in this workshop. The presentation concentrated on the need of integration, proposed model of IED under DPEP and teacher skills needed for successful integration in a multigrade setting • A National level workshop organised by Ed. CIL on IED from June 29th – 1st July, 1998 to discuss the progress, current status and future plans of the states. Discussions and lead papers on community mobilization, teacher training, convergence, parental counselling, development of modules and national level support were also the focus of the workshop. • A National level workshop organised by Ed. CIL on IED from 3rd- 4th February , 1999 to discuss the progress, current status and future plans of the states. Discussions and lead papers on supply of aids and appliances, data compilation through MIS, pre- integration skills, curriculum modification and development of modules and national level support were also the focus of the workshop. Annual work plan for every state was also prepared. • A School Readiness manual prepared by National Institute of Mentally Handicapped- Hyderabad to impart pre- integration training to disabled children as well as their parents. • A National level study has been conducted on Integrated Studies for Moderately Hearing Impaired Children. The study was mainly done in Assam, but some areas of West Bengal, Haryana and Delhi were also observed to provide a comparative picture. It was discovered that most schools in the rural areas of Assam and West Bengal had disabled children in the mainstream. The study was focussed on inclusion of hearing impaired children. It was discovered initially that children with hearing loss were declared unfit for normal schools. However, some case studies and observations have disclosed that with proper reformed training, syllabus and outlook, hearing impaired children can be educated with the normal peers. Although teachers in rural areas face problems like work pressure and lack of infrastructure, it is still advisable to include moderately hearing impaired children in the

	<p>regular schools. Most teachers in this study felt that moderately hearing impaired children are suitable for integrated system. Inclusion should be preferably for moderately disabled children, but where mental compatibility is good, severely handicapped children can also be included. But a need for awareness programmes was strongly felt.</p> <ul style="list-style-type: none"> • A National level study has been conducted on the Satus of Integrated Education in the state of Tamil- Nadu. The study was conducted in 78 schools in 8 districts of the state. This study discussed the prevalence, problems and the status of other important aspects such as parent / peer/ administrators / teacher attitudes and teacher training in the state. The academic and social gains of the disabled children in an integrated setting were also emphasized. Most of the schools included in the study practiced integration. But the issues of special evaluation methods for children with special educational needs, physical modification in the schools, and pre-service teacher training in disability management needed more attention to make integration more viable.
<p>Technical Support to the States</p>	<ul style="list-style-type: none"> • The states of Uttar- Pradesh, Maharashtra, Madhya - Pradesh, Assam, Kerala, Haryana, Andhra- Pradesh, Tamil- Nadu, Karanataka, W. Bengal, Gujarat, Bihar and Orissa were visited by the experts. A detailed discussion was held with the state representatives regarding the infrastructure requirements, early identification of the children with special needs, conduction of medical detection camps, provision of aids and appliances, resource support, preparation of training modules, in-service teacher training, and classroom management of the children with disabilities.

PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP- I STATES

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> • Functions of all the functionaries under DPEP (SRG, DRG, BRC, CRC) detailed out • IED consultant at SPO exits • District coordinators for IED in place • 1 block chosen in all districts to launch the programme • A state level orientation workshop for resource persons functionaries conducted • Exposure visit of IED coordinator to Hyderabad arranged • Creation of disabled 	<ul style="list-style-type: none"> • SRG in place • Has IED co-ordinator in all the districts • Survey has been done all the districts. Data is being compiled • Formal assessment of identified children done • Aids and appliances provided to some of the identified disabled children • Convergence is being sought 	<ul style="list-style-type: none"> • DIET has started in-service teacher training • 1 block chosen in 1 district of the state for IED. Upscaling in progress • Detailed survey conducted in the state • Training material prepared by Seva in Action, a NGO hired to assist the IED programme • Prototype posters for Inclusive Education prepared 	<ul style="list-style-type: none"> • SRG in place • IED Co-ordinator at SPO in place • DRG in place • District co-ordinators for IED in place • 1 block chosen in Malappuram district for IED • Village volunteers trained to give assistance in conducting the survey • Survey conducted in the chosen block. 1221 children identified • Medical detection camp has been conducted in Edappal Block in Malappuram district. 427 	<ul style="list-style-type: none"> • Has a core group that functions as SRG • The state has selected one block each in 19 districts • Survey has been conducted in all the districts • Has 62 trained special teachers • A formal assessment camp was organised in Rajnandan gaon district • In Tikamgarh district, 250 callipers and 90 tricycles have been 	<ul style="list-style-type: none"> • An Integrated Education Cell for the Disabled exists in MSCERT • State Resource Group formed. • A pilot study done in Osmanabad district for integration and identification of educational needs • 1 cluster chosen in 9 districts for IED programme • Survey completed on all the 9 clusters. 336 children identified. • Aids and appliances provided to disabled children in school in the Yevati cluster of the Osmanabad district • Convergence is being sought for aids and appliances for other clusters with Ministry of Social Welfare • Workshop conducted to plan strategy for IED • Sensitization training of district officials 	<ul style="list-style-type: none"> • Responsibilities of State Project Director, District Project Co-ordinator, DIET personnel and BRC CRC personnel detailed out • SRG in place • District coordinators for IED in place • An IED Coordinator at SPO in place • 1 block chosen in all the districts for IED • Survey has been done to identify children with mild and moderate disability in school in all the districts • 7456 children with disabilities identified in all the districts and 1006 children identified in the chosen blocks • Plans for conducting survey for out of school children with disabilities • Two week training programme for master trainer has been done • Orientation programme for state and district officers completed • Some medical assessment

DPEP - I STATES

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>friendly schools being taken into account</p> <ul style="list-style-type: none"> • Plan of action is under process and actual field level activities yet to take off • Booklet for general information on IED prepared • Folders on each disability for general teachers prepared 	<p>with various NGOs/ existing schemes for the provision of aids and appliances</p> <ul style="list-style-type: none"> • Post of resource teachers approved • Teacher training conducted • Orientation of VEC conducted • VEC has parent of a disabled child • Successful enrollment of disabled children in school in DPEP - districts 	<ul style="list-style-type: none"> • Assessment kit for resource teachers prepared • Parent in VEC exists 	<p>children, who need aids and appliances identified</p> <ul style="list-style-type: none"> • Parent in VEC exists • Resource support from NGOs in IED activities is being solicited • Expansion of IED interventions in other blocks has been finalised. Upscaling of IED programme in progress • Materials for IED survey and interventions in the regional language medium have been completed • Teachers training for IED at the 	<p>provided to the school going handicapped children with the help of Ministry of Social Welfare</p> <ul style="list-style-type: none"> • A cell for handicapped children has been established at all BRCs to monitor the progress 	<p>undertaken in Feb. 98</p> <ul style="list-style-type: none"> • Planning assistance meeting with the SRG to be conducted in April, 99 • Post for resource teachers sanctioned • Process for appointing resource teachers and district coordinators in progress. Recruitment rules circulated to all districts • Through design renewal, access facilities to children with disabilities are being taken into account • Through innovation fund, prototype schools constructed in Jalna district • Training manuals translated and prepared. 	<p>camps also conducted</p> <ul style="list-style-type: none"> • Supply of aids and appliances to the disabled children in progress • Campaign and Metric Mela at block level has been done • IED made an important part of the on-going community mobilization programmes, with extensive use of media • Training module on IED prepared and distributed to all teachers. A 2 day orientation to all general teachers for all the districts completed • Agencies appointed in all the 7 blocks chosen for effective implementation of the IED programme. These agencies will provide all resource support including 3 resource teachers per block • Ramps constructed in a few schools to provide barrier free environment • Terms of Reference finalised • Integration of disabled children in a few districts has started • Parent in VEC.

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
			<p>state level during vacation planned for all the 6 districts</p> <ul style="list-style-type: none"> • Orientation for DPEP functionaries and officials has been conducted • Second spell of community mobilisation programme conducted • Setting up of Resource Centre in Edappal Block is in progress • Posting of resource teachers under progress. 			

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

DPEP - II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> • Advisory Committee has been set up at the state level • SRG in place • DRG in place • Mandal level advisory committee in place • Survey in 1 mandal of all the 3 districts conducted • 3 day orientation of general teachers done • A child development clinic was opened at MGM Govt. Hospital, Warrangal for early intervention in identification and assessment of disabled children • Parental 	<ul style="list-style-type: none"> • District coordinators in place • Linkages established with NGOs to form. SRG. Expected to be completed soon. • 1 cluster chosen in each of the 17 districts • Survey completed in each of the 17 clusters. A category wise breakup being compiled • Formal assessment camps for the identified children conducted in 3 clusters • Draft for Cluster Resource Center 	<ul style="list-style-type: none"> • SRG in place • IED coordinators at the district level in place • Structure from village level to state level formed and their functions also prescribed • Workshops conducted to plan a strategy for IED • 1 block chosen in all the 3 districts for IED • Survey completed in the chosen area • Around 10,000 disabled children already found enrolled in schools from the 3 districts of Dang, Panmahahal and 	<ul style="list-style-type: none"> • House to house survey completed • 889 children with disabilities identified, out of which a large number are already in school • 4 day module for resource persons being prepared • Resource persons identified • Training of master trainers conducted in October, 1998 • 2 day module for general teachers being prepared • Training of resource persons on IED completed • Convergence is being sought for aids and appliances • Guidelines for orienting community on 	<ul style="list-style-type: none"> • SRG exists • IED coordinator at SPO in place • DRG is in the process of being compiled. First meeting of DRG expected in March, 99 • Recruitment of district level IED coordinators completed • Recruitment of 3 resource teachers completed • State resource directory has been formed. District and block level directory is under preparation. • 1 block 	<ul style="list-style-type: none"> • Core group at the state level exist • BRG is being planned for effective implementation of the IED programme • Approach paper for integrating children with mild and moderate disabilities has been prepared • 2 blocks chosen in 5 districts for the IED programme • Survey formats for identification developed • Survey in the chosen blocks completed • Data under compilation • Hand book to sensitize classroom teachers 	<ul style="list-style-type: none"> • 2 workshops conducted on IED regarding the methodology and the categories that can be included under integration of children with special needs • SRG in place • DRG in place • Identification of one block in every district completed • Survey in school and out of school (0-14 years) done except in the district of South 24 Parganas. • Data compiled in the districts of Birbhum (184 disabled children in school and data for out of school disabled children is being compiled) Bankura (282 disabled children identified in school and 269 out of school) Cooch Behar (318 disabled children identified in school and 1715 out of school) Murshidabad (1558 disabled children

DPEP - II & III STATES

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>counselling programmes conducted</p> <ul style="list-style-type: none"> • Second phase of teacher training completed in Warrangal & Kurnool districts • Supply of aids and appliances through Janam Bhoomi in the 3 districts of Kurnool, Karimnagar and Warrangal • A working group meeting was conducted at SPO to review the activities taken so far and to provide necessary resource support <p>Successful integration of disabled children in</p>	<p>Coordinator, who will act as resource teacher prepared</p> <ul style="list-style-type: none"> • Orientation of CRCCs on IED completed • Parent of a disabled child exists in all VEC's • Component of IED added in the VEC training module 	<p>Banaskantha</p> <ul style="list-style-type: none"> • Interviews for appointment of 3 resource teachers in the 3 chosen blocks of 3 districts completed • Formal assessment going on • Aids and appliances to be provided to the identified disabled children by March, 99 through convergence • General teacher training module under preparation. Teacher training to be conducted soon • Component of IED incorporated in the ICDS training module 	<p>IED developed</p>	<p>chosen in 1 district of all the 8 districts</p> <ul style="list-style-type: none"> • Survey for disabled children, both in and out of school is underway • Category wise data is being compiled simultaneously • Formal assessment and aids to be given to the identified children by March '99 • Training module for master trainers prepared • Master trainers identified to impart training to general teachers 	<p>developed</p> <ul style="list-style-type: none"> • Folders on various disabilities developed • Component of IED added in Aaganwadi training module • Sensitization on IED given to 4757 VECs • Plans to conduct teacher training • Proposal from NGOs to initiate action in IED started. 	<p>identified in school. Data for out of school disabled children for the district is being compiled) and under compilation in the other districts</p> <ul style="list-style-type: none"> • Screening and assessment team formed in two districts and is in the process of being formed in the other three districts • A policy issue regarding aids and appliances is proposed for West Bengal. WBDPEP should be treated as a NGO and the ADIP scheme of Ministry of Social Justice and Empowerment should be given to WBDPEP and DPEP should work through NGOs network. • Awareness campaign conducted on World Disabled Day • Sensitization module for different target groups prepared • Sensitization of different target

DPEP - II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>schools achieved</p> <ul style="list-style-type: none"> Upscaling of IED programme to other mandals in progress 		<ul style="list-style-type: none"> Provision of ramps in new schools Recruitment of resource teachers in progress Parent in VEC 		<ul style="list-style-type: none"> General teacher training module under preparation Parental counselling programmes conducted in Dhenkanal district Parent in VEC 		<p>groups: Panchayat, VEC, DPEP personnel, Aaganwadi worker, teachers planned and being implemented</p> <ul style="list-style-type: none"> Two workshops were held at SPO level with the objectives to formulate plans, assess and monitor the progress of IED work Development of module and resource materials done A booklet on disability management for Aaganwadi and grass root level workers prepared Information booklet on the facilities available for the disabled prepared NGOs will be appointed as resource organisation in each block to provide all the resource support. Parent in VEC exists

Media

Media and communication strategy play a vital role in the advancement of DPEP. The strategy envisages a crucial role in the following areas:

- Information dissemination of the Programme which will equip all concerned for effective participation
- Giving visibility to the Programme
- Evolving media packages which will act as strong advocacy material in support of the Programme
- Capacity building of the State and other decentralised levels in effective use of media.

In response to the field requirements, media plans have focussed on environment building activities at the village, district, state and national levels. In the communication process taking place at the district and State levels in DPEP, there have been some high points and some very successful campaigns.

Traditional forms like melas and folk performing arts were also used extensively. In Assam, the Meena campaign, a series of animation films and comic books emphasising education of the girl child has been very successful. In Haryana, a State with deeprooted gender biases, communication strategies focussed on the girl child and women's empowerment. In Maharashtra, personal testimony of illiterate village women as against girls who were studying was found to be very effective in motivating girls' education.

In Karnataka, DPEP districts in the State brought together theatre activists to create some highly effective street theatre. Plays and songs were developed in a series of workshops with reputed theatre persons, writers, artists and teachers. Dalit writer K Ramiah was commissioned to collect stories and poems in workshops with traditional village storytellers. These were collected into well illustrated books, 2,000 copies of which have been printed and circulated. An event was organised to celebrate this achievement and it was reported by Star News on prime time. The process has been documented in a 12-minute long film *Once Upon A Time*, produced by NDTV. *Malka*, a film on the girl child, was produced by renowned filmmaker M S Sathyu.

The use of mass media for advocacy has been very encouraging. While Haryana's textbook development process and teacher training programmes were featured on Star News, as also Karnataka's use of folk stories in textbooks, other States accessed local Doordarshan kendras and channels like Asianet in Kerala. Maharashtra, Tamil Nadu, Haryana have made extensive use of radio for environment building. All states accessed local newspapers and regional press for media advocacy of the programme. In some states, the print media was used as a platform for debate eg pedagogical issues in Kerala.

A media research to develop a basic communication strategy for DPEP has been commissioned. The research has been conducted in three states – Assam, Tamil Nadu and Madhya Pradesh.

Press Information Bureau (PIB), Government of India conducted press tours to Assam and Karnataka in January-February, 1999 to highlight achievements of project

SPDs were co-opted as members in the Inter-Media Publicity Co-ordination Committee (IMPCC) constituted by the Ministry of Information and Broadcasting to co-ordinate media activities and to launch multi-media campaign in states in thrust areas.

A separate website on Internet on DPEP is being designed and developed.

At the national level, 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

Immediate objectives are to reinforce that primary education is a necessity for all with emphasis on the girl child and to generate awareness about the Programme among stakeholders and ensure their participation.

In order to accomplish this, TV spots were produced and telecast on DD1 and DD2 channels in 1997. **Two more sets of TV spots along with radio jingles have been completed. The Bureau is working out ways of having the TV spots and radio jingles telecast and broadcast. In addition, these spots are being used/capsuled as part of the inservice teacher training programme across the country.** Films on Girl Child (*Towards a Better Tomorrow*), Civil Works (*Orientation in Community Participation for Engineers*) have been completed and distributed to the States for use. The dubbed versions of the civil works and gender films have been distributed to the Hindi-speaking States. Pedagogy films *A Learning Experience – Focus the Child* and *Padoge Likhoge Banoge Nawab?* have been completed.

PUBLICATIONS:

1. DPEP Moves on...
 2. *Three Years of DPEP: Assessment and Challenges*
 3. *Access and Retention: Impact of DPEP*
 4. *Three Years of DPEP and Learners' Achievements – A Overview* (NCERT)
 5. *A Mid-Term Assessment Survey – An Appraisal of Students' Achievement* (NCERT).
 6. Reaching Out Further – Para Teachers in Primary Education: An Overview
 7. Civil Works under DPEP – An Overview
 8. *Access and Retention under DPEP – A Trend Analysis* (NIEPA)
 9. ***Building Rural Primary Schools - Towards Improved Designs has been brought out.***
- These publications were shared with the States and also sections of the media to sensitise them towards the Programme.

MONTHLY NEWSLETTER:

DPEP Calling and *Chunoti*, its Hindi version, now have a circulation of 8,000 and 2,000 respectively.

PUBLICITY MATERIAL:

DPEP Brochure: 2 sets of posters developed

The first-national level media workshop Building Communication Strategy and Understanding in DPEP was held in New Delhi on December 21-22, 1997.

A national-level follow-up media workshop held in August 1998 in Lucknow presented the following key recommendations and suggestions:

- Time frame and schedule for activities should be fixed
- Formal structure for implementing of activities is required
- For quick execution of tasks assigned to media officers, letters to be sent to the SPO from MHRD
- Tasks laid out and targets fixed
- Mutual field visits to be organised
- Best practices to be selected and media kits prepared around them
- Strategic location of some states with respect to media should be exploited

NATIONAL LEVEL INTERVENTIONS

Area	Activity
Professional Support	Media Consultant in place at TSG
Media Advocacy	Database of newspaper clippings maintained Newspapers – <i>Times of India</i> , <i>Hindustan Times</i> , <i>Pioneer</i> , <i>Hindu</i> , Deccan Herald accessed; articles published all these leading newspapers <i>Doordarshan</i> and television channels <i>Zee</i> and <i>Star</i> accessed to sensitise them to DPEP
Publications	DPEP Moves on...; <i>Three Years of DPEP: Assessment and Challenges</i> ; <i>Access and Retention: Impact of DPEP</i> ; <i>Three Years of DPEP and Learners' Achievements – A Overview</i> (NCERT); <i>A Mid-Term Assessment Survey – An Appraisal of Students' Achievement</i> (NCERT); Reaching Out Further – Para Teachers in Primary Education: An Overview; Civil Works under DPEP – An Overview; <i>Access and Retention under DPEP – A Trend Analysis</i> (NIEPA); <i>Building Rural Primary Schools - Towards Improved Designs</i> .
Monthly Newsletter	<i>DPEP Calling</i> , monthly newsletter of DPEP and <i>Chunoti</i> , its Hindi version now has a print order of 10,000
Publicity Material	DPEP Brochure 2 sets of posters developed
Films	Films on Girl Child and Civil Works completed and shared with States Films on Pedagogy and Good School completed Dubbed versions of Girl Child and Civil Works films shared with States
TV Radio Spots	Nine TV spots produced Three radio spots produced Networking with Doordarshan and AIR initiated to air the spots
Training Workshop Technical Support to States	State level workshop held in Hazaribagh, Bihar, on the use of media in Community Mobilisation. Inputs provided to set up network for media advocacy and communication strategy in Haryana. Inputs were given on Use of Media in Community Mobilisation at State-level workshops in Orissa, Uttar Pradesh, Tamil Nadu and also at the national Gender Workshop at Puri National Level Media Workshop on Building Communication Strategy and Understanding in DPEP organised in New Delhi on December 21-22, 1997. National Level Media Workshop on Media Advocacy and Communication Strategy in DPEP: Consolidating a National Initiative was organised in Lucknow on 11 th – 13 th August, 1998.
Research	Media research to develop communication strategy for DPEP conducted in 3 states – Assam, Madhya Pradesh, Tamil Nadu. The report is being finalised.

DPEP I STATES

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	TAMIL NADU
Administrative Arrangement	Media co-ordinator at SPO in place	MC at SPO in place	MC at SPO in place	MC at SPO in place	Media Co-ordinator at SPO in place	Media co-ordinator at SPO in place. Media incharge in all districts	Media Co-ordinator at SPO in place; Also in place in all 7 districts
Publicity material developed (Print)	<i>DPEP Overview</i> , a booklet produced in English, Assamese and Bodo; <i>Ahban</i> , a newsletter in Assamese and Bodo is published and distributed to BRC & CRC co-ordinators, teachers, VEC members; posters and banners	Diaries, calendars, posters, slogans, pamphlets, monthly newsletter <i>Nanhe Kadam</i> at district and cluster level. Set of posters under production; translations of DPEP publications in Hindi under production	<i>Kali Nali</i> , magazine for teachers, bimonthly wallpaper for children; pictorial modules to monitor civil works for VECs produced; <i>Ratna Pakshi</i> , collection of folk stories produced	<i>Kuruka</i> , a newsletter registered and being brought out; multi-colour posters, brochures, leaflets and booklets produced Workshop conducted during February 1999 to develop materials for publication of material targeting parents, public and opinion makers. Steps have been taken to publish the same.	Pamphlets, booklets and brochures published and widely distributed. Panchayat gazette is a newsletter published by SPO; also published by some districts. This gazette is used to disseminate information about DPEP. Success stories and remarkable contribution of the district, panchayats and community is also given in this gazette to encourage the other districts for better performance. Poster competition organised on International Women's Day	Pamphlets, folders, posters, calendars and planners, slogans created Monthly / Quarterly magazine published by DPEP - I districts. Booklet on "Bal Anand Melawa" - ready for distribution - SPO. Greetings on DPEP for elected representatives during winter assembly - SPO.	Pamphlets, folders, posters, handbills in Tamil and English, State newsletter <i>Sudar</i> is published by the SPO on a quarterly basis; Set of 2 posters developed and distributed to all districts - DPEP as well as non-DPEP

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	TAMIL NADU
Audio Video material	<p><i>Ahban'r Surere</i>, educational video cassette produced and distributed among the CRC, BRC, teachers; educational films on ECE, NFE, Tribal Education, Char, Community Participation and one documentary on education is currently under production</p> <p>The film "Towards a Better Tomorrow" was used during an awareness programme.</p>	<p>Film to eliminate gender bias is under production; audio cassettes developed, Video films and radio jingles produced; Quarterly video newsmagazine on DPEP activities produced</p>	<p><i>Malika</i>, film on the girl child was made by M S Sathyu and telecast on DD 1 and DD 9; audio cassettes for children were produced, songs collected in workshop by K Ramiah; <i>Bau Thengi Kaliyola</i>, audio cassette of songs by eminent writers singers is under production; film <i>Once Upon A Time</i> produced by NDTV. 7 module films for training of teachers and VEC members.</p>	<p>Radio programmes to support teacher training; 10 episodes to support in-service teacher training based on teacher handbooks under production; video films on teacher training strategies produced, video documentation of textbook developing process done.</p> <p>Radio and video programmes developed earlier are being used now.</p>	<p><i>Bal Geet</i>, audio tape of songs distributed to schools; video film <i>Anpadh Nahi Rehena</i>, training film on VEC telecast on Doordarshan</p> <p>Radio Jingles in local dialects are being aired on AIR. There have been talks on primary education. T.V. spots have been given for this.</p> <p>Educational cassettes on joyful learning, prepared by NCERT were distributed in all the 34 DPEP districts. The districts will show these cassettes to the teachers and children of new primary schools, Alternative schools and education guarantee schools.</p>	<p>Audio cassettes developed; Anand Dai Shiksha, audio cassette for teachers distributed to all schools; film on DPEP produced.</p>	<p>Motivational films and slides, multi-media programme on DPEP in English, audio-cassette of songs for Joyful Learning</p>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	TAMIL NADU
Community Mobilisation	Community Mobilisation campaigns conducted in all districts. Multi-media campaigns organised. Focus on DPEP-II districts. Educational exhibitions organised.	Quiz programme for children and teachers at cluster level; Folk media, Nukkad Natak in local dialects, puppet shows, local forms like Saang used; Prabhat Pheries, Padh Yatra and cycle rallies organised; Oath taking event for girl child organised in Hissar district; School Chalo Abhiyan successfully undertaken; Mandirs and Gurudwaras sensitised; book fair held in Jind district	Multi-media campaigns in 20-25 villages executed; Kalajathas, Bal Melas, Chinar Melas organised; micro-planning exercises executed; VECs empowered and trained; Folk stories and rhymes incorporated in textbooks; theatre group Rangayan mobilised to conduct campaigns.	Pravesanotsavam, enrolment campaign organised: Padavukkan, exhibition about peoples participation organised in selected schools SCERT and DPEP have decided jointly to participate in exhibitions, seminars and melas in order to disseminate the materials developed in the pedagogical renewal process.	Event organised at Mandu. Dhar. to mark 4 years of Rajiv Gandhi Prathmik Shiksha Mission. Exhibitions of TLM at state & district levels; Kalajathas developed in workshops performed. Kalapathak and Kala Jathas on primary education themes have been developed and performed in a three days workshop.	Personal testimony of educated girls in primary schools as against that of old illiterate women in mobilisation events in villages. Bal Mahotsava organised in villages where attendance is blow 75 per cent. Science melas, Mahila Melavas, Kishori Melavas organised	Special campaign for IED: metric melas, processions, meetings, cultural meetings, mass enrolment campaign organised; Kalajathas, local festivals used; awareness campaigns in remote villages; medical aid provided to disabled children

Media Activity	ASSAM	BIHAR	KARNATAKA	KERALA	M.P.	MAHARASHTRA	TAMIL NADU
Advertising	Illustrated slides to be used in cinema halls, hoardings with DPEP messages, radio jingles	Hoardings; series of radio jingles produced.		TV spots on DPEP initiatives telecast on Asianet, soon to be telecast on Doordarshan. Radio spots also produced. Steps have been taken to bring out materials targeting the opinion makers and public entitled 'DPEP-Samsayangalum Utharangalum' (DPEP-Doubts and Answers). This was necessitated to create public awareness and sensitise them with regards the DPEP pedagogical renewal.	Radio jingles in local dialects. TV spots; Newspaper campaign carried by 65 newspapers at State level; also conducted at district level. Ad campaign to mark 4 years of Rajiv Gandhi Prathmik Shiksha Mission in national newspapers.	Radio jingles and TV spots on Doordarshan and city cable; slogan developed and published	Ad on AIR on prime time slots; sponsored pages in Tamil dailies, floating balloons with DPEP logo installed for 10 days; TLM and Awareness material displayed at Annual Pongal Tourist Trade Fair; Sun TV used for spots; metal posters nailed to trees

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	TAMIL NADU
Trainings and workshops		5-day workshop on material development with special emphasis on girls' education; Tarang training module published	Resource teams from DPEP 1 districts gave training programmes in DPEP 2 districts; training module Grameen Shiksha Samiti have been developed for VEC members; training manuals published, Film containing seven modules on training of teachers and VEC members is completed	Training programme Kinkini Kootam organised; media advisory board at SPO formed; district media advisory committees formed 3 - day workshop during February 1999 to develop publicity materials.	3 - day workshop to develop kalajathas on primary themes conducted.	Media Advocacy training conducted for District Media In-charge - Dec. 1998	Review meetings and orientation programmes for district media officers held; capacity building workshops organised for district Media Officers; four day community mobilisation and use of media workshop organised at state level; training for mounting special campaign for IED undertaken

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAHARASHTRA	TAMIL NADU
Press and Mass Media	Interviews /talks, documentaries on subjects related to DPEP schemes were telecast on Guwahati Doordarshan, feature programme on primary education focussed on new methodologies were shot in Morigaon by filmmaker Chandra Narayan Baruah, spot films made by DPEP have been telecast on GDD, talks and discussion organised on radio; reports on workshops/programmes appeared in local newspapers; articles and features published in English and Assamese newspapers	Tarang, Tarang, teacher training programme covered by Star News; Radio stations of Rohtak and Kurukshetra sensitised; Panel discussions and interviews organised on electronic media	Supplement-ary material process of incorporating folk stories covered by Star News; <i>Malika</i> film on girl child telecast on Doordarshan; play on DPEP objectives broadcast on AIR All India Radio, Gulbarga to broadcast 13 episodes from Baa Bale Shalege in March 1999	Interviews/articles in newspapers on teacher training, revision of textbooks, radio and television broadcasts, regular newspaper articles and syndicated columns in newspapers; pedagogical reforms widely written about in newspapers; wide publicity given to training programme on doordarshan; Asianet, AIR and print media; press meet arranged; TV spots produced and telecast; articles on DPEP published in <i>Kerala Calling, Vanitha, India Today</i>	AIR and Doordarshan used for programme publicity through spots, telecast of films; Newspaper campaign carried by 65 newspapers at State level; also conducted at district level Ad campaign in newspapers.	Akashwani and Pradakshi news harnessed to disseminate information about DPEP; syndicated columns in newspapers, radio programme that deal with issues like multi-teaching and gender produced and telecast on prime time slots. 26 episodes of radio programmes broadcast. Docudramas produced	Newspaper coverage for all important events features in newspapers; talks/interviews on Doordarshan; Art festival in conjunction with AIR, Pondicherry; news features on DPEP broadcast on AIR Chennai; SPD's interview on Doordarshan; Sun TV, phone in programmes on radio organised; paid advertisement on AIR to address specific issues like child labour
Networking	State Bank of India branches, Asom Sahitya Sabha, IMPCC, PIB	Local NGOs; Sanjivini in Mahendar-garh mobilised	Myrada Vikasana, Samuha, BGVS, Suvidya CRY, CLR, ISEC, NUAS, Mahila Samakhya VGKK.	Unicef, local NGOs	DPRO, Govt of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vignyan Jathas	Local AIR stations and newspapers	Women nutrition schemes, Anganwadis, health department, state resource centre for NFE

DPEP II & III STATES

Media Activity	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	BIHAR	UTTAR PRADESH
Administrative Arrangement	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator not in place	Media Co-ordinator in place at SLO/DPO	MC in place
Publicity material developed (Print)	<p>Monthly newsletter, publicity material with focus on girl child; posters dealing with issues like enrolment and retention; desk calendar, diaries and brochures; State DPEP Newsletter "Chadavu" published every month; Comprehensive handbook on school education committees; Hand book on activities by SEC; Eight types of posters on various themes and issues; Booklet on civil works; Brochure on aims and objectives of DPEP and role of women</p> <p>A proforma inviting suggestions from all teachers and school committee members on service improvement and improvement for textbooks sent to all the teachers and school committee members. Collection of proformas is on the way.</p>	<p>Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings, Newsletter on the lines of DPEP Calling for teachers</p>	<p>Brochures and booklets prepared; hoardings, Calendars as opposed to posters and brochures have been found to be more effective</p>	<p>Posters, pamphlets, hand-outs; diaries and calendars. Ist Newsletter released on August 15</p>	<p>Pamphlets, leaflets, brochures, folders, rural newspaper</p> <p>In collection with NBT & Deptt of Library Services, WBDPEP took up an innovative programme of mobile book exhibition combining the exercise with some concurrent activities like awareness generation, community mobilisation through folk media, demonstration on preparation</p>	<p>Pamphlets, folders, posters, newsletter, calender published. Quarterly magazine <i>BEP Awahan</i> is being published.</p>	<p>Pamphlets, folders, posters, greeting cards; National-level poster competition organised</p>

		Printed manual "Karadeepika" for the training of School Committee			& use of TLM for activity based teaching classroom science experiments for class III & IV etc. 3 spots covered each day - 2 primary schools during daytime and 1 rural library in the evening	
Audio material	Video	Film on VEC produced; Short training films and jingles under production	Meena campaign used; cassettes of joyful learning recorded in local dialects by districts; <i>Divas Swapna</i> , audio cassette on child centred activities being produced; Video films on community mobilisation prepared		Two audio and video cassettes - one each on Girl Child and Tribal Education developed	Audio cassettes of songs in local dialects developed; production of films. Audio cassettes of songs in local dialects developed; production of films in process. A set of 5 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign developed.

Media Activity	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	BIHAR	UTTAR PRADESH
Trainings and workshops	Teacher training modules developed; 250 SRC members and DPEP officials trained at SCERT Hyderabad; Two-day orientation training programme at district level; Mandal level orientation programme to all SEC members; Two-day meeting with NGOs, unofficial and women members on the issue of child labour at Hyderabad	Workshop on material development for drawing teachers from primary schools, the best drawing was developed into a poster; Workshop on community mobilisation was organised in December in each CRC	1-day slogan writing workshop organised where 200 slogans were developed.	3-day workshop on Community Mobilisation and Participation and Use of Media conducted. State level workshops to develop scripts for plays and Kalajathas	Use of media and development of documents discussed in two state level workshops	Study tours to other states organised. Training module published. Theatre and music workshops for development of scripts organised. Regional Theatre workshops organised for capacity building of cultural groups of linguistic zones.	04 days workshop on community mobilisation and participation and use of media conducted
Community Mobilisation	School teachers, youth group, headmasters, gram panchayat members, womens' groups sensitised against child labour; SEC motivated for better participation; Success stories against child-labour by MVF Foundation documented. Special camp for SC/ST held in 120 villages; likely to be extended to 200 villages.	Haat organised in Dang district, focus on tribals, festival used for organising stalls for environmental building	Panchayats mobilised Folk media, kala jathas, Nukkad Nataks; village deities identified and local festivals used, mandirs and melas used for mobilisation, DPEP stalls organised, science experiments, programme for women held during special events	Traditional folk media, painting, kala jathas used for mobilisation. Special enrolment drives organised in July	Panchayat functionaries, teachers involved in media activities	Local theatre groups identified, drawing competition for children, special campaign for IED, Muniya Beti Padhati Jayen campaign, Padyatra, Prabhat Pheris, slogan development programmes organised, Khel Utsav, Mushairas and qaawali programmes organised	Curriculums changed in madarasas. Moulvies sensitised to mobilise the minority community. drawing and poster competitions held. Media used to change mindsets towards new pedagogy. Performance by kala jathas to

							develop opinions of villagers in favour of education of girls. Maa-Beti. Baap-Beti melas organised
Press and Mass Media	Organised state-level press tours to Warangal and Karim Nagar districts; radio interviews of VEC members organised; exhibitions organised for publicity	Reports of workshops, seminars in local newspapers; Radio talks on DPEP	Hindi press in Chandigarh and Jhalandhar sensitised, Doordarshan mobilised to telecast DPEP films, AIR Kendras at district level accessed	Radio and local newspapers mobilised to support the enrolment drive.		Newspapers, radio and Doordarshan harnessed for media advocacy. Success stories on BEP activities published in newspapers.	Reports on project interventions sent to news papers. Publication of Shekshik Prekshak
Networking	Govt Depts like Health, Education, Women and Child Welfare, Social Welfare, Tribal Welfare, local NGOs, Mahila Mandals and youth organisations; MVF Foundation Hyderabad, NGOs, Department of Adult Education.	Gujarat SCERT, Ravi Mathai Centre for Educational Innovation, local NGOs like Avaj; Study tours to Haryana	Mahila and Yuva Mandals, Saksharta Samities, local NGOs	Unicef, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR	NGOs, youth clubs	Political parties, trade unions, NGOs	SIET, Lucknow, Labour Department GOUP to address problem of child labour in 05 districts of U.P.

Research & Evaluation

<i>Introduction</i>	<p>Cardinal objectives for national component of research and evaluation are (i) promotion of qualitative research projects, (ii) promotion of action research by teachers and other practitioners, (iii) conduct need-based evaluations and special studies, (iv) support participating DPEP states and districts in capacity building and (v) dissemination of research findings and networking. An overview of various strategies developed and employed with by inventories and their outcomes are discussed in the text given below. Activities undertaken upto 31.3.99 are shown in the boxes appearing in the respective sections in the main text.</p> <p>In the DPEP Bureau, MHRD, a Director looks after Research, Evaluation and Studies activities under the JS(DPEP). Research, Evaluation and Studies Unit (RESU) became functional from March, 1995 in Ed.CIL's TSG with consultants and other required support. DPEP CRG in NCERT is involved in conduct of researches in pedagogic areas, training state and district level personnel in action research & research methodology, conduct of learner achievement surveys; and conducting annual regional, national and international Seminars on Researches in School Effectiveness. NIEPA also has a research component under DPEP resource support.</p>
<i>Action Research</i>	<p>DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC/BRC and DIET level through training programmes by NCERT from 1995-96 onwards. NCERT has developed a module on Action Research. This module is widely disseminated as an NCERT publication. Various efforts made for promoting action research are bearing results and a spurt of researches on issues which are very close to actual teaching-learning conditions and processes can be observed in most of the states. Different states are adopting different strategies for the actual conduct of research.</p> <p>NCERT has been offering training in action research for DPEP states. Training programmes were conducted in Andhra Pradesh, Gujarat, Karnataka and Kerala by NCERT faculty members. Prior to this, programmes were organised in Assam, Haryana, Himachal Pradesh, Tamil Nadu and West Bengal by NCERT. In all the training programmes, 30-40 participants attended and on completion of the 5 day programme, many action research projects were initiated.</p> <p>SIEMAT-Allahabad and SCERT-Lucknow, Uttar Pradesh have emphasised decentralised training for grassroot level practitioners and teachers in action research. SIEMAT organised a Conference in September, 1998 where 150 action research studies completed in the state were presented. MSCERT-Pune, Maharashtra has taken over the responsibility for capacity building of teachers and CRC BRC personnel, initiating action research in all DPEP districts and monitoring the progress. 80 teachers and CRC/BRC personnel were trained by MSCERT in February, 1999. DPEP Assam also organised two training programmes in October, 1998 and January, 1999 and 150 district and sub-districts personnel</p>

	<p>have been trained. Tamil Nadu had made 5 select presentations of action research projects in the 4th R&E Co-ordinators meet held in Chennai in September, 1998. In Orissa seven studies were completed by March, 1999. March, 1999.</p>
<p><i>Promotion of Qualitative Research</i></p>	<p>DPEP first addressed the issue of promoting qualitative research in elementary education through a national seminar on priority areas for research in January '96. As resulted strategy, two schemes PROMOTE and INSPIRE were announced for supporting researches by established researchers and mainstream educational and research institutions. The schemes could attract the attention of universities, public and private research institutions and NGOs. 18 studies are commissioned after a three-tier scrutiny and evaluation procedure. The list of studies commissioned reflect the wide spectrum of concerns in programme implementation from pedagogy, curricula and teacher education, society economics and education as well as educational planning and management. Simultaneously, NCERT is also involved in conducting research activities through the DPEP component. NCERT has completed about 50 research studies through in house faculty members and RIEs till 1998. The picture emerging from the states shows that DPEP states have also undertaken various studies based on the felt needs of the programme. The focus areas for research in the states have been more directly linked to various interventions like girl child and special focus group education, text book development, teacher training strategies etc.</p> <p>Following research studies have been completed at the national level:</p> <ul style="list-style-type: none"> (i) Study on lateral entry of children in primary schools in Haryana conducted by RESU (ii) Study on Double Shift Schools in Assam and Madhya Pradesh by CEAR, New Delhi. (iii) Study on role of Panchyati Raj in teacher accountability by MPISSR, Ujjain, Madhya Pradesh. (iv) Study for developing an effective communication strategy for DPEP by Centre for Media Advocacy, New Delhi. (v) A Report for District Primary Education Programme Integrated Studies for Moderately Hearing Impaired Children. (vi) Study on effectiveness of Mini teachers in Multigrade classrooms by M. J. Phule Institute, Kolhapur, Maharashtra (vii) Study on Costliness of Primary Education : An Enquiry into the Private and Social Cost of Primary Education by Centre for Multi-disciplinary Development Research, Dharwad, Karnataka (viii) Study on Home and School Interactions for Optimizing Integrated Development of Primary School Child by Department of Education, Panjab University, Chandigarh (ix) Enrolment and Attendance Study in 2 districts of UP. (x) Study of Internal Efficiency of Primary Education in Phase I DPEP states.

	<p>At present 10 studies are in field under PROMOTE/INSPIRE schemes. NCERT is conducting a nation-wide study on classroom processes covering all DPEP states. NCERT has also completed 14 studies through RIEs; 5 more studies in the area of curriculum transaction, schooling process, additional strategies employed in tribal area schools, evaluation of pedagogical renewal in Orissa, effort of teacher training in Andhra Pradesh etc. At the national level, NIEPA and TSG are associated with a study on participation of children in primary schooling in selected states.</p>
<p><i>Monitoring and Evaluation</i></p>	<p>Monitoring and evaluation component can be observed at various stages of project development and implementation. In DPEP, pre-project studies; analysis of basic data and baseline studies were conducted for needs assessment as well as planning and appraisal of perspective plans and annual work plans. For supervision and monitoring, further substantiation by periodic progress reports, annual reports and audited reports of the state societies are made. Follow up assessments conducted through concurrent evaluation and post-ante evaluations contributes in impact assessment, which further offers inputs in planning and implementation of the programme. A robust Management Information System is also the uniqueness of DPEP. Project Management Information System (PMIS) and Educational Management Information System (EMIS) were developed from the very beginning of the programme and AWP&B are linked to these. Many efforts were undertaken for developing evaluation plans at national and state levels. National Workshop on evaluation conducted in 1995 identified priority areas for evaluation in DPEP.</p> <p>Various evaluations conducted from national level include:</p> <ol style="list-style-type: none"> 1. Managerial Structures and Processes under DPEP 2. Institutional Development of SCERTs & DIETs 3. Classroom Processes 4. Mid-term Learner Achievement Survey 5. Access & Retention 6. Community Participation in DPEP 7. Teacher Grant & School Grant 8. Effectiveness of BRCs & CRCs 9. Interventions for Improving Girl Child Education 10. External Evaluation of Civil Works 11. ECCE 12. Classroom Processes 13. In-service Teacher Training

<p><i>Using the Outcomes of Research</i></p>	<p>In the current year, all national level activities has a thrust for sharing of experiences across the states and creating resource base across the country through effective networking. In research and evaluation, may significant publications and reports were made public during this period. These include a module on Action Research Technology by NCERT, compendium paper presented in the 3rd International Seminar, 1997. Research Technology by NCERT, compendium paper presented in the 3rd International Seminar, 1997. NCERT, compendium of paper and Report of Seminar on Innovative Practices in Pupil Evaluation May, 1998 by M.S. University of Baroda, Report on Training programmes for Action Research by NCERT, Status cum Trend reports on Research in Elementary Education from 8 DPEP states and a national overview, workshop on Research and Evaluation Priorities in Primary Education by DPEP Tamil Nadu, Print and Video reports of Sample Monitoring and Evaluation (SAME) 1998 by DPEP Kerala, Action Research Approach by DPEP Karnataka etc.</p> <p><u>Pupil Evaluation</u> : Report of the proceedings and papers presented in the national seminar on Innovative practices in pupil evaluation, May 1998 was published by M.S. University of Baroda (host of the seminar) and the same was disseminated to national and state level institutions and selected DIETs in the last quarter of 1998. RESU has also reviewed the current practices of pupil evaluation in all DPEP states with information collected from respective state Education Departments, DPEP SPOs and SCERTs. A report of the same was prepared and presented in a meeting of SPDs organised by DPEP Bureau. Reports are also circulated to various state level institutions. The issue will be further taken up in the next R&E Co-ordinators meeting.</p> <p>States have also initiated efforts for developing appropriate pupil evaluation strategies, which are suitable to the pedagogic renewal undertaken by the states. Kerala has changed the pupil evaluation mechanism at the primary level to activity based evaluation. Andhra Pradesh has recently conducted a seminar cum workshop where new strategies were explored. Assam (SIE, Jorhat) is holding a state level seminar in March, 1999 on pupil evaluation. Uttar Pradesh had initiated preparation for reorganising the pupil evaluation system also as part of the pedagogic renewal.</p>
<p><i>Networking</i></p>	<p>From the national level concerted efforts are made for developing alternate strategies in selected theme areas. Seminars and workshops are conducted at national as well as state level. State DPEP offices have also initiated efforts for effective linkages with the university system. DPEP Tamilnadu has organised two such interactive seminar cum workshops in January and March, 1999, wherein all university faculty members have assembled to identify the research priorities that need immediate attention. The meetings have resulted in a spurt of activities and many areas are now being explored for in-depth research. SIE Jorhat, Assam, SCERT Bhopal, MSERT, Maharashtra, SCERT, Lucknow, and SCERT, Haryana also have organised meetings with the universities and other leading social science and educational research institutions.</p>

<p><i>DPEP in 73rd Vice-chancellors Conference</i></p>	<p>Various reports of research studies are shared with all concerned and sponsored seminar are also conducted for dissemination purposes. As part of the efforts for wider networking with various resource institutions across the currently DPEP has participated in the 73rd Vice-chancellors Conference organised by Association of Indian University (AIU) and University Grants Commission (UGC) in December, 1998 at Indore. The proposal made by DPEP explored various promotional activities including utilisation of human resources for training and evaluation purposes at state and district levels, encouraging students pursuing post graduate and doctoral research to take up issues related to primary education etc. The proposal was accepted by the forum in toto and the General Body had called up on the universities to take further action in this direction.</p>
<p><i>Seminars</i></p>	<p>Under the aegis of DPEP, NCERT organises international research seminars every year on selected themes related to school effectiveness. The fifth seminar in this series is scheduled in the month of July, 1999 in New Delhi and the focus of the seminar is researches conducted under DPEP on issues related to school effectiveness. Under the national component of research, DPEP sponsor seminars to reputed institutions in different parts of the country. A national seminar on Researches and Innovations on Problems of Home and School Language at primary level was conducted by Central Institute of Indian Languages (CIIL), Mysore in December, 1998. The seminar had three panel discussions in the areas of Cognitive and Psychosociolinguistic Issues, Language-of Education: Policy and Practices, and Strategies to overcome Language Disparity and paper presentation sessions. It was attended by leading linguists, educationists, social anthropologists drawn from across the country. DPEP states have also participated and discussed the issues faced in their respective states with the experts. A seminar on Cost and Wastage in Primary Education is being planned at present. Institute of Economic and Social Change (ISEC), Bangalore will host this seminar in August, 1999.</p>
<p><i>Capacity Building</i></p>	<p>Capacity building has been central to the DPEP processes. The component of research and evaluation is also developed from the very beginning to augment the existing skills in the institutions and individuals for undertaking qualitative and useful research activities. All DPEP states have recognised the need for concentrated efforts for skill development of personnel in action research, research methodology and impact assessment. A review of the current status reveals that most of the states have directed their efforts, so far, for capacity building for assisting the teachers to undertake action research programmes. The other area of focus being research methodology and evaluation techniques. The states have been drawing the expertise of NCERT, RIEs, local universities, research and educational institutions and individual experts for the capacity building efforts. NCERT has an 8 day orientation programme on action research and research methodology, offered to all DPEP states.</p>

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
1. Organisation & Management							
<i>(i) Staffing</i>	- R&E officer in SPO and DPOs in place.	- Programme officer (R&E) in SPO.	- R&E an additional charge to the AO in SPO.	- Programme officer (R&E) in place in SPO and DPOs.	- Consultant (R&E) and Dy. Manager in place in SPO.	- R&E officer being recruited. - Each district has one Research Asstt.	- EREM wing established in SPO with Consultants.
<i>(ii) Other Institutions Role</i>	- SIE Jorhat has a separate component for R&E.	- SIEMT in SCERT hub of R&E activities. Consultant for R&E.	- Each functional area in SPO addresses R&E issues individually. - A separate unit for R&E set up in SCERT	- In SPO level, internal and external monitoring and evaluation looked after by each unit.	- SCERT take the lead role - Each functional area addresses R&E issues individually.	- SCERT has taken over action research under DPEP.	- DTERT & each DIET has coordinators for R&E.
<i>(iii) Advisory Group</i>	- Steering Group for Research at SPO. - Research Advisory Group set up by SIE Jorhat.	- State Resource Group in Research set up by SPO. - District Research Groups set up.	- Research Resource Group set up by SPO. - RIE Mysore identified as supporting institute.	- Research Advisory Committee set up by SPO. - Internal Academic Support Missions focusing on Monitoring & Evaluation of pedagogic issues.		- Research Advisory Committee set up at SCERT & SPO.	- Research Advisory Committee set up by SPO. - District Research Group set up.
2. Action Research Programmes							
<i>(i) Operational Levels Institutions</i>	- SIE, DIETs, BRCs and practising teachers.	- SCERT, DIETs, BRCs teachers.	- SCERT, DIETs and practising teachers.	- SPO, DIETs, BRCs, CRCs and selected teachers.	SCERT, SPO, DIETs, DPO, CRCs and teachers.	- DIETs, BRCs / CRCs teachers.	- SPO, BRCs & CRCs and selected teachers.
<i>(ii) Activities in last six months</i>	- SPO organised a training	- 21 studies completed.	- SPO unit for R&E provided	- 38 studies with teams constituted	- R&E wing in SPO conducts regular	- 72 action research studies, initiated	- SPO R&E wing conducted training

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	<p>programme in October'98 for 150 personnel.</p> <ul style="list-style-type: none"> - SIE currently providing district-wise training. - 14 action research studies completed in various districts in the current year. 	<ul style="list-style-type: none"> - Districts have started giving training programmes. - Selected DIET faculty members of all 8 districts trained in action research by SIEMAT, Allahabad. - 100 action research studies expected by October, 1999 - Action research through tele-conferencing: 5 May, '99. - 20 teachers selected for action research from each DPEP districts. 	<p>training to 5 each DIET personnel with the help of RIE Mysore in action research.</p> <ul style="list-style-type: none"> - A report on action research published and disseminated upto BRC level. 14 studies on at present. - 11 action research projects which are under progress. 	<p>by teachers, CRC/BRC personnel and one DIET faculty completed.</p> <ul style="list-style-type: none"> - Fresh training conducted in February'99 by SPO. - 21 studies initiated. Districts also conducted one round of training for teachers. 	<p>training programme.</p>	<p>by 5 districts, 42 have been completed.</p> <ul style="list-style-type: none"> - SCERT has taken over the training and monitoring responsibility. 90 teachers trained in 3 programmes in February'98. 	<p>workshops in all districts. All BRC coordinators trained in the action research training. 87 completed; 5 presented in national R&E coordinators meeting. Training given to BRC/ CRC and Teacher educators for training teachers in action research</p>
<p>3. <i>Promotion of Research in Primary Education</i></p> <p>(i) <i>Strategy</i></p>	<ul style="list-style-type: none"> - SPO, through a workshop identified priority areas for research. Each year major and minor studies planned and budgetted by SPO R&E unit. 	<ul style="list-style-type: none"> - SCERT and SIEMAT prioritised areas for research in 1998. From SPO, activities are primarily based on suggestions offered by JSMs 	<ul style="list-style-type: none"> - A state level Resource Group guides in identifying areas for research and engaging institutions. - Emerging research needs during 	<ul style="list-style-type: none"> - A recent meeting in SPO identified 12 areas of priority for research. External and internal institutions will be involved in the 	<ul style="list-style-type: none"> - Emerging research needs addressed on priority. - SCERT pursuing own research agenda under DPEP - Each functional 	<ul style="list-style-type: none"> - Workshops were conducted at district and state level for prioritising areas. - Reputed institutions involved at state level. In district 	<ul style="list-style-type: none"> - R&E wing identified areas for research and pursued the same till 1997. - Research Advisory Committee set up. Strategy being developed and

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	- A Resource inventory developed for tapping resources.	and experts in various functional areas. - Researchers are also invited to submit proposals on important issues.	programme implementation addressed with priority.	conduct of these research studies.	unit in SPO plans for research studies in the AWP&B. - Districts have also conducted studies in the area of Gender, SSK, Tribal Edu.	level, mostly done by system functionaries. - A state level review of activities conducted in January, 1998	areas identified. - Seven research studies completed in the districts (one each and undertaken by DIET as a team)
<i>(ii) Areas in Focus for the Current Year</i>	- Enrolment, retention, community participation, teacher motivation, socio-cultural influence, NFE, classroom transaction processes, early childhood education etc..	- Schooling process and effect on learning, gender bias in material, role and function of DPEOs, TNA of teachers, TNA of disabled children, development of tests in Hindi, institutional development, role of VECs, change in attitude of teachers, absenteeism, vocabulary enrichment, delegation of powers, oral arithmetic, use of the material, co-curricular activities etc.	- MLL, use of blackboard, use of support material, tribal education, achievement of competencies, classroom practices etc.	- Studies on IEDC, Women empowerment, ECCE and Tribal Education programme under DPEP.	- School effectiveness, classroom processes, successful alternate education programmes etc.	- Disabled children education, migratory pattern, access and retention, learning needs of tribal children, workload, introduction of textbooks etc.	- A recent workshop in Chennai on Research & Evaluation Priorities in Primary Education (Dec.'98) identified 22 areas under enrolment, retention and equity concerns; pedagogical renewal and school infrastructure and school community linkages them.
<i>4. Academic Monitoring Modes and Methods</i>	- General review meetings at all	- Monitoring review meetings at	- Monitoring review meetings at	- Monthly review meeting at block.	- Monthly review meeting at block,	- Monthly review meeting at block,	- Monthly review meeting at block.

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	<p>levels of management structure.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - Academic monitoring visits by ARG at every block. - EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. - Monitor of civil works by Engineering Wing of DPEP. - Also involved in Sample Monitoring in districts. - 2nd national workshop on Sample Monitoring and Evaluation (SAME) was conducted in Guwahati in 	<p>district/state, SCERT levels.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - SCERT and DIET personnel also involved in academic monitoring. - EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. - Specific studies also conducted in districts by DIETs, DPO and BRCs on retention, enrolment etc. 	<p>district/state SCERT levels.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - Resource groups undertakes academic monitoring. - EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. 	<p>DPO and SPO level. Calendar of activities drawn at each level.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - Monitoring visits by district and state resource group members, visits by nodal officers from SPO. - Monthly progress report by PFMIS. EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. - Report (print & video) of the workshop on sample Monitoring and Evaluation (SAME) organised in August, 1998 by Kerala SPO released. 	<p>DPO, SCERT and SPO level.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. - DPOs involved in academic and physical targets monitoring through BRCs/CRCs and schools. - Also involved in Sample Monitoring in districts. - Attendance Monitoring data is collected at present from sample districts. 	<p>DPO, SPO and SCERT level.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - SCERT and DIETs also involved in academic monitoring. - EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. - Model cluster approach adopted for the monitoring. Presently. Strategy developed in a workshop and by implement. - Competency based question banks. Cluster level bank available at each cluster. 	<p>DPO and SPO level.</p> <ul style="list-style-type: none"> - CRC meeting in every month. - DIETs and BRCs involved in school monitoring. - EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation. - BRCs involved in monitoring access, retention and academic issues.

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	January'99.						
5. Impact Assessment							
<i>(i) Strategy</i>	<p>- Areas for impact assessment identified in the 2nd SAME workshop; focus on processes as well as outcomes. Concurrent evaluations by system personnel, External agencies used for impact assessment on major interventions.</p>	<p>- SPO undertakes evaluation through external agencies on major interventions; SCERT, SIEMT and DIETs involved in concurrent evaluation and process evaluation. Areas identified as part of AWP preparation.</p>	<p>- Impact assessment integrated with programme implementation. Every major intervention has clear concurrent and end of project evaluation. Mostly done by the system. Areas for evaluation identified in the workshop and districts will address these.</p>	<p>- Simultaneous use of external and Internal mechanisms for impact assessment of all major interventions (e.g. teacher training). Concurrent evaluation also done by state & district resource groups. A Pupil Evaluation book 'Anna Ariyan' developed. Four Internal Academic Support Missions launched in the current year for monitoring and evaluation purposes.</p>	<p>- 12 areas for evaluation identified and individual researchers, institutions and universities are involved in impact assessment. Each functional area also evaluate the impact of each intervention.</p> <p>- Study for Impact Evaluation of DPEP completed.</p> <p>- Learner Evaluation and Impact of classroom process & practices in progress.</p> <p>- Independent Agencies / Individuals conducted evaluation of AS & EGS.</p>	<p>- Focussing on outcome, SPO identified areas including all innovations for evaluation. External agencies used for evaluation. Evaluation of processes under taken by SCERT, DIETs, and DPOs.</p> <p>- Internal Supervision Mission mounted to districts.</p> <p>- Evaluation of SMAR-PT (Sept. '98 – February '99)</p>	<p>- Areas identified in the recently conducted workshop at state level. Participation of universities sought in undertaking evaluation. EREM wing undertaken evaluation on their own.</p> <p>- 2nd workshop conducted in March'99.</p>
<i>(ii) Evaluations Undertaken</i>	<p>- Functioning of SCERT, DIETs, BRCs, CRCs, Community Mobilisation and</p>	<p>- Teacher Training, Civil Works, DIETs, CRCs, BRCs, Anganwadi worker training,</p>	<p>- MLL Competencies and textbooks, classrooms processes, Access</p>	<p>- MLL based textbooks, Changed pedagogy, School & Teacher Grants.</p>	<p>- On all interventions in Gender, Media, Tribal, Alternative Education and Civil Works by</p>	<p>- Access, Enrolment and Retention. Utilisation of infrastructure grant Baseline test for</p>	<p>- Learner Achievement, Access, Retention: School and Teacher Grants.</p>

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<i>(iii) Areas in Focus at present</i>	<p>functioning of VEC, impact of new teaching learning practices, enrolment and retention, teaching mathematics and language.</p> <p>- Teacher Training, Multi-grade teaching, Effect of intervention in tribal and gender areas, Classroom Processes, Community Participation.</p>	<p>Competency skills in maths and language, Learner Achievement, School and Teacher Grant.</p> <p>- Role of VECs, Impact of Maa-beti mela, Impact of pre-school, Change in attitude, Alternative Vs. Formal Schooling, Extended teacher training, Micro planning, BRCs and CRCs, Incentives.</p>	<p>Enrolment and Learning Achievement, School and Teacher Grants.</p> <p>-Teacher Training Programmes, Textbooks in different grades, Multi-grade methodology introduced by DPEP, Access and Enrollment.</p>	<p>VEC's, Learning Achievement, Classroom Processes, Teacher Training, Management Processes.</p> <p>- Appraisal and evaluation of DPEP schemes and implementation strategies, impact of teacher training programmes.</p>	<p>respective units in SPO. Classroom Processes by external institutions.</p> <p>- School Effectiveness and Classroom Processes by SCERT, ICD Schemes, Classroom Processes, Learner Achievement, Teacher Training, Convergence in School Education, Community Participation.</p>	<p>Multigrade schools, cohort study on attendance, field testing of textbooks.</p> <p>-NFE centres, Access and Retention, ECCE centres, Vidya Niketan, Impact of MPP, Contract Schools.</p> <p>-Case study of EMIS 1998-99. Cohort study on dropouts.</p>	<p>NFE, Study on Local Escorts.</p> <p>- Special courses for SC/ST children. Impact assessment in all districts on DPEP interventions.</p> <p>Item bank developed for Tamil and Maths for I-IV.</p>
<i>6. Networking</i>	<p>-A Resource Inventory of institutions developed by SPO from within States and outside. This expertise is used for R&E activities. SPO utilised series of post-graduate students of all universities for</p>	<p>- 14 institutions identified as part of state level capacity building programme. Networking established with national level institutions also. Regular interface organised with the institutions and</p>	<p>-A state level Resource Group Meet in Research organised by SPO R&E wing. RIE identified for associating in R&E activities and involving in capacity building programmes.</p>	<p>- SPO has identified institutions, universities and experts for various R&E activities. On action research, working closely with university departments of education. 24 national and state</p>	<p>-Resource Inventory of research institutions developed by SPO. External institutions are mainly used for evaluation. Presently, networking is also established with Education</p>	<p>-SPO R&E unit has a resource panel of 16 institutions which is utilised for R&E activities as well as capacity building, SCERT also has undertaken an initiative for interface with universities.</p>	<p>-A state level workshop organised with the participants of all leading universities in the state in December '98. Priority areas identified for further action. Second workshop</p>

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	various research needs. Study on VEC completed in this month.	universities. SCERT & SIEMAT are also undertaking activities for enhancing the limited resource base in the state by cross interaction between national and state level institutions.		level resource centres tapped for various capacity building and planning and implementation needs in R&E.	Departments of leading universities in the state for assistance in R&E activities.	SCERT organised a meeting with universities and other leading institutions for exploring of collaboration.	planned in March '99.
7. Dissemination and use of outcomes	<ul style="list-style-type: none"> - Research outcomes are published in the journal published by DPEP Assam. Findings are used in developing strategies for area specific interventions by districts. - Dissemination of the researches conducted was organised in the second SAME workshop. 	<ul style="list-style-type: none"> - SCERT conducted dissemination workshops on all major evaluations. Evaluations on teacher training used for refining the programmes. Findings published in in-house journals. 	<ul style="list-style-type: none"> - Most of the evaluations are conducted concurrently and the results are used for mid course corrections and changes in methodology. - On action research, a report is published by the SPO with RIE Mysore and widely disseminated. SPO also published some of the study reports 	<ul style="list-style-type: none"> - Results from the action researches undertaken by teacher and BRCs shared in CRC Meet with teachers. Concurrent and external evaluations conducted during teacher training programmes helped in revising the planning and conduct of the programme. Outcomes of major studies are disseminated through print media also. 	<ul style="list-style-type: none"> - Concurrent evaluations used for mid-course corrections and changes in approach. - In-house journals are carrying the major outcomes for further use. 	<ul style="list-style-type: none"> - SCERT organised dissemination workshops on learners achievement and social assessment studies and findings used during AWP preparation. - Districts have organised dissemination workshops for sharing action research outcomes. - State level workshop on MAS sharing held. 	<ul style="list-style-type: none"> - Sharing workshop on the findings of MAS organised at the BRC level.

DPEP – II and III States

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
1. Organisation & Management							
<i>(i) Staffing</i>	- R&E Cell in SPO & DPO (one DIET lecturer)	- R&E officer in place in SPO. Research Asstts. in SPO.	- R&E Asstt. in place. SPO set up an SRG for R&E.	- Evaluation officer in SPO and Research Asstts. in DPOs.		- A Joint Director looks after R&E component in the SPO.	- Part-time consultant in SPO looks after the R&E.
<i>(ii) Other Institutions Role</i>	- R&E units set up in SCERT and DIETs. SCERT takes a lead role in R&E programmes.		-		- Dy. Director for R&E in SCERT. - SPO position vacant at present.	- SIEMAT implements and monitor the R&E programmes. Core Resource Groups set up in all DIETs.	- Research Advisory Group (SRG) set up.
<i>(iii) Advisory Group</i>	- Research Advisory Cell set up at state and district level. - State Evaluation Core Team (SECT), DECT (District Evaluation Core Team and District Evaluation Team (DET) setup.	- State Resource Group for R&E formed.	- Research Advisory Committee set up by SCERT in coordination with SPO.	- Research Advisory Committee set up.		- SPO set up a Policy Research Advisory Committee. Separate committee exists for SCERT & SIEMAT	- Districts notified to set up RACs at district levels also.
2. Action Research Programmes							
<i>(i) Operational Levels and Status</i>	- SCERT, DIETs, MRPs and Teachers. - Training imparted sub-district level personnel. Training offered to teachers	- Action research training conducted for district and programme for sub-district	- Workshop conducted for action research with the help of NCERT.	- R&E is being initiated through the state level. 4 Training workshops for district level personnel	- SCERT oriented primary school head-teachers and DIET faculty for action research. 23 action	- Core Resource Groups in DIETs are orienting DD/CD/BC level people and conducting action research.	- NCERT training programme on action research conducted 1999

DPEP – II and III States

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
	<p>of 5 districts in August, 1998. Further training planned in October, 1998. NCERT organised a training cum workshop in November, 1998. 26 action research studies are now being carried out. 3 day capacity building programme planned.</p>	<p>planned. 3 more courses being offered in the current year.</p>		<p>conducted. Trainings are conducted at district levels. 37 action research studies initiated.</p> <ul style="list-style-type: none"> - Action Research training conducted in Kullu and Chamba districts. - The SPO has received 6 interim reports for research projects in progress & these studies will be completed by June'99 	<p>research projects completed. Two workshops held.</p>	<ul style="list-style-type: none"> - SCERT & SIEMAT conduct programme for action research every year. 120 studies completed in current year. 	
<p>3. Promotion of Research <i>3. Promotion of Research in Primary Education</i> <i>(i) Strategy</i></p>	<ul style="list-style-type: none"> - Networking with different institutions at State and National Level for undertaking Research on DPEP activities. - Funding external and in house researches on the felt needs of DPEP. - Encouraging Action Research at 	<ul style="list-style-type: none"> - Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants. 	<ul style="list-style-type: none"> - Research Advisory Committee set up recently. Prioritisation of areas drawn. - 12 areas announced for research through newspaper advertisement. Proposals being 	<ul style="list-style-type: none"> - Research Advisory Committee set up to prioritise the area. 8 Studies commissioned. 	<ul style="list-style-type: none"> - SCERT and SIEMAT has separate agenda for research. SIEMAT has conducted 3 studies in the current year and SCERT initiated a study on teacher training 	<ul style="list-style-type: none"> - R&E programme of UPBEP is adapted for DPEP. SIEMAT administers & monitor the research component. Direct research by faculty, sponsored research, research fellowships, collaborative 	<ul style="list-style-type: none"> - Through a workshop and RAC deliberations, priorities being identified. - 46 areas finalised for research during the DPEP period.

DPEP – II and III States

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<i>iii) Studies Completed by State Level</i>	<p>institutional level by building capacities.</p> <ul style="list-style-type: none"> - Draw experiences of APPEP Research Programmes in designing, financing and guiding the Research activities. - 10 studies completed by SPO by system institutions and external support. 8 studies by in system institutions and 7 by outside experts being conducted at present. At district level 7 in Warangal and 8 in Vijayanagar in progress. 	<ul style="list-style-type: none"> - 6 studies (including baseline) completed. 12 studies being conducted at present. 	<p>received.</p> <ul style="list-style-type: none"> - 5 studies (including baseline) completed. 12 studies announced. Proposals being received. 	<ul style="list-style-type: none"> - 11 studies completed. 	<p>programmes.</p> <ul style="list-style-type: none"> - 12 studies planned from SPO. 3 studies completed. 	<p>research with districts, research documentation and dissemination etc. planned.</p> <ul style="list-style-type: none"> - 4 sponsored projects undertaken by SIEMAT, 2 collaborative projects, 12 studies commissioned have been completed. Fresh proposals for the current year initiated from individuals and institutions through advertisement in newspaper etc. 	<ul style="list-style-type: none"> - Identification and needs of special focus groups, role of VEC for proving effective intervention.
<i>iiii) Areas in Focus for the Current Year</i>	<ul style="list-style-type: none"> - Teacher motivation, Classroom Practices, Teaching Environment, Textbook Evaluation, Community participation in school building activities, cost effective technologies and functioning of 	<ul style="list-style-type: none"> - Formation of VEC in school effectiveness, private Vs. government schools in rural areas, functioning of CRCs, cultured characteristics of extremely 	<ul style="list-style-type: none"> - Case study of DIETs, ICDS/ECCE schemes, migration tribes, multigrade teaching, teacher laziness, social activities & gender bias optional schooling 	<ul style="list-style-type: none"> - Participatory research study on community participation in DPEP. - Parental preferences for quality education at primary stage. - Gender 	<ul style="list-style-type: none"> - Availability of teaching-learning time, language survey, tribal studies, gender bias, planning and management of primary education institutional 	<ul style="list-style-type: none"> - District based sample studies on enrolment trends dropout and transition rates in class I-V and VI-VIII conducted. - The role and contribution of 	<ul style="list-style-type: none"> - Comparative study of drop-outs, special needs of minority girls, problem of migration, problem of schooling in areas bearing rural, child labour, CDT in few grades and

DPEP – II and III States

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>NFE scheme in main streaming out of school children.</p>	<p>marginalised groups.</p>	<p>out of school children, low retention of girls.</p>	<p>sensitisation in primary school</p> <ul style="list-style-type: none"> - Education procedures at primary level - Utilisation of non human resources at primary stages - Universalisation of primary education in Himachal Pradesh. A case study of Tissa (Chamba) . 	<p>development, community mobilisation.</p>	<p>Village Education Committee in the development of Primary education and their relationship with the Panchayati Raj System.</p> <ul style="list-style-type: none"> - Community Participation in construction and maintenance of school buildings and the benefits which accrue viz- departmental construction. - Impact of innovative teacher training, teacher competencies, motivation, attendance and community school relationship. - Study on utilisation of school improvement grants by the Village Education Committees. - Use of teaching learning materials utilisation of teacher grants 	<p>forest areas.</p>

DPEP – II and III States

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
						- Study of the establishment and development of school libraries.	
4. Impact Assessment							
<i>(i) Strategy</i>	<ul style="list-style-type: none"> - Longitudinal Surveys to evaluate the progress in the implementation of DPEP, interms of its goals under quantitative strand. - Long term and short term qualitative evaluation studies for impact assessment of DPEP interventions under qualitative strand. - Capacity building of State and district level functionaries on evaluation techniques. - Workshop for capacity building conducted by NIRD Hyderabad in March 1999. 	<ul style="list-style-type: none"> - Certain interventions are evaluated at present including verbal competencies and Mahila Samakhya. 	-	<ul style="list-style-type: none"> - Areas identified by RAC. - Certain interventions are evaluated at present. - Sirmour evaluated Impact of DPEP by an NGO. - Chamba initiated a pupil evaluation project. 	<ul style="list-style-type: none"> - Certain interventions are evaluated at present. - SPO has invited institutions to conduct two evaluations. 	<ul style="list-style-type: none"> - SPO plan and evaluate interventions. 	
<i>(ii) Evaluations Planned / being Undertaken</i>	<ul style="list-style-type: none"> - School & Pupil Survey, Impact assessment - qualitative studies by district on VECs, grants, 	<ul style="list-style-type: none"> - Impact of UJALA, School efficiency evaluation, NFE, MLL 	<ul style="list-style-type: none"> - Teacher training, ECCE centres, Teacher Grant, Community Mobilisation, Areas 	<ul style="list-style-type: none"> - Teacher training, comprehensive pupil evaluation, Community mobilisation. 	<ul style="list-style-type: none"> - Policy issues, Approach & content of training programmes, Classroom 	<ul style="list-style-type: none"> - Classroom process, sustainability, teacher training, Community library, ECCE & 	

DPEP – II and III States

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
	<p>Supplementary material to teachers, functioning of teacher centres, MEOs functioning. Long term studies in New School, ECE centre, Teacher training.</p> <p>- A seminar on Pupil Evaluation was organised on 28-29 January 1999 at Hyderabad; its main aim was to bring about improvement of pupil evaluation.</p>	<p>based learning, Impact of DPEP in districts, private schools.</p>	<p>Enrolment, Pupil Achievement, Classroom Processes, etc.</p>		<p>processes by SCERT.</p>	<p>Shikshaghar</p>	
5. <i>Networking</i>	<p>- Has developed a resource inventory. Invitations sent to all for participation in R&E activities.</p> <p>- NGOs and professional organisations in national and state level involved in R&E programmes.</p>	<p>- Has a network of R&E institutions. Efforts made for widening the same.</p>	<p>- Networking established with universities. Other areas being explored.</p>	<p>- Networking established with universities.</p>	<p>- Major efforts needed in this area.</p>	<p>- Has developed a resource inventory. Invitations sent to researchers and institutions for participation in R&E activities.</p>	<p>- District-wise evaluations are initiated by two districts. SPO plans 3 evaluation studies in the current year.</p>

Civil Works

The initial 42 districts in Phase I of the programme are almost through with their civil works component. Most districts are close to expending their total civil works budget - Maharashtra being the only exception where expenditure in DPEP I is still lagging behind. A sample analysis has been done to find infrastructure gap after DPEP interventions. States, however, need to do proper analysis to identify the same.

All the other districts, being in their second and third year of the programme, are mid-way through their civil works activities. Overall progress has been slow in all states except Madhya Pradesh. It is particularly a point of concern in Maharashtra.

However, **a significant feature of the constructions in the DPEP II and III states and the expansion districts has been the adaptation of new child friendly designs for classrooms, breaking away from the traditional box-type school designs.** Apart from creating a better learning environment, these buildings (with the new designs) have created a demand to relook at the design of schools at all levels. A document, prepared by the TSG compiling all these new designs, has been published.. This document titled "Building Rural Primary School", apart from compiling the various designs generated, goes beyond and explores the salient features that make a functional and child friendly school building. The document has been prepared through extensive discussions with Consultants (both state and National level), Engineers and various other stakeholders and reflects the significant progress made under DPEP in creating a better learning environment.

Another area in which some progress has been achieved is in the area of cost-effective constructions, though a lot more still needs to be done in this direction. Every state today is sensitised to the idea and has initiated efforts to make the school buildings cost effective. Use of locally available materials is now a common feature - RCC has been replaced by stone in most of the stone intensive areas and by RBC in the brick intensive areas, mud is being used for walling in the Lahul & Spiti district of H.P while C.G.I roofing and bamboo-mat walling is being used in Assam. A few states have also initiated steps towards using alternate cost-effective technologies - though except for Bihar, this exercise has presently been limited to prototype constructions. States are expected to broadcast constructions through these technologies once the prototypes are over. Orissa, Assam, Haryana, Himachal Pradesh and Gujarat would be in a position to start large scale works through alternate technologies over the next six months.

States like Orissa, Haryana and Tamil Nadu had their structural designs rationalised to achieve some amount of savings. A document was prepared by the civil works unit, TSG and circulated to all states, taking the example of an Orissa school design as a case study in which almost 25% cost savings was achieved through a rational structural design. More states are expected to take up similar exercises of relooking at their structural designs.

Engineers training assumes an important role in adaptation and propagation of alternate technologies. Most engineers also need to be provided with a fair bit of training and orientation on the need for cost reduction in buildings and the various ways of achieving it. This has, therefore, been a focus point of National level interventions and a major activity in civil works in most states. All states had worked out a training plan during the last National Workshop in July, 1998. Most states had proposed a 2-3 days' orientation training followed by a hands-on technical training. One round of orientation training for engineers has been conducted in all states. Resource Persons from the TSG were involved in most of these programmes. Bihar had a subsequent round of a 6 day hands-on training programme where engineers were given hands-on knowledge on various cost-effective technologies. Himachal Pradesh & Haryana has conducted a round of technical hands-on training through the National Council for Cement and Building Materials (NCCB). Orissa, Gujarat, Karnataka and West Bengal engineers are soon going to have a round of technical training, to be conducted by reputed agencies like FOSET, VIKALP and TNK. A meeting of all such agencies willing to be associated with DPEP in training of engineers/masons was recently held in Delhi.

National efforts over the next six months would be directed towards **broadbasing the various alternate technologies developed through the prototype constructions** and arranging for necessary training required at various levels for this purpose. Further efforts would also be made to see that the various designs developed under DPEP are effectively disseminated and start guiding construction of future school buildings - the design renewal document being the first step in this direction.

Convergence is another area where efforts need to be concentrated over the next few months. Uttar Pradesh and Andhra Pradesh are implementing a lot of school infrastructure works through convergence with Panchayat and Rural Development departments. In Gujarat, additional classroom construction is being taken care of by the schemes of Education Department allowing DPEP to take up significant work of repair of school buildings. It would now be the endeavour of some states to see that the improved school designs are discussed with other agencies and departments delivering school infrastructure in an effort to improve designs in other Government schemes. Proper information, however, is not available on the extent and kind of convergence actually taking place in various districts.

Establishing formal systems and procedures for broadbasing child friendly designs, cost effective technologies and convergence would also be the focus areas in the forthcoming 3rd National Workshop on Civil Works proposed to be held in Haryana in August, 1999.

PROGRESS OVERVIEW - DPEP CIVIL WORKS (as on 31.03.99)

DPEP-I	Assam				Haryana				Karnataka				Kerala (as on 31.12.98)			
	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.
BRCs	15	6	9	60.00	28	0	28	100.00	40	10	30	75.00	25	0	25	100.00
CRCs	283	24	259	91.52	266	13	251	94.36	232	18	214	92.24	167	0	167	100.00
Addl. Classrooms	97	13	83	85.57	520	39	469	90.19	16	1	15	93.75	589	38	549	93.21
New Schools/ Buildingless schools	448	173	274	61.16	169	19	149	88.17	461	31	429	93.06	205	55	135	65.85
Toilets	378	14	364	96.30	1990	48	1902	95.58	798	51	741	92.86	107	36	61	57.01
Drinking Water	Provided in all schools&CRCs				755	3	740	98.01	798	51	741	92.86	69	4	65	94.20
Repairs	126	31	67	53.17	608	2	408	67.11	212	5	198	93.40	1	0	0	0.00
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.12.98	2134.32		1946.9	91.22	3225.54		2838	87.99	2943.668		2705.7	91.92	2184.00		1323.6	60.60
As on 31.3.99			1989.35	93.21			2910.4	90.23			2742	93.15			1508	69.05
DPEP-I	Madhya Pradesh				Maharashtra				Tamil Nadu							
	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.				
BRCs	198	0	198	100.00	42	0	3	7.14	71	0	71	100.00				
CRCs																
Addl. Classrooms	3365	347	2994	88.97	1017	92	914	89.87	838	5	833	99.40				
New Schools/ Buildingless schools	3551	333	3218	90.62	441	115	313	70.98					Source of Information: State Progress Reports as on 31.03.99 received by TSG (Civil Works)			
Toilets					2500	133	2218	88.72	1059	89	970	91.60				
Drinking Water					900	153	690	76.67	1059	374	685	64.68				
Repairs	1485	0	1485	100.00	1240	79	714	57.58								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp				
As on 31.12.98	11896.44		10566	88.81	3706.18		2716.6	73.30	3099.19		2755	88.88				
As on 31.03.99			10859.351	91.28			2882.7	77.78			2983.9	96.28				

PROGRESS OVERVIEW - DPEP CIVIL WORKS (as on 31.03.99)

EXPANSION DISTRICTS	Assam				Haryana				Karnataka				Kerala (as on 31.12.98)			
	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP
BRCs	29	0	0	0.00	24	0	0	0.00	59	11	2	22.03	30	25	2	90.00
CRCs					217	76	21	44.70	307	0	0	0.00	289	114	28	49.13
Addl. Classrooms	420	237	0	56.43	283	64	8	25.44	139	15	50	46.76	280	136	13	53.21
New Schools/ Buildingless schools	142	29	0	20.42	75	0	0	0.00	622	176	38	34.41	41	7	1	19.51
Toilets	329	236	55	88.45	1530	153	151	19.87	622	Provided for all school buildings.			215	60	1	28.37
Drinking Water	422	133	111	57.82	835	22	109	15.69	622	Provided for all school buildings.			290	53	0	18.28
Repairs	854	523	75	70.02	1000	81	110	19.10	7	0	2	28.57	263	114	6	45.63
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.03.99	1711.76		727.65	42.51	1485.96		348.17	23.43	4009.70		565.55	14.10	2279.00		400.93	17.59
EXPANSION DISTRICTS	Madhya Pradesh				Maharashtra				Tamil Nadu							
	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP				
BRCs	171	111	60	100.00	17	0	0	0.00	34	30	2	94.12				
CRCs																
Addl. Classrooms	1769	1279	490	100.00	245	60	0	24.49	407	347	60	100.00				
New Schools/ Buildingless schools	2471	2007	463	99.96	215	50	0	23.26					Source of Information: State Progress Reports as on 31.03.99 received by TSG (Civil Works)			
Toilets					750	0	0	0.00	407	347	60	100.00				
Drinking Water					725	60	0	8.28	407	400	7	100.00				
Repairs					680	0	0	0.00								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp				
As on 31.03.99	8579.55		5241.01	61.09	2013.14		251.12	12.47	2322.00		823.18	35.45				

PROGRESS OVERVIEW - DPEP CIVIL WORKS (as on 31.03.99)

DPEP-II	Andhra Pradesh				Gujarat				Himachal Pradesh				Orissa			
	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP
BRCs/MRCs	989	610	289	90.90	9	5	0	55.56	15	0	2	13.33	86	0	0	0.00
CRCs									174	93	30	70.69	820	516	298	99.27
Addl. Classrooms	4236	3139	971	97.03	108	108	0	100.00	77	7	2	11.69	242	119	2	50.00
New Schools/ Buildingless schools	8012	5272	1460	84.02	87	87	0	100.00	366	231	60	79.51	308	34	11	14.61
Toilets	1354	472	304		350	143	207	100.00	464	88	159	53.23	1282	974	183	90.25
Drinking Water	1197	410	468		149	60	90	100.67	525	87	122	39.81	280	280	0	100.00
Repairs					586	0	323	55.12	351	25	122	41.88	326	12	38	15.34
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.12.98	16930.30		6811.61	40.23	1790.3		390.45	21.81	2602.90		198	7.62	5092.32		918.78	18.04
As on 31.03.99	17672.35		12208.047	69.08			647	36.14			710.45	27.29			1425.1	27.98
DPEP-II	Uttar Pradesh				West Bengal				Bihar (DPEP-III)							
	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP				
BRCs/ CIRC	0	0	0	0.00	129	110	0	85.27	189	184	5	100.00				
CRCs/NPRCs	2116	824	1200	95.65					346	119	29	42.77				
Addl. Classrooms	4473	1753	801	57.10	557	528	0	94.79	144	105	15	83.33				
New Schools/ Buildingless schools	3627	1797	379	59.99	174	161	0	92.53	70	38	12	71.43	Source of Information: State Progress Reports as on 31.03.99 received by TSG (Civil Works)			
Toilets	12738	3977	1454	42.64					225	146	75	98.22				
Drinking Water	0	0	0	0.00					230	114	75	82.17				
Repairs					463	416	47	100.00								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp				
As on 31.12.98	6555.30		2855	43.56	2837.50		167.73	5.91	2535.16		505.00	19.92				
As on 31.03.99			6332.53	96.60			1051.9	37.07			838.41	33.07				

IMPLEMENTATION REVIEW

DPEP-II (EXPANSION DISTRICTS)

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
A number of schools and BRCs of DPEP I is yet to be complete. Construction of Schools, additional classrooms, toilets, DW and repairs started. Construction of BRCs yet to start. Prototype buildings are nearing completion.	Progress in DPEP I is satisfactory. While the works being executed through the community in DPEP II are picking up, construction of BRCs and school buildings have not yet started. The possibility of greater community involvement in school construction needs to be explored. Overall expenditure level for DPEP II is very low.	DPEP I works are almost through. Progress of schools and addl. class rooms in DPEP II is found to be satisfactory while works like CRCs , toilets and drinking water have not yet picked up. Progress has suffered due to a 2-month long engineers strike and expenditures remain very low. An alternate implementing agency (KLAC) has been involved in some of the works.	Expenditure is low in DPEP I with a number of school buildings and toilets yet to be complete. Works have commenced in all three districts with the design and supervision of consultant agencies. The community construction manual was released in late September.	Progress of works in both DPEP I & II districts is very good, this being the only state showing satisfactory expenditure under DPEP II. RES continues to be the supervision agency but their performance has improved due to a very effective monitoring system.	Progress is a serious concern in DPEP II. BRC constructions in DPEP-I still held up. Expenditure level is very low. Community works are being proposed to be executed through Gram Panchayat and VEC. Designs and manuals are finalised. Construction of schools started. Bid document for the construction of BRC to be received by GOI.	DPEP I works are nearly complete. DPEP II works have been taken up by the PWD. Progress is satisfactory. Community participation is planned in a small way - 10 works using appropriate technologies have been taken up though the community.

DPEP -II & III

Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal	Bihar
Overall progress of work is satisfactory with about 80% work complete or in progress. Steps have been taken to avoid delays occurring due to fund flow thereby further speeding up work. The State is taking initiatives to ensure community participation and contribution in maintenance of school buildings.	Construction of schools, BRCs and other smaller works have started while progress of BRCs is slow. The State is emphasising on repairs and districts have been surveyed for repair and additional classroom requirements. The state is examining options of prefabricated construction systems through the Innovation Fund for use in the regular schemes of the state govt.	Overall progress of civil works has improved. However progress of BRC construction has been very slow due to the bidding process getting inordinately delayed in most cases. Construction of additional classrooms is also lagging behind. Use of locally available materials (stone, mud) has been a positive feature in the constructions of this state.	Progress is slow. Construction of CRCs and additional classrooms are mainly in progress - a very few new/Buildingless schools have started. BRC constructions have commenced.	Progress of new schools, additional classrooms and NPRCs is satisfactory. However no BRC constructions have started - the supervision agency for the same has recently been finalised. Supervision of community constructions (through RES, Jal Nigam) continues to be weak.	Start -up of works has been affected first due to reconstitution of the VECs and then due to the decision to have Circle Resource Centres in place of BRCs and CRCs. Construction of CLRCs, additional classrooms and school buildings have commenced.	All the works are being undertaken through the community and with cost-effective technologies. Engineers have been oriented and trained in these technologies. Quality of work is commendable but overall progress and expenditure is slow.

STAFFING

DPEP II (EXPANSION DISTRICTS)							
	Assam	Haryana	Karnataka	Kerala	Maharashtra	Madhya Pradesh	Tamil Nadu
IMPLEMENTATION AGENCY	VEC (Community)	VCC (Community)	Zilla Parishad Engineering Division (ZPED) & KLAC	PTA (Community)	Gram Panchayat/ VEC (Community)	VNS/BNS (Community)	State Public Works Department (PWD)
SUPERVISION AGENCY	Monitoring and Supervision : In-house Engg. Cell	Monitoring and Supervision : In-house Engg. Cell	Supervision - ZPED & KLAC Monitoring - In-house Engg. Cell (Proposed)	Supervision - SIDCO & Consultant firms Monitoring - In-house Engg. Cell	Monitoring and Supervision : In-house Engg. Cell	Supervision : Rural Engg Services (RES) Monitoring : In-house engineers (proposed)	Supervision : PWD Monitoring : In-house engineers & PWD
STAFFING POSITION(Supervision & Monitoring)							
SPO	1 SPE, 1 JE	1 SPE, 1 draughtsman	1 EE(Vacant), 1 AE	1 DPEP engineer	1 EE, 1 Dy.Engr. & 2 JE (Vacant)	1 CWM, 1 Deputy CWM, 1 AE & 1 draughtsman	1 EE, 1 JE
DPO	1 AE per district	1 AE per district	Proposed 1AE & 2JE per dist for monitoring	1 DPEP Engineer for monitoring	1 EE per district	Proposed 1AE & 4JEs per district for monitoring	1 JE per district for monitoring
Site Supervision	1 JE per block	4 to 6 JEs per district & 1 TRP per block	External Agency (Zilla Parishad)	Consultant Firms	1JE per block	External Agency (RES)	External Agency (PWD / Contractor)
DPEP -II & III							
	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal	Bihar
IMPLEMENTATION AGENCY	VEC (Community)	VCWC (Community)	VEC (Community)	VEC (Community)	VEC (Community)	VEC (Community)	VEC (Community)
SUPERVISION AGENCY	Monitoring & Supervision : In-house Engg. Cell	Monitoring & Supervision : In-house Engg. Cell	Monitoring & Supervision : In-house Engg. Cell	Monitoring & Supervision : In-house Engg. Cell	Rural Engg Services (RES). In-house engineers in 2 districts	Monitoring & Supervision : In-house Engg. Cell	Monitoring & Supervision : In-house Engg. Cell
STAFFING POSITION(Supervision & Monitoring)							
SPO	1 SPE, 2DEEs, 1 JE, 1 Arch. Asst.	1 SPE, 3 JEs	1 AE	1 SPE, 2 AE & 1JE	One Civil works specialist	1 EE, 1 AE	1 CWM, 1 AE, 1 Architect
DPO	2-Dpty.Ex. Engrs 4-6 Asst.Ex.Engrs.	1- Asst. Engr & 1JE	1- Asst. Engr.	1- Asst. Engr. 1-2 JEs	RES Dept.	1 SAE (JE) from DPSC, 1 AE from DPEP	2 Asst. Engrs. and 4 JEs
Site Supervision	One work supervisor for every 5-6 sites.	1 TRP per block	1 JE per Block	1 JE per Block	RES engineers	1 SAE (JE)per Block	One supervisor for every 4-5 sites

STAFFING

DPEP II (EXPANSION DISTRICTS)							
	Assam	Haryana	Karnataka	Kerala	Maharashtra	Madhya Pradesh	Tamil Nadu
STAFFING ISSUES	All the DPEs & JEs in the DPEP II districts are in position. Retaining the engineers has been a major problem area in DPEP-I.	Staff is in position except few JE posts. Retaining the engineers on deputation from PWD is a concern.	Proposed DPEP monitoring staff at district level are yet to be appointed. The post of the Executive Engineer at the State level needs to be filled up urgently - presently only one AE at the SPO has to monitor all civil work activities.	Kerala has appointed state and district level engineers to monitor the progress. Architectural agencies have been given the task of designing and constructing the initial DPEP-II works.	Delay in appointment of the in-house engineers in DPEP-II has delayed commencement of work. However engineers in three out of the four districts (except Dhule) are now in position. The post of DPE in Beed district also needs to be filled up.	Most DPEP II districts have not filled up all the sanctioned posts of monitoring engineers - quite a number of vacancies exist. Given the concerns of inadequate supervision in DPEP I these posts needs to be filled up immediately.	Monitoring Engineers have been appointed these engineers are also supervising the few works being executed through the community in their district.
DPEP -II & III							
	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal	Bihar
STAFFING ISSUES	Large number of engineers were appointed. However proper orientation to them was not possible due to excessive workload. Remuneration is on percentage basis per building which is creating problems at some places as the community constructions are taking more time than expected. Monitoring of performance of these engineers also needs to be strengthened.	The various innovative strategies followed by the state like the Repairs survey and prefabricated constructions has increased the burden of work on the engineers, especially at the SPO. The state would need to continue to supplement/modify its staffing pattern depending on its work load.	Engineers have been appointed in all the districts. Difficult topographical conditions in Himachal Pradesh presents a problem of engineers mobility for supervising a large number of sites. Possibility of appointing local work supervisors may be explored.	Staffing has been completed recently in all the districts. Some posts are still vacant in Sambalpur, Bargarh and Keonjhar districts.	Supervision through the RES and other Govt. agencies is still a concern with most of these engineers overloaded with their regular works. Performance of the In-house contract engineers appointed in 2 districts has been found to be better. Possibility of appointing In-house engineers in all districts to support the supervision agencies may be looked into. The engineering wing at the SPO also needs to be strengthened for effective monitoring.	SAEs have been appointed and oriented in all the districts. The position of AE is however yet to be filled up in three out of the five districts.	Staffing has been done in all the districts. Training for the engineers is also complete.

TOWARDS COST-EFFECTIVENESS

DPEP-II & III

	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal	Bihar
<i>Use of new, improved designs</i>	New designs are being used	Construction of schools and BRCs are as per new designs.	The designs developed were site specific. They have been replicated where site conditions are similar. In other sites simple rectangular designs are being used incorporating pedagogic elements like storage, display etc.	New designs are being used	Schools are being constructed with the BEP designs, suitably modified to include storage and display. The new designs developed will be used after prototypes of the same are constructed and evaluated.	A number of design options have been developed for both schools and CIRC, the final choice being left to the implementing agency. However constructions are yet to start.	BEP designs were being used for construction now. Efforts are being initiated to develop fresh designs, further improving on the earlier designs.
<i>Efforts towards cost-effectiveness</i>	The huge targets and the short time frame of the civil works programme did not allow initiation of innovation fund activities. However, cost effective technologies are being implemented wherever possible. The state should make efforts towards furthering the gains of the APPEP CECT programme.	Significant cost savings are likely to be achieved through the new designs. The state is also experimenting with prefabricated construction systems - these are being evaluated for their likely introduction in large scale constructions through the govt. schemes.	Locally available materials like stone (Chamba, Kullu) and mud (Lahul & Spiti) are being used in most of the constructions, thereby reducing costs. The State proposes to involve INTACH in exploring possibilities of reduction in cost of construction.	Locally available materials are proposed to be used for school constructions. The existing structural designs are being relooked into and rationalised - around 25% savings was achieved through rationalisation of one of the designs.	Prototypes are being constructed which are likely to demonstrate significant cost savings. Large scale constructions are to be taken up through these designs / technologies after the prototype constructions and training of engineers.	Few of the design options developed has proposed alternate technologies of construction. However in a hurry to pick up progress, these options are likely to be shelved for the time being. The State proposes to take up constructions through alternative technologies from the next year.	All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies. A Resource Mapping exercise has been initiated.
<i>Convergence</i>	Effective convergence has been established with the Janmabhoomi scheme through which the smaller works are being taken up.	Additional classrooms are being proposed to be constructed through the regular state government funds - as such allocated funds for additional classrooms are being reappropriated to Repairs.	No formal policy on convergence as yet. Most buildings in the state would require additional funds for site development. It is important that this additional funds be arranged through convergence.	Very little evidence of convergence till now. Recently the DMs have been sensitised to the needs of convergence.	Effective convergence with the JRY scheme has been established by which 60% of the cost of new school buildings is being funded through JRY. Till end November Rs 1082 lakhs of JRY funds has been received.	Repairs work through DPEP funds has been discontinued and a convergence plan is being developed to take up repairs through convergence. A few number of new school buildings are also planned to be taken up through convergence.	Repairs are proposed to be taken up through convergence. However no clear strategy for the same has been evolved.

TOWARDS COST-EFFECTIVENESS

DPEP II & III							
	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal	Bihar
Training							
Engineers	Two batches of orientation training for engineers have been conducted. Masons are also being trained at the Nirmithi Kendras.	Engineers orientation has been undertaken. A state level, hands-on, practical training camp is to be undertaken shortly, followed up by intensive, district level support.	Engineers orientation / training has been undertaken. A state level, Engineers' hands-on training in appropriate technologies was completed by involving National Council for Cement and Building Materials, Ballabgarh. This will be followed up by intensive, district level support.	A two day orientation programme was conducted for the engineers. A state level, Engineers' hands-on training in appropriate technologies is being initiated by involving FOSET, Calcutta & VIKALP, Patna. This will be followed up by intensive, district level support.	DPEP staff has not been appointed. Orientation training was conducted for the RES engineers of 9 districts. However more training and follow-up is necessary	Orientation training programme for the engineers was conducted in all the five districts. More intensive hands-on training, specially on cost-effective technologies is needed.	A 12 day training programme followed by 5 day hands-on training has been conducted for engineers.
VEC	VEC training is underway but needs to be strengthened.	Orientation of the VCWC for repair and other works is undertaken regularly before works commence.	VEC training has been very strong in Sirmour. The training is being strengthened in other districts.	All VECs are being oriented (1 day) to civil works.	VEC training is being done by the RES engineers but this needs to be strengthened.	Is proposed to be undertaken by the DPEP engineers before commencement of construction.	VEC training on civil works is in progress.
DPEP II (EXPANSION DISTRICTS)							
	Assam	Haryana	Karnataka	Kerala	Maharashtra	Madhya Pradesh	Tamil Nadu
Use of new, improved designs	Prototype constructions on the new designs are on. Once the prototypes are complete and evaluated large scale constructions would be taken up.	New designs are ready for schools - the BRC design is a modification of the earlier design. School construction are yet to start but are proposed to be constructed with these new designs only.	Three new designs have been developed for schools. Schools are being constructed with the new designs - the choice of the design is left to the engineer at the district level. BRCs are also being constructed with new design.	While designs are being prepared by three consultants for each district, no designs have been sent to the Bureau. District visits have revealed the fact that essential items like display and storage are missing in the designs.	New designs have been prepared by the Chief Architect, Maharastra. These are in the process of being finalised. Two prototype buildings with new designs are in progress.	A large number of new designs have been developed and are being used in the constructions. However some of these designs have been modified to suit local requirements and preferences.	New designs were prepared by the Chief Architect, Tamil Nadu. These designs are being implemented in expansion districts.

TOWARDS COST-EFFECTIVENESS

DPEP II (EXPANSION DISTRICTS)

	Assam	Haryana	Karnataka	Kerala	Maharashtra	Madhya Pradesh	Tamil Nadu
Efforts towards cost-effectiveness	The DPEP I designs, with very little use of RCC was quite cost-effective. The new designs, prototypes for which are being constructed, propose use of local materials like bamboo and is likely to achieve further cost savings.	Prototypes are being constructed for the new designs. These designs, based on extensive resource mapping, propose use of local materials to reduce cost. An exercise for rationalisation of designs and specifications have also been taken up which is also likely to result in cost savings.	Alternative technologies like filler slabs are being used in the DPEP constructions in certain blocks. An Agency (Development Alternatives) has also been appointed to suggest cost-effective designs and technologies - prototypes are being constructed on their proposals. These designs, if replicated, can result in significant cost savings.	Cost-effective technologies like the rat-trap bond and filler slabs are being used in the regular DPEP constructions, wherever possible. However the state needs to utilise the Innovation fund to explore possibilities of further cost reduction.	Construction of BRCs in DPEP I, which were based on cost-effective technologies, has been discontinued. Stone is being used in stone intensive areas. However the Innovation Fund is still unutilised and no positive steps have been taken towards reduction of building costs.	Local materials like stone is being used in construction in many of the stone intensive districts. Such buildings are cost-effective and qualitatively better. A Resource Mapping exercise was undertaken by the consultants prior to the preparation of designs. The state needs to take this resource mapping exercise further and explore possibilities of using alternate technologies in construction.	The State has taken up construction of ten schools through the community - these constructions would utilise various cost-effective technologies. Rationalisation of existing structural designs and specifications has also been taken up as efforts towards cost effectiveness.
Convergence	Almost no efforts have been made towards convergence	Efforts towards convergence has been very weak.	No formal strategy on convergence. However the state government undertakes a large number of constructions through their own funds. Only balance constructions are being funded by DPEP.	No efforts towards convergence.	No efforts towards convergence. It is essential to sensitise the DMs and CEOs on the need for convergence.	Very effective convergence was achieved in the Dhar district (DPEP I), primarily due to the efforts of the DM. Unfortunately this has not been replicated in all districts.	No efforts towards convergence.
Training	A 2-day orientation training followed by a 3-day technical training has been imparted to the engineers. Training of VECs is yet to be undertaken.	Orientation of engineers done. Under innovation fund activities, one batch of engineers have undergone hands-on training in appropriate technologies at National Council for Cement and Building Materials (NCB). Training for second batch is being planned from 5th to 10th July 1999. This will be followed up by intensive, district level support. VEC training is underway.	An orientation training has been given to the district and block level engineers. A further round of training is planned in April. VECs are not being trained since construction is done by the Zilla Parishad.	Orientation programme for the DPEP & SIDCO engineers has been undertaken. VEC training is weak.	Orientation for the district engineers was done in Beed - this needs to be followed up in the other districts also. Training of community (Gram Panchayat) in civil works activities needs to be strengthened.	No Orientation training has been undertaken for the RES engineers. It is extremely important to orient the RES engineers as well as the In-house monitoring engineers. However VECs have been trained in civil works aspects in all the districts. VEC training needs to be strengthened.	DPEP engineers have undergone a two day training in appropriate technologies. VEC training is not planned as the implementing agency is the PWD.

Procurement and Disbursement

Statement – 'A'

Expenditure Targets (SAR) and Actuals (IDA Assisted)

(Rs. in Crores)

Financial Year	DPEP – I (Credit No. 2661 – IN)		DPEP – II (Credit No. 2876 – IN)		DPEP – III (Credit No. 3012 – IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994 – 95	22.40	2.67(11.92%)	--	--	--	--
1995 – 96	99.22	70.32 (30.87%)	--	--	--	--
1996 – 97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	--	--
1997 – 98	171.15	153.02 (89.40%)	182.00	123.04 (67.60%)	31.33	4.36 (13.92%)
1998 – 99	191.27	122.37 (63.98%)	259.00	335.41 (129.50%)	102.00	42.70 (41.86%)
Cumulative March, 99	621.25	474.75 (76.42%)	481.95	463.68 (96.21%)	133.33	47.06 (35.30%)

Expenditure for 11/3/99 to 31/3/99 awaited from Maharashtra.
EdCIL's expenditure upto 28/2/99.

Others

Period	EC Assisted DPEP Madhya Pradesh		DFID Assisted DPEP Andhra Pradesh		DFID Assisted DPEP West Bengal	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
Upto 31/3/98	261.04	229.05 (87.75%)	51.72	27.45 (33.07%)	16.48	7.20 (43.69%)
1998-99	111.34	95.90 (86.13%)	55.05	30.46 (55.37%)	49.95	6.10 (12.21%)

Disbursement Targets (SAR) and Actuals
(IDA Assisted)

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

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994 - 95	\$ 4.0	-	--	--	--	--
1995 - 96	\$ 27.85	\$ 8.905 (31.97%) Rs.31.79	--	--	--	--
1996 - 97	\$ 34.30	\$ 37.563 (109.51%) Rs.133.50	7.50	--	--	--
1997 - 98	41.00	\$ 36.969 (90.17%) Rs.138.18	36.85	\$ 16.103 (36.30%) Rs.62.50	\$ 3.5	--
1998 - 99	\$ 45.75	\$ 24.422 (53.38%) Rs.103.08	49.80	\$ 64.023 (128.57%) Rs.269.48	\$ 24.00	\$ 7.891 (33.33%) Rs.27.53
Cumulative March, 99	\$ 152.90	\$107.859 (70.54%) Rs. 406.55	94.15	\$80.126 (85.10%) Rs. 331.98	\$ 27.50	\$ 7.891 (28.69%) Rs.33.33

DFID Assisted Projects Targets

Sl No.	State	Targets		Actuals	
		Upto 31/3/98	1998-99	Upto 31/3/98	1998-99
1.	Andhra Pradesh	40	40	17.88	28.44
2.	West Bengal	14	30	4.61	6.18

Financial Information

Project phase : I
IDA Credit 2661-IN

Project Starting date : 1994-95

E.I Expenditure by Project

(Rs. in lakhs)

Sl No.	Name of the State	Since Project Start			AWPB 98-99		
		Planned budget till 31/3/98 *	Expenditure as of 31/3/1998	% Budget expended	Budget	Expenditure upto March, 99	% Budget expended
1.	Assam	6749.92	4353.53	64.49	3556.82	1691.75	47.56
2.	Haryana	7518.78	4666.94	62.07	4071.22	1483.38	36.44
3.	Karnataka	9030.54	7503.84	83.09	3649.64	3310.63	90.71
4.	Kerala	6838.60	3634.83	53.15	3337.30	1307.94	39.19
5.	Maharashtra **	11128.68	7669.89	68.92	4487.50	1916.20	42.70
6.	Tamil Nadu	6847.48	5400.42	78.86	3450.50	1801.32	52.21
7.	National Component	2709.81	2008.15	74.11	1178.92	726.09	61.59
8.	MP EFC Grant	26104.00	22905.00	87.75	11134.00	9590.37	86.14

(**) Expenditure upto 10/3/99.

Financial Information

State : Assam

Project phase : _____ I _____

Project Starting date : 1994-95

Status upto : March, 1999

(Rs. in lakh)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3078.00	2223.41	72.24
2. Equipment, vehicles, books and furniture	2026.30	793.79	39.17
3. Consultant services, fellowships and training	2837.10	416.90	14.69
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	4883.60	2611.18	53.47
Total	12825.00	6045.28	47.14

Financial Information

State : **Haryana**

Project phase : _____ I _____

Project Starting date : ___ 1994-95 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3520.30	2915.49	82.82
2. Equipment, vehicles, books and furniture	1727.90	487.38	28.21
3. Consultant services, fellowships and training	1956.20	705.88	36.08
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7459.10	2041.57	27.37
Total	14663.5	6150.32	41.94

Financial Information

State : **Karnataka**

Project phase : _____ I _____

Project Starting date : ___ 1994-95 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3207.90	2760.52	86.05
2. Equipment, vehicles, books and furniture	764.20	2100.08	274.81
3. Consultant services, fellowships and training	2268.30	1184.57	52.22
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7126.00	4769.30	66.93
Total	13366.40	10814.47	80.91

Financial Information

State : **Kerala**

Project phase : _____ I _____

Project Starting date : ___ 1994 - 95 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2184.00	1551.36	71.03
2. Equipment, vehicles, books and furniture	1782.70	510.75	28.66
3. Consultant services, fellowships and training	1848.50	1581.00	85.53
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3285.00	1299.66	39.56
Total	9100.20	4942.77	54.31

Financial Information

State : Maharashtra

Project phase : _____ I _____

Project Starting date : __1994 - 95__

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4418.70	2882.67	65.24
2. Equipment, vehicles, books and furniture	635.90	889.74	139.92
3. Consultant services, fellowships and training	1200.70	819.94	68.29
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	12156.00	4993.74	41.08
Total	18411.3	9586.09	52.07

Expenditure : upto 10 3/99.

Financial Information

State : Tamil Nadu

Project phase : _____ I _____

Project Starting date : ___ 1994 - 95 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2993.90	2980.00	99.54
2. Equipment, vehicles, books and furniture	2569.80	297.64	11.58
3. Consultant services, fellowships and training	967.80	430.82	44.52
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	5943.10	3493.28	58.78
Total	12474.60	7201.74	57.73j

Financial Information

State : National Component

Project phase : _____ I _____

Project Starting date : 1994 - 95 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training		2544.05	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
Total	6569.00	2544.05	38.73

Expenditure upto 2 99.

Financial Information
Project phase : II & III
IDA Credits 2876-IN, 3012-IN

Project Starting date : 1996-97

E.I Expenditure by Project

(Rs. in lakhs)

Sl No.	Name of the State	Since Project Start			AWPB 98-99		
		Planned budget till 31/3/98	Expenditure as of 31/3/1998	% Budget expended	Budget	Expenditure upto March, 99	% Budget expended
1.	Assam	2305.33	187.02	8.11	4971.28	2008.17	40.40
2.	Haryana	1509.50	336.63	22.30	3134.74	697.61	22.25
3.	Karnataka	3221.77	1821.00	56.52	6921.41	5241.00	75.72
4.	Kerala	3321.20	814.72	24.53	4432.30	1620.44	36.66
5.	Maharashtra **	1762.30	466.59	26.47	5052.12	1136.73	22.50
6.	Tamil Nadu	3417.22	313.98	9.18	3863.65	1133.79	29.35
7.	Madhya Pradesh	9185.17	2990.36	32.56	16317.90	6742.13	41.32
8.	Himachal Pradesh	3330.63	1651.90	49.60	3602.98	1735.16	48.16
9.	Orissa	5476.43	1284.29	23.45	4446.11	1979.68	44.53
10.	Gujarat	1805.60	1226.65	67.94	2214.93	1766.93	79.77
11.	Uttar Pradesh	7370.00	1652.50	22.42	9916.16	9377.20	95.00
12.	National Component	330.00	81.19	24.60	289.00	102.01	35.30
13.	Andhra Pradesh (*)	4580.00	2745.00	59.93	5500.48	3045.75	55.37
14.	West Bengal (*)	1648.00	720.00	43.69	4085.40	610.00	14.93
	DPEP - III						
1.	Bihar	3191.00	436.42	13.67	10236.00	4270.12	41.71

(*) Expenditure upto 2/99.

(**) Expenditure upto 10/3/99.

Financial Information

State : Assam

Project phase : II

Project Starting date : 1996 - 97

Status upto : March, 1999

(Rs. in lahs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3635.60	777.51	21.39
2. Equipment, vehicles, books, furniture and materials	2727.48	803.52	29.46
3. Consultants' services	400.25	44.59	11.14
4. Fellowships and training	1497.09	126.02	8.42
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	7372.90	443.55	6.02
Total	15633.32	2195.19	14.04

Financial Information

State : **Haryana**

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2098.56	379.24	18.07
2. Equipment, vehicles, books, furniture and materials	1189.470	303.29	25.50
3. Consultants' services	300.500	1.14	0.38
4. Fellowships and training	929.633	110.00	11.83
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	5029.090	240.57	4.78
Total	9547.253	1034.24	10.83

Financial Information

State : **Karnataka**

Project phase : _____ II _____

Project Starting date : 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5658.80	747.82	13.22
2. Equipment, vehicles, books, furniture and materials	4376.93	1516.18	34.64
3. Consultants' services	229.81	8.82	3.84
4. Fellowships and training	1545.82	512.79	33.17
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	12265.95	4276.39	34.86
Total	24077.31	7062.00	29.33

Financial Information

State : **Kerala**

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1831.350	502.00	27.41
2. Equipment, vehicles, books, furniture and materials	1597.086	626.06	39.20
3. Consultants' services	381.800	10.18	2.67
4. Fellowships and training	3990.625	964.47	24.17
5. Incremental staff salaries incremental honoraria for volunteers. incremental operation and maintenance costs	1657.667	332.45	20.05
Total	9458.528	2435.16	25.75

Financial Information

State : Maharashtra

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3511.100	251.12	7.15
2. Equipment, vehicles, books, furniture and materials	2204.750	173.30	7.86
3. Consultants' services	56.720	0.98	1.73
4. Fellowships and training	1592.600	236.62	14.86
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	8406.626	941.30	11.20
Total	15771.796	1603.32	10.17

Financial Information

State : Tamil Nadu

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2101.00	670.00	31.89
2. Equipment, vehicles, books, furniture and materials	2439.04	374.23	15.34
3. Consultants' services	85.00	3.79	4.46
4. Fellowships and training	1205.57	127.85	10.60
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	3413.71	271.90	7.96
Total	9244.32	1447.77	15.66

Financial Information

State : National Component

Project phase : _____ II _____

Project Starting date : ____ 1996 - 97 ____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books, furniture and materials		31.09	
3. Consultants' services		0.33	
4. Fellowships and training		47.33	
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs		104.45	
Total		183.20	

Financial Information

State : **Himachal Pradesh**

Project phase : _____ II _____

Project Starting date : ____ 1996 - 97 ____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2953.36	711.57	24.09
2. Equipment, vehicles, books, furniture and materials	1590.17	772.35	48.57
3. Consultants' services	102.00	23.51	23.05
4. Fellowships and training	1322.34	173.17	13.10
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	6960.24	1706.46	24.52
Total	12928.11	3387.06	26.20

Financial Information

State : **Madhya Pradesh**

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9634.95	4373.30	45.39
2. Equipment, vehicles, books, furniture and materials	4128.61	2253.89	54.59
3. Consultants' services	185.45	39.92	21.53
4. Fellowships and training	5085.47	906.45	17.82
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	27075.27	2158.93	7.37
Total	46109.75	9732.49	21.10

Financial Information

State : **Orissa**

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4789.42	1516.83	31.67
2. Equipment, vehicles, books, furniture and materials	4981.22	831.12	16.69
3. Consultants' services	139.28	7.52	5.40
4. Fellowships and training	5540.25	367.48	6.63
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	7562.12	541.02	7.15
Total	23012.29	3263.97	14.18

Financial Information

State : **Gujarat**

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1934.30	628.71	32.50
2. Equipment, vehicles, books, furniture and materials	1525.73	688.93	45.15
3. Consultants' services	127.60	6.46	5.06
4. Fellowships and training	1216.46	282.95	23.26
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	4763.35	1386.53	29.11
Total	9567.44	2993.58	31.29

Financial Information

State : Uttar Pradesh

Project phase : _____ II _____

Project Starting date : _____ 1996 - 97 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	12738.92	6332.53	49.71
2. Equipment, vehicles, books, furniture and materials	7774.29	1492.24	19.19
3. Consultants' services	524.05	46.46	8.87
4. Fellowships and training	4588.10	754.06	16.44
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	31129.69	2404.41	7.72
Total	56755.05	11029.70	19.43

Financial Information

State : Bihar

Project phase : _____ III _____

Project Starting date : _____ 1997 - 98 _____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	14882.00	933.21	6.27
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	2820.00	768.03	27.24
3. Textbooks	7518.00	1466.14	19.50
4. Consultants' services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the Project	9205.00	234.61	2.55
5. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	30692.00	1304.55	4.25
Total	65117.00	4796.54	7.23

Financial Information

State : **Andhra Pradesh**

Project phase : I (DFID – Grant)

Project Starting date : ____ 1996 - 97 ____

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3670.70	2786.07	75.90
2. Equipment, vehicles, books, teaching materials and furniture	483.278	238.956	49.44
3. Consultants' services, training, workshops and fellowships,	2199.806	507.063	23.05
4. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	10918.820	2258.661	20.69
Total	17272.604	5790.75	33.52

(*1) Expenditure upto 2 99.

E : Financial Information

State : Andhra Pradesh

Project phase :II

(Andhra Pradesh Economic Restructuring Project – Education Component)

Project Starting date : 4/2/99 (Retroactive Financing Period starts from 2/8/97)

Date form completed : ____17/03/99____

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure (Rs. in lakhs)	% Budget expended
1. Civil Works		7320.00	
2. Equipment, vehicles, books, teaching materials and furniture		636.00	
3. Consultants services and Training		1366.00	
4. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs		1202.00	
Total		10524.00	

Financial Information

State : West Bengal

Project phase : I (DFID – Grant)

Project Starting date : ___ 1997 - 98 ___

Status upto : March, 1999

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4294.90	400.27	9.32
2. Equipment, vehicles, books, teaching materials and furniture	781.198	51.33	6.57
3. Consultants' services, training, workshops and fellowships	7462.927	64.24	0.86
4. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	7091.266	814.16	11.48
Total	19630.291	(*) 1330.00	6.78

(*) Expenditure upto 2 99.

Financial Information

State : **Madhya Pradesh**

Project phase : _____ I _____

Project Starting date : ___ 1994 - 95 ___

Status upto : March, 1998

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure upto Dec., 98	% Budget expended
1. Civil Works	} Details not available		
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training			
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
Total	49875.00	32495.00	65.15

Note : For EC assisted DPEP in Madhya Pradesh, category wise details are not available as reimbursement procedure is not applicable in this case.

Management Information System

To measure and monitor progress of DPEP towards its major objectives such as universal enrolment, reduction in dropout rates, equity etc., and towards implementation of the project, two data based computerised monitoring systems namely Educational Management Information System (EMIS) and Project Management Information System (PMIS) have been developed. While finalising the software, the information needs of various agencies involved in implementation of DPEP were assessed and have been incorporated.

The major contents of EMIS are as follows :

Implementing Software	Frequency	Level	Information Contents
District Information System for Education	Annual	Data collection from Recognised Institutions Imparting Primary Education. Data copilation at the district level.	<ul style="list-style-type: none"> ➤ School profile ➤ Teacher profile ➤ Availability of teaching learning equipment/furniture /availability/facilities like type of school building, etc. ➤ Enrolment Details - Age, sex, academic and social class-wise, category-wise.

STATUS OF EMIS

Year	EMIS
1997-98	For ensuring timely finalisations of EMIS in 1997-98 an MIS workshop was organised in September at Chennai. The participants of the workshop were the MIS personnel of DPEP sates and the SPDs of some states. One of the major decisions taken was to further modify the DISE software to make it even more user friendly and interactive. This has already been completed by modifying the software and the new software has since been shared with all the DPEP states. The progress is being followed up very closely. A workshop with State Systems Analyst and experts from NIEPA and TSG was conducted in association with NIEPA for improvement of the software to facilitate inter and intra district comparisons in November, 97.

Year	EMIS
1998-99	<p>In the present system DISE data reports are generated separately for each district. However, a need for a consolidated report at the state level was felt. At the instance of the DPEP Bureau, NIEPA has developed a software "State Educational Planning System (STEPS)" for this purpose. The software was discussed at NIEPA in September 98. This was followed by a field testing at SPO, DPEP, Himachal Pradesh. Finally, it was decided to demonstrate STEPS at a national level seminar in Bangalore. This was organised in mid December 98.</p> <p>In 1998-99 the thrust in EMIS for DPEP-I states shifted to analysis of data and its use for planning and implementation. The major activities were as follows:</p> <ul style="list-style-type: none"> • The EMIS data for 97-98 received from all the DPEP-I States was compiled and analysed. Analytical reports were shared with DPEP-I states. • State level workshops with district team to analyse EMIS data for planning were also held for Haryana, Maharashtra and Assam. • A national level workshop was organised in July 1998 to analyse the EMIS data and to use the data for future planning purposes. • The following issues were discussed in detail at the national seminar in mid December 1998: <ol style="list-style-type: none"> a) The process of data analysis and dissemination b) Data accuracy c) Information gaps in student enrolment/retention/attendance. • With a view to providing inputs towards capacity building, state visits were made in Assam, Tamil Nadu and Orissa. Detailed analysis, using EMIS data, were carried out and discussed with the MIS and planning personnel. Detailed analysis with special focus on gender issues were carried out and have since been shared in Assam and Orissa. • State visits were also made to Maharashtra and Haryana to discuss data gaps. • As a fallout of the visits to Assam, Haryana, Maharashtra and Tamil Nadu, the SPOs agreed to take up special efforts to collect information pertaining to : <ol style="list-style-type: none"> 1. Retention and dropouts 2. Enrolment in unrecognised schools 3. Attendance • Alongwith the above, SPO Maharashtra has already started collecting data on pupils' academic achievements. Once the system for this is stabilised, data would be stored, analysed and shared.

Year	EMIS
1998-99	<ul style="list-style-type: none"> ● In the expansion and phase II districts efforts were made to stabilise the MIS system. States have shown significant progress. So far: <ul style="list-style-type: none"> ⇒ The data for expansion districts of Haryana, Maharashtra, Tamil Nadu, Assam and Orissa has already been received and compiled for the academic year 1997-98. ⇒ From Orissa data pertaining to all the 8 districts were analysed and shared with the S.P.O. ⇒ Data for 1998-99 have also been received from all the DPEP districts of Assam, Haryana, Karnataka, Kerala, Tamil Nadu, Gujarat and Himachal Pradesh. These data have been compiled. Analytical reports for Gujarat has been generated and shared with the state. Similar efforts are on for the states. <p>Accuracy of data was emphasised during the year. A national level orientation workshop to carry out post enumeration cross checking of 5% sample schools' EMIS data was organised in September 1998. Participants to the workshop were the MIS personnel of the S.P.O. of Assam, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu. Besides, the representatives of the independent agencies identified by the states also participated in the workshop.</p>

The present status w.r.to the 5% sample checking is as under :

Item	Status - statewise							
	Assam	Haryana	Karnataka	Kerala	M.P.	Maharashtra	Tamil Nadu	H.P.
1. Training of the SPO/Agency representative of NIEPA, New Delhi	✓	✓	✓	✓	✓	✓	✓	✓
2. Finalisation of field data collection schedule/manual and despatch	✓	✓	✓	✓	✓	✓	✓	✓
3. Identification of agency	✓	✓	✓	✓	✓	✓	✓	✓
4. Completion of field work and sharing the filled up schedule with DPEP Bureau *	✓		✓	✓	✓		✓	✓
5. Data punching, file creation and analysis	In progress		In progress		In Progress		In progress	In progress
* Received in Delhi during Feb. 99 for Assam, Karnataka, Tamil Nadu and Himachal Pradesh. From M.P. data reached on 18.3.99. From Kerala, data reached in May 1999.								

The major contents of PMIS are as follows :

Implementing Software	Frequency	Level	Information Contents
PMIS	Quarterly	District Project Office	<p>(i) Financial</p> <p>Major head/activity/cost-wise budgetary allocation and expenditure incurred with respect to:</p> <ol style="list-style-type: none"> 1) Cost Components like Civil Works, Books, Libraries, Equipment, Research and Evaluation, etc. and 2) Major Activities like Alternative Schooling, Block Resource Centre, Cluster Resource Centre, District Institute of Training, Early Childhood Education, etc.
			<p>(ii) Physical</p> <p>Progress of :</p> <ol style="list-style-type: none"> 1) Civil Works 2) Appointments 3) Trainings and 4) Studies

STATUS OF PMIS

Year	PMIS
1997-98	By the end of the calendar year, a modified reporting system had been introduced at the national level. This is more focussed and object oriented providing concise but clear idea about the budgetary allocation and utilisation, major head and activity-wise. The revised output can be associated more effectively with the Annual Work Plan and Budgeting thereby making the planning process more practical. All the DPEP II states are provided with the PMIS software and some of them have started implementing the software, partially (for some districts in the state).
1998-99	On the basis of the signals generated from PMIS data analysis, appropriate feedback was provided to the states especially with respect to the major activities where the utilisation of budget was not as per expectations. Efforts are on to revise and improve the PMIS.

DPEP-I STATES

	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
HARDWARE/ SOFTWARE	The State Project Office (SPO) and all the districts except Karbi-Anglong have computers.	The State Project Office (SPO) and all the District Project Offices (DPO) have computers.	The State Project Office (SPO) and all the districts have computers.	The State Project Office (SPO) and all the District Project Offices (DPO) have computers.	The State Project Office (SPO) and all the District Project Offices (DPO) have computers.	The State Project Office (SPO) and all the District Project Offices (DPO) have computers.	The State Project Office (SPO) and all the District Project Offices (DPO) have computers.
MANPOWER	The SPO and the districts have programmers and data entry operators.	The State Project Office is fully staffed. The DPOs also have one Programmer and 2 DEOs.	The SPO and the districts have programmers and data entry operators.	The SPO and the districts have programmers and data entry operators.	The State Project Office is fully staffed. The DPOs also have one Programmer and 2 DEOs each excepting in 2 districts where one DEO is in place.	The SPO has one Programmer and 5 DEOs inclusive of 2 Trainee DEOs.	The State Project Office is fully staffed. Besides, a senior officer to oversee the activities related MIS is also in position at the State level. The DPOs also have one Programmer and one DEO in place.

DPEP-I STATES

	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
PMIS	The state is rather irregular in sharing the PMIS data and the Project Performance Indicators (PPI).	The state is rather irregular in sharing the PMIS data and the Project Performance Indicators (PPI).	The State is regularly sending the PMIS reports.	The State is regularly sending the PMIS reports.	Regular PMIS reports are being received from the State.	The State has now stabilised in sending the PMIS reports every quarter.	Regular reports for the PMIS are being received.
EMIS	Data for 1997-98 has been compiled and analysed. Shared with the state in a workshop. Data for 1998-99 have been received and compiled.	Data for 1997-98 has been compiled and analysed. Shared with the state in a workshop. Data for 98-99 have been received and compiled.	Data for 1997-98 has been compiled. The analysis is complete and has been shared with the state. Data for 1998-99 have been received and compiled.	Data for 1997-98 has been compiled and analysed. Data for 1998-99 have been received and compiled.	Data for 1997-98 has been compiled and analysed.	Data for 1997-98 has been compiled and analysed. Shared with the state in a workshop. Data for 1998-99 have been received and compiled.	Data for 1997-98 has been compiled and analysed. Also received DISE 98-99 data. These have been compiled.

DPEP-I STATES EXPANSION DISTRICTS

	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
HARDWARE / SOFTWARE	Hardware is in place in all the districts.	Hardware is in place in all the districts.	Hardware is in place in all the districts.	Hardware is in place in all the districts.	Hardware in place in 11 districts. For the rest, procurement process is in progress.	Procurement process is in progress.	Hardware is in place in all the districts.
MANPOWER	Manpower is in place in all the districts.	Manpower is in place in all the districts excepting one (Kaithal).	Manpower is in place in all the districts.	Manpower is in place in all the districts.	Manpower is in place in 11 districts and in the rest of the districts recruitment process is in progress.	Manpower is in place in two districts and for rest process of recruitment is on.	Manpower is in place in all the districts.
PMIS	Reporting is yet to start.	Reporting is yet to start.	Reporting has started.	Implemented and data shared with Bureau.	Implemented and data shared with Bureau.	Implemented and data shared with Bureau.	Reporting has begun.
EMIS	Implemented and shared the DISE 97-98 data for all the districts in Feb. 99. These have been compiled. Data for 1998-99 have been received and compiled.	Implemented and data for DISE97-98 shared with Bureau. Data for 1998-99 have been received and compiled.	DISE data from 5 out of 7 district have recently been received by the Bureau and have been compiled. Data for 1998-99 have been received and compiled.	Data for 1998-99 have been received and compiled.	Data collected from 11 out of 15 districts have been received by the Bureau in end January 99. These have been compiled.	Implemented and data shared with Bureau.	Implemented and data shared with Bureau. Data for 1998-99 have been received and compiled.

DPEP-II & III STATES

	ANDHRA PRADESH	ORISSA	HIMACHAL PRADESH	GUJARAT	WEST BENGAL	UTTAR PRADESH	BIHAR
HARDWARE/ SOFTWARE	All the districts have got the computers and software have been installed.	Hardware for SPO and the 5 phase-I districts have been procured and installed. The procurement process of the hardware for the 3 expansion districts is presently on.	Hardware is in place in all the districts.	Hardware is in place in all the districts.	Hardware is in place in all the districts and the SPO.	Hardware is in place in all the districts.	Hardware is in place in 9 districts. For the rest, the procurement process is on.
MANPOWER	The State has identified and appointed School Teachers as data entry operators at the district level. Staff has been appointed at the state level also.	The System Analyst and the Programmers/Data Entry Operators in the SPO and in the DPOs are in position.	The SPO and districts are fully staffed with the required number of programmers and DEOs. However, in the district of Lahul and Spiti, only one DEO is in place.	The SPO is fully staffed. In place of programmers in DPOs, Officer incharge for Monitoring are appointed.	The districts are fully staffed with the required number of programmers & DEOs. No MIS staff however, is in place at the SPO.	The SPO and districts are partially staffed with the required number of programmers & DEOs excepting 2 districts (Badaun and Muradabad)	The System Analyst as well as the District Programmers are in position. The districts have been authorised to appoint DEOs.

DPEP-II & III STATES

	ANDHRA PRADESH	ORISSA	HIMACHAL PRADESH	GUJARAT	WEST BENGAL	UTTAR PRADESH	BIHAR
PMIS	The State is yet to start the PMIS reporting.	Initiated but yet to be firm-ed-up.	Initiated but yet to firm-up.	Initiated but yet to be firm-ed-up.	The State is yet to start the PMIS reporting.	Initiated but yet to firm-ed-up.	Initiated and data shared with Bureau.
EMIS	Data for 1997-98 is partially collected. Data Entry is presently on for both 1996-97 and for 1997-98 in some districts.	Implemented and DISE 98-99 data shared with Bureau. These have been compiled and reports have been generated.	Data collection over and DISE 97-98 have been shared with Bureau. DISE 98-99 data have also been shared with the Bureau. These data have been compiled.	Data collection for DISE 97-98 over and data have been shared with Bureau for all the districts. The analytical report prepared at the national level have been shared with the state.	Data has been collected. Data entry is on.	Data collection for DISE 97-98 is over. Data for 9 districts have recently been shared with the Bureau. These have been compiled Data entry for the rest is in progress.	Data collection for DISE 97-98 is over. Data shared for most of the districts with Bureau and for the rest of the districts data entry is in progress. DISE 98-99 data have been shared with the Bureau for six districts.

Availability of DISE 97-98 Data

State	Coverage Under DISE 97-98 w.r.to Phase-I		Coverage Under DISE 97-98 w.r.to Expansion/ DPEP-II/ DPEP-III		Total	
	Total	Available	Total	Available	Total	Available
Assam	3	3	5	5	8	8
Haryana	4	4	3	3	7	7
Karnataka	4	4	7	6	11	10
Kerala	3	3	3	Nil	6	3
Madhya Pradesh	19	19	15	13	34	32
Maharashtra	5	5	4	4	9	9
Tamil Nadu	4	4	3	3	7	7
Andhra Pradesh	--	--	5	Nil	5	0
West Bengal	--	--	5	Nil	5	0
Gujarat	--	--	3	3	3	3
Himachal Pradesh	--	--	4	4	4	4
Orissa	--	--	8	8	8	8
Uttar Pradesh	--	--	15	9	15	15
Bihar	--	--	17	12	17	12
Total	42	42	97	67	139*	118

* These 139 educational districts comprise 149 revenue districts as, in Bihar, the 17 educational districts consists of 27 revenue districts.

Important Educational Statistics

Project Starting Date : 1994-95

Assam - Phase I

Particulars	Darrang			Dhubri			Morigaon		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Enrolment	124963	172500	195049	147400	205203	210771	89732	99696	95566
GER	73%	98%	109%	79%	108%	108%	104%	114%	107%
% Girls' enrlmnt	45%	47%	47%	49%	47%	48%	47%	49%	49%
% SC enrlmnt versus	9%	9%	9%	N. A.	5%	5%	17%	15%	14%
% SC popn	10%			4%			N.A.		
% ST enrlmnt versus	N. A.	21%	21%	5%	3%	3%	21%	18%	16%
% ST popn	26%			4%			N.A.		
% Repeaters (Avg. of all grades)	30%	19%	21%	30%	23%	36%	27%	18%	22%

Project Starting Date : 1996-97

Assam - Phase II

	Barpeta	Bongaigaon	Goalpara	Kokrajhar	Sonitpur
Particulars	1997-98				
Enrolment	194642	126211	110533	106805	152735
GER	96%	107%	107%	93%	76%
% Girls' enrlmnt	47%	48%	48%	48%	46%
% SC enrlmnt versus	7%	14%	7%	5%	11%
% SC popn	N.A.	N.A.	N.A.	N.A.	N.A.
% ST enrlmnt versus	9%	20%	28%	41%	16%
% ST popn	N.A.	N.A.	N.A.	N.A.	N.A.
% Repeaters (Avg. of all grades)	16%	19%	22%	25%	25%

Note : Depending upon the primary age group population projected at SPO Haryana and at the national level, the GER may vary by some percentage points

Project Starting Date : 1994-95

Haryana - Phase I

Particulars	Hisar			Jind			Kaithal			Sirsa		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Enrolment	171310	188238	202976	98162	124131	131259	73241	92036	97422	86415	96662	108420
GER	60%	65%	69%	68%	84%	89%	59%	73%	75%	61%	67%	73%
% Girls' enrlmnt	46%	46%	47%	46%	45%	47%	44%	45%	46%	46%	47%	47%
% SC enrlmnt versus % SC popn	28%	33%	36%	24%	24%	25%	26%	28%	29%	32%	34%	37%
	35%			26%			21%			43%		
% ST enrlmnt versus % ST popn		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	0%			0%			0%			0%		
% Repeaters (Avg. of all grades)	12%	10%	12%	10%	11%	10%	15%	13%	12%	15%	14%	14%

Note : Depending upon the primary age group population projected at SPO Haryana and at the national level, the GER may vary by some percentage points

Project Starting Date : 1996-97

Haryana - Phase II

	Bhiwani	Gurgaon	Mahindergarh
Particulars	1997-98	1997-98	1997-98
Enrolment	115906	130064	81958
GER	78%	71%	77%
% Girls' enrlmnt	51%	42%	52%
% SC enrlmnt versus	29%	18%	23%
% SC popn	27%	N.A.	20%
% ST enrlmnt versus	0%	0%	0%
% ST popn	0%	0%	0%
% Repeaters (Avg. of all grades)	10%	8%	9%

Note : Depending upon the primary age group population projected at SPO Haryana and at the national level, the GER may vary by some percentage points specially for Gurgaon

Karnataka - Phase I

Particulars	Belgaum			Kolar			Raichur			Mandya		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Enrolment	400196	435269	445455	240735	234914	238331	253983	285880	305789	155142	152572	156584
GER	105%	112%	112%	97%	93%	93%	85%	94%	98%	96%	92%	93%
% Girls' enrlmnt	47%	47%	48%	50%	50%	49%	43%	44%	44%	50%	50%	49%
% SC enrlmnt versus	13%	13%	13%	30%	29%	29%	19%	19%	19%	16%	15%	12%
% SC popn	12%			26%			18%			14%		
% ST enrlmnt versus	6%	6%	6%	4%	8%	8%	15%	15%	14%	2%	2%	2%
% ST popn	6%			7%			N.A.			1%		
% Repeaters (Avg. of all grades)	17%	10%	13%	9%	5%	5%	N.A.	8%	7%	10%	7%	7%

Note : Depending upon the primary age group population projected at SPO Karnataka and at the national level, the GER may vary by some percentage points

Project Starting Date : 1996-97

Karnataka - Phase II

	Bangalore Rural	Mysore	Gulbarga	Bidar	Dharwar
Particulars	1997-98				
Enrolment	166635	312293	347632	181693	355961
GER	91%	90%	102%	106%	106%
% Girls' enrlmnt	49%	49%	54%	49%	49%
% SC enrlmnt versus	24%	22%	23%	24%	14%
% SC popn	21%	19%	24%	21%	13%
% ST enrlmnt versus	4%	10%	4%	5%	8%
% ST popn	3%	3%	4%	8%	3%
% Repeaters (Avg. of all grades)	1%	8%	9%	10%	14%

Kerala - Phase I

Particulars	Kasargod			Malappuram			Wayanad		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Enrolment	95883	92528	92080	325826	313126	291790	55422	53234	54514
GER	96%	93%	93%	104%	101%	95%	93%	90%	93%
% Girls' enrlmnt	48%	49%	49%	49%	49%	49%	49%	49%	49%
% SC enrlmnt versus	9%	9%	9%	9%	8%	8%	7%	6%	5%
% SC popn	8%			8%			4%		
% ST enrlmnt versus	3%	3%	3%	1%	0%	0%	21%	21%	22%
% ST popn	3%			0.3%			17%		
% Repeaters (Avg. of all grades)	5%	4%	4%	6%	5%	5%	6%	5%	4%

Maharashtra - Phase I

Particulars	Aurangabad			Nanded			Parbhani			Latur			Osmanabad		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Enrolment	284344	408883	409674	397056	406181	428643	326254	340902	382735	264371	300725	306872	176473	202783	207399
GER	81%	114%	112%	102%	102%	105%	97%	99%	109%	105%	118%	117%	95%	107%	107%
% Girls' enrolment	47%	47%	48%	48%	48%	48%	47%	47%	48%	49%	49%	49%	49%	49%	49%
% SC enrolment versus	15%	17%	16%	24%	24%	25%	19%	19%	19%	22%	22%	22%	18%	18%	18%
% SC popn *	14%			18%			19%			22%			18%		
% ST enrolment versus	6%	5%	14%	11%	11%	32%	6%	6%	22%	4%	5%	16%	8%	8%	16%
% ST popn *	4%			12%			22%			4%			17%		
% Repeaters (Avg. of all grades)	9%	6%	6%	12%	8%	7%	9%	7%	7%	7%	5%	4%	5%	4%	4%

* Note : There has been a change in the categorisation of ST in the state. Hence the sudden change of ST enrolment

Project Starting Date : 1996-97

Maharashtra - Phase !!

	Beed	Jalna	Gadchiroli	Dhule
Particulars	1997-98			
Enrolment	340453	248314	120162	374782
GER	97%	107%	N.A.	75%
% Girls' enrlmnt	48%	47%	48%	47%
% SC enrlmnt versus	15%	16%	12%	7%
% SC popn	14%	13%	12%	6%
% ST enrlmnt versus	18%	19%	50%	49%
% ST popn *	38%	2%	39%	55%
% Repeaters (Avg. of all grades) *	4%	8%	7%	7%

* Note : There has been a change in the categorisation of ST in the state. Hence the sudden change of ST enrolment

M. P. - Phase I

Particulars	Betul					Bilaspur					Chhattarpur				
	1995-96	1996-97	1997-98			1995-96	1996-97	1997-98			1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total			DISE	EGS&AS	Total			DISE	EGS&AS	Total
Enrolment	165075	176579	186320	10094	196414	493155	534638	514480	19734	534214	139032	149313	180200	15096	195296
GER	96%	100%			109%	87%	93%			91%	77%	82%			105%
% Girls' enrlmnt	45%	46%	46%			43%	45%	45%			39%	40%	42%		
% SC enrlmnt versus	14%	12%	13%			19%	22%	23%			25%	25%	26%		
% SC popn		10%					18%					21%			
% ST enrlmnt versus	31%	33%	36%			19%	22%	22%			3%	3%	4%		
% ST popn		46%					23%					4%			
% Repeaters (Avg. of all grades)	9%	11%	13%			8%	7%	8%			7%	7%	5%		

M. P. - Phase I Contd..

Particulars	Dhar					Guna					Mandsaur				
	1995-96	1996-97	1997-98			1995-96	1996-97	1997-98			1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total			DISE	EGS&AS	Total			DISE	EGS&AS	Total
Enrolment	142518	154353	106924 *	37430	144354	169521	181251	194093	34264	228357	189031	204576	202302	6262	208564
GER	61%	65%			59%	78%	82%			101%	83%	88%			88%
% Girls' enrlmnt	40%	41%	42%			39%	40%	40%			43%	44%	44%		
% SC enrlmnt versus	10%	10%	10%			20%	20%	20%			17%	17%	18%		
% SC popn	7%					18%					15%				
% ST enrlmnt versus	42%	42%	49%			8%	10%	9%			3%	4%	4%		
% ST popn	66%					7%					4%				
% Repeaters (Avg. of all grades)	4%	5%	5%			9%	8%	8%			6%	5%	4%		

* This enrolment data needs checking

Project Starting Date : 1994-95

M. P. - Phase I Contd..

Particulars	Panna					Raigarh					Raisen				
	1995-96	1996-97	1997-98			1995-96	1996-97	1997-98			1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total			DISE	EGS&AS	Total			DISE	EGS&AS	Total
Enrolment	84675	93108	89528	12964	102492	201175	N. A.	220944	19050	239994	94363	120881	117711	11164	128875
GER	77%	84%			90%	87%	N. A.			99%	64%	80%			83%
% Girls' enrlmnt	42%	43%	43%			47%	N. A.	47%			45%	45%	47%		
% SC enrlmnt versus	21%	21%	22%			14%	N. A.	14%			20%	20%	21%		
% SC popn	21%					14%					18%				
% ST enrlmnt versus	9%	10%	12%			43%	N. A.	48%			13%	13%	14%		
% ST popn	15%					49%					17%				
% Repeaters (Avg. of all grades)	4%	2%	5%			6%		6%			3%	3%	3%		

M. P. - Phase I Contd..

Particulars	Rajgarh					Rajnandgaon					Ratlam				
	1995-96	1996-97	1997-98			1995-96	1996-97	1997-98			1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total			DISE	EGS&AS	Total			DISE	EGS&AS	Total
Enrolment	113384	124488	139961	14284	154245	195647	215837	223127	9791	232918	95083	111815	126264	11684	137948
GER	72%	78%			94%	97%	105%			111%	61%	70%			85%
% Girls' enrlnmt	40%	40%	41%			45%	46%	47%			42%	42%	42%		
% SC enrlnmt versus	21%	22%	21%			10%	11%	11%			16%	16%	15%		
% SC popn		20%					13%					N.A.			
% ST enrlnmt versus	3%	3%	3%			23%	25%	24%			N.A.	21%	21%		
% ST popn		4%					28%					N.A.			
% Repeaters (Avg. of all grades)	5%	6%	4%			7%	9%	9%			4%	4%	4%		

M. P. - Phase I Contd..

Particulars	Rewa					Satna					Sehore				
	1995-96	1996-97	1997-98			1995-96	1996-97	1997-98			1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total			DISE	EGS&AS	Total			DISE	EGS&AS	Total
Enrolment	170093	191813	174598	10135	184733	184773	188447	214197	30912	245109	122281	132356	132879	6655	139534
GER	72%	79%			74%	87%	87%			110%	92%	97%			100%
% Girls' enrlmnt	43%	43%	46%			44%	44%	46%			43%	44%	45%		
% SC enrlmnt versus	16%	17%	18%			19%	22%	22%			22%	22%	23%		
% SC popn		15%					20%					11%			
% ST enrlmnt versus	10%	11%	13%			9%	12%	12%			9%	9%	9%		
% ST popn		13%					6%					6%			
% Repeaters (Avg. of all grades)	2%	2%	3%			3%	4%	3%			3%	4%	5%		

M. P. - Phase I Contd..

Particulars	Shahdol					Sidhi					Sarguja				
	1995-96	1996-97	1997-98			1995-96	1996-97	1997-98			1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total			DISE	EGS&AS	Total			DISE	EGS&AS	Total
Enrolment	240265	261615	266247	26515	292762	143896	159388	158824	30628	189452	262787	307936	283641	24396	308037
GER	91%	97%			106%	60%	65%			76%	84%	96%			94%
% Girls' enrlmnt	44%	44%	44%			35%	36%	37%			45%	45%	45%		
% SC enrlmnt versus	9%	13%	13%			11%	12%	13%			7%	8%	7%		
% SC popn	10%					14%					8%				
% ST enrlmnt versus	37%	38%	39%			22%	26%	27%			51%	49%	53%		
% ST popn	52%					31%					56%				
% Repeaters (Avg. of all grades)	3%	1%	2%			6%	7%	6%			2%	6%	6%		

M. P. - Phase I (Last Page)

Particulars	Tikamgarh				
	1995-96	1996-97	1997-98		
			DISE	EGS&AS	Total
Enrolment	113181	125830	121469	12728	134197
GER	76%	82%			86%
% Girls' enrlmnt	39%	39%	40%		
% SC enrlmnt versus	27%	26%	25%		
% SC popn		26%			
% ST enrlmnt versus	4%	4%	4%		
% ST popn		4%			
% Repeaters (Avg. of all grades)	4%	3%	3%		

Note : Depending upon the primary age group population projected at SPO, M. P. and at the national level, the GER may vary by some percentage points
However such deviations for some districts namely Guna, Ratlam, Raigarh may be significant

Project Starting Date : 1996-97

M. P. - Phase II

Particulars	Shivpuri 1997-98			Bhind 1997-98			Damoh 1997-98		
	DISE	EGS	Total	DISE	EGS	Total	DISE	EGS	Total
Enrolment	144586	16012	160598	151356	6555	157911	122236	9705	131941
GER			89%			82%			87%
% Girls' enrlmnt	39%			47%			45%		
% SC enrlmnt versus	28%			26%			23%		
% SC popn	N. A.			N. A.			21%		
% ST enrlmnt versus	10%			0%			11%		
% ST popn	N. A.			N. A.			13%		
% Repeaters (Avg. of all grades)	2%			2%			5%		

Project Starting Date : 1996-97

M. P. - Phase II Contd..

Particulars	Datia 1997-98			Jhabua 1997-98			Khandwa 1997-98		
	DISE	EGS	Total	DISE	EGS	Total	DISE	EGS	Total
Enrolment	61847	2347	64194	108991	39649	148640	193862	7708	201570
GER			104%			71%			83%
% Girls' enrlmnt	45%			38%			43%		
% SC enrlmnt versus % SC popn	30%			6%			14%		
	N. A.			N. A.			N. A.		
% ST enrlmnt versus % ST popn	1%			84%			23%		
	N. A.			N. A.			N. A.		
% Repeaters (Avg. of all grades)	3%			7%			11%		

Project Starting Date : 1996-97

M. P. - Phase II Contd..

Particulars	Khargone			Mandla			Seoni		
	1997-98			1997-98			1997-98		
	DISE	EGS	Total	DISE	EGS	Total	DISE	EGS	Total
Enrolment	180008	47625	227633	108022	24675	132697	143847	7650	151497
GER			64%			69%			100%
% Girls' enrlmnt	42%			45%			47%		
% SC enrlmnt versus	12%			7%			12%		
% SC popn	N. A.			N. A.			N. A.		
% ST enrlmnt versus	39%			62%			37%		
% ST popn	N. A.			N. A.			N. A.		
% Repeaters (Avg. of all grades)	3%			11%			10%		

Project Starting Date : 1996-97

M. P. - Phase II (Last Page)

Particulars	Vidisha		
	1997-98		
	DISE	EGS	Total
Enrolment	124507	9613	134120
GER			77%
% Girls' enrlmnt	46%		
% SC enrlmnt versus	25%		
% SC popn	N. A.		
% ST enrlmnt versus	4%		
% ST popn	N. A.		
% Repeaters (Avg. of all grades)	5%		

Note : Depending upon the primary age group population projected at SPO, M. P. and at the National level, the GER may vary by some percentage points

Project Starting Date : 1994-95

Tamil Nadu - Phase I

Particulars	Dharmapuri			Cudallore (S. Arcot)			Thiruvannamalai			Viluppuram		
	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98	1995-96	1996-97	1997-98
Enrolment	283152	288677	290450	222178	218984	217837	243497	239721	239504	330282	324815	326307
GER	88%	89%	88%	77%	75%	79%	93%	91%	90%	89%	87%	87%
% Girls' enrlmnt	48%	47%	47%	47%	50%	50%	48%	49%	49%	47%	48%	48%
% SC enrlmnt versus	15%	17%	18%	N.A.	36%	37%	N.A.	27%	27%	N.A.	35%	35%
% SC popn	14%			27%			21%			27%		
% ST enrlmnt versus	2%	2%	2%	1%	1%	1%	4%	4%	4%	2%	2%	3%
% ST popn	2%			Negligible			3%			3%		
% Repeaters (Avg. of all grades)	13%	11%	10%	12%	11%	11%	10%	8%	10%	15%	14%	7%

Project Starting Date : 1996-97

Tamil Nadu - Phase II

Particulars	Perambalur		Pudukottai		Ramanathapuram	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Enrolment	121517	123978	149669	148969	140498	139240
GER	N.A.	84%	N.A.	83%	N.A.	87%
% Girls' enrlnmt	48%	48%	49%	49%	49%	49%
% SC enrlnmt versus	29%	29%	21%	21%	24%	23%
% SC popn	25%		17%		22%	
% ST enrlnmt versus	1%	1%	0%	0%	0%	0%
% ST popn	1%		0%		0%	
% Repeaters (Avg. of all grades)	9%	10%	11%	10%	10%	10%

Project Starting Date : 1996-97

Gujarat

Particulars	Dangs		Panchmahals		Banaskantha	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Enrolment	31441	34170	N.A.	387060	282700	322032
GER	96%	102%	N. A.	64%	63%	70%
% Girls' enrlmnt	48%	49%	N. A.	44%	37%	38%
% SC enrlmnt versus % SC popn	2%	0%	N. A.	4%	14%	14%
	Negligible		3%		10%	
% ST enrlmnt versus % ST popn	95%	96%	N. A.	47%	7%	6%
	96%		52%		7%	
% Repeaters (Avg. of all grades)	28%	20%	N. A.	19%	23%	18%

Project Starting Date : 1996-97

Himachal Pradesh

Particulars	Chamba		Sirmour		Kullu		Lahul & Spiti	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Enrolment	57359	64538	54551	62027	46331	50532	3270	3329
GER	N. A.	134%	N. A.	95%	N. A.	131%	N. A.	100%
% Girls' enrlmnt	45%	47%	47%	49%	48%	49%	48%	51%
% SC enrlmnt versus	22%	22%	33%	34%	33%	35%	12%	12%
% SC popn	22%		33%		35%		12%	
% ST enrlmnt versus	29%	29%	2%	2%	2%	2%	88%	85%
% ST popn	29%		2%		2%		85%	
% Repeaters (Avg. of all grades)	14%	13%	14%	14%	12%	13%	N.A.	6%

Project Starting Date : 1996-97

Orissā

Particulars	Bolangir		Dhenkanal		Gajapati		Kalahandi		Rayagada	
	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98	1996-97	1997-98
Enrolment	170048	174154	133341	130834	61370	66649	143869	152619	73904	83891
GER	83%	83%	98%	94%	88%	93%	87%	90%	71%	79%
% Girls' enrlmnt	46%	46%	47%	47%	43%	44%	44%	44%	42%	41%
% SC enrlmnt versus	21%	21%	21%	21%	13%	12%	22%	22%	20%	19%
% SC popn	22%		21%		13%		22%		19%	
% ST enrlmnt versus	22%	23%	12%	13%	50%	52%	27%	27%	51%	54%
% ST popn	22%		13%		48%		28%		54%	
% Repeaters (Avg. of all grades)	N.A.	5%	18%	19%	N.A.	N.A.	N.A.	N.A.	9%	N.A.

Project Starting Date : 1996-97

Orissa (Last Page)

Particulars	Sambalpur	Bargarh	Keonjhar
	1997-98		
Enrolment	124441	156229	200206
GER	80%	95%	88%
% Girls' enrlmnt	48%	48%	46%
% SC enrlmnt versus	19%	22%	14%
% SC popn	17%	18%	14%
% ST enrlmnt versus	36%	20%	47%
% ST popn	35%	20%	47%
% Repeaters (Avg. of all grades)	N.A.	N.A.	N.A.

Project Starting Date : 1996-97

Uttar Pradesh

	Bareilly	Firozabad	Gonda	Hardoi	Lalitpur	Maharajganj	Pilibhit	Sidharthanagar	Sonbhadra
Particulars	1997-98								
Enrolment	340644	200494	407066	382146	120927	200678	163288	185381	120920
GER	74%	85%	73%	91%	90%	74%	77%	68%	74%
% Girls' enrlmnt	38%	43%	35%	40%	38%	39%	42%	35%	37%
% SC enrlmnt versus % SC popn	21%	31%	23%	39%	30%	29%	25%	28%	46%
	12%	20%	16%	33%	22%	19%	16%	14%	45%
% ST enrlmnt versus % ST popn	0%								
	Negligible								
% Repeaters (Avg. of all grades)	4%	10%	8%	3%	6%	6%	4%	10%	4%

EMERGING ISSUES

Analysis and use of data has emerged as a major area for action. Efforts have been made to share the EMIS data and its analysis with the state and district teams and train them to analyse and use their data. The thrust is that states should increasingly analyse and use the data for planning and management. While some impact is visible, continued efforts in this direction are needed.

Simultaneously, efforts are being made to collect data that is error-free and accurate. Some states have conducted a 5% sample check on the 97-98 data which is being analysed. Further interaction with states about the modalities for ensuring accuracy of data is envisaged. Data quality needs attention specially in Bihar, Uttar Pradesh and Madhya Pradesh.

Recently, the gaps in the current data system i.e., lack of enrolment data in unrecognised schools, lack of an accurate picture regarding retention and drop out etc. have been areas of concern. While some states have begun to fill in these information gaps, greater efforts in this direction are needed.

There is also need for a greater understanding and dialogue with the states about how population statistics of the relevant age groups should be estimated.

Some states, particularly Andhra Pradesh and West Bengal, are still not able to provide the enrolment picture. These states need to focus on how they will evaluate their own status with respect to key indicators.

Supervision

<p>Objectives</p>	<p>Supervision in DPEP has the twin objectives of monitoring the progress of the programme and assessing and fulfilling needs that arise as the programme progress.</p>
<p>Strategies</p>	<p>DPEP provides for regular Supervision Missions to each of the States to assess progress in the context of project goals and identify areas where technical assistance is required in the states. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve UEE. Information on the progress of the implementation of the Programme components is required on a continuous basis and fairly rapidly. This ensures technical support in key areas, from the national level to states and districts. The availability of information and ideas enable states and districts to take mid-course corrective actions.</p> <p>Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions are manned with the nominees of funding agencies and Government of India. The system of biannual Joint Supervision Missions is continuing whereas it has been decided that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as a targeted mission for specific purposes as and when required.</p> <p>In addition to the JSM's and the ISM's the states have there own mechanisms of supervising the programme. These include monthly review meetings, special state missions to districts, visits by the state project office functionaries to the districts, the EMIS and the PMIS reports etc.</p> <p>Internally, the Bureau also monitors the progress of the programme through visits. Each Deputy Secretary / Director monitors some states on a long term basis. The Director/Deputy Secretary in charge of a state is also nominated on the Executive Committee of that particular state. States are usually visited two or more times during the year and states with special problem more often.</p>

	1995	1996	1997	1998	1999
Joint Supervision Missions	<p>Ist JSM March, 1995. (Led by IDA)</p> <p>IInd JSM – September, 1995 (Led by EC)</p>	<p>IIIrd JSM June-July, 1996 (Led by GOI)</p> <p>IVth JSM Oct.-Nov. 1996</p>	<p>Vth JSM - March, 1997 (Led by IDA)</p> <p>VIth JSM - Sep.-Oct., 1997 (Led by EC) In-depth Review Mission</p>	<p>VIIth JSM – March, 1998 (Led by GOI)</p> <p>VIIIth JRM – October – November, 1998 (Led by DFID)</p>	<p>IXth JRM – April, 1999 (Led by World Bank)</p>
Priority Areas for the JSMs	<p>The first two focussed on reviewing the process of putting the system in place and identifying priority areas for capacity building and the beginning of the programme implementation.</p>	<p>The third and fourth supervision missions focused on the progress of implementation and reviewed follow up on the recommendation s of the earlier mission on various aspects of the programme. Assessing progress of implementation was also a focus area.</p>	<p>The 5th JSM focussed on areas of Pedagogical Improvement and Annual Work Planning. Assessing progress of implementation was also a focus area. The VIth focussed on assessing the progress made identification of constraints and the area of critical action along with assessing the sustainability of achievements. The IDR visited all the states where the programme was in implementation.</p>	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints. To assess the extent to which the recommendations of last JSM implemented.</p> <p>Focus for VIII JRM are:</p> <ol style="list-style-type: none"> 1. To assess the extent to which DPEP is making progress towards its objectives. 	<ul style="list-style-type: none"> • To assess DPEP's progress towards Programme's objectives. • To assess the extent to which an increase in the level of community involvement can be perceived at the school level. • To assess effort of states particularly DPEP-I and UPBEP for sustainability of DPEP.

	1995	1996	1997	1998	1999
				<ol style="list-style-type: none"> 2. The extent to which decision making has been decentralised and resourced to support the process, to date and what has been learned from that experience. 3. To gauge the extent to which PMIS and EMIS and qualitative indicators are feeding into improved planning and management. 4. To identify constraints which are impeding progress to suggest follow up activities to improve performance. 5. To assess the extent to which DPEP is influencing the mainstream education system. 6. To discuss progress towards cost effective strategies for the utilisation of resources. 	<ul style="list-style-type: none"> • To assess financial status of Programme Implementation.

<p>Internal Supervision Mission to Orissa January, 1998</p>	<p>An Internal Supervision Mission to Orissa was launched in January, 1998. This was necessitated by a recommendation of the In-depth Review Mission (October, 1997). This Mission has observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal Supervision Mission may be mounted in about 3 months time to monitor the implementation progress in key areas – pedagogical renewal area, civil works, orientation of project management staff and stake holders, regarding DPEP objective and strategies. The Internal Mission however found that after September 1997, things have moved faster in the state and activities related to civil works, media campaign and training have been taken in a big way. This could be seen by the expenditure pattern of the state. As against only 3.50 crores expenditure during first six months (i.e., April to September 1997) the expenditure during the next three months (i.e., October to December 1997) has gone upto 8.54 crores.</p>
<p>Internal Supervision Mission to Maharashtra, March 1999</p>	<p>In a bid to improve the pace of implementation of the programme, the DPEP Bureau launched an Internal Supervision Mission to Maharashtra in March 1999. The Mission was assigned the tasks :</p> <ul style="list-style-type: none"> • To assess the progress in each major intervention of DPEP. • To assess the progress in Phase-I districts towards achieving of DPEP super goals. • To identify constraints in achieving the progress. • To suggest measures to speed up the implementation of the programme. <p>The mission has submitted its report highlighting the constraints and suggested measures to speed up the implementation of the programme.</p>
<p>State visits by the Bureau</p>	<p>The Bureau representatives regularly attended Executive Committee meetings in the states during the past six months. Special efforts were made to monitor Orissa & West Bengal through visits and workshops.</p>

Supervision Training	To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100 people have been conducted. The duration of each programme has been seven days and it included mock supervision exercises and field visits. The briefing of mission members and collation of reports was supported by LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organizing targeted internal missions in future.
Role of the Unit	The Appraisal & Supervision Unit assists the DPEP Bureau in the organization of each mission. It provides support to the domestic as well as Joint Supervision Missions. Individual members across all the units of TSG are responsible for compiling information pertaining to DPEP implementation for the state / functional area assigned. Ed.CIL provides logistic support to the Missions.
Future Strategy	The Joint Review Missions shall continue to be launched twice a year. With the enlarged coverage, the DPEP - I states shall be visited by alternate missions while DPEP-II states shall be visited by both the missions. The DPEP Bureau plans to monitor the progress of the states closely, based on the feedback received through MIS reports or otherwise and would launch National Supervision Missions in the states as per the requirements.


Appraisal

<p><i>Objectives</i></p>	<p>The appraisal of Perspective Plans paves the ways, after certain formalities, for starting implementation of DPEP in a state. It may be mentioned that the perspective plans as prepared by the state and district teams present the issues, the strategies and interventions aimed at resolving the issues and the financial implication thereof.</p>
<p><i>Strategy</i></p>	<p>The states and districts that intend to launch DPEP, prepare the draft perspective plans. In case the states have difficulty in preparing the plans, the Planning Assistance Missions are launched by the Bureau to help states prepare the plans. On receiving the plans, the Bureau launches pre-appraisal missions which go to the state, make field visits, discuss the issues with the district and the state level officials and submit reports to the DPEP Bureau. The draft plans are then revised in the light of the recommendations made by the Pre-appraisal Mission for assessment of the Appraisal Mission. The Appraisal Missions present their report to the Bureau and discuss it in the presence of the officials of the state. These appraisals are followed by the IDA Appraisal Missions (in case of expansion districts and the states entering DPEP-II and III fold) who also share the report with Government of India in the presence of state officials. After a nod from Government of India and the funding agencies, the states start implementation of the programme.</p>
<p><i>Appraisal Training at LBSNAA, Mussoorie</i></p>	<p>Following the successful completion of DPEP-II national appraisals, it was agreed that the district and state plans of all the expansion districts for DPEP-I States, Orissa, U.P. and Bihar (DPEP-III) would be appraised by National teams and IDA will only review a sample of the national appraisal reports. This implied that the Bureau and TSG had to gear up to meet the challenge.</p> <p>To facilitate quality appraisal of these expansion districts preparedness to implement DPEP, the Appraisal and Supervision Unit within the TSG undertook a series of activities. Realizing that the task on hand is mammoth, the Unit designed a comprehensive 5-day familiarization programme, conducted with the assistance of the LBSNAA, Mussoorie. The programme included an orientation to DPEP, an introduction to the general appraisal process and DPEP specific requirements, such as financial appraisal; functional area component appraisal; report writing and a session on team ethics. Five programmes were held during the period of May-December, 1997 leading to the creation of a resource pool of 80 persons, the fifth one was held in September, 1997.</p>

	<p>The participants for these programmes were carefully identified. The effort was made to tap the national expertise available in educational financing, planning and management, special programmes for focus groups, pedagogical and other school effectiveness issues by involving them in these trainings. Resource persons for these programmes included LBSNAA faculty, officials of the DPEP Bureau, TSG and other experts familiar with the programme. The criteria for selection of resource persons was of course their familiarity of all aspects of the programme, an in-depth understanding of appraisal requirements, and expertise in at least one area. This familiarization programme also helped the DPEP Bureau and TSG to identify quality appraisers that is critical in team formation.</p>
Appraisal Handbook	<p>As a ready reckoner for appraisers, the Appraisal Unit within the TSG developed an '<i>Appraisal Handbook</i>'. Having been prepared with assistance from the Bureau, this handbook includes sections on appraisal process, the assessment of components from various angles and content and structure of the expected national report. The purpose of the handbook is to highlight the specific requirements of DPEP appraisal and provide ready guidelines to every appraiser going to the field.</p>

Status of Appraisal

1997	<p>Appraisal of expansion districts</p> <p>Satisfied with the pace of implementation of the programme and its coverage, the GOI decided for the expansion of DPEP into more districts of DPEP-I states and Orissa, the states where the programme was already under implementation. Accordingly, National Pre-appraisal and Appraisal Missions for Appraisal of expansion districts in the DPEP-I states and Orissa were launched during January – July, 1997 followed by the missions from IDA for the expansion districts.</p> <p>Appraisal of U.P. and Bihar</p> <p>National Pre-appraisal and Appraisal Missions for the states of U.P. and Bihar were launched during January – July, 1997. As in the case for the expansion districts, these missions were also followed by IDA missions. As a result 15 districts in U.P. and 17 districts in Bihar were selected for the implementation of the programme.</p>
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	<p>The ambitious schedule of mounting missions, many a times simultaneous to several states was undertaken. It was decided that each appraisal team would have at least four members of whom one will be an architect/civil engineer another a social sector expert, one expert in pedagogical renewal processes and an economist/planning experts. However, the size of the mission was extended to 8-10 in M.P., U.P. and Bihar to cater to large number of districts to be appraised in these states.</p> <p>Whereas the pre-appraisal missions had been of approximately 12-14 days duration, the appraisal missions typically lasted for 16-18 days. The resource persons for those missions were drawn from the pool that was developed through 'familiarisation' programmes. For the sake of maintaining continuity, efforts were made to retain the same team for both pre-appraisal and appraisal. The process of appraisal was very demanding and asked for rigour as well as professional competence. The World Bank reviewed the process through extensive visits and complimented the work undertaken by the Bureau/TSG.</p> <p>During 1997 a total of 22 pre-appraisal and appraisal missions were launched for the appraisal of expansion districts. This is a landmark in the national capacities for appraising such project.</p>
<p>1998</p>	<p>The plans for introducing DPEP in A.P. in 14 more districts were pre-appraised by a GOI mission in November, 1997 which was later joined by the World Bank team. In January 1998, the appraisal was conducted. Due to the large number of districts involved, the mission comprised of 8 experts drawn from various fields. The World Bank reviewed the appraisal process later in February 1998.</p> <p>Pre-appraisal missions to U.P. and Rajasthan were launched in May and June, 1998 respectively for appraisal of plans for three districts of U.P. and ten districts of Rajasthan.</p> <p>The unit participated in a G.O.I.-World Bank Mission (December 1998) to U.P. to assess districts Bahraich, Barabanki and Rampur for inclusion in DPEP-II and recommended positively to G.O.I.</p>

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