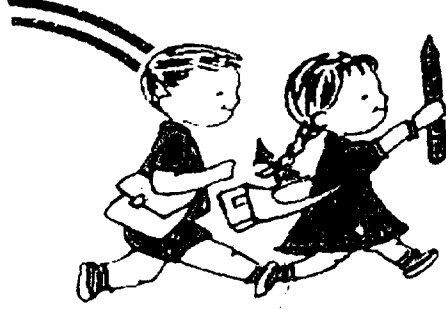

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part – 1

Progress Overview Report

17th Joint Review Mission
(April-May, 2003)

List of Documents

- Progress Overview Report** - **Part I (Enclosed)**
- State Report** - **Part II (Separate Volume)**
- State Specific Information on Mission Objectives** - **Part III (Separate Volume)**

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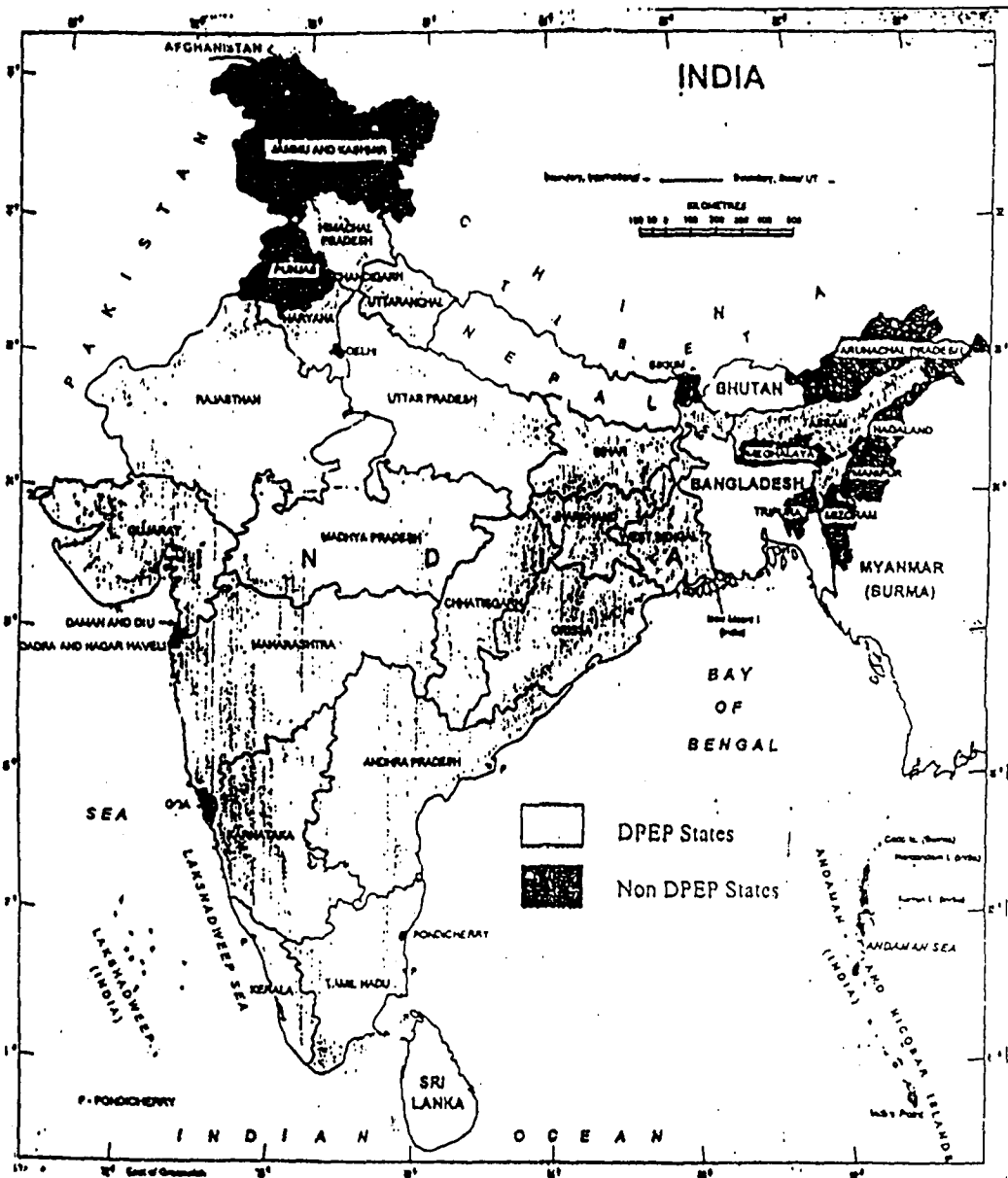
Progress Overview

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

The Progress Overview is upto December 31st, 2002. However, the latest information has been provided wherever possible.

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PLANNING AND MANAGEMENT

DPEP Fact Sheet

Coverage	Schools
• District covered - 242 (273 with bifurcated dts.)	• Schools in the system - 3,75,000
<input type="checkbox"/> Phase I (1994-December 2002) -19 <input type="checkbox"/> Phase I (1994-June 2003) - 23 <input type="checkbox"/> Phase II (1996 - June, 2003) - 79 <input type="checkbox"/> Phase III (1998 - Sept, 2003) - 27 <input type="checkbox"/> Other phases - 93	• New schools opened - 1,06,854
• States covered -18	Students and Teachers
	• Students in the system -51.3 million
	• Total no. of teachers - 1.3 million
	• New Teachers and Para Teachers Appointed - 1,64,981
	ECE
	• ECE centres set up - 18,107
	• Anganwadi pre-school centres strengthened - 1,06,085
Civil works	Alternative Schools (AS)
• School buildings constructed and in progress - 50,000	• AS centres set up - 94,391
• Resource centres constructed And in progress - 16,331	• Children covered - 3.7 million
• Classrooms added and Under construction - 53,000	Integrated Education for Disabled
• Other works (repairs, Drinking water, toilets etc.) Completed and in progress - 1,13,800	• Number of children with special needs identified under DPEP. - 8,77,000
	• Number of children with special needs enrolled under DPEP. - 6,21,760
	Capacity Building
	• Teachers trained - 2 million
	• Community members trained - 3 million
	Sub-district Academic Structures set up
	• Cluster and block resource centres - 39,133
	Credit and Grant (Total Rs. 71.39 billion)
Crass root level structures set up	• IDA (Soft loan) - Rs. 51.07 billion (\$1317.74 million)
• Village Education Committees - 2,99,604	• DFID (Grant) - Rs. 11.96 billion (192.63 mill, pound)
• School Management Committees - 1,47,991	• EC (Grant) - Rs. 5.85 billion (150 million Euro)
• Parent Teacher Association/ - 2,74,689 Mother Teacher Association	• UNICEF (Grant) - Rs. 0.36 billion (\$10 million)
	• Netherland (Grant) - Rs. 2.15 billion (\$ 52.27 million)
	• Credit Rs. 51.07 billion Grant Rs. 20.32 billion.
	Expenditure - Rs. 56.05 billion

Total Project Outlay

- Rs. 81.10 billion

Progress under DPEP

SI. No.	Project State	Expenditure (Rs.in crores)	No. of new schools opened	No. of Additional Teachers Appointed		No. of Alternative Schooling/ EGS Centres Opened
				Regular Teachers	Para Teachers	
		A	B	C	D	E
1.	Andhra Pradesh	555.78	15278	6291	8962	5951
2.	Assam	273.54	3144	-	3143	3138
3.	Bihar	205.02	4601	804	1803	2975
4.	Jharkhand	86.09	5601		1139	7344
5.	Gujarat	126.87	7286	378	10876	3654
6.	Haryana	221.77	1061	-	3450	1080
7.	Himachal Pradesh	106.61	886	1589	339	50
8.	Karnataka	461.35	1685	5018	-	The state has adopted single track strategy of mainstreaming through Bridge Courses
9.	Kerala	171.45	366	-	297	307
10.	Madhya Pradesh	848.56	27864	-	40659	26510
11.	Chattisgarh	170.84	6791		11339	5720
12.	Maharashtra	348.98	7761	3062	3294	4371
13.	Orissa	204.30	6761	1440	2573	8300
14.	Tamil Nadu	243.65	1460	1771	-	0
15.	Uttar Pradesh	1063.95	12425	6467	37837	7086
16.	Uttaranchal	31.28	672	130	847	474
17.	West Bengal	196.45	0	-	-	4680
18.	Rajasthan	235.39	3212	-	11473	12751
19.	Natnl. Component	53.34				
	TOTAL	5605.22	106854	26950	138031	94391

SI. No.	Project State	No. of Block Resource Centres	No. of Cluster Resource Centres	No. of New School Buildings Constructed	No. of Additional Classrooms Constructed	Toilet facilities provided	Drinking Water facilities provided.
		F	G	H	I	J	K
1.	Assam	52	1003	913	950	1605	2213
2.	Haryana	45	543	427	1623	4838	1665
3.	Karnataka	451	1055	1063	183	791	791
4.	Kerala	881	668	265	1059	542	389
5.	Madhya Pradesh	433	4325	17554	4566	0	0
6.	Chattisgarh	132	1949	4150	651	0	0
7.	Maharashtra	514	1189	915	2295	4636	2684
8.	Tamil Nadu	382	1023	0	1766	2006	2072
9.	Andhra Pradesh	1889	5664	8579	15227	803	963
10.	Gujarat	23	1432	323	700	1529	579
11.	Himachal Pradesh	32	230	796	25	560	522
12.	Orissa	87	1132	954	1481	1258	314
13.	West Bengal	0	1174	776	1737	0	0
14.	Bihar	630	2476	781	1188	1642	847
15.	Jharkhand	55	663	579	971	501	424
16.	Uttar Pradesh	626	6365	10723	15873	25100	3530
17.	Uttaranchal	114	280	476	606	1215	219
18.	Rajasthan	84	1532	757	2032	7952	2186
	Total	6430	32703	50031	52933	54978	19398

Districts covered under DPEP

State	Total no. of districts	No. of DPEP districts sanctioned originally	No. of DPEP districts covered under DPEP
Andhra Pradesh	23	19	P
Assam	23	9	9
Bihar	37	20	20
Chhattisgarh	16	6	6
Gujarat	25	9	11
Haryana	19	7	7
Himachal Pradesh	12	4	4
Jharkhand	22	7	9
Karnataka	27	11	16
Kerala	14	6	6
Madhya Pradesh	45	28	16
Maharashtra	35	9	11
Orissa	30	16	16
Rajasthan	32	19	19
Tamil Nadu	29	6	7
Uttar Pradesh	70	50	54
Uttranchal	13	6	6
West Bengal	20	10	10
TOTAL	492	242	246

Background

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

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

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

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

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

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

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

Improving capacities for formulation of annual work plan and budget

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

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

It has been observed that, some of the states have chosen to follow a more rigorous process of planning. The processes of planning have been presented in detail by Andhra Pradesh, Assam, Himachal Pradesh and Kerala in the workshop (January,

2001). In these presentations it has been observed that greater involvement of grassroot functionaries and habitation specific planning have been attempted. Information about similar attempts have been received from West Bengal, Uttar Pradesh and Karnataka also.

i

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

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

Improving appraisal capacities

I

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

Special initiatives for micro planning and institutional development

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

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

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

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

Although many states have undertaken micro planning exercise and collected household based data, the use of the data in planning, evolving strategies and in implementation was limited because of the volume and complex city of the data. One positive trend recently evident in most of the states states is the increased use of data collected through micro planning and household survey in preparation of school/habitation/ village education plans.

Institutional Development Plan

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

Issues in Focus

- The thrust in planning has been to strengthen capacities at the state and district levels to plan and implement activities as per needs. However, in a field based programme like DPEP, where new situations are encountered continuously, standardised training programmes conducted by training institutes are of limited use. In fact, much of the expertise or knowledge that has emerged in this area is based on experiences from the field. A great deal of learning has taken place in many states. The strategy for capacity building therefore has been to foster sharing of experiences among states by organising workshops where emerging issues can be deliberated.
- States have conducted house to house surveys and micro planning on an extensive scale but have not used the information fully at the time of plan preparation. The states lacked expertise in consolidating data generated from house to house

surveys and also making proper use of this information for planning. From the national level, guidelines have been circulated to all the states for consolidation of the household data, recording of data at village level in the form of Village Education Register (VER) and also the mechanism for updating this information periodically.

- A major challenge has been the adoption of some of the processes, evolved under DPEP by the main stream education. The positive features of planning practices (micro planning exercises) that have evolved under DPEP are being utilized in preparing habitation based plans under Sarva Shiksha Abhiyan (SSA).

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

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

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

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

TABLE - B : Status of Capacity Building for Planning and Management

Activities States Year		
NIEPA		
Training on Decentralised Planning	Haryana, Kerala, Tamil Nadu,	August, 1996
Training on Educational Management	Kamataka	April and June, 1997
Training programmes on microplanning and school mapping	Orissa, West Bengal, Assam, Haryana, Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, West Bengal Haryana, Kerala, Madhya Pradesh, Bihar, Uttar Pradesh	September, 1996 February, 1997 August, 1997
Workshop on District Planning under DPEP	Assam, Haryana, Kamataka, Kerala, Maharashtra, Tamil Nadu	December 1997
National Workshop on school mapping and microplanning	Assam, Haryana, Kamataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh Assam, Haryana, Kamataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh Bihar, West Bengal, Uttar Pradesh	July, 1997 January, 1999 February 9-14, 2001
Training programme on methodology and techniques of planning under DPEP field based - held at DIET, Ranchi	Bihar —	5-9 October, 1998
Assistance given to West Bengal on Plan preparation	West Bengal	October, 1998.
Training programmes on microplanning and school mapping	Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Kamataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal	9-11 August, 1999
National Training of Planning	Rajasthan, Maharashtra.	6-10 August, 2001.
Training Programme on Using indicators for Planning Primary Education.	Andhra Pradesh	19-24 February, 2001.
Orientation Programme on New EMfS Software	Chattisgarh	January, 2001.
Training on Programme on Computer Application for decision support services in education.	Maharashtra	18-19 th June, 2001.
Two workshops on Cohort Study and Training on Microplanning and School Mapping.	Maharashtra	October - November, 2001.
Project Planning & Monitoring	Maharashtra	19-23 rd August, 2002
Training Programme on using indicators in Planning. EE, New Delhi	Andhra Pradesh - Conducted in NIEPA, New Delhi	18-22 nd February, 2002
National Workshop on Project Implementation.	Attended by two participants from Rajasthan.	
Two worksho on teleconferencing at ISRO. Ahmedabad.	Rajasthan (Attended)	
Workshop on Policy Planning and Management for successful implementation	Rajasthan Andhra Pradesh (attended)	17-2 1 st June, 2002

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

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

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

TABLE - D -.Information on Staffing Pattern at SPO and DPO levels.

S.No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Andhra Pradesh - I&II	75	20	442	63
2.	Bihar	46	10	226	70
3.	Gujarat	55	7	98	22
4.	Jharkkhand	12	1	121	36
5.	Orissa	49	7	240	64
6.	Rajasthan 1 & II	55	2	543	•*>
7.	Uttar Pradesh - II&III	103	9	646	106
8.	Uttaranchal	30	9	60	3
9.	West Bengal	61	0	92+88*	18

This includes DPEP III.

TABLE - E : Present status of SIEMAT.

STATE	STATUS OF SIEMAT	TOTAL	
		No. of Post Sanctioned	Staffin Position
ANDHRA PRADESH	It has been decided to set up SIEMAT as an independent institute. SIEMAT is a part of SCERT.		Staffs are yet to be appointed.
GUJARAT	GIEMAT has been proposed to be established		
HIMACHAL PRADESH	SIEMAT approved by the EC in March, 2000. it is functioning as a wing of SPO for time being.	13	5
ORISSA	SIEMAT is functioning as part of SPO, Orissa.	18	12
WEST BENGAL	Proposal has been passed to establish SIEMAT.		
-UTTAR PRADESH	Working as an Independent institution	49	41
BIHAR	Working as an Independent institution located in SCERT.	21	10 (excluding Director)
RAJASTHAN	The matter of establishing SIEMAT as an independent institute or part of SIERT at Jaipur is under consideration with Government of Rajasthan.		
UTTARANCHAL	Status not provided in the State Report.		

TABLE - F : STATUS OF MICRO PLANNING IN DPEP - II & III STATES

DETAILS	ANDHRA PRADESH	GUJARAT	ORISSA	RAJASTHAN
<i>Coverage of microplanning</i>	<ul style="list-style-type: none"> As a part of Micro Planning exercise a comprehensive database is being developed by way of undertaking a massive exercise of conduct of Family Survey in all the habitations of DPEP I and II districts. The data have been collected and at present it are being cross-checked. Further, the data will be computerized so as to provide all the information on education aspects of the children for all the habitations. 	<ul style="list-style-type: none"> Microplanning in 2221 villages in district Panchmahal, 32 in Dangs and 48 in Banaskantha district has been completed. 	<ul style="list-style-type: none"> Microplanning has been completed in all DPEP districts. A similar sort of programme with the same objective has also been updated. Now more emphasis is on utilising this information for planning. Village and habitation specific agewise and classwise out of school children are collected through child tracking system and Anusandhan Operation. AWP&B for 2002-2003 will be based on need based assessment of Educational Profiles of cluster/ GPs. 	<ul style="list-style-type: none"> It has been planning to conduct a school mapping and micro planning exercises in every village. It is planned to update the school mapping data in every village between 1-14th July of every year.
<i>Details of Activiues undertaken</i>	<ul style="list-style-type: none"> Two-day training programme conducted at SPO level in June, 2000 for district staff on Family Survey. Further two-day training programmes conducted to Mandal Resource Person at district level and one-day non-monetary programme for all the teachers conducted at TC level during June, 2000. A detailed micro planning exercise has been taken up in the habitations of alternative schools as well as unserved habitations to plan for education to all children 5-14 years age group. To develop habitation specific education plan, the validation of data base has been developed through family survey during 6-12 March, 2001 by involvement of district, mandal and habitation level core teams. Training programme on "Using Indicators for Planning in Primary Education" held from 19-24 February, 2001. Selected programmes has been taken up in certain identified mandals for taking up of concerted steps to achieve UEE in all the habitations. The interventions taken up in these mandals are as follows: <ul style="list-style-type: none"> Community mobilisation sensitisation of parents, DW CRA, Youth and other SHG. Formation of Mandal Level, Cluster Level and Habitation level core committees with active involvement of community mobilisers youth, teachers etc. Generation of list out of school children and the nature of work they involved in. Opening of Residential and Non-Residential Bridge Course Camps for their mainstreaming. Monitoring the retention of in school children with involvement of local community groups. 	<ul style="list-style-type: none"> State level orientation workshop for micro-planning Selection of villages in which IMP is to be carried out Development of material for mticro-planning Training of MTs for micro-planning at district level Formation of village core group for micro-planning Demonstration of school and village mapping by RPs Training to village core group for micro-planning Micro-planning exercise at village level Preparation of VEP by village core group Review workshops at district level. A two day workshop on concepts, approaches and methodology of micro planning held in all districts for orientation of BRC, Addl. BRC, CRCs, OICs and personnels of P&M from GCERT, DIET. Micro planning in 500 villages has already been started. Data generated at school, village, CRC, BRC and district level and have been consolidated and computerised. A National level workshop on Community Participation and microplanning held in Mumbai. 2 day workshop on microplanning was organised at district level in all the Phase IV districts in April, 2002. Conducted number of workshops on AS,, MIS, Community Mobilisatino etc. in Phase-IV and developed handbook on AS at state level. Computerisation of DISE data is in progress in DPEP-IV 	<ul style="list-style-type: none"> Village Education Registers have been upgraded. There has been emphasis on preparation of block and cluster level plans in all DPEP districts. The districts are planning to produce block level of action plans where the information will be put to use along with findings of NINAD and DISE report, New schools and Alternative Schooling centre have been identified on the basis of the findings of the micro planningas well as public demand. Implementing close monitoring system of regular attendance of children and teachers by VEC/MTA, BRC, DPO and SPO. Capacity building of planning team members at different levels. 	<ul style="list-style-type: none"> Survey planned to conduct in the month of May-June and microplanning in the month of July. 17116 SMCs constituted and 58990 have been trained. 3500 BNS members have been trained. Shiksha Darpan Survey of 6-14 age group children and school facility conducted. 19913 SMCs have been constituted and 103848 have been trained. Non School going children have been identified. 24192 SMCs have been constituted and 103848 have been trained.

DETAILS	ANDHRA PRADESH	GUJARAT	ORISSA	RAJASTHAN
	<ul style="list-style-type: none"> Tracking of the children who are mainstreamed. An orientation to the District Planning Teams on participatory planning for development of DEEP, habitation level planning has been given. 			
<i>Agency Institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> State Resource Group & Mandal Resource Group Education Department of A.P. Hyderabad is involved in the family survey. 	<ul style="list-style-type: none"> State Project Office & GCERT at state level District Project Office & DIET at district level CRC coordinator (MT) & Village core group at village level. A core group formed at village level consisting of members of VECs, local Youth Mandal. Bhajan Mandals/ CRCCs. 		
<i>Future Plans</i>	<ul style="list-style-type: none"> Micro-planning exercise will be carried out in the selected villages of all the mandals of DPEP districts for effective educational planning & management. Necessary training would be provided to the School Education Committee Members on PRA techniques to enable them to involve in the Village Education Planning Process. It is further proposed to update the school wise database of 0-14 year age group children along with information on the school and teachers. Development of habitation level plans by way of involving community in participatory microplanning exercises. 	<ul style="list-style-type: none"> To cover all villages under micro-planning To regularize micro-planning exercise every year. Upscaling of micro planning. Use of VEP and SIP. Data to be consolidated at district level and incorporated in AWP&B. School mapping at the CRC level. Preparation of school improvement plan (SIP) at the village level. 	<ul style="list-style-type: none"> The state is planning to promote educational development. Plans at the level of few selected Panchayats to start with. Since, the CRC coordinators are already in place, this project will take shape in near future. Building of capacity of DRG and BRG on decentralised planning. Orientation & strengthening of SRG on planning. Development of module on habitation planning. 	
<i>Future Plans</i>	<ul style="list-style-type: none"> The data of Family Survey will be computerized and output reports on various indicators of educational status of children, gender-wise, social group-wise etc. along with education status of children with special needs will be generated habitation-wise, mandal-wise and district-wise. The data will be used for the planning of following aspects. Strategies for the schooling of out of school children, children with special educational needs and over-aged children. Empower the local groups, field staff on participatory planning process and for the development of habitation education plan for the education of all children in 5-14 age group, simultaneously and improve the quality of delivery mechanism and children learning. Validation of the information on 'out of school' children at habitation level and planning for educating them. Identification of schoolless habitations for providing, Alternative Schools, EGS & AIE. Updating the Habitation Education Plans. 	<ul style="list-style-type: none"> Submission of draft plan for new districts (Jam-nagar, Junagadh, Sabar-kantha, Kutchh, Bhav-nagar and Surend-ranagar). Plan proposals have used participatory planning process & documentation method. Preparation of State Plan and dist. plans involved an elaborate sequence of activities, involving both data gathering/ analysis and wide scale consultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and DPE Officers. The reflection of the findings of both BAS & SAS are also evident in the State and district plan. Data to be consolidated at district level and incorporated in AWP&B. Starting of microplanning exercises in six phase 11 districts. At district level, OICs, BRG & BRC Coordinators were trained on microplanning by State level functionaries. At block level, BRC Coordinators trained CRC coordinators in cascade mode. The HMs, VEC, MTAs & PTAs members were trained by the respective CRC coordinators on 	<ul style="list-style-type: none"> Training of HMs & SI of schools of SSA districts on Educational Management. Training of BRCC/CRCC/BRPs on Educational Management in 30 districts. Training of DI of schools/ CI of schools on classroom management. Training of VEC members in 22 districts and VEC members of upper primary schools in 8 DPEP districts. Training of Sarpanches & PRI members on different strategies of UFE/SSA. Training of headmasters of primary schools on school mapping and micro planning. 	<ul style="list-style-type: none"> Conduct school mapping and micro planning exercises in every village between 1 to 14th July every year. House to house survey is being planned to conduct in the month May-June and micro planning in the month of July every year. For the year 2003-04 the 'Preveshutsav' plan for hardcore children have been prepared and sent to the districts for implementation. Habitation wise list of non-enrolled children prepared and responsibility of each child have been assigned to every teachers and SMC members.

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	JHARKHAND
<i>Coverage of micoplanning</i>	<ul style="list-style-type: none"> • Consultative planning process has been initiated in Birbhum, Cooch Behar, Murshidabad, South 24 Parganas, Bankura and Jalpaiguri. House to house survey has been conducted in all DPEP and non-DPEP districts. Computerization of these data is going on. 	<ul style="list-style-type: none"> • Microplanning has been conducted in 17676 villages of DPEP districts. It is under process in 4 expansion districts of DPEP II VECs have been trained for this. 	<ul style="list-style-type: none"> • Altogether 3176 villages covered under microplanning in 10 districts. 	<ul style="list-style-type: none"> • Chatra (2), Dumka (5), East Singhbhum (2), Hazaribagh (2), Ranchi (2), West Singhbhum (3). • Altogether 12076 villages covered under Micro Planning in 6 districts.
<i>Details of Activities undertaken</i>	<ul style="list-style-type: none"> • Planning, based on analysis of DISE & House to House Survey Data for identification of requirement for Universal Access, Enrolment & Retention. • To develop a primary database on UPE planning a House to House survey was taken up in DPEP (non DPEP too) districts. • Trainings have been conducted by SPO personnel at the district level for resource persons. These resource persons trained the survey workers subsequently. • House to house survey has been conducted. • Computerisation has been completed. 	<ul style="list-style-type: none"> • District resource groups were formed and trained. • BRG was trained by DRG. • VECs (13856 out of 14659) have been trained by BRG. • Microplanning alongwith household survey was conducted and village education plan and school mapping have been prepared. • House hold survey has been kept in village education register which is updated every six months. VEPs have been completed for 15074 villages in DPEP-II districts. • 16907 VECs have been trained in the 1st round and 11262 VECs in the 2nd round. Around 23,190 villages have completed micro planning. Village Education Plans have been completed for 23,190 villages. 	<ul style="list-style-type: none"> • PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhiprerarks/ Prerak developed. • In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs. 	<ul style="list-style-type: none"> • PRA techniques is used. DRG is constituted in every' district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhiprerarks/ Prerak developed. • In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.
<i>Agency Institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> • State, district and sub-district level functionaries Gram Panchayat functionaries, volunteers of TLC, teachers, inspectors, education officers and extension officers of blocks. 	<ul style="list-style-type: none"> • UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators. 	<ul style="list-style-type: none"> • Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak & Preraks (Motivators/ Animators). Prerarks are drawn from the members of VEC. 	<ul style="list-style-type: none"> • Groups of individuals identified and trained by DLOs* of BEP; namely Abhiprerak & Preraks (Motivators/ Animators). Prerarks are drawn from the members of VEC. • Preraks are drawn from the members of VEC.
<i>Future Plans</i>	<ul style="list-style-type: none"> • Opening of formal schools and SSKs will be done on the basis of house to house survey data. • Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries. • Workshops will be conducted to identify the district specific needs 	<ul style="list-style-type: none"> • In DPEP II districts where microplanning have been completed, the VECs have already shown great enthusiasm in sending the identified out of school children into schools, built additional classrooms and new school where necessary, as well as recruiting Shiksha Mitras where enrolment has gone up. In these districts the data on out of school children is being compiled for 	<ul style="list-style-type: none"> • Organise quarterly trainings to train the Resource Persons on microplanning. • Scale-up microplanning exercises in all districts. • Computerisation of data generated through microplanning exercises. • Monitoring of the implementation status of the SDP emerged at the end of microplanning. • Use of data of out of school children and data 	<ul style="list-style-type: none"> • Organise quarterly trainings to train the Resource Persons on Micro Planning. • To scale up micro planning exercises in all districts. • Computerisation of data generated through micro planning exercises. • Monitoring of the implementation status of the school development plan emerged at the end of micro planning exercises. j

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	JHARKHAND
	on the basis of VEPs and school plans.	review at the state level.	<p>on enrolment in the private schools collected through microplanning exercises for UPE.</p> <ul style="list-style-type: none"> • Cross chocking EMIS data with the data generated by micro planning exercises. • People empowerment through micro planning exercises. • Mapping for ALS modalities through micro planning exercises. 	<ul style="list-style-type: none"> • Use out of school children data on enrolment of children in the private school collected through micro planning exercises for UPE. • People empowerment through micro planning exercises. • Mapping for ALS modalities through micro planning exercises.

COMMUNITY MOBILISATION AND PARTICIPATION

Background

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

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

S. No	State	VECs	SMCs / SDMCs	PTAs / MTAs
1.	Andhra Pradesh	-	57379	63,951
2.	Bihar	24856	-	1190
3.	Gujarat	5090	-	S615
4.	Jharkhand	16206		
5.	Orissa	12683		
6.	Rajasthan	-	29146	28860
7.	Uttar Pradesh	40826		9711
8.	Uttranchal	2674		1310
9.	West Bengal	21308		1806
Total		123643	86525	115,443

Information about structures is Annexed (Annexure- I)

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

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

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

Advocacy Activities

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

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

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

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

Specific initiatives for disadvantaged groups have also been taken up.

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

b. Planning

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

c. Construction Activities

Village Education Committees across DPEP States are actively involved in activities related to the civil works. Some of the States (*Haryana, Orissa, West Bengal, Uttar Pradesh and Rajasthan*) have constituted Village Construction Committees (VCC) / Bhawan Nirman Samitis (BNS) and have developed training modules to orient the members on various issues related to civil works. It includes construction and supervision of civil works of CRC, BRC and new school buildings, construction of additional classrooms, major & minor repairs and maintenance of school buildings.

- In some States like *Rajasthan and Gujarat* separate trainings are being imparted to BNS members on major and minor repairs. Up to some extent, this has enhanced a sense of school ownership among local communities.
- In States like *Bihar*, apart from construction of new school buildings, BRC and CRC, the community is also involved in temporary constructions for ALS and ECE centres.
- In *Tamil Nadu*, construction of classroom buildings has been undertaken with community participation, using cost effective technology and conventional method.

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

d. Quality

Community based structures have been actively involved on quality issues. In Assam, VEC has been playing supportive role by helping teachers to manage classroom where required, monitoring of teachers and students' attendance and teaching of co-curricular subjects like agriculture, local folklore and items of wood and cane craft. The community is directly involved in the process of TLM development by contributing no-cost materials. In Kerala, the parents and local community play a central role in classroom transactions. Parents extend support to school by taking classes, organizing field trips and attending CRC meetings. Preparation of *School Plan* is a crucial exercise which takes place every year with involvement of the parents, trainers and teachers. The plan broadly lists out the main academic and non-academic activities as well as tasks for PTA and Gram Panchayat. The same plan is executed after intensive discussions among teachers, PTA and MT, members. On the basis of this plan, monthly, weekly and daily planning is done by the teachers and school resource groups. Since it is a jointly developed plan, the teachers, parents and local community equally own it. VECs along with the Panchayat Monitoring Committee regularly monitor all the activities of school including academic activities. PTAs are regularly organized to discuss the progress of children. Help of PTAs has also been sought in many schools in preparation of TLM. In some places of Assam, public evaluation of children's performance is done through the help of community. In Uttar Pradesh, 23190 Village Education Plans (VEP) have been developed with involvement of VEC members and community support while 96 VEPs have been prepared in Himachal Pradesh. Some instances are also reported where VEC presidents are involved in CRC level meetings on the issue of learners' achievements. Though Himachal Pradesh has initiated the preparation of VEPs on experimental basis, the results are quite positive. In Madhya Pradesh, Siksha Panchayats undertake social audit of village education. Several 'activity centres' have also been developed by the community in EGS schools of Chhattisgarh and Madhya Pradesh. Many VECs with the help of local communities have managed teaching learning process in schools during teachers' strike in Bihar (Gaya district) and Jharkhand (Chatra district). Some VEC presidents are also involved in CRC meetings and Ujala training in Bihar. These are very encouraging trends in the direction of direct or indirect involvement of the community on quality improvement in primary education.

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

c. Other Activities

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

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

Table B: Some of the concrete instances of community contribution

States	Contribution
Andhra Pradesh	<ul style="list-style-type: none"> • VECs mobilize physical and financial resources for construction of school buildings, community (in general) took part in enrolment drives • Panchayat Education Committees and School Committees were involved in the social audit of out of school children. • The Grama Sabhas verified the particulars of ‘out of school’ children community wise and gender wise and also made resolutions on the enrolment of the ‘out of school’ children by specifying time targets to achieve the goal of 100% enrolment and retention of children at the local level.
Gujarat	<ul style="list-style-type: none"> • Community contribution both in cash and kind has been received for school construction. • Total of 253 new schools have been built in Banaskantha, Panchmahal and Dangs on Plots donated by the local people.
Jharkhand	<ul style="list-style-type: none"> • VLICs are being trained to manage schools and monitor indicators like access, enrolment and retention.
Orissa	<ul style="list-style-type: none"> • Some School Committee members of Kalahandi district have developed corpus fund to the tune of Rs. 5 lakhs for infrastructure development. • In majority of schools Corpus Fund have been developed for improvement of school. • In several schools across the district the School Committees are engaging para-teachers by giving them some monthly honorarium from village funds.

Trends Emerging

- There have been instances that efforts made under DPEP towards community participation are being replicated in non-DPEP districts. The most significant development during last few years is the move taken up by a number of State Governments to form VECs in the entire State under statutory provisions. For most of these States, this process had been lying unattended for long. In Orissa, VECs have been re-constituted as per the recent Orissa School Education (Community Participation) Rules, 2000 while in Bihar reconstitution of VECs are being carried out in concurrence to the Bihar State Vidyalaya Siksha Samiti Act, 2000. In *Himachal Pradesh*, about 13000 classrooms are being constructed through community under the Saraswati Bal Vidya Sankalp Yojana where the designs are similar of DPEP. It is worthwhile to note that elections had to be held for VEC formation in several places. This reflects the increasing interest of the masses in VECs. The recent initiative taken up by the Government of Karnataka to reach out the parents of the out of school children through the programme called *Samudayadatta Shale* is very encouraging move to ensure sustained effort towards achievement of UEE.

- Over the years, understanding the need for school development activities, the members of VECs/ SMCs etc., who were earlier chosen on nomination basis, have now been selected through electoral process.
- The attempt to integrate the PRIs with the community-based organizations, particularly VECs, is a significant move that is visible in majority of the States. In Kerala, PRIs are taking interest in school matters including in non-DPEP districts. That DPEP initiatives in ensuring school effectiveness have been well understood by the PRIs is reflected in spending of crores rupees from People's Plan Funds towards school improvement measures similar to DP activities. Similarly, panchayats are diverting funds toward construction of boundary wall urinals, storage tanks for drinking water etc in *Gujarat*. In *Maharashtra*, the Vastishalas are being managed by Gram Panchayats. **The VECs have not only been made statutory, but have been made one of the standing committees of the Gram Sabha in Madhya Pradesh.** In the States like *Assam, Karnataka, Jharkhand*, ground works to establish an effective linkage with the PF have been started. It has been envisaged that the panchayats, VECs/School Committee PTAs/MTAs and other community forums complement each other by creating a strong base at the grassroots level for community participation in the educational scenario.
- What is encouraging further that across the States, there has been a lot of thinking going on regarding the issue of sustaining the efforts being made under DPEP. Though networks are being established with other agencies, largely NGOs, such involvements have been broadly in the area of mobilization and capacity building.

Study Undertaken

In order to understand the process and impact of activities/ initiatives undertaken by various CB (VEC/ MTA/PTA) towards primary education a study is being undertaken in selected Phase I & II districts. The study shall be undertaken by Tata Institute of Social Sciences, Mumbai. The preliminary findings are expected by June, 2003 for selected districts.

Annexure-1

States	Members						President (Elected / Ex-Officio / Nominated)	Formation Mode (G.O./Statute)	Tenure	Jurisdiction
	Nos	Nominated	Elected	Reservation						
				SC	ST	Women				
Andhra Pradesh (School Education Committee)	5	1	4					Statute		School-wise
Bihar (Vidyalaya Siksha Samiti)	15	3	12	1	1	5	Elected by members	Statute	3 years	School-wise
Gujarat (VEC)	9	9				2	Ex-officio (Sarpanch)	GO		Revenue village
Jharkhand										
Orissa (School Committee)										
Rajasthan (School Management Committees)	12	1	11	1	1	1/3rd	Ex-officio (Sarpanch)	GO		School-wise
Uttranchal (VEC)										
Utter Pradesh (VEC)	5	5				1	Ex-officio (Sarpanch)	Statute		GP level
West Bengal (VEC)	14	14				1(SC, ST, Minority)	Ex-officio (GP President/ Member)	GO		Polling-booth level

(As per Report - April, 2002)

DPEP-II, III & IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Administrative Arrangements	<ul style="list-style-type: none"> State and district level coordinators for CM in place. 	<ul style="list-style-type: none"> Community Mobilisation is looked after by OIC Teachers' Training at the State level. Project coordinator is in-charge of Community mobilisation at DPO. BRC & CRC Co-ordinators provide block and cluster levels support. 	<ul style="list-style-type: none"> At state level core Group is formed to advise on community mobilisation. DRG and BRG formed. 	<ul style="list-style-type: none"> State and district coordinators for community mobilization in place SRG on CM formed DRG, BRG and VECs constituted 	<ul style="list-style-type: none"> State and district coordinators for CM appointed SRG, DRG, BRG and VECs constituted. 	<ul style="list-style-type: none"> Community Mobilisation coordinators placed at state and district level Core team on community mobilisation & VEC functional at every DLO. SRG/DRG formed. 	<ul style="list-style-type: none"> CM Officer appointed at the state level At DPO, one of the core team members assigned the work of community mobilisation. State and district level Resource Groups constituted.

DPEP-II, III& IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Community Mobilisation Material Development	<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 is in process. 	<ul style="list-style-type: none"> • Brochures, booklets, pamphlets, prepared and distributed to teachers, VEC members, PRI members and others. • Audiocassettes developed. • Development of posters, cut outs and folders undertaken 	<ul style="list-style-type: none"> • Brochure on DPEP published. • Leaflets printed and distributed to all primary schools of DPEP. • Newsletter published and circulated. • DPEP message disseminated and textbooks distributed. • Audio-video cassettes developed in connection with "Ninad". 	<ul style="list-style-type: none"> • Handbook "Sangathakder Prati" on community participation and primary education for grass root functionaries including VEC members developed. • Reading material "Prathmik Shikshar Unnayan Jana Sadharaner Bhumika" for community mobilisation developed • Audiocassette of folk songs developed & distributed 	<ul style="list-style-type: none"> • Posters developed. • Audio-video kit to mobilise child labourers prepared • Geet for School Chalo Abhiyan developed. 	<ul style="list-style-type: none"> • Posters/pamphlets/banners developed at every DLO/SLO/ECE. • Booklets/ brochures on DPEP published and distributed. • A set of 5 books (related to VEC, micro planning, training manual, micro planning was developed. • Magazine BEP Ahwan published by SPO. • 5 audio cassettes (Abhiyan geet, Shiksha geet mala, Munia beti padhti jaye,) distributed in every district • Two more cassettes on Women Economic Empowerment and Shiksha Geetmala were developed. 	<ul style="list-style-type: none"> • Brochures containing elementary information have been developed, printed and distributed • Review of the training module of SMC. • School mapping and micro-planning training modules have been finalized • Brochures and pamphlets for awareness have been prepared and distributed by different districts

DPEP-II, III & IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Community Mobilisation Material Development	<ul style="list-style-type: none"> • Book-let containing success stories has been printed and distributed among school committee members to motivate them so as to take up similar activities. • Handbook for School Committee Chairpersons along with school committee calendar was printed and supplied to all the school committee Chairmen. • School committee calendar is under preparation with a new design in diary shape with month wise feedback cards to be filled in by SEC Chairpersons and sent to DPO for analysis. 		<ul style="list-style-type: none"> • A monthly newsletter "Paribartan" is being published and circulated to all primary schools, CRCs, BRCs, D IETs, D.Is. of schools and DPCs. • A new training module for members of school committee has been prepared. • Some audio-video cassettes, posters, flash cards, pamphlets & leaflets relating to DPEP activities have been prepared and distributed. • A ten-point rating scale have been developed in order to assess the activities of VECs frequently and strengthening their participation in schooling process. 		<ul style="list-style-type: none"> • Folders printed on School Improvement Grant. • A training module for VEC training and Gram Shiksha Yojna handbook have been developed. 	<ul style="list-style-type: none"> • 5 Video films/documentaries produced on themes like teachers' training, civil works, ECE and alternative schooling and community mobilisation. • 2 Lok Chetna and Dut Lok Sampark Abhiyan module on micro planning and rapid survey developed. • Material for capacity building through Distance mode developed and distributed in different languages. • Plays developed, printed and distributed • Wall writings and Nukad Natakas also being undertaken. 	

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Campaign and other mobilisation activities</p>	<ul style="list-style-type: none"> • Electronic and print media utilized to spread the message of importance of girl child education. • Regional Sadassu and Vijayawada held at Kumool. • State district and mandal level seminars conducted. • Melas, Ma-Beti melas, rallies, Kalajathas and enrolment drives conducted in 475 model approach villages of 19 DPEP district. • Literacy Week “Chaduvukundam” conducted in July, 2000. • Janmabhoomi Programme conducted to spread awareness on education among women. • District and Mandal level seminars on “ Education For All” were conducted in all the districts inviting school committees members. Mandal and ZPTC members, office bearers of teacher association, Ministers, MLAs etc. • Habitation-level and Mandal-level mobilisation campaigns have been taken up to bring the “Out of School children” into Residential/Non-Residential Bridge Courses. 	<ul style="list-style-type: none"> • Bal Mahotsava, Prabhat Pheris, Mashal Yatras, praveshotavas were undertaken. • District level awareness meeting held to discuss strategies. • Special campaign launched for girls’ enrolment in tribal areas. • Chaudhary Community Sammelan organised in Banaskantha. • Thematic drama and folk theatre (Bhavai) used during awareness campaigns. • Special campaign like Mahila Jagruti Shivar, Ma-beti sammelans organised in ‘Gender Focus Areas’. • Special VEC, MTA/PTA meetings organised before enrolment drive. • Stalls set up in local popular fairs. • TLM exhibitions for local communities organized. • VEC/PTA/MTAs have been meeting regularly, especially to discuss retention of girl child in the school 	<ul style="list-style-type: none"> • Hoarding put up at strategic places. • Sishu melas organised at block level. • Women’s conventions, Matru Sammelans are being organised. • A series of discussions and phone — in - programmes broadcast • Enrolment drives organised • A village level intensive awareness campaign “Nifiad” organised in JuVy, 2000 • Acdon plans have been developed in each school after NINAD-II • Awareness programmes organised through print and electronic media like newspaper advertisement, radio talks, jingles and TV talks have been conducted to create general awareness among people • Vidyalaya Pravesh Utshav are organised to encourage enrollment of eligible school age children. 	<ul style="list-style-type: none"> • SPO organised folk festivals with the help of folk artists. • Districts organised rallies, meetings, padayatras, cultural competitions etc. • CLRCs book fairs organised at 108 circles of 5 DPEP districts. • Districts completed at least one wall writing in every school. 	<ul style="list-style-type: none"> • Ma-beti and Baap-beti melas organised. • Meena campaign for girl’s education organised. • Cultural activities organised • State wide School Chalo’ campaign organised • Poster competition organised • District/block and village level rallies were organized. • Relay of Radio jingles & TV spots on girl’s education. • Buses of UPSRTC carried the logo & messages of primary education • Intensive trainings for women motivator groups, VECs & PTA organised at model cluster. 	<ul style="list-style-type: none"> • Intensive campaigns launched for VEC formation. • Munia Beti campaign launched. • Wall writing, Padyatras, Bal melas, sports meet, Ma-Beti melas, Audio-video campaign, enrolment drive, Prabhat Pheries, street play and Kalajathas etc. organised in every district. • State level Maa-Beti melas Bal melas, Balika mela organised. • Exhibitions on UPE put up. • Innovative wall paintings done. • Jhankhis on UPE put up the occasion of Republic Day/ Independence Day celebrations at the state and district levels. 	<ul style="list-style-type: none"> • Advt. and News in various local and National papers published. • Programme on AIR is being broadcasted regularly. • Mobilisation through Gram Sabha. • Balmela, Kala jatha, Mahila Meetings are being held at cluster and village level. • State Level Bal Mela and Mahila meetings organized • Meetings and public functions organized.

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Campaign and other mobilisation activities	<p>Chaduvula Pannduga programme was conducted in August 2002 involving community public representatives to enrol out of school children and free child labours from employers.</p> <p>■ During Chaduvula panduga 4.78 lakhs out of school children were enrolled in regular schools/ residential bridge course centre/ non-residential bridge course centres.</p> <p>■ Local artists from villages are engaged for folk performance.</p> <p>■ Radio interviews of VEC members, ward adoption by VEC members propagated</p> <p>¹ Organisation of Kala Jathas. Pub. Meetings, film shows, rallies and exhibitions conducted.</p> <p>> Wall writing was undertaken</p> <p>¹ Special campaign drive was organised for women, Youth & VEC for girl education.</p> <p>Organisation of tribal youth camps.</p> <p>Parent teacher association meetings being organised for every 3 months and school committee meeting once in a month.</p>	<ul style="list-style-type: none"> • Radio Spots hired on AIR stations for broadcast of campaigns on enrolment and retention of children, especially girls, completion of primary education. • Awareness programmes meetings held to discuss community mobilisation activities have been organised. • Meeting regarding girl's education were conducted. 	<p>Sharing workshops in the shape of women convention, Tribal Convention, Jati Mahasava are organised at District and Sub-district level to promote community participation.</p> <p>¹ Traditional cultural groups are trained and oriented to deliver the message of primary education and its utility.</p>	<ul style="list-style-type: none"> • Enrolment week at district level. • Grassroots level meetings with PRI functionaries and community leaders organised. • Posters and hoarding developed and displayed. 	<p>School Chalo Abhiyan organized in 2001 with retention as the focus issue.</p> <p>¹ Kala Jathas targeted in blocks with low female literacy.</p> <p>¹ Basic Shiksha Parishad decides to form PTAs in all govt, school.</p>	<ul style="list-style-type: none"> • A national seminar on UPE organised. • Praveshotsavas organized in every district. • Mahila Day organised at DLO level. • Theatre workshops for capacity building of cultural groups in 7 linguistic zones held. • Shiksha Mahotsav 2002 organised 	<p>Film shows were organised in the all district of Rajasthan to motivate non-going school.</p> <p>■ 14296 Balmela, 12385 Kala Jatha, 13674 Mahila Meetings are being held at cluster and village level.</p>

DPEP - II, III & IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.) Material development	<ul style="list-style-type: none"> • Training module for VECs' training prepared. • A booklet containing guidelines for enrolment, retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation. • Village Education Committees were constituted in all the districts. • School Committees were constituted through election as per AP School Education (Community Participation) Act 1998 to strengthen community school linkage. 	<ul style="list-style-type: none"> • Gujarati version of Manual for VCWC members are prepared and distributed. • VEC Manual developed and distributed between VEC and VCWC members. • Training module developed at the state Project Office and distributed to Chairmen of VEC/MTA/PTA. • Development of posters, cut outs and folders. • VEC, MTA and PTA members were given adequate power and responsibilities to play an effective role in mobilisation activities. • Meeting of Sarpanches of Panchayats organised. 	<ul style="list-style-type: none"> • Manual for VEC training prepared by SIEMAT. • Community Mobilisation manual prepared by the SPO. • Module on VECs' training has been prepared. • Improved training modules on VEC developed. • Revised Module on composition and function of VECs has been prepared and sent for printing. • A new training module for the members of school committee prepared in order to trained. 	<ul style="list-style-type: none"> • Development of training module for VEC/WEC training • Construction manual developed for VCC training. • SPO developed handbook on community participation in primary education for grassroots-level functionaries including, VEC members. • Training module for MTAs developed in Cooch Behar district. • Developed Lesson's Posters for participatory Training at VEC/WEC level. • Guidebook on organisation of training for VEC members developed. • Developed 8 posters on Community Participation, on Civil Construction, restructuring Quality Education, Girls Education and Disabled Children. • Module of VEC training "Prashikshan Sahayika" published. 	<ul style="list-style-type: none"> • Trainer's handbook for training of VECs developed. • Trainer's handbook for MTA, PTA and WMG has been developed. • 480 model clusters have been developed. 	<ul style="list-style-type: none"> • Training module for VEC and micro planning developed. • Training module on community construction process developed. • Training module for mata samitis developed. • Training module for PRI members developed. 	<ul style="list-style-type: none"> • Module for SMC and BNS training has been prepared. • SMC training module finalised. • PRI training module has been finalized

DPEP - H, HI&IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Community Participation /Community Organisations	<ul style="list-style-type: none"> • School Education Committees, Panchayat Education Committees, Mandal Education Committees, District Edu. Committees formed. • 10404 VECs constituted in all the districts • Special teams organised at Mandal level for educating community. • PTA meetings being organised in all the schools though out the state • 50884 school committees at primary and 6495 at upper primary level constituted. • School Education Committee at the School-level, Panchayat Education Committees, Mandal Education Committees, District Education Committees are formed. • Out of 48,506 school committees constituted in primary and upper primary schools, 46,553 joint accounts were opened in the name of member convenor (HM) and Chairman of school committee to operate funds except salary component of teacher 	<ul style="list-style-type: none"> • 5090 VEC formed in all villages • MTA, PTA and Mahila Mandals have been formed. • A total of 1640 Parent Councils comprising of parents of disabled children formed in DPEP II districts • MTAs, PTAs have been cooperating with VECs in generating community participation in villages • Community Contributions, both in cash and kind, have been received for school construction, which have enhanced the sense of ownership among people. 	<ul style="list-style-type: none"> • 12683 VECs constituted • MTAs and PTAs are constituted • VCCs formed. • School Committee (VECS) are in place in all the districts. 	<ul style="list-style-type: none"> • VCCs formed for civil works. • 1806 MTAs formed in Cooch Behar district. • 21308 VECs constituted • In Phase I DPEP districts 13103 out of 14738 VECs, & WECs have already been formed. 8205 VEC formed in Phase II districts • VCC formed for civil work under VHCAVEC where it was needed. • 8743 VEC/ WECI were formed out of 10061 Gram Sauad areas. • 126888 VEC members trained in Phase -I Districts and 36384 memben trained in Phase-II Districts. 	<ul style="list-style-type: none"> • Total VEC in UP are 40826 • 17605 VBCs are constituted. • MTAs/ PTAs and WMGs (Women Motivator Group) formed. • Basic Shiksha Parishad decides to form PTA's in all govt schools 	<ul style="list-style-type: none"> • 24856 VECs constituted • Mata Samiti formed for AS/ECE centres and to provide resource support • Formation of 2765 VEC, including 200 VEC for New DPEP Schools. • ALS centres opened in Singhwara block on the basis of data of MLP • ECE centres are going to be opened on basis of Micro Planning data • All VECs constituted/Reconstituted through a will-orchestrated & process-oriented mobilisation campaign in all districts. • VECs motivated to run schools during teachers strike in Bihar • Community providing resource support at grass root levels • Village committees are constructed under "Bihar State VSS, Act 2000" 	<ul style="list-style-type: none"> • 3500 BNS have been constituted. • 29146 SMCs have been constituted. • 28860 MTAs constituted.

DPEP - II, III & IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
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, 6 Mahila Mandal presidents. Exposure tour of VEC members to M.P. was organised. Training to school Committee Chairperson organised at mandal level. Training programme at operational level held in 7 districts. Training cum orientation to women members of local bodies in educational issues organised. School Committee Members have visited the Residential Camps of MV Foundation Chairpersons and members have been given one-day awareness on the duties and responsibilities of school committees. 	<ul style="list-style-type: none"> Monthly meetings of VECs, PTA & MTAs were organised at school level. Workshops for women sarpanches and Anganwadi workers organised. Orientation and training workshops of VEC members at the CRC level. All the members of 8615 MTAs and PTAs have been trained in DPEP IV districts Special orientation cum training to 12885 VECs, MTAs, PTAs members in Banaskantha and Dangs on enrolment drive (June-August 2001). Training imparted to 7029 members of 1640 Parent Councils for Disabled Children. 	<ul style="list-style-type: none"> Training of VCC on Civil works, micro-planning organised. Training of VECs completed in 7 districts. 1500 Sarpanches have been trained. A state level workshop organised for development of audiocassettes, slogans and posters on community mobilisation in August and September 2000. Selected members: of PTA, MTA are trained. School Committee members of DPEP districts are trained about their duties and responsibilities through 12-day tele-conferencing programme. Village meeting on the line of Gram Sabha and Palli Sabha are initiated to educate people for owning the village school To sensitise the Panchayati Raj functionaries regarding roles in UEE, one-day trg. Programme for Sarpanches of all Gram Panchayats of DPEP districts have been conducted. To orient peoples representative regarding their roles in UEE, 1 day training for all the MLAs of DPEP districts have been conducted in 3 phases. 	<ul style="list-style-type: none"> 3- day training for VEC members (7 from each VECs) is over in all the districts. MTA training has been started in Cooch Behar district. 2- day workshop on street plays organised. Organised one day workshop with the President of VEC (Murshidabad and Uttar Dinajpur) 	<ul style="list-style-type: none"> Regular VEC meetings held. VECs, MTAs, PTAs and WMGs have been trained. Orientation programme held for newly elected Pradhans and members of VECs. 2 rounds of training of VEC's for micFO-planning & household contact 3949 MTA/PTA and 2582 WMGs formed and trained in MCDA clusters of DPEP-II. 440125 members of 17605 VECs have been trained in DPEP- II. In 23190 village education plans completed in DPEP-II districts. 22103 VEC trained in DPEP- III. 2819 MTAs/PTAs 1039 WMG formed DPEP- 111 Districts. 	<ul style="list-style-type: none"> 5 days training to VEC members initiated. One-day orientation to newly constituted/re-constituted VECs organized 1 day training to PRI members initiated. Quarterly Reflections of VEC President and Secretary at block level organized. Workshop to monitor progress of VEC formation organised at different levels. 1-day orientation to Mukhiyas initiated 	<ul style="list-style-type: none"> Orientation programme organised by DPO. 1-day orientation programme for BNS members organised by DPO in all the ten districts. 12434 BNS members have been trained. 3-day training of SMC has been planned Module for SMC and BNS training prepared. 109391 SMC members have been trained.

DPEP-II, III & IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Orientation/Training/workshop provided for staff/ Master Trainers</p>	<ul style="list-style-type: none"> • 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 • CMO of SPO & CMO of Chi toor attended National Workshop on Community ownership in DPEP. • Workshop for preparation of training module for training of newly elected School Committee Chairpersons conducted • Training course to the DRG was conducted at State level • Workshop for preparation of School Committee Calendars conducted • Workshop on Participatory Rural Appraisal organised. 	<ul style="list-style-type: none"> • Orientation of DRG organised. • Training Programmes for MT organised in Dung. • Training includes orientation on girl child. IED, AS and village mapping and school improvement support provided by local CRC. • 30- day intensive training programme conducted for Master Trainers on English workbook for Std. V. • 5-day re-orientation training to MTs for std. I completed in July, 2000. • Re-orientation training to MTs for Vidya Sahayaks held in July-Aug. 2000. • 5 days training imparted to BRC, CRC Coordinators and primary teachers in Dangs in Std.V English. • Resource Persons comprising DIET personnel. • CRC Co-ordinators and primary teachers were trained on Std. V English for achieving proficiency in English language and teaching skills. • 1 day training of BRC and CRC Co-ordinators for launching enrolment drive 	<ul style="list-style-type: none"> • Training of SRG for VEC organised at State level. • Workshop on role of media in community mobilisation organised. • Training of BRG (Media) on mass mobilisation in the districts organised. • Sensitization programme held for Collectors on the importance of UPE through community members 	<ul style="list-style-type: none"> • State level workshop on community mobilisation for district functionaries held. • State level workshop with folk artists conducted. • State level Workshop with theatre Group organised • Review meetings with CM coordinators held regularly • Organized reorientation training for 1403 KRPs • Organised workshop with Teachers organisation. 	<ul style="list-style-type: none"> • Training workshop for SRG. • 5-day PLA/PRA training organised for SRG and BRG. • PLA training given to district coordinators and NGOs. • DRG trained in all DPEPIII districts. • 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation in DPEP III. 	<ul style="list-style-type: none"> • Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised. • Training for Utpreraks organised. • Monthly reflection of VEC coordinators at state level. • State level workshop on different strategies of VEC organised. • State level workshop on Vidyalaya Shiksha Samiti. • State level workshop on different strategies of VEC formation and its implementation by DLOs organised. 	<ul style="list-style-type: none"> • 4-day workshop on school mapping and micro planning for State RPs conducted • Orientation of district collectors and PRIs conducted at the regional level

DPEP-II, III&1V

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Orientation/ Training/ workshop provided for staff/ Master Trainers	<p>A state level seminar on "Education For All" was conducted on 10.4.99. Eminent personalities in Education Department, VC of Universities, & Chairpersons of Zilla Parishads are involved. The Hon'ble CM attended the seminar.</p> <p>District level seminars on "Education for All" were conducted on 23.4.1999 in all the districts duly inviting school committee members, Mandal and ZPTC members, office bearers of teacher organisations, MLAs, Ministers etc.</p> <p>' Community mobilisation officer of SPO has participated in National Level Workshop on "Efficacy and Sustainability of Community Mobilisation" held from 4-7 January 2002 at Kolkota.</p> <p>■ CMO of SPO and CMO of Ranga Reddy district have participated in National level workshop on "strategies for motivation of primary stakeholders" held from 16-21 Sept. 2002 at NIRD, Rajendranagar.</p>	<p>3 days training programme on AS held</p> <p>Monthly meetings of ECCE & AS instructors held at CRC level to review the progress of school readiness programme in DPEP-II districts.</p>	<p>A chapter relating to Community Mobilisation and mobilising resource support from community on Pedagogical issues is included in the T teachers' Training module in order to train the teachers in that line.</p>		<ul style="list-style-type: none"> • SRG workshop organised in March, 2002. • Workshop of District Coordinator held in July 2002. for DPEP-111. • DRG.BRG trained in all DPEP-III Districts. • Training of 22103 VEC's in DPEP-III undertaken • Second round of VEC orientation commenced in DPEP-II. BRG's reconstituted. 11262 VECs oriented. 	<p>State level workshop on Para teacher State level workshop on micro planning (Lok Chetna) State level workshop on EGS&AIE State level workshop on development of TRG module for community leaders.</p>	<p>1050 KRPs and RPs have been trained for SMC training. 2 days training Community Leaders.</p>

DPEP - II, III & IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Areas and instance of participation</p>	<ul style="list-style-type: none"> • VECs involved in door to door surveys, monitoring and micro planning. • Construction of school buildings done with active involvement of VECs. • VECs involved in enrolment drives. • VECs of remote villages provide free accommodation facilities to the teachers. • Local committees participated in whitewashing of school buildings and keeping the premises clean and green. • Village committees in some cases organised community lunch for children and parents. • The contribution of villagers in all districts put together is about Rs 2,19,20,857 lakhs. 	<ul style="list-style-type: none"> • VECs involved in door-to-door surveys, village and school mapping. • VECs actively involved in enrolment drive organising Praveshotshavs and Prabhat Pheries etc. • Community contribution for school building and repairing, both in cash and kind. • School construction, repairing and monitoring is done through the active involvement of VECs & VCWCs. 	<ul style="list-style-type: none"> • 442 AS instructors, have been engaged by VECs. • VECs have been participating in micro planning, civil works activities and school improvement • VECs also involved in raising voluntary contribution for schools, appointment of Para-teachers, conducting house-to-house surveys for AS/EGS, utilisation of School Improvement Grant, planning, management, monitoring, supervision, accountability and utilisation of existing resources. 	<ul style="list-style-type: none"> • Community contributions towards building support reported from districts. • Community mobilisation for enrolment of out of school children done through RPs at GP level. • Rs. 2000/- school improvement grant utilized by VEC • Organised noon workshop on enrolment and retention 	<ul style="list-style-type: none"> • VECs involved in micro-planning. • VECs involved in school improvement maintenance and repairs. • 2068 schools provided with boundary walls and 79 with additional classrooms. • Appointment of para-teachers/acharyaji is being done through VECs. • VECs involved in survey. • VECs involved in facilitation, enrolment and retention of children especially girls & SC/ST. 	<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. • All Civil Works including construction of BRCs entrusted to community through Community Construction procedures. • VEC participation in Lok Chetna. • VEC participation in distribution of textbook • VEC participation in household survey and preparation of Bal Panji 	

DPEP II, III & IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Areas and instance of participation	<ul style="list-style-type: none"> • With community involvement, 178 villages have achieved 100% girl child enrolment and retention. • VECs entrusted with supervising effective functioning of ECE centres • Panchayat Education Committees and School Committees involved in the social audit of out of school children during the It* round of Janma Bhoomi, conducted in January 2003 	<ul style="list-style-type: none"> • VECs playing an important role in brining about attitudinal change (especially the gender issue) in the rural people. • VECs involved in improving enrolment and retention of children in schools. 			<ul style="list-style-type: none"> • VEC involved in construction work of new schools, reconstruction of old schools & additional classrooms. • 23190VEP completed in DPEP- II districts. 	<ul style="list-style-type: none"> • Community providing resource support at grass root levels. 	<ul style="list-style-type: none"> • PRIs are involved in Para teacher selection. • Pradhan, Sarpanch and Ward Panch are Chairperson of various committees and play lead roles.

DPEP-II, III&IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> Region-wise School Committee Sadarsulu organised at six places. Bio-data of school committee members (total 48709) have been collected and computerized for training purpose. School monitoring information system, which has provisions to monitor the functioning of school committees, is being operationalised Out of 48506 School Committees at primary and upper primary level, 46SS3 joint accounts opened. Local artists from village used for folk performances. At the habitational -level core teams are formed for the cause of 'Education for All with special reference to 6-14 age group. In UEE mandals, 10 mobilisers are placed in each Mandal to take the responsibility of motivating the children as well as parents for educating them through Residential / Non-Residential Bridge Courses 	<ul style="list-style-type: none"> Cultural talent search activities organised. 	<ul style="list-style-type: none"> To reduce the gender disparity in education in some specific pockets of the following districts, District Authority of DPEP have engaged Community Mobiliser (specifically educated and dedicated lady) at gram panchayat level to promote girls education Some school committee members of Kalahandi district have developed corpus fund to the tune of Rs. 5 lakhs for infrastructure development The committee members of one UGUP school of Anandapur block in Keonjhar district have contributed Rs. 4.5 lakhs for infrastructure development In several schools, across the districts the school committees have engaged para-teachers by giving them some monthly honorarium from village funds. Wall painting of schools is done by the voluntary contribution of villagers. 	<ul style="list-style-type: none"> Children Registers prepared in all the DPEP districts Observing enrolment week at district level in May & July 2002. Grass-root level meetings with PRI functionaries and community leaders. Organised one-day workshop with the secretary & president of VEC (Murshidabad and Uttar Dinajpur). 	<ul style="list-style-type: none"> Moulties sensitised to mobilise the minority community.. Kalajathas organised, focussing on girl's education Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness In School Chalo Abhiyan 2001 - role of Kalajathas redefined and located in blocks with low girls enrolment & high dropouts. TV spots & radio jingles. Meena campaigns with pre & post screening discussions with the community. 	<ul style="list-style-type: none"> Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. Innovative usage of local folk forms to spread the message of DPEP. District-wise identification of UTPRERAKS and ABIPRERAKS held. 	

DPEP - II, III& IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Networking	<ul style="list-style-type: none"> Local NGOs, Mahila Mandals, youth organisations and social groups 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. VECs working with podupu laxmi groups to tackle problem of child labour. 	<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"> NGO members and other PRI members and Sarpanches are also trained through Televised programme in Gramsat Pilot project about their roles in mobilizing community members to make primary education universal. 	<ul style="list-style-type: none"> NGOs, youth clubs and other groups involved in the community mobilisation programme. Network developed during TLC and PLC being reviewed and activated. Folk artists, Folk theatre etc. 	<ul style="list-style-type: none"> Networking established with electronic & print media., Doordarshan, AIR, Mahila Samakhya and NGO's 	<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. 	<ul style="list-style-type: none"> A strong inter-linkage envisaged at every level with Panchayati Raj Institutions.

New States

Community Mobilisation & VEC Interventions	Jharkhand	Uttaranchal
Administrative Arrangements	<ul style="list-style-type: none"> • Community Mobilisation coordinator in place at SLO and DLOs. • DRG formed. 	<ul style="list-style-type: none"> • District coordinator (Community Mobilisation) appointed. • Senior Professional looks after the programme at SPO. • SRG, DRG, BRG, VEC, SMC, MTA & WMG constituted.
Community Mobilisation Material Development	<ul style="list-style-type: none"> • Booklets and manuals for VEC members, VEC training and micro planning developed • Folders, posters, brochures, pamphlets developed and distributed. • Audiocassettes developed. • Handbooks and posters in Nagpuri, Mudari and Kurukh prepared. • Video films on teacher training, civil works, ECE developed 	<ul style="list-style-type: none"> • Poster & folders developed and printed. • Audio-video cassettes have been developed by DIETs & SPO. • Brochures having basic information about DPEP developed & printed by the DPO & DIETs. • VEC training manual printed by DPOs. • Village Education Plan Register printed by the DPOs for micro planning & school mapping. • Door to door survey formats developed at SPO level. • Folder for IED developed & printed. • Survey format printed at DPO level.
Campaign and other mobilisational activities	<ul style="list-style-type: none"> • Enrolment drives organised at school, CRC, BRC and DLO level. • Cultural programmes, nukkad natak, padyatras Bal melas, jhankies, prabhat pheries and rallies organised. • Maa-Beti melas organised at state level. • Kalajathas performed in Hazaribagh, East and West Singhbhum, and Chatra districts. • Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises. • Mahila Day organised at DLO level. • Innovative wall painting done. • One day Orientation/ 5 days training of VECS being organised in all districts. • Street play etc. organized in every district. • Theatre workshops for capacity building of cultural groups in 7 linguistic zones held. • Praveshotsavas organised in every district. • Jhankhis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels • Exposure visit of 10,000 VEC members undertaken in November, 2002 on Jharkhand Sthapna Diwas. 	<ul style="list-style-type: none"> • Ma-beti and Baap-beti melas organised at 35 places in 06 districts. • Meena campaign for girl's education organised. • At the start of academic session 2001-2002, School Chalo Abhiyan was organized in the state in July 2001. Prabhat Pharies were organized. • Banners/Posters and wall writing undertaken in all the districts of DPEP-III. • Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level. • District, Block & village level meeting arranged before enrolment drive. • Exhibition of DPEP activities in local melas in Magha Mela, Uttarkashi. • Kala Jatha/ Nukad-Natak arranged in 34 villages of 15 model clusters.
Community Participation Community Organisations	<ul style="list-style-type: none"> • 16208 VECs constituted • 4569 PEC constituted • Mata Samitis are also formed for ALS as per need & ECE centers. In fact, DPEP is facilitator, & Mata Samitis are the de-facto agencies to run ALS/ECE. • Community providing resources support at grass root levels. • SC/ST & Women well represented in the VECs. • VECs organised through a process driven intense campaign. 	<ul style="list-style-type: none"> • 2674 VECs constituted. • 1310 MTAs, PTAs & 335 WMG are formed and trained. • Training of 13745 members of MTAs & 4802 member . WMGs completed. • School management committee constituted

New States		
Community Mobilisation & VEC Interventions	Jharkhand	Uttaranchal
<p>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> • Training modules for VEC, Mata Samitis and micro planning are being used that were developed by the parent state- Bihar. • Training modules for VEC & Micro-planning developed. • Training module on community construction process developed. • VEC manual and guidelines for School Development Grant developed. • Module on VECs developed & capacity building of the campaigners completed before the actual launch of the campaign. 	<ul style="list-style-type: none"> • Trainer's handbook for MTA, PTA and WMG has been developed. • Trainer's handbook for VEC training developed. • A training module for VEC training and Gram Shiksha Yojana handbook printed. • School grading & student achievement format developed for the use of community. • A folder on VEC developed by DPO, Tehri
<p>Orientation/ Training/ workshops for Community Organisations</p>	<ul style="list-style-type: none"> • A 1-day orientation imparted to all VECs. • Regular meeting of VEC held at school. • Construction training organised for VECs. • Workshops organised for identification of Utpreraks/ Abhipreraks. • One-day orientation to newly constituted/re-constituted VECs organised. • 5-7 day training of VEC member initiated. 8589 members imparted 5-day training and 4800 members given 7-day training • Community construction process in place, training before start of construction training of the Masons/lady maisons. 	<ul style="list-style-type: none"> • 24500 members of 1200 VECs have been trained. • 3 days training for VEC members conducted at village level. • Monthly meetings of VECs were organized at school level. • 2674 VECs trained.
<p>Orientation/Training/ workshop for staff/Master Trainers</p>	<ul style="list-style-type: none"> • 26 master trainers trained on CM at state level 	<ul style="list-style-type: none"> • Training workshop organised by DIET for BRG for SRG. • DRG trained in all DPEP districts. • Orientation programmes held for newly elected Pradhans, members of VECs at the Nyaya Panchayat level. • District coordinators oriented to community mobilisation and participation. • Visioning workshops for district coordinators organised. • 162 trainers have been trained. • Training programme for MTs for MTA/WMG training organised at SPO • Orientation workshop for DRGs and BRGs organised at DIET level. • Training on micro planning & school mapping organised at NSDART, Mussoorie. • Training on data capture format (Survey format) for district level functionaries organised at SPO level. • District coordinators participated in national level workshop held at NIAR, Mussoorie. • State & District coordinator took part in national workshop organised at Kolkata.

New States		
Community Mobilisation & VEC Interventions	Jharkhand	Uttaranchal
Areas and instances of Participation	<ul style="list-style-type: none"> • VECs are helping teachers in distribution of books. • VECs involved in maintenance, minor repairs and plantation within school premises. • Community has provided para teachers where teachers <i>w</i> - not sufficient in number. • Participation of VEC presidents in CRC meetings. • VECs have organised special campaign, rallies and Mahila Sammelans. • Donation of land for school building given by VEC • VECs participating in micro-planning school improvement and community mobilisation. • VECs were motivated to run schools during teachers strike in Jharkhand. • All Civil Works including construction of BRC entrusted to community through Community Construction procedures • VECs are being trained to manage schools and monitor the development indicators like retention, completion, quality etc. 	<ul style="list-style-type: none"> • VECs involved in survey and micro planning. • VECs involved in facilitation, enrolment and retention of children. • VECs involved in school improvement, maintenance and repairs. • Construction & repairs of school buildings, additional rooms & toilets done with active involvement of VEC. • VEC provide place & drinking water for AS & EGS centres. • VEC purchase educational material for AS, EGS & ECCE centres. • Free textbook distribution in formal schools. • VECs involved in selection of para teacher in formal schools. • VEC identify the Acharyaji/Anudeshaka for the EGS & AS centers. • SMC involved in preparation of cooking meal under mid-day-meal scheme.
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> • Creative use of drama forms through identifying & training of the local theatre groups for dissemination of the content of education in the community. • Habitation level planning to trace out the out of school children & their enrolment/retention in schools/ Alternative schools. • Micro planning initiated in selected blocks- PRA technique adopted. • Water /sanitary facilities being created in schools. 	<ul style="list-style-type: none"> • 80 Model cluster have been formed. • Student tracking in schools of model clusters with the help of MTA/WMG. • Participation of VEC & community in the study on classroom culture & processes-gender perspective.
Networking	<ul style="list-style-type: none"> • Networking with N.K.S, Zila Sksharta Samitis, Kalyan Kendras and Bharat Sevashram Sangh. • Convergence with NGOs, Mahila Samooh and Mata Samitis. • Participation of NGO workers, volunteers, youth clubs, social workers, (CDS workers, youth organisation, etc. in VEC formation campaign and other community mobilisation activities. • Networking done with trade unions, NGOs teachers association, youth clubs and NYK.S. 	<ul style="list-style-type: none"> • NGO, Youth clubs, Mahila Mandals, yovak mandals & mahila Samakhya participating in community mobilisation. • Networking with NGO's in different areas such as enrolment drive campaign, local specific need based curriculum development & VEC/MTA/WMG training.

PEDAGOGICAL IMPROVEMENT

A Background

Overview

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

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

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

Textbooks

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

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

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

Teaching learning materials

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

Training

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

During this period many states also began to appoint para teachers on a large scale to bring down PTRs and to provide teachers in remote, inaccessible areas. The training of para

teachers posed a new and different kind of challenge than the training of regular government school teachers. Training programs designed for them had to be for longer duration and more intensive. Briefly, teacher training improved radically, in qualitative as well as quantitative terms.

Resource Groups

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

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

Resource Centres

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

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

conducted case studies of well functioning BRCs and CRCs and disseminated synthesis report of the same widely.

As these centres are evolving, many issues pertaining to their capacity building, linkages with schools, involvement with community etc. have been thrown up. Factors like what funds they have at their disposal to function independently, what kind of standing they have with respect to the local school inspecting staff and what their capacity is to offer academic support to teachers are also of critical importance. Efforts are being made continuously to address these issues through field visits and through national and state level workshops. Now greater emphasis is being placed on BRCs and CRCs taking responsibility of schools in their area for their overall improvement.

Institutional Development of DIETs

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

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

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

CURRENT CONCERNS

Capacity Building

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

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

This scheme aims to:

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

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

Resource Enhancement Programme

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

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

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

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

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

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

School-based Quality Improvement Programs

It is found that a majority of primary school children even at the end of grade V do not acquire the basic language skills and abilities such as reading, writing, comprehension, articulation, etc. Similarly in Mathematics children do not develop basic number concepts, and find difficulty with even simple number operations. Most of these are grade I or II level competencies. In absence of these basic learning skills children find it difficult to even engage with the course content of higher grades, let alone learn it, or master it. The examination system fails to capture this fact, because it tests only memorization and recall, and not the competencies of a child. As a result children keep getting promoted to higher grades, while learning deficits go on accumulating.

This situation is found to prevail widely, in almost all parts of the country. A host of interrelated factors are responsible for this - many of them rooted in classroom practices, but a large number of them stemming from systemic inadequacies. However, the entire blame of non performance gets transferred to the teachers (they being at the bottom of the administrative hierarchy) resulting in a widespread sense of demotivation and defeat amongst them. They in turn transfer the blame on to the children and their parents. Thus at every level in the system there is an answer / explanation for this poor performance. This is a vicious circle that remains unchallenged.

In an attempt to address the above situation, small attempts were made over the past few years to work directly with schools, so as to understand their situation and constraints within system a little better. A few school improvement programs were initiated by TSG at different points of time, namely, 'Vikalp' in Uttar Pradesh; School Improvement Program in Himachal Pradesh; and FLIP (Falta Learning Improvement Programme) in West Bengal. These programs were of different types. For instance, the program in Chamba concentrated initially on the physical and functional aspects of the school, which in due course threw up a demand for improvement in learning aspects as well; 'Vikalp' and FLIP were started as learning improvement programs focussing more on the classroom organisation & teaching learning aspects. To achieve these, however, intervention in the physical and functional aspects also became imperative in these cases.

Each of these programs was supported intensively by TSG for about a year, after which they were taken over by the respective states with reduced support from this end. Some of these programs were later expanded. Vikalp was expanded to 73 schools in 2 districts (Hardoi & Barabanki). The program in Chamba was expanded to 84 schools of the initial block, plus it also introduced in selected clusters in other districts. FLIP led to a much larger program called SLIP (School based Learning Improvement Program) in West Bengal covering 435 schools in six districts, which was subsequently expanded even further. The program is now renamed ILIP. **The SPO is now planning to have the program reviewed by a team comprising state and national level experts, and is to be undertaken in May.** Each of these programs proved beyond doubt that the school can change, that they can become an attractive place for children and teachers, the teaching learning process can be a joyful experience for both children and teachers, and children's learning levels can be enhanced substantially, provided there is a holistic effort for change supported by the system and led by teachers.

Another school based quality improvement program, also known as the 'Learning Guarantee Program', was initiated in Andhra Pradesh in a small number of schools in 2001-02. In the first phase of the program it was clearly brought out, that macro level pedagogic inputs (e.g. renewed textbooks, teacher training, TLM grant & academic support provisions) do not take root adequately in the schools, because a majority of them are not in a position to absorb them. Schools are struggling with more basic functional problems like of irregularity and absenteeism of children, continuous interruptions in the teaching schedule, ad hocism in work distribution of teachers, mid-session teacher transfers, delays in text book supply, and so on. Secondly, teachers are unable to make proper use of the inputs provided to them in the contexts of their schools. This overall scenario proves to be very daunting for individual teachers, who feel helpless to change anything, but find themselves at the receiving end all the time. This sets in a feeling of low self esteem and morale amongst the teachers.

in the next phase of the program it was felt essential to look at each school as an individual entity, within its context, and design an input framework to address the needs of individual teachers and schools. The program was expanded to tyo mandals covering 86 schools in two districts - Rangareddy and Nalgonda - in 2002-03. The objectives of the program are:

To look into the school performance indicators and aspects of school functioning that directly or indirectly affect children's learning, and take concrete measures to improve them.

To demonstrate the learning deficiencies of children due to existing classroom practices, and their learning potential that can be tapped with improved strategies

To help teachers adopt an alternative framework of class organisation, instructional strategies, planning and recording so as to ensure grade level competencies in all children.

To evolve an alternative lateral approach of training & capacity building of teachers (as against the existing cascade approach).

To initiate a systematic and rigorous monitoring and support process in schools

To involve community in the academic monitoring of schools

To begin with, each school was helped to first assess its own functioning, and identify problem areas. The district & state levels committed to addressing these issues in a time bound manner, to ensure proper functioning of each school. **Teachers also assessed the learning levels of each child in Language and Maths. These were found to be far below grade level. Therefore a 6-week remedial program was conducted for children of classes III-V to address their basic reading, writing and number skills of class I & II level. (Nov-Dec, 2003).**

At the end of the course children across the schools have shown remarkable improvements in the above abilities, and are now better equipped to handle their grade level texts. Besides, a new classroom culture, a new teacher child relationship, and also a new 'teacher' are in the process of being created. Children who were earlier unresponsive and 'dull' are now actively learning, the same govt, school teachers who were earlier indifferent and disinterested in their work, are now energetically facilitating children's learning, and the schools which were dreary and unattractive places are now buzzing with activity and excitement. A clear indicator of this is that children's attendance and punctuality levels have gone up significantly. Learning is now not restricted to just a few, teachers are able to engage almost every child in class. Children have produced a lot of work which clearly displays their improved reading, writing and drawing abilities. Teachers are able to independently design a variety of interesting activities. The classrooms have become challenging and attractive for both children and teachers. The level of discourse itself among the teachers has changed. They now have personal stakes in improving their schools, and more specifically improving the learning achievement of each child. The positive outcomes of their efforts have helped teachers in improving their selfesteem.

Monitoring and on-site support are critical components in this program. Through frequent field visits mandal resource persons are helping teachers implement the new framework in their classrooms. The monitoring team is being specially trained to help teachers contextualise inputs according to their classroom situations, and innovate further. The capacities of the resource persons have developed significantly over the year and currently about 30 resource persons are available in the two mandals who have a grasp over the basics issues of school functioning and learning, and can play a key role in further expansion

The next step in the program, subsequent to the remedial, is linking children back to their regular course / grade level text books. The classes, however, would be conducted in a changed mode, leading to more effective learning. This would include detailed work with respect to concepts, teaching strategies and instructional planning for class III to V course work. Since it would be difficult for children of classes IV and V to go straight to their grade level texts after the remedial (covering grade I & II competencies), some bridging would be required. It is pertinent to mention here, that remedial and bridging are transient measures, and would not be required after the initial 2-3 years. These are needed only to cover the learning deficits of children who have reached higher classes. This program envisages that while on the one hand the learning deficits of children of classes III, IV & V are being addressed through remedial and bridging measures, regular class plans are being introduced in classes I & II simultaneously, so that new entrants to school learn in a proper way right from the beginning. By the third year regular plans would have been introduced in all five classes, and there would be no more need for remedial and bridging.

Post remedial, a training was conducted in December, 2003, for the resource persons of the two mandals covering bridging plans for classes III to V and regular plans for classes I & II. Special summer camps were also visualised for class V children who will be entering upper primary in (lie next session. The training however was not extended to the teachers. Therefore the steps subsequent to the remedial could not be executed, and the task of linking classes III to V to their regular course work could not take place. In a sense the program has got aborted in the middle without reaching its logical end.

This program has attempted to address the dynamics of expansion carefully, trying to ensure that as it is upscaled, its essential elements are not lost. Many aspects of the program were reworked after the first year, and necessary modifications made to suit the larger scale. At each stage of expansion, a similar exercise needs to be carried out. In two academic sessions, the program has grown from 8 to 86 schools. In the following two years it can be expanded to about 500, and then to 3-4000 schools. Beyond this the rate of expansion can be exponential. The seemingly slow expansion in the beginning is to ensure that schools are properly nurtured and inputs get rooted in the ground. This is also an attempt to evolve an alternative approach to the conventional cascade model of training, which is more lateral and school based in nature. However, the SPO, while appreciating the outcomes in the current two mandals, has suspended midway the ongoing experiment which had a lot of potential for future learning. Instead it has chosen to expand straightaway to the entire state. In doing this it is going against the entire logic and rationale of a program which was to begin with 'school based ' in nature. A program which was designed to understand why macro inputs alone do not work, is itself going into the mode of macro inputs.

School based quality improvement programs are likely to be started in Maharashtra, Rajasthan and Chhatisgarh in the coming year. A decision has been taken to have these programs systematically documented. This will help us in analysing the inputs and outcomes more thoroughly, and help in finding ways of incorporating the learnings in the larger quality improvement efforts.

School Libraries Programme

This program has picked up momentum in several states. Almost all states now budget regularly for purchase of books for school libraries. Several states are undertaking measures for improved use of books in schools. Mobile book fairs have been conducted in three states - West Bengal, Maharashtra and Andhra Pradesh - so far. These have been done in collaboration with National Book Trust. Tamil Nadu and Uttaranchal are likely to be the next

ones to take on these tours. As a result of the interest shown by DPEP states in the book van tours, some new vans have been funded by the MHRD for NBT and one has already been purchased.

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

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

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

Pupil Evaluation Study

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

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

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

A synthesis document of the seven case studies titled "Shifts in Learner Evaluation" has been published and is in the process of being circulated to different states and agencies.

Moves towards better learning practices in Multi Grade & Multi Level situations:

Keeping in view the acute MGT condition in more than half of the schools of all states except Kerala a workshop on Multi-grade Teaching was organized at Rishi Valley, Andhra Pradesh from 5th to 9th March 2002. Eight-member teams from six states, viz., Uttaranchal, Himachal Pradesh, Madhya Pradesh, Chattisgarh, Orissa and Maharashtra turned up for the workshop with their tentative plans for pilot MGT projects. They were exposed to the schools, materials and curriculum of the Rishi Valley Institute for Educational Resources for more than 2. days.

After this resource persons from concerned agencies narrated their approach to multi-grade/level teaching by sharing the pedagogy, curriculum and materials of Nali Kali (Karnataka), Eklavya (M.P.), Active Schools (Maharashtra), Digantar (Rajasthan). Finally the state teams finalized their state plans in consultation with the resource persons.

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

- Maharashtra team was represented by eight participants from five districts, viz., Jalna, Dhule, Nandurbar, Gadchiroli and Beed. The Jalna team initiated its piloting using the Hindi materials of RIVER (provided to them as the workshop resource material) in a Hindi medium school to test their effectiveness. The state sent its own team once again to Rishi Valley for further capacity development. On return the state organised series of state level workshops at Mumbai and Jalna for the five districts for understanding the approach better, design own plan of action, develop materials for the try out, identify schools in the districts, orient teachers and initiate the piloting.

The participants in collaboration with TSG developed self learning material for class I and II. The package has been named as "Chala Shiku Ya" or "Let us Learn together". The CRCCs, BRCCs, district authorities and the teachers from the forty schools of Jalna associated with the material development were oriented about the new pedagogy with the fresh materials. Work has been initiated in those forty schools of the five districts with technical support from the resource centres and a regular monitoring. The district and state authorities are following up. The exercise with the teachers in the three workshops has contributed to their better understanding about the content in different subjects, confidence and a sense of ownership for the try out. Similar piloting is also being carried out in the Hindi medium school of Jalna for their comparison at a later stage.

- The Chhattisgarh team after series of sharing meetings at different district and state level after the Rishi Valley workshop planned for three state level workshops like Maharashtra in collaboration with TSG for a thorough preparation. For this participants were identified from all the districts of the state along with representatives from DIETs, BITs and SCERT. Initial visioning and planning exercises in the first workshop at Rajnandgaon prepared the participants to design own approach to Multi Grade Multi Level teaching. After comparing the curriculum of the state with the same of the different resource centres, private publishers etc they identified the learning milestones in each subject for classes I and II. Effective activities were designed by subject specific teams as per these milestones. The workshop was followed by district level improvisation in each area of the milestones in consultation with the local teachers and teacher educators.

In the second state level workshop at Jagdalpur (Bastar) findings were shared. Spiralling, sedation, contextualisation, reinforcement, evaluation and remedial teaching were attempted to be incorporated. To strengthen the content further

supplementary booklets containing local specific materials are being prepared. The state also aims to use these self-learning materials for its DADA centres.

- **Madhya Pradesh has conducted state level preparatory workshops to orient its school teachers and finalise the materials. The state is piloting in two schools(one formal and one EGS school) in each of its districts across the states.**
- **Himachal Pradesh has initiated piloting in about fifteen schools of three districts.**
- **Uttaranchal and Orissa are also beginning work in this area.**

Other than these states like Karnataka, Assam, Haryana, Bihar, Jharkhand etc. are also taking interest in the issue.

Issues in Primary Education

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

The 9th issue was based on “Exploring Science in Primary Years”. This issue highlighted five important aspects of primary level science teaching (EVS). They are : EVS - what and why?, EVS - a process or information?, Problems and possibilities in EVS teaching; Role of drawing in learning science; selected good practices in EVS teaching. Besides the issue also exposed its readers to some important journals of science education and science resource centre across the country which states might like to collaborate with.

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

The Hindi translation of the Science issue has been brought out.

Support to new states

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

Visioning and planning workshops have been conducted in Uttaranchal. Support is also being extended to the state in its material development and teacher orientation.

Final Evaluation of Pedagogical Interventions in Phase I DPEP districts

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

The agency which undertake the study:

States	Agencies
Kerala	Digantar
Karnataka	Vidya Bhawan Society
Tamil Nadu	Vidya Bhawan Society
Maharashtra	Bodh
Haryana	CIE
Madhya Pradesh & Chattisgarh	Sambhav
Assam	RIE , Bhubaneshwar

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

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

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

The specific areas to be focussed upon were:

- a) Textbooks and teaching learning materials,
- b) Teacher-capacity building, i.e. teacher training, academic resource support and other strategies adopted.

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

Draft reports of Tamil Nadu and Karnataka have already been shared at the state level. **Draft reports of Maharashtra, Haryana and Kerala have also been received. The Maharashtra report has been shared at the state level and is in the process of being finalised. The Haryana& Kerala is also to be shared shortly.**

Agenda for the future

- After state level sharing, the final evaluation studies of pedagogical interventions in phase I states will be discussed jointly in a national workshop.
- The school based quality improvement programs have proved to be important learning grounds for the states in terms of identifying factors which affect quality at the ground level. They have also demonstrated what works in practice. The current programs will be supported and helped to further expand. New initiatives of this kind will be encouraged in other states. Ways will be found to integrate these learnings into the larger quality improvement efforts
- The above programs will be systematically documented for wider dissemination.
- Work in progress with some states with respect to MGML will be more widely shared with other states. Materials, curriculum and pedagogy of the different pilot projects in the states will also be shared. Efforts will be made to establish links with other resource agencies.
- A major thrust for the future will be capacity building of persons working at the state and district level, particularly in SCERTs and DIETs.
- Through the School Libraries Program effort will be made to improve the use of books in the classroom so as to improve literacy levels of children.
- The pedagogy unit will continue to provide resource support to states as per need and demand.

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

Coverage/Rounds/Cascade

DPEP II & III

ANDHRA PRADESH	JUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>Newly recruited teachers' training:</p> <ul style="list-style-type: none"> • In DPEP I districts 4935 teachers trained. • In DPEP II districts 12337 teachers trained. • In Math textbook: 70 KRPs oriented. • 2590 RPs oriented. • 63752 teachers oriented. • A workshop to finalise the multi level training package. • In collaboration with workshop 	<p>5 day orientation for 7672 teachers for class 1,5 day training for 5600 teachers for class II, 8 day residential training for English teachers of class V conducted.</p> <p>4 day training programme for 2879 AS teachers (Balmitras) at BRC level.</p> <p>Visioning and planning workshops for six new DPEP districts conducted at state level in collaboration with TSG (Ed.CIL) followed by district and cluster level workshops in the new</p>	<ul style="list-style-type: none"> • State level workshop organised on educational management, learners' evaluation, school improvement plan and multigrade teaching. • All the S.I.s of schools, Headmasters of UP schools of 16 DPEP districts have been trained about different parameters of school improvement educational management. • A new package for induction training of teachers in new pedagogy 'unmesh' for teachers in expansion and 	<ul style="list-style-type: none"> • Four rounds of teacher training in DPEP-II and two rounds in DPEP-III have been further decentralised to cluster level. • In the first round of motivational training 'Shikshako daya' 51236 teachers are trained in 18 districts. • In second round residential trainings 'SabaP' 52160 teachers were 	<ul style="list-style-type: none"> • 82000 teachers trained in phase I + II on module 11 for 6 days. • 31000 teachers trained in phase I o>n module I. • 79000 teachers trained on science in phase I & II. • 83000 teachers trained on English in phase I & II. 	<ul style="list-style-type: none"> • 57135 teachers have been trained through the second round of 10 days training programme (Ujala II). • 26541 teachers given 5 days subject specific training. • Till date 69015 teachers have been trained through the first round of 10-day Ujala I. 	<ul style="list-style-type: none"> • 9 days in-service training module of teachers training completed. • 6 days refresher module of teachers training completed. • 3 days KRP workshop cum training has been organised. • TLM workshops organised at all blocks, 14000 teachers participated. • 13038 teachers are provided 6 days refresher training. • 9 days induction training given to 50927 teachers. • Training need assessment study for primary school teachers completed. 	<p>No. of teachers trained in Ujala-I 25256 Ujala-II 18402 13398 teachers have undergone training in Science teaching, 122 teachers in Math teaching and 144 in English teaching.</p> <p>The overall plan and initiatives resemble those of Bihar, Teachers of Jharkhand were part of the training programme Ujala -1 and Ujala -11 of Bihar.</p> <p>Ujala -1 is a 10 days residential training teacher training programme focussing on children of class I and U.</p>	<ul style="list-style-type: none"> • SRG&DRGs have been constituted. District coordinators (Trg.) in place. AH have been oriented and trained. • The Principal, Vice principal, Senior Lecturer, Lecturer of DIETs, staff of SPO & DPO were trained in ATI, Nainital under the training programme of DTS. • Visioning and planning workshop for SRG was held in DIETs, Roorkey and Bhimtal. • Training on need identification of DIET & district level functionaries on management issues conducted by NIEPA. • Training programme on management

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>CEE organised to develop a package on environmental issues. A teachers' manual also developed.</p> <p>• A series of twelve orientation programmes to all the DRPs in the state.</p> <p>* DRPs are to visit schools of the mandal 3 or 4 days a week for providing guidance/sup port to teachers.</p>	<p>districts.</p> <ul style="list-style-type: none"> • 248 teachers of std 4 and 5 trained on teaching of multiple subjects. • 4 month long training organised for newly appointed gram vidya upasaks. • 5 days training programme organised for vidya sahayaks. • 6 day training programme for teachers on standard III textbooks. <p><i>Multigrade training</i></p> <ul style="list-style-type: none"> • 120 teachers from 50 multigrade pilot project schools trained through 6 days training programme. <p><i>Others</i></p> <ul style="list-style-type: none"> • Reading project has been undertaken to enhance the reading skills 	<p>non-DPEP (SSA) districts has been prepared, trialled and finalised.</p> <ul style="list-style-type: none"> • Training module for transacting tribal primer has been finalised for three languages (i.e. Saora, Kuvi & Juang) • All primary school teachers, S.I. of schools, CRCCs, BRCCs, headmasters have been exposed to four rounds of teacher training programme. • Six members of CTT have been exposed to National Resource Enrichment Programme of TSG. • Six members from CTT, DRG, BRG attended TSG's workshop on Multigrade teaching at Rishi 	<p>trained in 22 districts.</p> <ul style="list-style-type: none"> • The third round training 'Saadhan' 132526 teachers of 54 districts were trained. • In the forth round 45000 teachers of 22 districts have been trained in one day workshops. • Cascade model followed for training: SRG to MTs to TOTs who conducted training at BRC. • In DPEP III the first round of teacher training (non-residential in nature) 80482 out 				<ul style="list-style-type: none"> • Ujala - I! is a ! 0 days residential training and covers the need of students of class III to V. 	<p>development for DIET faculty & district level functionaries conducted at Academy of Administration Nainital by NIEPA.</p> <ul style="list-style-type: none"> • 8 days foundation training for BRCs & NPRCc organised. • State team oriented for pilot MGT project. • 190 master trainers trained for training for BRCs & NPRCc. • Mass in service teacher training programme included 8543 teachers. It mainly focussed on new textbook (class I to V) developed under UPDPEP. • Tools developed to monitor the achievement level and all round development of child administered in Pithoragarh district.

**ANDHRA
PRADESH**

GUJARAT

and inculcate reading habits in the children in primary schools all over the state.

- **A total of 13413 teachers (3595 in phase II and 9818 in phase IV) have been trained in 2002-OS in hard spots, contents and English for std V.**
- 8 day residential training for English teachers of class V held under which 4786 teachers from all three districts were trained.

ORISSA

Valley Pilot Projects formulated to be carried out in Bolangir, Gajapati and Kalahandi districts.

**UTTAR
PRADESH**

of 110164 teachers have been trained.

**WEST
BENGAL**

BIHAR

RAJASTHAN

JHARKHAND

UTTARANCHAL

Focus

DPF.P li & III

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> • Components of Math module are - • Objectives & approach • Special features of Text-cum-workbook • Play, stories, puzzles, projects & other TLM • Format for observation of lesson • Annual Calendar - Class III Workbook • Analysis of competencies <p>* The components of module on UEE are:</p> <ul style="list-style-type: none"> • Achieving UEE • Approaches to Telugu, • Maths, EVS • All round development of the child • Songs of Primary level 	<p>Textbook Training</p> <ul style="list-style-type: none"> • The training focuses on the transaction of the newly developed competency based textbooks for class I and II. <p>Orientation training for Vidya Sahayaks</p> <ul style="list-style-type: none"> • Orientation on pronunciation of local words and also on local glossary. • To acquaint them with MLLs and activity based joyful method of teaching. <p>Multigrade Training</p> <ul style="list-style-type: none"> • Focuses on methods and techniques related to Multigrade Teaching. <p>Others</p> <ul style="list-style-type: none"> • Acquiring proficiency in English language. 	<ul style="list-style-type: none"> • Understanding children and their learning process • Learning activities • Teaching Language, Math & EVS in activity-based methods. • Teaching disadvantaged children. • Teaching and TLM for mono-grade and multi-grade situations. • Learner Evaluation. • Management of Multigrade situation • Academic support from community. 	<ul style="list-style-type: none"> • The second round of training focuses on 'pedagogy'. The training module 'Sabal' is development and used. • The third round of training in DPEP-II focussed on effective use of new textbooks in proving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. Training module 'Saadhan' has been used. • An independent feedback study of teacher training inputs under DPEP-II has been conducted. Its findings have been used to improve the IV round of teacher training in DPEP-II & second round in UPDPEP-III. • In DPEP-II & III, fourth and second rounds of trainings are in continuity to the earlier rounds of teacher training. 	<ul style="list-style-type: none"> • Training focussed on basic pedagogy issues: nature of learning process, approach to language maths and EVS teaching etc. 	<ul style="list-style-type: none"> • 5 days training focuses on different subject areas i.e. Hindi, Maths and EVS. • Ujala-II 10-day residential training special focus on classes 3-5. 	<ul style="list-style-type: none"> • The focus is on the following-motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, Science/Math/English teaching, preparation of TLM and teaching of values. 	

CURRICULUM, TEXTBOOKS AND TLM

Classes covered/Nature of material & Process

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>> Academic calendar has been printed and distributed to schools.</p> <p>Revised textbooks of class III math (Telgu & English) got printed and distributed.</p> <p>Math workbooks of classes I and II for Urdu printed and distributed.</p> <p>Urdu readers of class III, IV and V developed, printed and distributed.</p> <p>Class III math textbook for Urdu printed and distributed.</p>	<p>3 day training programme on preparation and use of Teaching Learning Materials (TLMs) oriented 13661 teachers of class I to V.</p> <p>Flash cards for English teaching in class 5 introduced in all DPEP schools.</p> <p>Content based supplementary material distributed to schools in tribal areas.</p> <p>Textbooks for class 1,2 & 3 introduced in all schools of DPEP</p>	<ul style="list-style-type: none"> • Eight new textbooks on activity-based approach for classes IV-V have been developed and introduced in 16 districts on experimental basis. • The six textbooks developed for class I to II have been reviewed and have been introduced in 25 districts. • Six bi-lingual primers for tribal children (in Saora, Bonda, Koya, Kuvi, Juang & Kui) have been 	<ul style="list-style-type: none"> • Curriculum for primary classes (I-V) has been revised, printed and distributed to all primary schools, CRCs, BRCs and DIETs. • Teacher guides based on these new textbooks were developed, printed & distributed, one set each to all primary schools, BRCs & DIETs. • Teachers' guide based on Maths & Science on new textbooks for upper primary schools have been developed. ▶ Textbooks in English for class III-V are being 	<ul style="list-style-type: none"> • Class III textbooks on language and maths revised and distributed. • New textbooks of class IV printed and supplied to districts. • Textbook renewal for class V taken up. • Process initiated to set up libraries in-schools under the link library programme. • Class I & II textbooks on language and mathematics revised and distributed to children. 	<ul style="list-style-type: none"> • 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I & II language books in Hindi, Urdu & Bangla, class I, II, III, IV & V, Maths in Hindi, Urdu & Bangla, EVS Social Science class III and EVS Science class III in Hindi, Urdu & Bangla) * Manuscripts developed and sent for print, language class IV & V in Hindi, Urdu & Bangla, EVS Social Science & Natural Science Class IV & V in Hindi, Urdu & Bangla. Revision of curriculum is in progress. After the revision, it would be <u>submitted to the (</u> 	<ul style="list-style-type: none"> • Learner Evaluation books developed. • Teacher guides "Anand Pothi 1 & II being printed. • Study on learners evaluation being conducted by SIERT. • Workbook for class IV under print. • Bal sahitya published by CBI, NBT circulated to 6356 schools 1041 CRCs & 84 BRCs. • Teacher guide (Prabhat), teacher support material (Sankalan) developed and circulated among all teachers. • Newly developed curriculum by SCERT being circulated to 	<ul style="list-style-type: none"> • No. of teachers who have received TLM grant Ujala 1 : 24495 Ujala 2: 18671 • No. of textbooks distributed in 2002-2003 is 821522 • Pedagogical Improvement unit to be set up for revision of curriculum textbooks. • The present curriculum, textbooks and TLMs are similar to those of Bihar. • The state is striving for joyful learning through supplementary Science workshops, child friendly worksheets, activity based learning, exposure visits, math training, English training and library practices. • The state has developed science and math kits. 	<ul style="list-style-type: none"> • Curriculum of the UPEFA reviewed and revised through curriculum development workshops at Almorah and Dehradun. • The workshop for <i>developing</i> the curriculum tried an integrated approach to combine language, Mathematics and EVS in one textbook for class I & for class 3, 4, 5 science and social studies are combined in one text book. • Textbooks for classes I-V have been revised by UPEFA and introduced in primary schools across state. • Training package literature development workshops organised to develop the training package on the hard spots in Maths, Language & Social Science and the

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
	<p>districts.</p> <ul style="list-style-type: none"> English work books 1,2 introduced in all schools of DPEP districts. Awareness materials on MGT developed for the pilot project. Production of audio/video underway. Teleconferencing on TLM held for over 1500 teachers, BRCs, CRCs. A similar exercise undertaken on use of flash cards and English workbooks of class V. 	<p>developed.</p> <ul style="list-style-type: none"> Teachers handbooks on tribal primers have been developed. Six teachers' handbooks (one for each textbook) have been developed for activity oriented classroom transactions. Supplementary reading materials for children and teacher in kind of 223 books have been developed & circulated. The periodical newsletter 'Aroha' is being printed regularly. 	<p>developed in the bilingual approach of teaching English language.</p> <ul style="list-style-type: none"> Textbooks for classes 1-5 have been revised and introduced in primary schools across state. 'Indradhanush' (supplementary reading material) developed in UP BEP distributed to 2 DPEP II & III districts school distribution going on. 		<p>Govt, for adoption.</p> <ul style="list-style-type: none"> Three textbooks developed and printed and are under trial. These are: Hindi III, Urdu-III & Bangla-III. A teacher guide TLM by the name of "Sikhana Asan Hai" - developed, printed & distributed to every teacher in the project districts for use. 	<p>schools.</p> <ul style="list-style-type: none"> Shivam - book on TLM circulated to all the schools. 		<p>Techniques were also developed to come out the Hard spots.</p> <ul style="list-style-type: none"> Workshop conducted to develop need based, local low cost, self-development TLMs. To identify the hard spots in pedagogy and to deal with them a training package prepared in workshop held at DIET Dehradun in Jan - 2002.

STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP

DPEP II & III

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> • 50 selected teachers identified as DRPs from each district. • Resource Groups formed in place of academic groups. • SRG comprises SPO/SCERT/SIET/IASE/CTE/experts from other institutes 35 members. • DRG has 50 members. • MRG has 8 members. • All resource group will provide training in all areas - TT, SC, ECE, VV etc. • A training of DRG & MRG conducted at district level. <p>Research Forum has been</p>	<ul style="list-style-type: none"> • SRG engaged in planning of DEP activities: teleconferencing, radio projects etc. • The SRG constituted for textbook renewal process consists of NGO representatives, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya. • District Resource Groups have been constituted for multigrade teaching and 	<ul style="list-style-type: none"> • District Resource Groups in Pedagogy constituted in all of the expansion and non-DPEP districts (under SSA) through a series of 2 day visioning workshops. • SRUP (State Resource Unit in Pedagogy) cell in SCERT created with DPEP fund support to plan, conduct and monitor all types of teacher training and pedagogical improvement activities in DPEP and SSA. • 35 centres in all 13 DIETs in the state and 22 STS (ETTIIs) have been identified as district level resource centres for providing all types of teachers training and academic 	<ul style="list-style-type: none"> • District & Block level MT's developed over each round of teacher training (totaling about 20-25 persons per block) are being used for training of teachers in IVth/Und round in live school situations. SRG (about 1300 in all) are supervising & monitoring the decentralized process of teacher training in clusters. • To institutionalize the indicator-based objective Academic Support System the Govt. of UP laid down the 	<ul style="list-style-type: none"> • State working group on pedagogy in position • SWG visiting districts to support DRGs and CLRCs. • DRG on Pedagogy developed in each District • DRG meeting held regularly, undertaking follow-up of programs. 	<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 functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc. • Block and 	<ul style="list-style-type: none"> • CRG constituted & trained • CRG training module developed. • State Resource Group formed for all programs. • DRG constituted in districts. 	<ul style="list-style-type: none"> • SRG to be constituted. • DRGs are already functional school/college teachers, NGOs, community members constitute the DRG. 	<ul style="list-style-type: none"> • SRG, DRGs & BRGs have been constituted. Visioning and planning workshops organised. Specialists of various fields of pedagogy are included in these group, who will assist in training programmers, curriculum revision & developing training packages and monitoring. • Regular meeting of these groups at different levels are held quarterly.

ANHHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>constituted with the following objectives:</p> <ul style="list-style-type: none"> • To promote competencies among teachers on various interventions in the field of ducation. • To take up small scale studies which have bearings on good classroom practices. • Providing and strengthening professional teacher support to the teacher at the grassroot level. • Forming and conducting research conventions at the district and mandal levels. • Studying of impact of various DPEP interventions with reference to enrolment, retention and achievement. 	<p>for providing academic support.</p> <ul style="list-style-type: none"> • Constitution of BRG and CRG is underway. 	<p>support.</p> <ul style="list-style-type: none"> • The District Resource Groups in 6 out of 8 DPEP expansion districts trained in the new module and in turn have trained the Block Resource Group members in those districts. • Similarly, DRG in 8 out of 14 non-DPEP (SSA) districts trained where the training of BRG is completed. • A state team after exposure to the national MGT workshop is preparing for effective MGT practices. <ul style="list-style-type: none"> • A special intensive monitoring programme 'AHWAN' conducted in two phases during 2000-2001. 	<p>parameters for school & teachers performance as well as introduced an element of accountability in teacher performance.</p> <ul style="list-style-type: none"> • Academic Resource Groups of DIETs have been strengthened. 		<p>cluster resource groups have been formed.</p>			

BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE

Status and Staffing

DPEP II

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>Number of mandal resource centres DPEP -I - 254 DPEP II - 739 Mandal resource persons DPEP-1-675 DPEP 11-1755 Teachers' centres DPEP-I - 1297 DPEP 11-4198</p> <ul style="list-style-type: none"> • Out of 508 posts of MRPs in 5 phase I districts 448 have been filled. In 14 phase - II districts, out of 1468 posts, 1441 have been filled. • 1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional • 199 Mandal Education Officers (MEO) trained in phase I districts. • 503 MEOs trained in phase II districts. 	<p>1002 posts of CRC coordinators have been created and appointments have been made. 70 BRC coordinators appointed in six new DPEP IV districts. 23 BRCs and 482 full-time CRCs are in position in all the DPEP II districts. 23 Additional BRCs (ABRCs) are in position (in all districts).</p>	<ul style="list-style-type: none"> • 890 CRC coordinators are in position. • 87 BRC coordinators are in position • Selection of BRCCs in Expansion and SSA districts are going on. 	<p>SIEMAT has developed & disseminated a financial handbook for BRCs & NPRCs. It has also developed a ready reckoner for BRCs on their role in line with Academic Support System & Govt orders. 243 BRCs and 253 ABRCs position in DPEP-II. 2383 NPRCs are in position in DPEP-II. In DPEP-III districts 393 BRC coordinators, 736 Asstt. Coordinators and 3457 NPRC co-ordinators have been selected.</p>	<p>There are CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up. 3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. All RTs are in position. SI of schools of the concerned circle are the Circle Project Coordinators (CPC).</p>	<ul style="list-style-type: none"> • CRCC training module developed by SCERT, CRCCs being trained at district level. • 5 day training module for BRC-RPs prepared by SCERT. Training initiated. • Workshop held on monitoring of learning achievement in schools. Follow up started. • 466 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Co-ordinator. • 1895 CRCs(not full time) in position. 	<ul style="list-style-type: none"> • Training modules for BRCF has been completed and tried out • Training module for Resource person has been completed. • Training module for CRCF has been completed. • Training module of Refresher Training of CRCF has been completed. • Ten days orientation of CRCF organised at District Level 982 CRCF trained in 2 phases. • Training of 78 BRCF have been organised. • Review of BRCF module have been organised. • 84 BRCs and 1041 CRCs are in position in phase I. • 49 BRCs and 678 CRCs established in phase II. 	<ul style="list-style-type: none"> • No. of functional BRCs 55 • No. of functional CRCs 663 • 157 BRC resource persons in position • 655 CRCs in position. • No. of CRCCs trained 674 	<p>In DPEP-III districts 38 BRC coordinators, 76 Asst. BRC Coordinators and 280 NPRC Coordinators have been selected.</p>

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> • Training module developed for MEOs for the first time. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc. • These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers. 	<ul style="list-style-type: none"> • Addl. BRCs selected on merit through open advertisement and personal interviews in each district. <p><i>Orientation:</i></p> <ul style="list-style-type: none"> • All the 70 BRCs from six phase IV district are oriented on pedagogic issues like effective classroom teaching, training need assessment, TLM development in local context etc. • Training on use of telematerial for English teaching. • Achievement test conducted for 90 CRCs based on which future interventions were planned. • 3 day state level media and documentation workshop to develop the communication skills of BRCs, Addl. BRCs and CRCs. • 3 day capacity building workshop for 	<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. • Matriculate teachers with a minimum of 10 years of experience have been recruited as CRC coordinators. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • All newly appointed BRC-CRC coordinators & Sis have been trained. • All BRCs have already received orientation. The focus was on roles and functions of BRCs sensitising them 	<ul style="list-style-type: none"> • BRC, NPRC-coordinators are being imparted training on financial management of resource centres by SIEMAT/DIETs. • In all districts primary school head teachers recruited as NPRCCs and BRCCs through an open test cum workshop at the DIET. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • Three rounds of teacher training conducted for teachers, ABSAs, NPRCCs & BRCCs. • A publication named 'Samvet' is circulated to BRC & CRC. • To strengthen DIET-BRC-CRC linkages, 3 day trainer's workshops have been 	<ul style="list-style-type: none"> • The SI/S had been identified in circle project officers and circle project coordinators for CLRCs. • Three primary teachers have been selected as resource teachers at CLRC. Each VEC covered twice a month by Noon time Workshop and each teacher is covered twice a month by afternoon Workshop. • The RTshad been selected on experience, performance and quality basis. <p><i>Major Activities of CLRC</i></p> <ul style="list-style-type: none"> • CLRC members have been oriented for school visits, organising afternoon 	<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 persons. CRC Co-ordinators are selected during teacher training programmes by teachers. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • 3322 CRCs have already been trained. 	<ul style="list-style-type: none"> • Area Education Officer/Block Education Extn. Officer has been chosen jointly by DPC & DSE as BRCC. • Identified good teachers are provided training of Master trainers and deputed to BRC as RP. • CRCC is chosen by teachers of the cluster. • BRCC&BRC RPs are being oriented at SCERT and CRCC at DLO level. • Reflection meeting of CRCC at BRC 244 • Subject Specific Trg. 570 • BRCC meeting 	<ul style="list-style-type: none"> • In all DPEP-III district primary school head teachers have been recruited as BRC co-ordinators and NPRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy. • Under DPEP-III training of trainers and orientation of BRC & NPRC Coordinators have been completed.

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	JHARKHAND	UTTARANCHAL
	BRC-CRC coordinator on video script writing of hardspot in language, maths and EVS.	to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc.	organised for district team comprising of BRCC, CRCC and DIET faculty members. • A seven day training has been organised for BRC-NPRC coordinators in DPEP III.	workshops for VEC, data collection etc.	<i>Emerging issues</i> • The CRC coordinator is not a full time person due to which regular onsite academic support to teachers becomes difficult.	at DIET/DLO 22	

Strengthening of DIETs

DPEP II

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

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

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Orissa	NA	31872	NA	761	761	100
Gujarat	26308	21286	80.91	378	378	100
Andhra Pradesh Phase-I	3316	3019	88.94	NIL	NIL	NIL
Phase-II	3969	612	83.08			
Uttar Pradesh DPEP-II	75402	55692	74	4311	4311	100
DPEP-III	121739	103482	85	2156	2156	100
West Bengal	52134	47644	91.34	800***	NIL	NIL
Bihar	5690	NA	0	100	100	100
Uttranchal DPEP - III	10651	8749	82	299	251	84

*** Proposed

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

State	Number of para teachers (Non-DPEP fund) * DPEP fund		
	Planned	In position	Percentage
Gujarat	-	3391*	-
Andhra Pradesh	Phase-I Phase-II	3514 10021	0.00 89.43
Uttar Pradesh	Phase-I Phase-II	16776* (Shiksha Mitras) 10231 (Shiksha Mitras)	14874 (Shiksha Mitras) recruited; 9323 (Shiksha Mitras) recruited; (The rest are going to be recruited by VEC)
Uttanchal	Phase-III	890	689 77

* Teachers appointed through DPEP fund

DISTANCE EDUCATION PROGRAMME

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

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

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

The activities initiated at the national level are given below, while state level initiated activities with the support of core faculty of DEP during the period from April, 1997 to March, 2003 are listed in the Table No. 1. Activities organised from **November, 2002** to **March, 2003** are given in **bold letters**.

Activities Initiated at the National Level

Organisation and Management

- The Distance Education Coordinators (DECs) are in position in ten states i.e. Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Maharashtra, Orissa, Rajasthan and Uttar Pradesh.
- Orientation programmes (induction training) for the Distance Education Coordinators and Teacher Training coordinators of DPEP states were organised in December, 1998, September, 1999, October, 2000 and in **December, 2002**.

Procurement of DR Sets

The DEP has so far installed 163 DR Sets in 15 DPEP states as per the break-up given here: 22 in Andhra Pradesh, 10 in Assam, 8 in Bihar, 6 in Chhattisgarh, 8 in Haryana, 5 in Himachal Pradesh, 10 (6+4) in Jharkhand, 12 in Karnataka, 6 in Kerala, 10 in Maharashtra, 17 in Orissa, 18 in Rajasthan, 8 in Tamil Nadu, 5 in Uttaranchal and 18 in Uttar Pradesh. The analog DR sets installed in DPEP states have been upgraded into digital DR sets by DEP.

A one-day meeting with ISRO authorities was organised on April 5, 2000 at the DEP premises to discuss various aspects of teleconferencing programmes in the light of new satellite INSAT-3B and conversion of analog sets into digital. Further, technical committee meetings were also held from time to time to discuss the procurement, installation and annual maintenance of DR sets.

Planning

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

Material Development and Distribution

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

National/Inter national Workshops/Meetings

- A one-day meeting was held in the month of December, 1998 at Delhi with experts from distance education, media and educational technology, teacher education for listing research issues in teleconferencing.

- A one-day national level meeting was held in April, 1999 for finalising the inputs for the teleconferencing programme for DIET faculty of southern states on action research.
- » A 3-day National Workshop was organised from March 22-24, 1999. The focal theme of the workshop was “Professional Development of Primary Education Personnel through Distance Education”. About 105 persons representing the State Project Offices (DPEP), SCERTs, SIETs, DIETs, Department of Education of different State Open Universities and NCERT, IGNOU, NOS, MHRD, etc attended the workshop.
- A one-day meeting of the experts in primary education, educational research and distance education was organised on March 24, 2000 at the DEP premises to identify research issues in primary education.
- A three-day international workshop was organised on February 14-16, 2001 at New Delhi on ‘Information and Communication Technology (ICT) for Professional Development of Primary Education Personnel’. 189 experts in the area of distance education/teacher education and field functionaries of DPEP states including 11 international delegates attended the workshop. The workshop came out with a number of recommendations for effective use of ICT for the professional development of primary education personnel.
- A demonstration of INTERNET ACCESS DEVICE (MAGNET) was organised for DEP-IGNOU faculty on June 2, 2001 at DEP-IGNOU, New Delhi.
- Demonstration of computer software (E learning, an SGI perspective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU, New Delhi.
- A one day meeting with the officials of Government of Uttaranchal and the DEP faculty was organised on August 2, 2001 to discuss about DEP intervention in the state.
- One-day meetings were organized on **January 19, 2003** at Ranchi, Jharkhand and on March **15, 2003** at Dehradun, Uttaranchal to discuss about distance education activities of the states.
- DEP organised a two day discussion-cum-demonstration meetings for Teacher training coordinators and Distance Education Coordinators one at Bangalore on August 13-14, 2001 and another at New Delhi on August 20-21, 2001 for developing an understanding of the potential and use of Internet Access Device (IAD) for enhancing effective interaction and communication among teachers and teacher educators of different DPEP districts and states. The DEP has taken initiative to distribute "IAD"sets to few selected DIETs of DPEP states namely Haryana, Kerala, Karnataka, Tamilnadu, Andhra Pradesh and Maharashtra. DEP has given training in different spells to the DIET faculty of these states for effective use of IAD.
- A meeting was conducted on March 13, 2001 at DEP office to discuss about distance learning interventions in "Sarva Shiksha Abhiyaan".
- A preliminary discussion meeting was held on April 8, 2002 at DEP office on organising "Experience sharing seminar on radio broadcast for primary education".

Strategy

National Level Meetings:

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

Advisory Committee met nine times, National Expert Group met six times and Programm* Implementation Group met nine times.

Website and Newsletter

A website of the DEP has been developed and launched on November 15, 2000 under the name (URL) www.depdpep.org in order to share and disseminate the activities of DEP. It is being updated from time to time.

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

Table-1: Activities Initiated at the State Level

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) Preparation of WP&B for 2003 (April-June)</p>	<p>Activity has been completed in 18 DPEP states.</p> <p>Activity has been completed in 18 DPEP states.</p> <p>Activity has been taken-up in 18 DPEP states.</p>
<p>Capacity Building:</p> <ul style="list-style-type: none"> • Development of Content Briefs for DL Materials • Training and Development Workshop for Self-Learning Materials • Editing of Self-Learning Materials • Training-cum-Development 	<p>Activity has been completed in 15 DPEP states except in three new states. j</p> <p>Activity has been completed in 15 states namely Assam, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Gujarat, Uttar Pradesh, Maharashtra, Kerala, Haryana, Madhya Pradesh, Bihar. Jharkhand and Uttaranchal.</p> <p>Activity has been completed in 14 states namely Assam, Gujarat, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Uttar Pradesh, Kerala, Maharashtra, Haryana, Madhya Pradesh, Bihar and Uttaranchal.</p> <p>Activity has been completed in 13 states namely; <u>Workshop for Audio Script I Maharashtra, Madhya Pradesh, Tamil Nadu, Oris</u></p>

Writing Gujarat, West Bengal, Assam, Andhra Pradesh, Himachal Pradesh, Karnataka, **Chhattisgarh, Jharkhand and Uttaranchal.**

Training-cum-Development Workshop for Video Script Writing Activity has been completed in 8 states of Maharashtra, Tamil Nadu, Assam, Andhra Pradesh, Bihar, Gujarat, **Himachal Pradesh and Rajasthan.**

- Training on use of Video Programmes in Teacher Training Activity has been completed in the states of Gujarat, Andhra Pradesh, Maharashtra, Orissa, Bihar and Rajasthan.

Production and Distribution of DL Materials:

- Self-Learning Materials (SLMs) /Print Materials Activity has been completed in 12 states viz., Tamil Nadu, Orissa (*Ekalavya in three Volumes*), Andhra Pradesh, Uttar Pradesh, Kerala, Madhya Pradesh, Himachal Pradesh (*Sambridhi*), Assam (*Abhigyan*), West Bengal (*Pan Parai Anande*), Maharashtra and Gujarat. SIMs are in the process of printing in the states of Bihar and Haryana. Produced a Folder of 'Maa Beti Mela' for Haryana and distributed among 900 teachers\teacher educators participated in teleconferencing programme on 'Gender Issues'. Further, reading materials in the form of SLMs/handouts were also prepared and distributed among the participants of the various teleconferencing programmes in the areas of Action Research, IED, Teaching of English, Teaching of Tamil, Textbooks, Alternative Schooling, Self-learning, Academic Support, Issues of DPEP/UEE Teaching of EVS-II, Activities in Primary Science for the states of Andhra Pradesh, Karnataka, Assam, Orissa, Himachal Pradesh, Haryana, Kerala, Tamil Nadu, and Maharashtra. SLMs on 'Hard spots in Mathematics' in Uttar Pradesh have been distributed to ToTs. One SLM module developed for Uttar Pradesh has been distributed to Rajasthan under the title 'Shikshakodaya'.

Audio Programmes Production has been completed in the States of Maharashtra, Gujarat, West Bengal, Himachal Pradesh, Assam, Tamil Nadu and **Himachal Pradesh**. Audio programmes are in the process of production in the states of Andhra Pradesh, Kerala and Orissa. Two sets of audio programmes

to support the manual on joyful learning have been developed and distributed in Tamil Nadu. An audio package has been prepared for Haryana containing 9 rhymes related to teaching English at Class-1 and distributed at teleconferencing training centers.

3 audio programmes were produced on sample basis in Madhya Pradesh during the workshop organised for training-cum-developer workshop for audio.

Audio-cassettes have been prepared to demystify the integrated textbook titled 'Hansste Gatte', an 'Tarang' in Haryana.

A workshop has been conducted for the development of educational songs and poems and 225 songs and poems/rhymes have been developed and 113 were finalized. It has to be produced in print form titled 'Sursangam'.

Audio books are proposed to be developed in Uttar Pradesh in the form of audio cassette set/class text book to make the classrooms more joyful. These will also assist in the multigrade teaching and will be useful for visually challenged children. Sample audio lessons have already been developed in January 2002 and are being field tested.

Video Programmes

Eight video programmes each of 15-18 minute duration have been produced in the area of Mathematics such as Mathematics Teaching, Scenario, Place Value (2 Programmes), Addition, Subtraction, Multiplication, Division, and Fraction for Tamil Nadu and used in the teleconferencing programme.

Five video programmes have been produced by SIET, Patna in Bihar. Action has been initiated for production of video programmes in the state of Maharashtra, Assam, Andhra Pradesh and Gujarat.

Four video programmes have been produced in Gujarat in 2001-02 on Science, Mathematics, Gender and Tribal.

Produced three video programmes on Resource Materials and one on Alternative Schooling in Assam and two programmes on Teaching of English in Haryana and Teaching of Tamil in Tamil Nadu for teleconferencing. Three video clippings on issues related to tribal education and live video clippings on the pedagogy of activity.

<ul style="list-style-type: none"> • Video Package 	<p>based teaching and learning in Orissa, five video clippings in Kerala and video programmes/clippings on girls' education, VECs etc., in Haryana were produced and used in the teleconferencing programmes. Six programmes were produced on content and contextual issues in Uttar Pradesh. Action has been initiated for the production of five programmes to address contextual issues in Orissa, one programme on Pocket Board in West Bengal.</p> <ul style="list-style-type: none"> • In Andhra Pradesh capsuling of video programmes on primary education has been done for telccast through 'MANA TV'. • Video production of classroom practices on <i>joyful learning</i> has been taken up in February, 2003 in Kerala. • A video package on the themes transacted and answers provided to questions raised during the teleconferencing programme organised for primary school teachers of Tamil Nadu in Mathematics have been prepared and distributed to the DPEP districts. Similar packages have been developed for Assam and Orissa and distributed. Five video programmes have been duplicated and distributed in Assameese to be used during training programmes in BRG/DIETs/DPOs.
<p>Documentation:</p> <p>a) Documentation and Selection of DL Materials for Distribution for immediate use in the Teacher Training programmes.</p>	<ul style="list-style-type: none"> • More than 100 video programmes have been identified from among the films developed/available at the State Institutes of Educational Technology (SIETs) at Bhubaneswar, Ahmedabad, Lucknow, Hyderabad, Pune and Patna and other institutions. Video programmes are on content enrichment, activity based teaching-learning, contextual issues. Films produced by GIET, Ahmedabad, and SIET, Orissa has been distributed to training centres (DIET/BRCs) along with user manuals. In Maharashtra, the video programmes produced by CASP-PLAN, Mumbai have been distributed to BRCs and DIETs. In Bihar 2 BEP programmes have been duplicated and sent for distribution up to the CRC level. In Uttar Pradesh, 7 Programmes of SIET, Lucknow have been duplicated (416 copies) and distributed to DIETs and BRCs. 10 video programmes produced by SIET, Pune and 9 by GIET, Ahmedabad have been duplicated and

distributed to the field functionaries Maharashtra and Gujarat respectively. The video cassette 'VIKALP' has been duplicated in Uttar Pradesh.

b) Practices/Activities

- Video documentation of the training workshop for pre-primary and primary education personnel on developing educational materials for school readiness and activity based teaching was carried out in Gujarat.
- Video documentation of 'Multi-grade Teaching' being practiced in Mysore district of Karnataka was undertaken.
- Produced two-video programmes in the context of MGT and preparation of low-cost, no-cost teaching learning materials for Assam. The programmes essentially focus on the documentation of good practices in the DPF districts of the state. They have been duplicated and distributed among the field functionaries.
- Video documentation of 3 programmes has been done in Uttar Pradesh one on 'Koshish' and two on 'Activity Based Teaching'.
- A video documentation of the events of community mobilisation and awareness programme through folkform was carried out in West Bengal.
- Documentation of four video programmes each on i) Civil Works, ii) Alternative School Systems, iii) Village Education Committee Constitution and Functions, and iv) Teacher Training & Innovative Teaching Practices has been completed in Bihar.
- Video coverage of the 'Sandila Project' < Quality Development in Classroom Process being undertaken in Uttar Pradesh.
- Documentation of the innovative teaching practices in 'the School for Creative Learning' has been taken-up in Bihar.
- Scripts are finalized for the video documentation of good practices on community mobilisation in Assam.
- Action has been initiated in different states. Distance Education Coordinators for documenting the existing distance education materials.

Feedback on Usefulness of Video Programmes

Feedback has been obtained from the teachers; Haryana, and Uttar Pradesh (on a sample basis on the selected video programmes of SI)

Lucknow, and Maths' programme of ET&T regarding the relevance and usefulness of the programme, after which duplication and distribution of these was undertaken.

- Feedback has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.

<p>Feedback on Effectiveness of SLMs distributed to Districts</p>	<ul style="list-style-type: none"> • Feedback on effectiveness of SLMs has been obtained from the BLRG members and teachers in Orissa. Feedback on SLMs distributed in the field has also been obtained from teachers and MRPs of 3 districts in Andhra Pradesh. • DEP has obtained the feedback on the usefulness of the SLM distributed in Assam.
<p>Training of Teachers and Teacher Educators through Teleconferencing Mode.</p>	<p>One hundred and eight programmes have been conducted so far through teleconferencing mode for training/orientation of more than 1,00,000 primary education personnel (including Village Education Committee members, Panchayati Raj Members and some parents) of 15 DPEP states. More than 500 DIET faculty/BRC personnel were trained/oriented to act as panelists in the training programmes. Self-learning materials, audio cassettes, video programmes, activity sheets and evaluation tools were developed for use in different teleconferencing programmes.</p> <p>The following training/orientation' programmes through teleconferencing mode were organized by DEP on the following themes to different target groups:</p> <ul style="list-style-type: none"> • Action Research (May, 1999) for all the four southern states. • Innate abilities, Natural Learning Experiences School Committee and Vidya Volunteers Schemc, Multigrade teaching and activities, and Role of MRPs in the utilization of funds, teacher centres and organisation of leacher training programmes (March, 1999); Key issues of DPEP (UEE) (September, 2000); Two-year D.Ed. Curriculum (May, 2001); Teaching Environmental Sciencce-II at Primary stage (September, 2001) and Activities in Primary Science (December, 2001) for Andhra Pradesh. • Teacher Resource Materials (December, 1999); Alternative Schooling and MGT

- (September, 2000) for Assam.
- Teaching of English to classes 1 and I (September, 2002) for Chhattisgarh.
 - Discussion on New Text Books and Alternative Schooling (June, 1999); (i)ende issues (September, 1999); New Pedagogy and TLM (January, 2000); Role and Functions of VECs and contribution to School development (January, 2000); Action Research (August, 2000); Teaching of English at Primary Level (September, 2000) Teaching of English at Class-I (September, October, November and December, 2000) Integrated Education for the Disabled (December, 2000); and Teacher training (June, July, 2001) for Haryana.
 - Role and functions of CRCCs in DPEI (February, 2000) and Teaching of Mathematics (October, 2000), MTA and Gender Sensitization (August 2002), Continuous and Comprehensive Evaluation and Action Research (October 2002) and Integrated Education of the Disabled (**January, 2003**) for Madhya Pradesh.
 - Interaction with VEC members (October 2002) for Jharkhand.
 - Problems concerning Primary Education (August, 1999), Chinnara Angala and School Development Monitoring Committee (SDMC) (April and July, 2001); Effective Implementation and Monitoring of Radio Broadcast (August, 2001), Children's School Development Monitoring Committee (January, 2002), Chinnara Angala (April 2002), SSA, free text books and Implementation of different schemes (June 2002), Radio Programme, Action Research, Multigrade Teaching, Inclusive Education (**July, 2002**), Seventh All India School Survey (**December, 2002**) and Urdu Kal Kal (January, 2003) for Karnataka.
 - Multi-Level activities, Thematic Integration; Developing Writing Skills, Teaching in Mathematics (December, 1999), Issues related to DPEP and Parental Education (December, 2000), Training of BRCs (April 2001) for Kerala.
 - Self-Learning at Primary Stage (March 2001), Alternative Schooling and Education

Guarantee Scheme (September, 2001); Language Education at Primary School Level (October, November, 2001) and BRC Strengthening and Implementation of SSA (December, 2001), Action Research (July, 2002) and Teaching of Mathematics (September, 2002) for Maharashtra.

Activity Based Teaching Learning Process (January, 2000), Academic Support to CRCC (October, November, 2000) and New Text Books (January, 2001) for Orissa.

Shiksha Aapke Dwar and Class-IV Mathematics (**February, 2003**) for Rajasthan.

Basic Concepts in teaching Mathematics (April, 1999), Community Mobilization (September, 1999), Integrated Education of Hearing Impaired Children (March, 2000), Teaching of Tamil (November, 2000) and Issues relating to Primary Education (September, 2001) for Tamil Nadu.

Activity Based Teaching and Use of TLM Grant (September, 2000), School Chalo Abhiyan (July, 2002), Initiatives in Literacy programmes in Uttar Pradesh (September, 2002) and Qualitative and Quantitative enhancement of School Education through community participation (**November, 2002**) for Uttar Pradesh.

A national teleconference was organized on '*Sarva Shiksha Abhiyan*' on **April 3, 2003** for the 18 DPEP states.

DEP supported activities

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

Alternative Schooling Systems (May, 1999); Role and Responsibilities of VEC, MTA and PTA members under DPEP (June, 1999); Village Civil Works Committee (July, 1999); Tribal Education (August, 1999); School Health and Sanitation (August, 1999); DISE I Report (September, 1999); Preparation and Use of TLM in classroom Teaching (October, 1999); Village Civil Works and Alternative Schooling (November, 1999); Use of Hash cards and English for Standard-V (December,

1999), Action Research (January, 2000), Integrated Education for Disabled (January, 2002), Role of BRCs, CRCs in use of TLI^ use of school grant (September, 2000), Integrated Education for Disabled Role ■ CRCs in forming VEC, MTA, use of teacher grant (September, 2002) and Teaching c English Grammar (October, 2002) in Gujar?

- Mathematics, Language, and EVS (January, 2000); English Teaching (November, 2000) Madhya Pradesh.
- Effective planning and Implementation c different programmes in DPEP, Oris; (February, 2001); Issues related to Trib. Education (March, 2001); Alternativ Schooling and Mid-terms Assessment Surve (April, 2001); Integrated Education ft Disabled (May, 2001); Education for Gi Child (June, 2001); Education Guarante Scheme and Alternative and Innovativ Education (June, July, 2001); Managemei Information System for effective planning an Progress Monitoring (August, 2001) Community Participation (NINAD-I (September, 2001) and Role an Responsibilities of Village Educatic Committee members (November, 2001; Apr; 2002), District plan for the year 2002-(j (April, 2002) Village Education Committee I effective school management (April, 200] and SSA in Orissa (September, 2002) Orissa..

State Initiated Video Conference

By using the Andhra Pradesh State Wide An Network (APSWAN), an attempt was made train/orient the Mandal Resource Persons, DII' faculty and DPOs on the topics Fractions an Integrated Education of Disabled (IEI))' throuj j two-way video interaction at each district headquail ! on March 14-15,2001 in Andhra Pradesh.

Radio Broadcast

. The DEP has been utili/ine the 'Air Time' : different AIR stations for training of pnnul I education personnel in the DPEP states. Preseiv | this activity has been undertaken in four stal j namely Andhra Pradesh. Himachal Pradei i Karnataka and Maharashtra.

The State Project Office of DPEP, **Andhra Pradesh** started broadcasting the lessons on Telugu, Maths and EVS for class-III children and teachers during 2001-2002. Audio scripts were developed, edited and twelve scripts were finalized (4 each in Telugu, Maths and EVS) for production. Based on these scripts, AIR, Visakhapatnam produced the programmes which were broadcast from March 18 to April 10, 2002 on pilot basis. All the class-III children and teachers of 173 Mandals of four districts (Vizianagaram, Visakhapatnam, East Godavari and Srikakulam) have had access to the radio broadcast. One day training was given to the MEOs, MRPs and teachers on the Radio Programme in February/March 2002. Regular broadcast of lessons for classes III and IV started during the academic year **2002-03** from July 3, 2002 from AIR, Visakhapatnam; from **November 25, 2002** from AIR, Vijayawada and from **January 20, 2003** from AIR, Hyderabad and Cuddapah covering all the 23 districts of the state. Feedback was received from the teachers and children and analysis of the feedback is being taken up by the state. 29.5 lakh children and 1.5 lakh teachers of 77,769 schools of classes III and IV have been benefited by this programme. A phone-in programme was organized on **March 3, 2003** from AIR, Vijayawada. Programmes were broadcast titled *Vhulunt Nerchukundam*.

The DPEP, **Himachal Pradesh** in collaboration with DEP has launched the radio broadcast, programme called "*Gyan Kalash*" for training the primary school teachers of distant and geographically isolated areas of DPEP districts to provide home based strengthening of knowledge. The programme was aimed at providing academic support to teachers without disturbing their regular classroom work and was initially broadcast from 7.05 PM-7.20 PM on Thursdays and Saturdays of the week beginning from October 5, 2000. The duration was extended to 30 minutes and the broadcast time was shifted to 12.30 PM to 1.00 PM on teachers' demand. After pedagogy inputs, 130 episodes based on class-I textbooks (25 lessons) were broadcast upto July 11, 2002. 36 episodes were broadcast from April 2002 to July 2002. The script development, try out, planning and even the anchoring w'as done by distance education personnel of DPEP, Himachal Pradesh.

"Ankur", a 'live' radio 'Phone-in' counselling programme for teachers and parents of primary

school children to deal with their education problems was launched on June 16, 2002. The programme was broadcast for half an hour on first, third and fifth Sundays of the month between 11.00 to 11.30 AM through AIR Shimla. However, observing its popularity and response, the duration has been enhanced to 45 minutes from October, 2002 and the programme has also been extended from AII-Hamirpur and Dharamshala. The programme is also being aired through FM channels on their own initiatives. It is first of its own kind for primary school children of Himachal Pradesh.

The radio broadcast in **Karnataka** is being carried out since 2000-01 titled *Keli-Kali*. During 2000-01 the state project office started broadcasting lessons from AIR Gulberga and Raichur on EVS, Maths and Kannada for Class-III children and teachers. The broadcast began on November 14, 2000. 60 radio programmes were developed (20 each in Maths, EVS and Kannada) and 3 episodes per week in November and December and 4 episodes per week from January, 2001 to March 16, 2001 were broadcast. Feedback has been obtained through Phone-in programme organised on April 3, 2001.

During 2001-2002, radio broadcast was extended to Class-IV covering all the districts of North Karnataka as the broadcast had been arranged from AIR station of Dharwad and Gulberga. In all five lakh class-IV children of 15,000 schools are being benefited. 61 programmes of 30 minutes duration covering hot spots of the content areas of Kannada, Mathematics and EVS are being broadcast on Monday, Wednesday and Fridays. As part of this radio broadcast, a comprehensive booklet has been brought out which provides information on the date and time, lessons being covered, objectives of the lesson and pre and post broadcast activities to be organised by the teachers. Since August 2001 till October 2001 AIR, Gulberga has received more than 14,000 letters from children/teachers/parents. Broadcasting these lessons for class III students and teachers was repeated in the year 2001-02 also.

During 2002-03, the radio broadcast started from August 5, 2002. 20X episodes were broadcast in Kannada medium for classes III, IV and V. 11 episodes for Urdu medium for classes III, IV and V and the broadcast started from **November 2002. 11th**

lakh primary teachers and children were benefited by these programmes.

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

An achievement test based on radio lessons for class-IV has been developed and administered in 2001-02 to children of two schools in each district for assessing the impact of radio lessons on learners.

Planning for radio broadcast in DPEP, **Maharashtra** started in June 2002 with DEP's support. After finishing preliminary discussions, audio scripts were developed, edited and finalized for production. AIR, Mumbai produced the scripts and broadcast started from July 22, 2002. A total of 18 episodes were broadcast during the year 2002-2003 for the benefit of children and teachers of classes 1-IV. 1,09,47,000 children and 2,75,000 teachers of classes I-IV of 60,000 schools of 35 districts have the access to the radio broadcast. Each programme is of 30 minutes duration and the programmes were broadcast on every third Saturday and every fourth Friday of the month for teachers and children respectively. A phone-in programme was organized on **March 28, 2003** from AIR, Mumbai.

In Uttar Pradesh, broadcasting of radio programmes have been planned. The SPO and DEP have decided to utilize the airtime provided by AIR, Lucknow as well as 13 other AIR stations in Uttar Pradesh. An orientation workshop on 'audio/radio medium' was organised at SIET, Lucknow to orient teachers, teacher educators and SRG on audio formats. Some audio jingles on DPEP issues were produced. The capacity built is being utilized to cater to the two slots provided by AIR on primary education to be used for radio talks/discussions on DPEP issues.

4.1 State Initiated Programme

DPEP, Assam has been engaged in broadcastin radio programme using AIR, Guwahati title 'Abhigyan' for orienting district level functionarie on issues related to DPEP intervention. Th Programme has been well received in the field. Th details of the radio programmes prepared by DPEF Assam and produced and broadcast by AIR Guwahati are given in statewise activities of Assam.

In Orissa, sixteen radio programmes were broadcas on contextual issues from May, 2002 to Octobei 2002. These programmes are of discussion type am Phone-in programmes. The state is in the process o broadcasting another 13 programmes ii collaboration with DEP.

DPEP, Jharkhand also started radio programmes oi contextual issues titled *Nava-Vihan* in Dcccmbe 2002.

Feedback/Impact Study

Taken up in the states of Andhra Pradesh, Jimacha Pradesh and Karnataka

Need Survey for Content Up-gradation

As per the requirement of the state of Orissa, a neet survey for content up-gradation of primary schoo teachers was under taken. Deficient competencies i> the areas of Maths, EVS, and Language (Oriya) wer identified through administering diagnostic test among the primary school teachers in 6 DPE districts. The report has been prepared and hard spot have been identified and finalised through interactin with the state and district level personnel. About 3 SLMs were developed to address these areas am 75,000 copies (25,000 in each subject) have bee; distributed to teachers.

Other activities at the center (headquarters)

A demonstration of INTERNET ACCESSI DEVICE (MAGNET) was organised on June U 2001 at DEP-IGNOU, New Delhi. Workshop were organised for the Distance Educalioj Coordinators, DIET and State Project Office sta for the state of Haryana on 9-10 April 2002 j DEP, New Delhi; for Andhra Pradesli and Keral on 15-16 April 2002 at Bangalore and I'd Maharashtra On 18-19 April 2002 at Pune. Printing and distribution of the first issue of tl 'DEP Newsletter ' in the month of June- Ju^l 2001. Demonstration of computer software (E learniri an SGI perspective) in connection wi

development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU New Delhi.

- A training programme was organised in December 2001/January/February 2002 by DEP-DPEP in collaboration with DECU/ISRO (Ahmedabad) to train/orient state functionaries in organising teleconferencing programmes. A total of 59 persons representing 15 DPEP states participated in the training programmes. The DIET/SPO staff members were trained to act as facilitators/ anchor persons/ resource persons and to plan and execute the teleconference programmes. This 'State Resource Group on Teleconferencing' will further train facilitators/ anchor persons at the state level. As a result of this training, the state will be using the facility of teleconferencing, through its network of DRS, more frequently for training and communication.
- A workshop was conducted from August 5-10, 2002 on "New Media in Primary Education" at National Institute of Design, Ahmedabad in collaboration with DEP-DPEP with an objective to expose the participants to the potential of New Media as a teaching-learning tool that makes primary education more exciting and enjoyable. Nineteen participants representing eight DPEP states attended the workshop.
- An international conference was conducted at Ahmedabad on **December 22-23, 2002** on "Story Telling in Digital Age" in collaboration with National Institute of Design, Ahmedabad. Eight persons representing eight DPEP states and one faculty from DEP attended the workshop along with other participants. Documentation was done by DEP and a copy of the report has been sent to all the DPEP states.
- A national teleconference was organized on April **3, 2003** on '*Sarva Shiksha Abhiyan*' for the 18 DPEP states. Honourble Governor of Rajasthan, VC, IGNOU, MHRD officials, officials of education departments in the states, Project Director and faculty of DEP participated in the programme.

Emerging Issues

- Ensuring the required facilities for teleconferencing and its maintenance for organising training/orientation programmes for teachers, teacher educators and others.

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

Future Challenges

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

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

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

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

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

Radio Project

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

National workshop on Radio broadcast

For experience sharing among the states, a national workshop will be organized by DEP-DPEP in **April, 2003**. A variety of ways of using Radio for primary education (Class room and teacher training) will be discussed with a view to evolve several models for states to choose from.

Training of state functionaries in teleconferencing

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

Websites of states

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

Training through internet/computer

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

Video documentation of success stories

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

The highlights of various successful DL programmes and success stories of various states in using DEP for teacher training, communicating and learning needs to be documented. Innovative programmes in states will also be taken up under this activity. Documentation of distance education activities conducted in DPEP states was taken up at state and national levels.

Pilot projects of computers in primary classes

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

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

Procurement and duplication of educational and value-based children films

The DPEP, Orissa, in collaboration with DEP, has procured 50 children films or video cassettes and converted them into video CDs. The duplication and supply of these VCDs to the District Resource Centre/ DIETs are in the process. Many of these films being in Hindi, supply of these VCDs could be considered for other states also.

Research/impact/feedback studies

A feedback study has been undertaken on *Assessing the Effectiveness of Teleconferencing System for DEP-DPEP programme in the state of Tamil Nadu* by Taleem Research Foundation, Ahmedabad. Similarly research/ impact/feedback studies are being undertaken on distance education activities conducted in the DPEP states. Impact studies have already been started on radio broadcast and teleconferencing programmes in some of the DPEP states. The impact of self-instructional material of hardspots in Mathematics is being studied by SIEMAT in Orissa.

ALTERNATIVE SCHOOLING

An Overview

An attempt has been made to trace the important developments in Alternative Schooling Programming in the period starting after the last JRM in the 9 DPEP states which are being visited by the JRM. These developments are assessed mainly in terms of coverage, quality and equity aspects of the programme. Major challenges which are there before the AS programme have also been identified.

Coverage under AS

In these nine states currently there are 56,015 Alternative Schools of different types covering 22,50,803 children

During the period from October 2002 to March 2003 a total of 13,690 new Alternative Schools have been started. All states barring West Bengal and Uttaranchal have shown increase in Alternative Schools while West Bengal has shown no increase, 3 Alternative schools have closed in Uttaranchal.

State-wise analysis shows that the maximum increase in the Alternative Schools has been reported from the state of Jharkhand (5,319) followed by Andhra Pradesh (3,322), Rajasthan (2,627), Gujarat (1,372), Bihar (774) and Orissa (267).

Increase in enrollment is mainly reported from the states of Jharkhand (1,47,797), Orissa (1,42,126), Rajasthan (1,20,663), Andhra Pradesh (1,20,047), Uttar Pradesh (44,492) and Gujarat (25,836).

COVERAGE DURING THE PERIOD (SEPTEMBER 2002–March 2003)

Sl.No.	Name of State	Total No. of Centres			Total No. of Children		
		17 th JRM	16 th JRM	Increase	17 th JRM	16 th JRM	Increase
1.	Andhra Pradesh	5,951	2,629	3322	1,63,968	43,921	1,20,047
2.	Bihar	2,975	2,201	774	57,804	57,804	0
3.	Gujarat	3,654	2,282	1372	75,258	49,422	25836
4.	Jharkhand	7,344	2,025	5319	1,69,141	21,344	147797
5.	Orissa	8,300	8,033	267	2,55,588	1,13,462	142126
6.	Rajasthan	12,541	9,914	2,627	7,38,377	6,17,714	1,20,663
7.	Uttar Pradesh	7,086	7,074	12	2,96,742	2,52,250	44492
8.	Uttaranchal	474	477	-3	11,577	11,834	-257
9.	West Bengal	4,786 (DPEP) +2904(Non-DPEP)	7,690	0	3,18,546 (DPEP) + 163802 (Non-DPEP)	4,82,348	0
	Total	56,015	42,325	13,690	22,50,803	16,50,099	6,00,704

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

Intervention in Makhtabs and Madrasas

There has been significant effort to improve functioning of Madrasas in three out of these nine states. These states are Uttar Pradesh, Rajasthan and Bihar. Thirteen new Makhtabs / Madrasas in Uttar Pradesh and 28 in Rajasthan have been adopted during this period. Bihar has also started work with the Makhtabs / Madrasas.

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

Children who migrate with their families

Andhra Pradesh, Gujarat and Orissa are the DPEP states, which have undertaken work with this category of children. In Gujarat work in this area has been going on for last many years. Andhra Pradesh started work with this category in Nalgonda district. In Bolangir, district of Orissa a very innovative program for the children of migrant families work with the children who migrate to brick-kiln sites around Hyderabad has also been in operation with the help of Action Aid has been initiated.

Deprived Urban Children

The DPEP states of West Bengal, Andhra Pradesh, Bihar and Uttar Pradesh have been working for the education of the Deprived Urban Children. While Andhra Pradesh has started work with platform and street children, Bihar has been working with the children of *beedi* workers and also of sex workers. After the Kolkata city level plan of action which covered about 45,000 children work has started in some district / towns also.

In Jharkhand, Jamshedpur city has initiated a very innovative programme to cover about 33,000 children of the city. Public schools, NGOs have been mobilized to cover these children through the existing schools as well as through bridge courses.

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

facilities. There has been problem related to the lack of data of out of school children for urban areas. Planning for UEE in urban area require special efforts and focus.

Adolescent Girls

The DPEP states of Bihar, Uttar Pradesh, Rajasthan, Orissa and Gujarat have strategies for bringing adolescent girls in the ambit of primary education. Bihar and Jharkhand have a sizeable programme (Agna Vidyalaya) specifically meant for the adolescent girls. The DPEP states of Andhra Pradesh, Uttar Pradesh, Orissa and Rajasthan have adopted strategies of long duration residential camps for covering adolescent girls. Bihar and Jharkhand has part time centres for the adolescent girls.

State	No. of Camps	Children
Andhra Pradesh	323	27,893
Orissa	50	1,926
Uttar Pradesh	19	1140
Rajasthan	20	700 (app.)
Total	412	31,659

A total of 412 Residential Bridge Courses are operational in the states of Andhra Pradesh, Orissa, Rajasthan and Uttar Pradesh which currently covers 31,659 children. Apart from these camps the DPEP states of Bihar and Jharkhand run Angana Vidyalayas for adolescent girls.

EGS for Unserved Habitation

Almost all the states have made concerted efforts to provide schooling facilities in the pattern of EGS for unserved habitation, which do not have schools or do not qualify for formal schools under the state governments' norms. The states of Uttar Pradesh, Uttaranchal, Jharkhand & Orissa have operationalised EGS schemes in line with the provisions of EGS / AIE schemes of the central government. The DPEP Bihar has also started EGS centres for unserved habitations. DPEP states of Jharkhand, Rajasthan, Orissa and Uttar Pradesh have added a large number of EGS centres during the intervening period. Many states have been able to universalise access to primary education by opening EGS schools.

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

Mainstreaming

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

Non-Residential Bridge Course

States	Number	Enrollment
Andhra Pradesh	3,736	75,585
Gujarat	1,372	25,836
West Bengal	105	1,352
Rajasthan	20	750 approx.
Uttar Pradesh	19	1,100 approx
Total	5,252	104,623

5,252 Non-Residential Bridge Courses covering 1,04,623 children have been organised during the intervening period in the DPEP states of Andhra Pradesh, Gujarat, Rajasthan, and Uttar Pradesh.

Support to Formal Schools

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

DPEP Andhra Pradesh has been running remedial classes in large numbers to arrest the drop out as well as to ensure detention of children in classes II and I. Gujarat organised remedial bridge courses, covering 25,836 children during this year.

Issues of Quality and Equity in AS

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

a) TLM Grants to AS Teachers

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

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

b) School Improvement Grants and other facilities in AS

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

The DPEP states of Rajasthan and West Bengal has extended schemes like, Mid-day meal, scholarships and other facilities which are available for children of formal schools to SC/ST children and girls in AS also. MDM is being extended in all the AS unserved habitations.

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

Rajasthan, Andhra Pradesh, Bihar and Jharkhand have kept provisions of school improvement grants, ranging between Rs. 3,000 to 10,000 for arranging suitable space for Alternative Schools.

c) Apart from ensuring the adequate provision, the quality is dependent on the efficacy of classroom processes. In spite of the constraints created by limited resources for AS there exists ample scope of improving the classroom processes by equipping the teachers. There exists a high degree of motivation among AS teachers. They are willing to experiment innovative classroom practices. This potential of AS program has remained largely unexplored. The issue was seriously taken up during the 7th National AS Coordinators' meeting held in Kolkata during 8-11th April 2003.

The issue of equity was also discussed in detail. It was expressed that the society as a whole and also the entire educational administration has inequitable expectation about the learning achievement of the deprived children, which gets reflected, in variety of ways. -The inequitable expectation is deeply embedded in the system. Unless we are able to identify this and overcome through dialogue and discussion the quality and equity in AS will never be attained.

Creating MIS for EGS Types of Schools under AS

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

Data collection has been completed in most of the states. From the current year EMIS data for EGS types of school will be available.

Evaluation of AS Strategies

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

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

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

A Research Advisory Group, consisting experts from national institutes /universities has been constituted to guide this evaluation.

RAG finalised the objectives and Research design for the evaluation.

The following are the main objectives:

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

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

The issue of comparison between FS and AS was debated in the RAG meetings at length. Finally it was decided that the evaluation would be undertaken in two phases. In the first phase, detailed study of all the broad three types of AS interventions would be undertaken keeping the formal school context in view. In the second phase, in depth case studies in limited areas would be undertaken by the RAG members themselves which will include formal schools also.

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

AS strategies of 6 DPEP states Andhra Pradesh, Kerala, Madhya Pradesh, West Bengal, Rajasthan and Gujarat are being covered in the evaluation. Reports of Rajasthan and Kerala are almost complete. West Bengal and Madhya Pradesh likely to complete by the next month. There has been delay in case of Andhra Pradesh and Gujarat.

Sustainability

The question of sustainability of various initiatives after completion of DPEP had been a constraining factor for expanding the AS programme, as well as for making better academic and financial inputs to ensure quality of education provided through different strategies under A3. Initiating suitable strategies for specific groups of children like, children of migrating families

wage earning child labour, and some other deprived groups of children was restricted to a large extent by the lack of flexibility in the earlier scheme.

The new scheme of EGS & AIE makes provision for diversified strategies and has flexible financial parameters. This new scheme has drawn heavily from the experiences of Alternative Schooling programme under DPEP. The improved provisions of the new scheme have helped DPEP states in overcoming the hesitation over the expansion and diversification of the AS strategies.

Issues in Focus

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

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

Alternative Schooling

State-wise Progress Overview (upto March. 2003)

DPEP

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	EGS - 8,300	i. ALS Centres (1,892) ii. NRBC - 3,736 iii. RBC-323	i. Back to School (2,282) ii. Bridge Courses (1,372)	i. Shikshaghar - 958 ii. Balshala-201 iii. Prehar Pathshala - 106 iv. Makhtabs/Madarasas-425 v. Rishi Valley - 170 vi. Camp - 1 (90 days) + 18 camp 60 days bridge course. vii. 592 EGS courses & 590 AS are operational in DPEP II and DPEP III.
Total children covered through AS	2,55,588	i. 60,490 ii. 75,585 iii. 27,893	i. Back to School - 49,422 ii. Bridge Course - 25,836	2,96,742
ADMINISTRATIVE ARRANGEMENTS				
Appointment of AS co-ordinator (State and district)	State AS co-coordinator in place. In districts tribal co-coordinators in-charge for AS.	AS co-ordinator at districts & state level are in place excepting two districts. In DPEP H districts. CMOs are monitoring the programme.	Tribal coordinator in charge of AS in state whereas in districts separate posts for AS Co-ordinators have been created.	State & district coordinators in place in DPEP - II & III. All district coordinators have undergone orientation on AS programmes. A consultant appointed for AS at SPO.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG constituted but does not meet regularly. DRG constituted by member drawn from DIET / BRG.	SRG & DRG constituted.	SRG & DRG constituted.	Functional SRG that meet regularly.

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
CAPACITY BUILDING				
SRG/DRG orientation & meeting	DRG oriented for 20 days training module.	Training for 10 days for SRG members (by Rishi Valley Education Society, at Paderu.	SRG & DRG oriented	Functional SRG meets regularly.
Exposure visits by SRG/DRG	Visited M.V. Foundation. Hyderabad.			
Visioning & strategy building workshop	5 days visioning workshop conducted	Orientation of functionaries by MVF Ranga Reddy district AP.	The AS SRG meeting was held at Vav and Halol in district Banaskantha and Panchmahal, respectively to review the progress made by Alternative Schooling programme.	<ul style="list-style-type: none"> • Conducted a 6-day workshop to orient AS functionaries in DPEP-II. • 4 days workshop to orient AS functionaires about EGS & AS (13-16 September 2000). • 4 days programme overview workshop organised (20-23 September, 2000) • 1 day District Coordinator (AS) review meeting held on 2.12.2000. • Training of MT for refresher training programme fo instructors of AS (26-29th September, 2000). • RVEC grade-2 material finalisation programme (18-23 November, 2000) • 4 days visioning workshop of district coordinators (AS) organised during 12-15 February, 2001. • 3 days visioning workshop of newly appointed district co-ordinators (AS) organised during 28-30 December, 2001. • Training of supervisors BRC/NPRC coordinators for 3 days in .12 districts. • Two days supervisors trg. programme organized in DPEP - II & 111 districts.

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
ISSUE OF EQUIVALENCE				
Strategy (Profile of the group)	<p>ALS : same as formal schools</p> <p>Bridge Course: Same as formal schools</p> <p>In all Alternative Schools Community instructors are positioned.</p>	<ul style="list-style-type: none"> Children out of school: potential child labourers & child labourers. 	<ol style="list-style-type: none"> Children migrating to sugar factories from Dangs class I - IV. Children of migrating labourers working in Dangs (class I-IV). Children of Sugarcane workers in Surat district (Class I-IV). Children of sugarcane workers left at home. Children of families migrating to salt pans. Children engaged in some seasonal activity like cotton plucking etc. 	<ol style="list-style-type: none"> Children out of school 6-11 yrs. Children from minority community (6-11 yrs..) Children engaged in sibling care (3-11 yrs.) Girls 9+age group. Out of school children engaged in labour (9-14 yrs.) Children of scattered population 6-14 yrs. Out of school children 6-11 yrs. (Grade-1 & II).
Duration of the programme	Same as formal school	<ol style="list-style-type: none"> Same as formal schools. 	<ol style="list-style-type: none"> 90 days 6 months 30-60 days 6 months 4 months 1-2 months 	5 years - induction to format schools as & when desirable.
School hours	Full time (5 hours) schools.	<ol style="list-style-type: none"> Full time (same as formal schools). 	<ol style="list-style-type: none"> 3-4 hours Full time 3-4 hours Full time 3-4 hours 1-2 hours 	<ol style="list-style-type: none"> iv. 4 hours (inclusive of the time for lesson planning & community contact.) Residential vii 4 hours
No. of learners centre	Minimum of 25 learners.	<ol style="list-style-type: none"> 20 to 80. 	<ol style="list-style-type: none"> 5-20 per centre 9-10 seats per school 5-20 children. -- 5-20 children vi. 5-20 children 	<ol style="list-style-type: none"> iv. 30/- v. 75/- vi. 30/- 30/- (Hill region - 20)

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

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Exp. / Child / Yr. (Rs.)	i. 629	i. 375 ii. 257 iii. 1,921	Rs. 1000 the expenditure includes purchase of reading and writing materials.	i-ii 675 iii. 880 iv. 810 iv. 640 v. 540 vi. 521 For EGS
Academic Support	CRC co-ordinator. Incase there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO)& Mandal Literacy Organiser (MLO) provide academic support. ii. Same as above.	AS supervisors for every 20 schools.	i. NPRC Co-ordinators are supervising the AS centres, training by DIETs & select NGO's. ii. 5 days training of supervisors / NPRC coordinators conducted in DPEP-II districts. iii. TLM grants being made available iv. Training modules for Shiksha Ghar, Balshala, under revision by SRG. v. SRG members visit and monitor AS centres in districts.
Honorarium of Supervisor (Rs.)	1.50(1 incase an additional supervisor is appointed.	Not applicable.	Rs. 2000-600/- (Fixed Travel Allowance)	Not applicable

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Material used	<ul style="list-style-type: none"> ■ Formal school textbooks used at AS centres ■ A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for AS Instructors has been developed and distributed to all districts. • An activity bank, subject wise and topic wise entitled SAMBHARA for class -1 has been prepared and distributed to all DPF.P districts. • TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to AS centres. 	<ul style="list-style-type: none"> i. ALS: Formal school textbooks and MGSL kits. ii. Bridge course: Bridge course material and textbooks. 	<ul style="list-style-type: none"> i. Books, Pamphlets, Charts etc. ii. Cards (lesson card, activity card, progress card and evaluation. iii. Baimandir and Prathamik Shikshan Saravani for continuous academic support. iv. Activity books for Gujarati, Mathematics and EVS for Std. I to Std. IV for Alternative Schooling developed through special workshops. 	<ul style="list-style-type: none"> i. Formal school textbooks & multigrade materials used in AS centres. ii. Multigrade self learning kits for RVEC centres iii. Teacher Guide also distributed. iv. Additional reading material — Indradhanush and local specific materials made available to centres.
Collaboration with NGOs / Agencies	<ul style="list-style-type: none"> • Aagramee, Ruchika. Ramji Yubuk Sangh. PR EM. CYSD. Acharya Harihar Shishu Bhavan. Shikshasandhan. 	<ul style="list-style-type: none"> • UNICEF, West Bengal. 	<ul style="list-style-type: none"> * Gantar, Ahmedabad, Astha, Parivartan, Lok Swasthya Seva Sanstha (Panchmahal), Pratham (Baroda). 	<ul style="list-style-type: none"> ■ Nalanda, Bodli. CREOA, MVF, Loreto School Sealdah, RVEC, Pratham Mumbai.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Current Status	i. 32 - AS ii. 442 - EGS	Apna Vidyalaya (1,354) Aneana Vidyalaya - (1,621)	<ul style="list-style-type: none"> • Apna Vidyalaya - 841 ■ Angana Vidyalaya - 759 • EGS - 5,000 ■ AtE - 359 ■ Camp school — 12 ■ Unserved habitation - 373 	• 4,786	<ul style="list-style-type: none"> i. Rajiv Gandhi Pathshala- 8,993 ii. 6 hourly AS-1,172 iii. 4 hourly AS - 849 iv. Madrasas-160 v. Bridge Course - 20 vi. Mobile School - 19 vii. Shiksha Mitra - 1328
Total children covered through AS	1,329 - AS - 10,248 - EGS	57,804 approx.	<ul style="list-style-type: none"> • EGS-1,62,481 • AIE - 2,303 ■ Camp school - 600 ■ Others - 3,757 	- SSK-3,17,194 ■ Bridge Course — 1,352	7,38,377 under all the strategies.
ADMINISTRATIVE ARRANGEMENTS					
Appointment of AS co-ordinator (State and district)	<ul style="list-style-type: none"> ■ Senior professional looks after the programme ■ District Coordinators (AS) are in place • District Coordinators (AS) have been oriented & trained. 	AS coordinator at state level & district level in place.	AS coordinator in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	SRG, DRG constituted.	SRG & DRG constituted.	Most of the places 5 members DRG constituted.	DRG constituted.	SRG & DRG formed and meeting regularly. Orientation of SRG & DRG is completed.
CAPACITY BUILDING					
SRG/DRG orientations & meeting	<ul style="list-style-type: none"> • SRG & DRG have been oriented. • SRG meeting held bimonthly. 		SRG & DRG Constituted.		Orientation of SRG/DRG is completed.
Exposure visits to SRG/DRG	SRG visited Rishi Valley Education Resource Centre, Andhra Pradesh				

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

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
School hours	4 hours (including the time for lesson planning and community contract)	i. 3 hrs. (Apna) ii. 3 hrs. (Angana) iii. Mata Samiti to decide school timings.	i. Apna & Angana - 3 hours a day. ii. EGS-4-5 hrs. iii. AIE--4-5 hrs	■ 3 hours daily & 200 days in a year. * 5 hours per day	i. 6 hours ii. 4 hours
No. of learners/centre	10-20 per centre	i. 15-25 (Apna) ii. 15 -25 (Angana) - only girls.	i. 25-40	■ Minimum 20 children required for opening SSK. ■ Minimum 20 out of school children in the age group of (7+13+) is required.	i. 6 hours - 30 ii. 4 hours-15-20 iii. Bridge Course - 20 or more
Teacher qualification	i. High school	i. Minimum 8 th pass women (Mostly belonging to the disadvantaged section).	i. Apna & Angana - Min. 8 th pass women (Mostly belonging to the disadvantaged section). ii. EGS / AIE - Min. 10 th pass w'omen (Mostly belonging to the disadvantaged section).	■ Madhyamik pass, women candidates, minimum age of 40, in case of non availability of Madhyamik the qualification required upto class VIII for SC /ST. ■ Minimum qualification Graduate.	Minimum academic qualification will be XII passed and trained - STC/B.Ed.
Honorarium per month (Rs.)	1.000 per month	i. 700/- (Apna) per month ii. 400	i. Apna / Angana 700/-per month. ii. EGS/AIE-1000/-	- 1,000 • 1,000	i. 1,200 ii. 6,00
Training Duration	i. 30 days induction training for instructors and Acharyaji. ii. 15 days refresher training	• 30 days Induction training • 3 days recurring training (residential) every 3 months • 10 days of refresher training before every semester. • 10 days training to MTs • 10 days training to ASRG. • Monthly reflections	Apna / Angana • 30 days Induction training • 3 days recurring training (residential) every 3 months • 10 days of refresher training before every semester. EGS /AIE • 10 days induction training. • 3 days recurrent training (per quarter) • On job training • Certificate course through Distance Education mode being introduced.	i. Two 5+5 days residential training for SSK teachers ii. 12 one-day training programme in a year. iii. 6 days on the job training. Bridge Course ■ 10 days training of DSTM & 15 days training of BC1.	• 41 days foundation training. • Remedial training 10 days. • Content based training 30 days.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Expenditure per School •per Year (Rs)	EGS - 15,190 AS - 16,190	i. 9,250 (in the first year). ii. 7650 (in the following year).	Apna / Angana i. 9,250 first year ii. 7,650 following year EGS / AIE iii. 21,250	• Rs. 500/- grant to SSK every year as SSK grant and Rs. 500/- TLM grant from DPEP	i. 35,620 ii. 21,620 iii. 6 hourly — 1,187 iv. 4 hourly — 720
Exp./Child /Yr. (Rs.)	i. EGS - 760 ii. AS -810	i. 462 (in the first year). ii. 382 (in the following year).	Apna / Angana i. 462/- 1 st year ii. 382/-following year EGS/AIE iii. 845/-	Not yet worked out	i. 1,187 ii. 720
Academic Support	i. NPRC Co-ordinators are supervising the AS I (.S' centres. ii. BRCC, NPRC'e & DIET functionaries giving academic support to Acharyaji & Anudeshaka	• By ASRG for every 5 to 10 centres as the case may be. provision for one ASRG has been made.	• By ASRG for every 10 centres. • BRC/CRC	■ Academic training on pedagogy & TLM grant of the Siksha Sahayika planned to be done by WBDPEP.	■ CRCF-Twice a month. * BRCC(BEEO) - whenever visit the village. ■ P.O., AS at DPO - 10 % AS per month. • DPC - 5% AS per month.
Honorarium of Supervisor (Rs.)	N.A.	1000'- p.m.	■ 1,000 (Apna / Angana) • 1,500.(EGS / AIE)	2,000	N.A.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Material used	<ul style="list-style-type: none"> Formal school Textbooks Teacher's guides ■ TLM developed with the help of DIETs. 	<ul style="list-style-type: none"> Curriculum developed for ALS. Books developed for semester (I) in Language, Mathematics and EVS printed & distributed. Books developed for semester (11) in Language, Mathematics and EVS printed & distributed. The Books so developed for Semester-I and II have been revised after first trialling on the ALS centres and through rigorous participatory workshops. Additional reading writing material has been developed for Angna schools. Books developed for Semcster-111 in Language, Math & EVS printed & distributed. Books for Semester-IV in Language, Math & EVS printing under process. 	<p>Apna / Angana</p> <ul style="list-style-type: none"> Primers developed by BEP. Patna. <p>EGS / A I E</p> <ul style="list-style-type: none"> NCERT Text/Work Book. Worksheet Developed by JEPC. 	<ul style="list-style-type: none"> Formal school textbooks. 	<ul style="list-style-type: none"> Same textbooks as in PFE. Extra material in the form of workbook and teacher guide will be developed.
Collaboration with NGO s/agencies	SAMATA. BODH. SIDH. Divya Prem Seua Mission. Haridwar	<ul style="list-style-type: none"> In material development, collaboration with individual drawn from NGO's. 	<ul style="list-style-type: none"> Collaboration with NGOs as resource person for supervision, training and material development. 	UNICEF, Local panchayatS.	<ul style="list-style-type: none"> - NGO's like IDS, Bodh and Digantar are involved in policy framing, supervision and academic support. ■ Proposal invited from NGOs to run Bridge Courses.

GENDER

As the DPEP programme for phase I and II approaches closing date, and other phases also consolidate, the gender component has moved more towards a mainstreaming approach from the earlier emphasis on mobilization and enrolment.

In the earlier phase of the programme the emphasis was more on enrolment drives and the raising of gender awareness within the programme and within the community. During this phase the special initiatives for girls' education have been stepped up from the pilot phase to more areas. Mainstreaming issues like gender training, textbook revision from the gender perspective, training of the VECs etc. have been institutionalized rather than being taken up as a separate intervention.

In the field of community mobilization, the initial thrust was on increased focus in enrolment & retention campaign through interventions like Ma-beti Melas. Now, increasingly, the focus is shifting towards the community level institutions created like the VEC, MTAs WMGs etc playing a greater role in girls' education. This is being done not only through campaigns but also through increased representation of women in community level bodies through reservation. In many States women's groups have taken over the responsibilities for running alternative education centers and ECE centers. Similarly, gender sensitization has now been made an integral part of the training for community level bodies.

In an attempt to ensure access for girls, unable to attend formal schools for a variety of social and economic reasons, special models of Alternative Schools like the ECCE cum primary schools in UP & Gujarat and the Angana vidyalay in Bihar etc. have been opened. Many of these are being managed by mothers' or women's groups.

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

States have also moved attention to the school situation. Textbooks for primary classes in all States have now been made gender responsive. Gender trainings for teachers and educational administrators had been taken up early in the programme. Now, gender sensitization has largely been made a part of teacher training modules in the States. State specific innovations like the Special Coaching Classes For SC/ ST Girls has been taken up. Increasingly now, the focus has shifted to classroom processes in as much as it reflects gender concerns.

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

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

Outcomes

Enrolment

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

Learner Achievement

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

DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Staffing Position State Gender Co-ordinator</i>	<ul style="list-style-type: none"> In Place - Three co-ordinators for Gender and ECE 	<ul style="list-style-type: none"> In Place Separate ECE Co-ordinator in place 	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> Addl. Director (Planning) oversees Gender and ECE at the state level 	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In Place
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> In Place in all 19 districts - Girl child Dent Officers positioned in 16 of 19 districts. 3 vacant. 411 mandal gender co ordinators are in place 	<ul style="list-style-type: none"> ECE /Gender Co-ordinators in place 	<ul style="list-style-type: none"> In Place in all the three districts 	<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 all DPEP II and III districts
<i>Resource Groups (Gender & ECE)</i>	<ul style="list-style-type: none"> Common Resource Groups for Gender & ECCE constituted at the state, district and mandal level. Andhra Mahila Sabha provides professional support 	<ul style="list-style-type: none"> SRG and DRG under Mahila Samakhya (MS) formed and functional. State and district Core Teams of MS in place SRG and DRG for ECE constituted Monitoring of girls' education in selected BRC with help of Sahyoginis. 	<ul style="list-style-type: none"> SRG - Gender DRG - Gender 	<ul style="list-style-type: none"> SRG (gender) and SRG(ECE) in place. Gender DRG in place 	<ul style="list-style-type: none"> SRG in place meeting held every quarter. DRGs in place. Meetings held every month. BRGs in place meetings held as and when required 	<ul style="list-style-type: none"> SRG for Gender & ECCE constituted. Members oriented. Members assist in mobilisation campaigns, material development, review & planning, training. Help implement the Model Cluster Development Approach. DRG constituted and oriented
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> Posters, audio cassettes, magazines & newsletters developed to sensitise the community on girls' education at the district level. 	<ul style="list-style-type: none"> 'Munia Beti Padhti Jaye' audio cassettes and calendars developed and disseminated Quarterly newsletters being published 	<ul style="list-style-type: none"> Handbook for gender awareness Posters on girls' education Brochure on girls' education Documentation of 	<ul style="list-style-type: none"> Printed materials produced & distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week & local festivals Posters and Audio 	<ul style="list-style-type: none"> Meena Cassettes used for awareness campaigns at GP & VEC level in expansion districts Ma-Q-Meye 	<ul style="list-style-type: none"> Posters, Audio Cassettes, Abhiyan Geet Meena Video Cassettes Mahila Samakhya Bulletins & magazines made available to

GENDER IMPLEMENTATIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Community mobilisation Material Development</i></p>	<ul style="list-style-type: none"> • Children's drawings have been used for developing posters. • Melas conducted for out of school girls. "Ma-Beti" competitions conducted. 	<ul style="list-style-type: none"> • Audio-Video cassettes on gender developed/ disseminated • Munia Beti campaign materials (calendar) developed & disseminated. • Special issue of the State level quarterly magazine 'BEP Ahwan' published on the issues of girls' education and women's empowerment. 	<p>mobilisation programmes organised at the district level.</p>	<ul style="list-style-type: none"> cassettes • Leaflets on MTA • Activities, enrolment drives, etc. have in built focus on education of girl children • Women have been engaged on temporary basis in the clusters where girl enrolment and regular attendance of girl children are quite low • Intensive Community mobilization campaign NINAD-II was conducted with focus on <ul style="list-style-type: none"> Dissemination of basic indicators Role of Community, particular MTA, on enrolment, retention and quality achievement of girls girls education • 94Q Balika Sanghas have been constituted (Kalahandi alone has formed 497) across the districts • some of the activities are : 	<p>Melas held at GP levels in Birbhum, Mursh-dabad and Dakshin Dinajpui.</p>	<p>teachers and VECs.</p> <ul style="list-style-type: none"> • Kalajatha scripts developed for retention of girls in primary school. • 618 Kalajathas performed in DPEP-II districts.

GENDER INTERVENTIONS	ANDHRA PRADESH	BiHAR	GUJARAT	ORISSA	WEST BENGAL.	UTTAR PRADESH
<i>Community mobilisation Material Development</i>				<ul style="list-style-type: none"> - 331 Self-Help Groups formed among MTA members and other women - 979 MTA meeting in Kalahandi during two months - 36 adolescent camps opened in Kalahandi and Bolangir and 38,3,45 and 30 centers are going to be operational - 1282 MTA meeting in Rayagada. 17472 dropout boys and girls and 921 disabled children enrolled in Schools/ASCs during NINAD-II. 		
<i>Interaction at Sub District level</i>	<p>sBalika Melas, Rallies meetings film shows, Ma-beti melas organised.</p> <p>•Meetings held with villagers, school committee chairpersons and teachers. Parents interviewed to elicit their attitude towards girls' education. Reasons identified for girls lagging</p>	<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. • 1890 Mahila Samoohs functional under MS. •One block in each district selected for 	<ul style="list-style-type: none"> • Rallies, Prabhat Pheries, publicity in Haats, Tamasha Party. • Meeting & orientation of Mahila Sangam girls. • MTA meetings held for enhancing retention of girls in Gender Focus Areas. Aciive MTAs shared problems, ideas, success stories and 	<ul style="list-style-type: none"> • Community mobilisation with gender focus • Ma-Jheea (Mother daughter) .Melas in tribal areas • Women's conventions, Pada Yatra & rallies at block and cluster level organized with help from Mahila Mandals, NGOs, ICDS functionaries 	<ul style="list-style-type: none"> • Intensive enrolment and retention drives conducted in gender focus blocks in all districts except Purulia • Awareness campaigns using Meena audios-video material in Malda, Dakshin and Uttar 	<p>® Conduct of melas, rallies, Kalajathas</p> <ul style="list-style-type: none"> • 1 day meeting of VEC, MTAs & PTAs at village & cluster level. <p><i>DPEP II</i></p> <ul style="list-style-type: none"> • Meena Campaigns -779 in DPEP II and 664 in DPEP III • Ma beti melas- 289 in DPEP II and 35 in DPEP III. • Women's parliament— 289
<i>Interaction at Sub District level</i>						

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	behind in education	focused gender interventions.	<p>strategies to improve retention of girls. Each MTA given a list of irregular children to bring them back to school.</p> <ul style="list-style-type: none"> In the Maa-Beti Sammelans held in selected blocks of Panchmahal, mothers were urged to be sensitive towards needs of their daughters & give equal treatment to boys and girls 20 women's group meetings held in Gender Focus Area in Panchmahal. CRCC meeting of Gender Focus Area held in Dangs. Muslim Nayak Sammellan organized in Banaskantha 	<ul style="list-style-type: none"> Special enrolment drive for girl children Meena campaigns Palli Sabha of PRI members A comprehensive voluntary community mobilisation plan for girls' retention evolved through sensitisation of women at the grassroots. 1432 voluntary community mobilisers trained. Master Trainers trained, community mobilisers Material developed for mobilisation distributed at BRC / CRC level. 	Dinajpur.	<ul style="list-style-type: none"> School chalo abhiyan linked to girls' education. 1094 retention marches 2405 Summer camps for girls' retention (10 days) Kalajata - 736 Summer camps 269. <p><i>DPEP III</i></p> <ul style="list-style-type: none"> Meetings with community 1420 Meena campaigns-664 School Chalo Abhiyan for girls - 550 Summer camps - 1727 Maa Beti meia - 414 Model dusters 480 1039 women motivator groups.
<p><i>Community Participation</i></p> <p><i>Community Participation</i></p>	<ul style="list-style-type: none"> Community has been donating land, cash and other building material Community organised competitions for parents and even distributed prizes. Motivated parents offer scholarships and incentives to facilitate girls' enrolment, retention 	<ul style="list-style-type: none"> Management of Apna/Angana Vidyalayas and ECE centres rest with mothers committees. 	<ul style="list-style-type: none"> MTAs involved in issues concerning girls' education - ensure regular attendance Several Mahila Sammelans organised. Feb. 2003, Adivasi Mahila Sammelan organised. Women's groups meeting organised at Panchmahals. 	<ul style="list-style-type: none"> MTAs & community contributing funds for school repair, boundary walls, etc. Women trying to create awareness on ill effects of alcoholism and the importance of girls' education In Dhenkanal, a lady VEC member provides 3 hours coaching to children of 		<ul style="list-style-type: none"> Community provides materials for running various centres, local teacher, space, escorts and even in solving local level issues adversely impacting on education of girls. Community run preparatory classes for out of school children & provide escorts & child care in villages with model cluster approach.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>and achievement.</p> <ul style="list-style-type: none"> • Village Core Groups and MRPs interact with parents and sensitise them on girls' education and jointly evolve strategies to address problems. • Balika Melas, competitions for children focusing on girl child empowerment organised • Mothers Association members are enrolling children and monitoring their retention. 			<p>her village. She tracks their attendance.</p> <ul style="list-style-type: none"> • VECs engage lady teachers by paying a honorarium of Rs.400/- per month. • Qualified girls are taking classes voluntarily in the nearest primary schools. • MTA members collected wood from nearby forest to construct a fence for their school. • 13,493 out of school girls enrolled through community mobilizers. • 949 Balika Sangha constituted for awareness on girls' education. • 36 adolescent camps in Kalahandi & Bolangir. 		<ul style="list-style-type: none"> • Community is actively involved in - Textbook distribution - Monitoring teachers' attendance ■ Children s health check up
<p>VEC</p> <p>VEC</p>	<ul style="list-style-type: none"> • Statutory School Committees constituted with 50% women • Orientation of women VEC members and members of women's groups completed. 	<ul style="list-style-type: none"> • Women constitute one third of VEC members. The total membership of a VEC is 15/21 and women constitute 7/21 of the same. ■ One post of chairperson/Vice Chairperson of VECs 	<ul style="list-style-type: none"> ■ Regular meetings of VEC/MTA/PTA ■ VECs actively involved in improving girls' retention. • Gender Awareness Training Workshop at Danta. 140 women from 3 block in Baruiskantha oriented to tackle the problems 	<ul style="list-style-type: none"> • Issues of girls' education built into VEC training package. • For NINAD MTAs worked towards mobilising villagers, especially women for rallies, meetings and discussions. 	<ul style="list-style-type: none"> • Block gender committees formed. Meet-ings held every month. • GP level core teams formed in Cooch Behar in GPs with low girls' enrolment • 1806 MTA 	<ul style="list-style-type: none"> • VEC training module focuses on girls' education (importance of educating girls, equity issues, girl friendly environment in school & at home) • VECs pursue enrolment and retention of girls, ensure participation of

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> • Organised training of MTA members • 50% reservation for women for the position of School Committee Chairperson • Management of centres entrusted to democratically elected committee members from among the parents under statutory APSE (CP) Act 1998. More than 90% of the members are former members of Mothers' Association. 	<p>earmarked for women</p> <ul style="list-style-type: none"> ■ At least two women members from each VEC being imparted professional training. • VEC women members take active part in orientation trainings • The State Government has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VECs constituted as per the act. 	<p>of girls' irregular attendance & dropouts. Later they trained VEC, MTA & I'TA members during Gram Sabha meetings.</p> <ul style="list-style-type: none"> • Cross visits arranged for MTAs in 22 CRCs of 4 blocks in Banaskatha. MTA members were exposed to best practices to encourage them to improve enrollment and retention of girls. • In Panchmahal, 547 meetings of women's groups organized and attended by 32820 members on the issue of regular attendance & retention of girls. • Block level meetings of BRCC and CRCC held to train VECs, MTAs and PTAs on organizing enrolment drive. • MTA exposure visits organised at CRC level in Panchmahals with 11,500 MTA members. 	<ul style="list-style-type: none"> • Involvement of MTA in enrolment, regular attendance/retention of girls in school • In the revised "Orissa School Education (Community Participation) Rules 2000" the School Education Committee (VEC) has 9 guardian members of which 3 are women with at least one from SC/ST community. • MTA members and other women in villages of Kalahandi have formed 331 SHGs. • 979 MTA meetings held in Kalahandi and over 1500 meetings held in Raygada • School Education Committee (VEC) has 9 guardian members of which 3 are women members with one from SC/ST community. 	<p>formed in Cooch Behar</p> <ul style="list-style-type: none"> • At least five members in each VEC are women • Gender sensitization covered during VEC training • Sensitisation of women Panchayat functionaries undertaken in gender focus blocks of Bankura, Birbhum and Murshidabad. 	<p>women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women's groups.</p> <ul style="list-style-type: none"> • Women Motivator Groups : 2248 in DPEP II and 108 in DPEP III - all have been trained • Core Teams : 350 in DPEP II and 380 in DPEP III. • 46563 VECs in DPEP II and 12828 in DPEP III trained. • 3875 MTAs and 3341 PTAs formed in DPEP II . There are 2495 MTAs & PTAs in DPEP III. • Microplanning data compiled for DPEP - II districts. 937890 children identified as out of school. Reasons show 40% for domestic work and 21.5% for sibling care. • 2528 and 1039 women Motivator Groups found in DPEP II and DPEP III respectively. • 550 core teams formed & trained in DPEP II & 800 in DPEP III.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> The integrated module for teacher training includes a gender component Two days training of MEOs - covered ECE & girls' education Ail DGCCDO's, SRGs given 2 days orientation on gender issues The revised integrated module of teacher training, includes 7 chapters on girls' education and a full session is allotted to it on the 1st day of the 7 days teacher training programme. One day orientation to Addl. Project Co-ordinators and Sectoral Officers of DPOs on the training module for Chairpersons of School Committees covering the importance of Girls' Education. 	<ul style="list-style-type: none"> Gender sensitisation training to teachers and programme personnel. Gender sensitisation forms part of all training modules. 971 Jagjagi teachers trained 1220 female ALS instructors trained. Training modules for BRC RPs, teachers, VECs, educational administrators and CRCCs include orientation gender sensitization. 220 ECE instructors trained. 	<ul style="list-style-type: none"> Gender sensitisation training for BRCCs and CRCCs Gender awareness training to 3897 female teachers of Panchamahals, 2699 of Banaskantha and 447 of Dangs Training of academic staff on issues such as enrolment status, retention and future mobilisation strategy. During State level workshop on "Classroom Transaction and TLM Preparation with Gender Perspective", Master Trainers from DIETs for content based training, DIET lecturers, OIC - TT and Gender from districts were trained Jan-Feb 2003, 170 MTs trained at DIET, Santrampur, Pancltmahals on gender bias in classrooms. Gender training imparted to all CRC coordinators in 6 DPEP IV districts. 	<ul style="list-style-type: none"> In attitudinal training of teacher in tribal areas one day devoted to gender issues Orientation of BRCCs included one day for gender issues Gender equity is emphasized in general teacher training programme. Teachers have been sensitized on ways to remove gender discrimination in classroom situation 	<ul style="list-style-type: none"> 40 KRPs from the expansion districts trained for transacting the gender module Teacher sensitisation programme conducted in all the Phase I districts and the Gender Focus Blocks of Phase II districts 	<ul style="list-style-type: none"> Shikshodaya, a 10 days module for teachers, provides one full day for girls' education Sabal, a 8 days module for teachers includes a chapter on inadvertent messages, (round two for teachers) 150 BRCC and 250 NPRCC provided 3 days training on gender issues and classroom process in DPEP 11 Anant - A 3 days gender specific module to orient teacher on gender friendly classroom processes and other gender related issues. 8593 teachers imparted this 3 days exclusive training. 33115 teachers are undergoing 3 day gender training programme in DIETs/BRCs.
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> Training module <i>Amnia Nemt Badiki Potha.</i> exclusively 	<ul style="list-style-type: none"> Book on TLM "Shikhana Asan Hai" developed, which 	<ul style="list-style-type: none"> Teacher support material on gender awareness, gender 	<ul style="list-style-type: none"> Handout on "Why girls' education and gender issues in 	<ul style="list-style-type: none"> A hand book on gender issues has been printed for 	<ul style="list-style-type: none"> Handbook developed by USAID trailed in one cluster in Sitapur

GENERAL INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> on girls' education, developed and distributed among teachers. KRPs trained on the module at state level to train DRG in-charge State strategy paper on "girl child empowerment" developed & distributed. 	<p>addresses gender issues.</p> <ul style="list-style-type: none"> 16 MEL based text books in which gender issues have been addressed. Special emphasis on gender in national seminar on UPE. 	<p>sensitive curriculum, and gender sensitive attitude of teachers in classroom transaction etc, distributed in every school</p> <ul style="list-style-type: none"> Teachers' training module on Gender equity in classroom transaction and use of TLM, printed and distributed to all schools of the project districts. A handbook and a set of 12 posters developed & distributed to all schools of DPEP districts. 	<p>primary education distributed to BRCCs.</p>	<p>the KRPs and project personnel.</p> <ul style="list-style-type: none"> Monthly workshop with teachers being conducted at the CLRC with the help of this material. Reading material on gender issues with emphasis on girls' education developed in Bankura, Birbhum, Coocbehar, Jaipaguri, Murshidabad and Uttar Dinajpur 	<p>district</p> <ul style="list-style-type: none"> Teacher training material (Mode! Cluster Approach) developed
<i>Textbooks</i>	<ul style="list-style-type: none"> Class V Telegu and Class II English and Mathematics and Class IV English textbooks reviewed for elimination of gender bias Elimination of gender bias being ensured in textbooks under development - Class IV Telegu, Class III textbooks, EVS I and II textbooks and Class V textbooks. Gender friendly textbooks being developed 2002-03 Mathematics Text 	<ul style="list-style-type: none"> Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres 	<ul style="list-style-type: none"> Removal of gender bias in the content of new textbooks for Standard I, II & III. 	<ul style="list-style-type: none"> Review of all textbooks for Classes I to III for elimination of gender bias has been undertaken Special care to remove gender bias from the activity-based textbooks developed for primary classes 	<ul style="list-style-type: none"> Class I and II textbooks have been revised SRG looking into the revised textbooks for gender equity. SCERT carrying out similar activity for existing textbooks. 	<ul style="list-style-type: none"> Checklist of 'dos' and 'don'ts' developed for authors of textbooks to ensure gender neutrality 2 district gender co-ordinators are members of the SRG for textbook development. Workshop with teachers, illustrators, specialists & gender experts for TLM development New textbooks reviewed by SRG Girls' education before finalisation. All textbooks for class I to V have been made gender sensitive.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	Books for class-IU developed.					
<p><i>Management Planning Integration of gender perspective in plan formulation</i></p> <p><i>Management Planning Integration of gender perspective in plan formulation</i></p>	<ul style="list-style-type: none"> Separate chapter on girls' education in AWPB Efforts made not to compartmentalise gender in all levels of the programme A women's convention held on 12-14 February, 2002 to debate issues on girls' education and to develop a plan of action. 	<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"> Separate budget for activities on girls education proposed in the current budget (2001-2002). 	<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"> Specific activities and allocations included in the AWPBs 2002 - 2003 Sensitisation of planners taken up during planning workshop 11 blocks identified in Phase II districts for special intervention. In Phase I districts, gender interventions extended to all blocks of Jalpaiguri & Malda. 	<ul style="list-style-type: none"> Gender perspective and analysis of EMIS data inform planning process AWPB makes separate provisions for girls' education All strategies and activities under UP DPEP ensure integration of the gender perspective.
<p><i>Capacity building Preparation of gender training module</i></p>	<ul style="list-style-type: none"> Teachers' training included gender sensitisation - modules developed Gender strategy paper in place modified in September 1999 DGCDOs exposed to Residential Bridge Camps (exclusively for girls), in villages with 100% enrollment and where there are 'A' grade schools etc. 	<ul style="list-style-type: none"> Training Modules of BRC Resource persons, teachers, VECs Educational Administrators and CRC Co-ordinators include orientation on gender. 	<ul style="list-style-type: none"> Gender training modules for teachers, Master Trainers and BRCCs/CRCCs developed. Training of teachers and vidhyasahayaks have been conducted using the module. MTA formation and training module has been developed and distributed to all BRCs 	<ul style="list-style-type: none"> Gender training Modules for teachers developed Gender component integrated in training module for BRCCs & CRCCs. 	<ul style="list-style-type: none"> Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district coordinators being held regularly 	<ul style="list-style-type: none"> School placement of SRG -Pedagogy-to observe girls' participation in classrooms Two days gender sensitisation of Educational Administrators, DIET & project personnel by MS 5 day training on PRA to District Coordinators, for Girls' Education, Comm-unity Mobilisation & AS. 3 training packages namely Anant, Muktakash and Assem for teachers, MTAs and Women Motivator

Uttar Pradesh Initiations	ANOHRA PRAHESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
						<p>Groups developed. respectively. 264 Master Trainers from DPEP II trained by SPO Training of 320 Master Trainers from DPEP III in progress</p> <ul style="list-style-type: none"> • 33115 leathers trained in gender sensitization module in DPEP - 11.
<p><i>Sensitisation programmes for DPiP personnel and others</i></p>	<ul style="list-style-type: none"> • District GCDOs imparted 8 days training to MRPs & 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 • Two days training organised for SRG of DPEP I and II districts on the Model Village Approach • One day orientation to all APCs and sectoral officers of DPO on transaction of the topic "Girls' Education" to school Committee Chairpersons • 6 posters on "Girl Child friendly atmosphere in the schools" printed and 	<ul style="list-style-type: none"> • All SPO, DPO and programme personnel imparted professional training in which gender sensitisation is an integral part. • Training modules developed for <ul style="list-style-type: none"> -- Mata Samitis Jagjagi teachers - ECE/AW workers - ECE programme personnel - Sahayoginis of MS - Sanyojikas 	<ul style="list-style-type: none"> • Gender sensitisation of BRCCs & CRCCs • 'Gender Awareness Workshop' for Gender OICs, BRCCs and CRCCs • SRG, DRG review meetings and training are held regularly. • Gender sensitisation training of 613 male teachers held in district Dangs. 	<ul style="list-style-type: none"> • State level training to DRG members for training of community mobilisers. • 5 days district level training to community mobilisers to enroll out of school girls, monitor regular attendance by school visit, attend VEC meetings, organize & conduct MTA meetings, facilitate formation of SHG and Balika Sangha (meena club) in consultation with CRCC & BRCCs. identify out of school adolescent girls and suggest opening of adolescent girls camps. 	<ul style="list-style-type: none"> • Orientation workshop for DRG members (Gender) from Phase II districts conducted by SPO. • BrCs in Coochbehar trained on campaign strategies on girls' education. 	<ul style="list-style-type: none"> • 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 Senbhadra • Two days workshop on community convergent action to introduce concept of convergence & relevance of PRA in working with communities in Firozabad, Hardoi, Senbhadra • 2 training/ orientation programmes, 4 days each, organised in DPEP III for District gender Coordinators

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	displayed in TCs and villages to sensitise teachers and community.					
<i>Workshops</i> <i>Workshops</i>	<ul style="list-style-type: none"> • Workshop on development of village profile. • Workshop on poster development. Six posters developed on “Girl Child Friendly Atmosphere” with reference to schools/ classrooms. • Workshop held on 11 & 12 December, 2001 for Head Teachers of primary schools in low female literacy habitations • Workshops organised for headmasters working in schools in low female literacy habitations. • Inter district visits of DGCDOs. • Visit of State GCDO to Assam. • State level meeting for DGCDOs on girl child empowerment. One month follow up at gram panchayats 8th Feb 	<ul style="list-style-type: none"> • National Seminar on UPE where special emphasis was given to gender issues 	<ul style="list-style-type: none"> • Sharing workshop on gender education held at State on 13th June, 2002. • District specific components incorporated in gender awareness modules for MTAs and teachers. 	<ul style="list-style-type: none"> • 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 implementing DPEP <ul style="list-style-type: none"> ■ Workshop to develop training & sensitisation material for MTA and PTA and strategise for model cluster approach through field visit ■ Seminar on women’s empowerment in the context of DPEP • Conceptual workshop on role and functions of Gender resource groups etc 	<ul style="list-style-type: none"> • 3 days workshop on PRA held in Bankura. • Orientation workshop on Balika Siksha Karmasuchi conducted in the existing districts. • Workshop with female panchayat members held in Gender Focus Blocks of Bankura, Pribhum and Murshidabad for gender, IED, ECE based on positive feedback received on the impact of Balika Shiksha Karmasuchi. • 5days field based training workshop on PRA/PLA for District Co-ordination 	<ul style="list-style-type: none"> • 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’s Forum, MTA, PTA and other motivator groups. • State level workshop to finalise training material for BRCC, CRCC, MTA, PTA and other motivator groups. • Workshop to finalise material for BRCC, CRCC etc. for Model Cluster Approach. • 3 days state level script writing workshop organized. • 2 training/orientations programs 4 days each were organized in DPEP - III for District Gender Coordinators. • State level Kalajatha workshop for enrollment drive and retention specially for girls education held.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	8 th March.					
<i>Review Processes</i>	<p>* One day review meeting organized for DGCDOs of DPEP I - II districts on girl child development activities along with questionnaire on various aspects of classroom observation focusing on how to make a school or classroom Girl Child Friendly.</p> <p>« One day review meeting with all district GCDOs held on 10.12.01 to get feedback on the progress of activities taken up improving girls' education</p>	<ul style="list-style-type: none"> Text book distribution among girl children being monitored through revised PMIS formats 	<ul style="list-style-type: none"> Gender awareness meeting of CRCC in Phase II districts to review progress and gender related activities 	<p>* Review progress on the basis of child wise data generated through Anusandhan</p> <ul style="list-style-type: none"> Involvement of BRCC and CRCC for monitoring retention activities at school level. 	<ul style="list-style-type: none"> Regular meetings held with District Gender Coordinators at SPO and DPO to discuss activities undertaken 	<ul style="list-style-type: none"> Regular meetings at SPO with district coordinators
<i>Networks:</i>	<ul style="list-style-type: none"> Seva Bharti Nellore HRESN and UNDP, Kumool Close linkages with Andhra Mahila Sabha, Hyderabad University, Osmania University, Department of Women and Child Development. <p>« Representatives of Mahila Samakhyas participated in</p>	<ul style="list-style-type: none"> Linkages with MS, AWTC and NGOs 	<ul style="list-style-type: none"> Linkages with Government Departments such as WCD & ICDS, MS, NC-Os, Academic Institutions etc. Collaborating with Early Child Development Learning Resource Centres, MS University Baroda 978 ICDS workers have helped in : 	<ul style="list-style-type: none"> Linkages established with existing Mahila Samitis Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samakhyas Nigam, UNICEF, Depts. of Women's Studies & Psychology department, Utkal University, SRC for Adult Education, 	<ul style="list-style-type: none"> Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University. UNICEF 	<ul style="list-style-type: none"> Technical support drawn from SIE, SIKMAT, SCERT, NGOs, Mahila Samakhyas, TSG, Ed.CIL, BET), NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc. UNICEF USAID NVK Health, labour.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Networking</i>	<p>induction training programme on gender strategies and ECE.</p> <ul style="list-style-type: none"> • Meetings conducted with all departments for convergent efforts. 		<ul style="list-style-type: none"> - enrolling 8492 children in primary schools including 4012 girls - 3630 children regularised in school, out of which 1625 were girls. - 370 children were re-enrolled including 234 girls - out of 314 children identified for AS 1458 were girls. 	<p>SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's B.Ed. College. CAS, Lutheran World Service.</p>		<p>DWCD</p> <ul style="list-style-type: none"> • Meeting with UNICEF to introduce "Meena" in class-room.
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> • Available from EMIS data 	<ul style="list-style-type: none"> • Available from the EMIS and micro planning data 	<ul style="list-style-type: none"> • Available from the EMIS and micro planning data in selected areas. • Gender desegregated data on enrollment and retention of girls, number of women teachers, etc. have been generated 	<ul style="list-style-type: none"> • Available from the EMIS data ■ Anusandhan (child tracking) was launched to undertake co-hort study which has provided drop out rates for girls. ■ DISE and child tracking data and other indicators have been shared with MTA/VEC. 	<ul style="list-style-type: none"> • Available from the monthly/ annual returns of Department of School Education, GOWB, DISE and studies conducted by the Research & studies call of West Bengal DPEP ■ Data analysis for classroom study is in progress. 	<ul style="list-style-type: none"> • Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUP • House to house survey data • MCDA maintains disaggregated data for the clusters covered by it.
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> • Close linkages with MS are being established • One day review meeting organized for all DGCDs of 19 districts to appraise the progress on girl child activities. 	<ul style="list-style-type: none"> • MS an integral part of the gender strategy of DPEP. ■ Active participation of MS in VEC meetings and activities. • 5 MSKs running • MS actively involved in meetings & 	<ul style="list-style-type: none"> • Linkages established in Banaskantha and Panchmahal • 'Balamandir' is sent to Balwadis of Mahila Samakhya, which is a step towards convergence. • MS representatives in MTAs 			<ul style="list-style-type: none"> • Close operational linkages - MS is represented in the Gender SRG - MS provides support in development of material and training modules - Extended to 6 more districts in DPEP in • Mahila Sashaktikaran Mahotsav held in March

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> In close linkage with MS, 7 mandals have achieved 100% enrolment. 	<ul style="list-style-type: none"> activities of VECs 691 Jagjagi and 486 Bal Jagjagi Kendras being run 1854 Mahila Samoos under MS functional at the village level. 				<ul style="list-style-type: none"> 2001 by Mahila Samakhya Attended by DPEP Gender Coordinators and VEC members. Shiksha Dayitwa Abhiyan in 8 districts in convergence with MS.
<i>Innovations</i>	<ul style="list-style-type: none"> Chinnaiula Sabhas conducted at Chittoor, Cuddapah and Srikakulam districts on a pilot basis to <ul style="list-style-type: none"> study the child's (including girls') preparation and expectation examine the impact of peer group pressure on non-school going children 5 low female literacy villages in 5 low Female Literacy mandals in each district adopted 25 villages per district taken up under model village approach Village profile developed ! 80 out of 475 villages achieved 100% enrolment and retention Efforts on to bring qualitative improvement in achievement levels Women convention 	<ul style="list-style-type: none"> State level 'Friendship Camp' organised at for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organised. One block in each district selected for focused gender interventions Mahila Shikshan Kendra for girls Mahila diwas organised in all project districts Girls' enrolment in ALS being monitored One block in each project district selected for focused gender interventions. Mahila Diwas organised in all project districts. 	<ul style="list-style-type: none"> Special mobilisation efforts through meetings among Rabaris, Thakores, Machis & tribals to enrol children and regularise their attendance Mahila sangam programme : educated girls are mobilising families in Dangs to ensure enrolment and regular attendance of girls. Adopted the Focus Area approach covering 218 villages - achieved universal enrolment in all In the Focus Area, schools upgraded to Class V. This has benefited many drop out children. Formation and strengthening of Mahila Mandals towards economic empowerment of women. Integrated efforts 	<ul style="list-style-type: none"> Block with high dropout of girls have been identified for addressal. Block specific activities developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers.Community mobilisers will play a major role in counseling the parents of dropout girls. 369 residential hostels with a capacity of 40, opened in 3 existing and five expansion KBK districts in convergence with the SC/ST Development Dept, of the State Govt. 	<ul style="list-style-type: none"> Introduction of the Balika Shiksha Karma Suchi which is a field based intensive intervention to be carried out in 50 schools of Bankura and 30 schools of Uttar Dinaipur GP level Core temas formed in Coochbehar in GPs with low enrolment of girls Activities of 1806 MTAs in Coochbehar monitored by BRGs. Micro-interventions being designed at village level in all 10 project districts. Effecting convergence with SHGs & MTAs in Malda district. 	<ul style="list-style-type: none"> Flexible timings have been introduced in 18 schools. School Chalo Abhiyan in the year 2001 Retention marches & summer camps for girls in 2001 Initiated the Model Cluster Approach for Girls Education. Following expansion a total of 1030 clusters are covered - 550 in DPEP II & 800 in DPEP III. Universal enrolment in 5014 and 2357 MCDA villages in DPEP II and III respectively. 3994 and 2091 MCDA villages are drop out free in DPEP II and III respectively. Community based attendance monitoring system being used Intensive retention policies & strategies in clusters 10 days summer camps organized to bring back

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Innovations</i>	<p>at district and mandal for strategies to improve girls education.</p> <ul style="list-style-type: none"> ■ To support the MGCIIX)toplaa execute, monitor, assess & strategise. all the 3 personnel at the mandal made responsible for pursuing girls' education . <p>* Each sectoral officer of the SPO has adopted one village, to convert it into a model village</p> <ul style="list-style-type: none"> • Sensitisation of DWACRA and youth groups on activities for girls. 		<p>made by BRCC, ABRCC and CRCC by involving active women's groups to enhance enrollment and retention of girls.</p> <ul style="list-style-type: none"> ■ Under the Gender focus area approach, 93 AS centres opened enrolling 1928 children comprising 1120 girls and 808 boys. ■ Of the 254 children re-enrolled 120 were girls and 132 were boys. 			<p>drop out girls to schools 2480 summer camps were held. 74302 children were re-enrolled after summer camps.</p>
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> • Special modules for Angana Vidyalaya for 9+girls-modeled after Jaggjagi of MS • 1022 Angana Vidyalayas cater to 9+ girls - drop-outs as well as illiterate • Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samities 	<ul style="list-style-type: none"> • AS centres for 9+girls set up in selected villages • Incentives to Instmc-ton- to encourage better enrolment of girls in AS Centres • 32 ECCE-AS centers (5 in Banas-kantha, 27 in Panch-mahal opened) 329 of 529 children enrolled in AS Section are girls • 90,58 & 16 AS centres set up in Banaskantha, Dangs & Panchmahal, respectively. • Catering to 2558 girls 	<ul style="list-style-type: none"> • In the 587 AS centres in Kalahandi, 8740 girls are enrolled. • 28 adolescent girl camps running in Kalahandi, 8 in Bolangir and 29 are proposed in Keon-jnar to provide access to 999 girls in the 9-14 years age group. • In the 1631 AS centres opened in unserved habitations 20614 girls are enrolled (46.3%). 	<ul style="list-style-type: none"> • All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women 	<ul style="list-style-type: none"> • 2 days workshop to develop AS module for working girls in Firozabad & Moradabad • Prahar Pathshalas (9-14 years girls), Balshala (3-11 years), Maktabs specially address girls indifferent age groups • Muslim girls arc being reached through Maktabs & Madarssas • 48% of the children enrolled in AS centres are girls. • Enrolment of girls has been as follows: - AS centres : 48%

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
1 <i>Research and Evaluation</i>	<ul style="list-style-type: none"> • A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha • Following studies are in progress : <ul style="list-style-type: none"> - Convergence of activities of DPEP & Child Welfare Department with special reference to ECE. - Long term qualitative study on ECE centres. - Quick mini qualitative study on the placement of under and over aged children • Study on Classroom Culture and Processes from the Gender Perspective data entry in progress and inter rating of observations completed 	<ul style="list-style-type: none"> • Study on problems in the education of Muslim girls completed • Data coding and entry in progress for the study on Classroom Culture and Processes from the Gender Perspective. 	<p>(53.9%).</p> <ul style="list-style-type: none"> * Study on Problems of Girls' Enrolment in Panchmahal by DIET & Gujarat Vidayapeeth completed. • "Tej Punj" a report on Gender Education Programme in district Panchmahal developed. 	<ul style="list-style-type: none"> • Identification of strategy for improving enrolment and retention of girl child, (distt Bolangir) • Analysis of problems in the enrolment & retention of girls from weaker sections. (DIET Kalahandi) • Effectiveness of strategies for improving enrolment & retention of girls (DIET Sambalpur) • As study of effectiveness of parent-teacher association in achieving universalisation of Elementary education in primary schools. (DIET, Kconjhar) • Causes of low' enrolment & retention of the SC and ST children with special reference to girls & suggestions on the strategies to be taken for their improvement. (DIET Kconjhar) • A study entitled Classroom Culture and Processes from Gender Perspectives has been undertaken. 	<ul style="list-style-type: none"> ■ Study on low participation of girls in Primary Education by IS1 ■ indepth study to ascertain reasons for low enrolment and high drop out rates of girls under taken in two blocks for focused intervention for girls - data. *.Inter rating of observations and data entry in progress for study on Classroom Culture and Processes from the Gender Perspective. 	<ul style="list-style-type: none"> ■ Study on repetition & drop-out among minority students ■ Job Involvement & Problem of female teacher * Study of socio-cultural context of female school dropouts in Etawali, UP • Role of comm.-unity & other factors in promoting primary education among muslim girls in Saharanpur • Improving effectiveness of ECCE in UP ■ Study of enrolment, attendance and Retention in Primary Schools in relation to incentive schemes * Study of class-room processes in EFA and non-EFA districts of UP. “Making a Difference- Document on the experiences of UPREP & DPEP in the area of girls' education revised & updated. * Evaluation of MCDA in DPEP I! completed. • Inter-rating of observations and data entry completed for study on Classroom Culture and Processes from the Gender Perspective. ■ Evaluation of model cluster approach completed.

DPEP IV and Newly Constituted States

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Staffing Position</i> <i>State Gender Co-ordinator</i> <i>District Gender Co-ordinator</i> <i>Sub District</i>	<ul style="list-style-type: none"> • State Gender/ECE coordinator in place * ECE/Gender Coordinator in DPO in place 	<ul style="list-style-type: none"> ■ In place • In place • 504 Girl Child Motivator in position in selected CRCs. 	<ul style="list-style-type: none"> • In place • In place in all six districts
<i>Resource Groups (Gender & ECE)</i>	<ul style="list-style-type: none"> • District resource groups under Mahila Samakhya formed and functional • DRG for ECE constituted. • State level core group formed for MS & ECE. 	<ul style="list-style-type: none"> * SRG for ECCE and Gender constituted and meeting irregularly. • SRG assisted in the process of developing training modules. ■ DRG constituted, meets twice a year 	<ul style="list-style-type: none"> • SRG and DRG formed at state and district
<i>Community mobilisation</i> <i>Material Development</i>	<ul style="list-style-type: none"> • Poster, pamphlets, slogan, banner, audio cassettes, newspapers • VEC booklets • Wall writing • Audio and video cassettes on gender developed/disseminated 	<ul style="list-style-type: none"> • In the process of development, material from various states have been collected. 	<ul style="list-style-type: none"> ■ Meena cassettes used
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> • Community meetings, prabhat pheri, rally organised • Environment building • Organising melas, sammelans, ma-beti melas, munia beti campaign 		<ul style="list-style-type: none"> • Maa-Beti Melas organized in 35 model clusters " Meena Cassettes shown in 370 villages ■ Kala Jatha/Nukkad Natak organized in 98 villages • School Chalo abhiyan ■ Meetings with VEC,MTA, WMG
<i>Community Participation</i> <i>Community Participation</i>	<ul style="list-style-type: none"> • Running ALS and ECE centres • Civil works, micro planning 		<ul style="list-style-type: none"> • Assist in text book distribution • Monitoring teacher attendance • Conducting health check ups.. • Construction of School buildings • School management • Distribution of mid day meal • Solving local level issues

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>VEC</i>	<ul style="list-style-type: none"> Formation of VI-Cs and orientation of VEC members completed Women constitute one third of VEC members. The total membership of a VEC varies between 15/21 and 5 H of them are women One post of chairperson/vice- chairperson of the VECs is earmarked for women. <p>» In the orientation training, VECs women members take active part « At least two women members from each VEC are being imparted professional training.</p>		<ul style="list-style-type: none"> 335 WMGs formed and 4802 members trained Regular meetings held with WMG and MTAs * 1310 MTAs formed and 13745 members trained 1930 VECs trained - VEC training module focusing on girls' education * Ma-Beti Melas in 58 model clusters.
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> 504 Jagjagi teachers trained 1165 female ALS instructors trained Gender sensitization training imparted to teachers/programme personnel. Gender sensitization of 25128 teachers. 		<ul style="list-style-type: none"> Sadhan teacher training has one session on girls' education * BRCC and NPRCC trained on gender issues ^a 43 KRPs trained for MTA & WMG trained programme.
<i>Material development</i>			
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> Books related to gender issues. TLM prepared Khilauri. Special inputs provided in Ujala - II - teacher training Jagjagi manual. 		<ul style="list-style-type: none"> Two days gender sensitization module developed for teachers by SRG.
<i>Textbooks</i>	<ul style="list-style-type: none"> Success stories of girls, plays related to girls and reinforcement of equity through illustrations in the textbooks. <p>« Gender issues addressed in the 16 MLL based textbooks developed</p> <ul style="list-style-type: none"> Book on TLM "Sikliana Ashan Hai" developed which addresses gender issues. Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS. 		.
<i>Management Planning Integration of gender perspective in plan formulation</i>		<ul style="list-style-type: none"> Separate budget for Girls' Education in AWP&B 	

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Capacity building Preparation of gender training module</i>	<ul style="list-style-type: none"> • Training modules of BRC resource persons, teachers, VECs, education administrators and CRCCs include gender sensitization. • Gender sensitization is an integral part of professional training imparted to all SPO, DPO programme personnel 	<ul style="list-style-type: none"> ■ Training module for Girl Child Activist has been developed. 	<ul style="list-style-type: none"> ■ Workshop on development of gender sensitization module for teacher at DIET Dehradun. ■ Workshops for development of training module for MTA/WMG at SPO.
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> • Training women members of VECs. • Gender sensitisation undertaken by SCERT and SLO 	<ul style="list-style-type: none"> ■ Gender workshop organised for state and district level personnel in September, 1999. ■ Block selection committee for selection of Girl Child Activist and Escort has been constituted. 	
<i>Workshops</i>	<ul style="list-style-type: none"> • A State seminar on UPE organized, in which special emphasis was given to gender issues. 	<ul style="list-style-type: none"> ■ One day meeting of gender experts for preparation of gender awareness material ■ Three days workshop for preparation of village approach module. ■ Organised the regional workshop for State Research Teams of Maharashtra, Rajasthan and Uttar Pradesh in September, 2001 for the Study on Classroom Culture and Processes from the Gender Processes. 	<ul style="list-style-type: none"> ■ One day orientation workshop for gender Co-ordinators and SRG members ■ 3 days MTAAVMG sensitization module development workshop. ■ 8 days workshop for gender sensitization module development for teachers * 4 days state level training of MTs for MTAAVMG training
<i>Networking</i>	<ul style="list-style-type: none"> » Government departments of Education Health, PHED, Welfare and DRDA » NABARD • UNICEF, CARE • NGOs, NYK, ZSS, Bankers Wives Association • NCERT, SCERT 		<ul style="list-style-type: none"> ■ NGOs • Mahila Samakhya • TSG, Ed.CIL ■ BETI, Lucknow • SPO, DPEP UP ■ ICDS
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>			

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> • State level training of Kishoris completed. • 504 Jagjagi centers for girls established. • 355 Bal jagjagis established. • MSK in 5 districts. • MSK Sammelan in Feb 2003. • MS is an integral part of DPEP in Jharkhand. • Mahila Samakhya is operational in 4 project districts covering 14 blocks • It runs 310 Jagjagi Kendras • There are 1619 Samoohas (Women's Collectives) functional 		<ul style="list-style-type: none"> • Representatives of Mahila Samakhya are members of SRG (Gender) • Mahila Samakhya supports the development of gender training modules
<i>Innovations</i>	<ul style="list-style-type: none"> • One block in each project district selected for focused gender interventions. 		<ul style="list-style-type: none"> ■ 80 Model clusters identified in 12 blocks having low female literacy rate. ■ Monitoring formats developed and distributed in all schools of model cluster ■ To ensure enrolment and regular attendance charts prepared in each school of the model clusters ■ Student tracking chart proposed in all schools of model cluster. • 1.84 lakh girls provided free textbooks.
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> • Apna and Angana Vidyalayas and Jagjagi Kendras are run as AS centres • 343 Angana vidyalaya for 9+girls. Drop-outs as well as illiterates opened so far. • Special moduels for Angana Vidyalaya for 9+girls girls modeled after Jagjaggi MS. • Apna and Angana Vidyalayas have female instructors only and are under the management of Mata Samitees. 		<ul style="list-style-type: none"> ■ 10 ECCE with EGS selected in non ICDS district of Champawat
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> • Areas being identified 	<ul style="list-style-type: none"> • Data collection for the study on Classroom Culture and Processes from the Gender Perspective in progress. 	<ul style="list-style-type: none"> • Data coding and inter rating in progress for the study on Classroom Culture and Processes from the Gender Perspective completed.
<i>Research and Evaluation</i>			

EARLY CHILDHOOD EDUCATION

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

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

The DPEP Guidelines state that:

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

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

ECE centers under DPEP have opened in areas where ICDS did not exist. The highlights of these centers have been:

- Site selection- near or in the primary school: Since a major objective of the pre school education was to familiarise children to a school atmosphere and to prepare them to join formal primary schools, many States tried to bring the physical location of the two together, including where possible, the same campus
- Curriculum development; States have developed curriculum for ECE centers that are in line with the curriculum for primary schools. Complementary TLM/ PLM have also been developed and provided in ECE centers.
- Modules have been developed for the training of staff for the ECE centers.
- Monitoring and supervision is done through regular DPEP structures
- A major issue in such centers has been to ensure sustainability of these ECE centers after DPEP. Some States like Andhra Pradesh have issued Government orders to ensure that the centers are taken up by ICDS. A letter has been issued by the Department of Women and Child, Government of India, to ensure the sustainability of these centers after DPEP, through the ICDS programme.

Opening pre primary classes in FPS

Opening pre primary classes in FPS has taken place mainly in the State of Assam, which has started a pre primary class in all formal primary schools called the “Ka man”.

School Readiness Programmes:

School Readiness is another important area to be looked at while viewing transition from pre primary to primary school. Under DPEP most States have commenced school readiness programmes, either as part of pre primary facilities or as a part of class 1 curriculum.

Coordination with ICDS:

Since the ICDS programme is now poised for universalisation, the need for close coordination between DPEP and ICDS programme now crucial. The major areas of cooperation include: extended timing to coincide with primary school. Social assessments and gender studies conducted highlighted that a major problem keeping children, especially girls out of school, has been the burden of looking after younger siblings. As a strategy to ensure that primary school going age children are not prevented from attending school on this ground an effort has been made to synchronize the timings of the AWC/ ECE center and the primary school, and where possible to locate them in the same premises or in close proximity. This enables children in FPS to leave siblings in the ECE center while they attend school and to thereby impact on the enrolment of children, especially the girl child.

Ensuring Linkage with Primary School, through the location of the AWC. In Uttar Pradesh, for example, the State Government passed an order, saying that where available, primary schools would provide the space for AWCs in their campus. Provision of TLM for AWC. Many States are providing kits for AWCs. In addition, some States are providing grants to the AWC for TLM.

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

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

School Readiness

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

School Readiness is another important area to be looked at while viewing transition from pre primary to primary school. Under DPEP most States have commenced school readiness programmes, either as part of pre primary facilities or as a part of class 1 curriculum.

DPEP II & III STATES

<i>ECE INTERVENTIONS</i>	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>ECE Approach</i>	<ul style="list-style-type: none"> Strengthening ECE Component in ICDS centres -AW Centres covered under convergence, vide GO MS No 49 (Edn) DPEP. 2.5.2000. support extended to 5333 AW Centres SRG given 10 days training. 1400 ECE centers opened in non DPEP districts. 1008? ANVC were converged 5133 ECE centers were merged with ICDS. 	<ul style="list-style-type: none"> 765 ECE centres set up in 11 districts. * Strengthening ECE in Anganwadi Centres in convergence with ICDS. 	<ul style="list-style-type: none"> Strengthen ECE component in Anganwadi Centres through training, provision of kits, distribution of newsletter 32 ECE cum AS centres- 5 in Bsanaskantha and 27 in Panchmahal opened, covers 779 children under ECE and 329 girls out of 529 children under AS From 15 ECE centres in Panchmahal, 92 children were enrolled in Class I in 2001-02 of which 46 were girls. 	<ul style="list-style-type: none"> Timing of 110 ECCE centres extended for 2 hours. 19 ECE centres (10 in Dhenkhal and 9 in Kalahandi) opened in convergence with DWCD. Strengthening of AW Centres through training of AW Worker and supply of pre school kits. Enrolment drive includes enrolment of preschoolers in AW centres. Following decisions taken at the convergence meeting on ECCE with DWCD and HfC/TC : <ul style="list-style-type: none"> supply black boards to AWCs develop Activity Bank for the rest of the year print & distribute the Activity Bank improve the monitoring mechanism to ensure transaction of pre primary education in the AW centres. 	<ul style="list-style-type: none"> Convergence with Social Welfare Department have been finalized both at the state and District levels and activities are being initiated accordingly. Bi-monthly DRG meetings. Provision of TLM to AWC Development of pre-school database. 	<ul style="list-style-type: none"> Strengthen ECE Component in Anganwadi Centres by providing training, Material and additional honorarium. 2398 AW centres covered under convergence, known as the Shishu Shiksha Scheme in DPEP II. 3842 ECCE Centres operationalised in DPEP III. Strategy expanded to include non ICDS blocks in 2002-03 through NGOs. Selection of NGOs in progress Independent evaluation of ECCE in DPEP II completed.
<i>Trnining and Mobilisation</i>	<ul style="list-style-type: none"> 3 day Refresher training to all instructors of AW Centres covered through convergence. 2 days training to DRG members on school readiness A 5 day training cum workshop for ECE Instructors on "Developmental areas of Child and related activities" and develop the annual plan. Training programmes for M Ft P/D R P/ £ C K/i C 	<ul style="list-style-type: none"> Development of Training Modules and their field trial Training modules <ul style="list-style-type: none"> AWWs/ECE Didis 15 days Induction ECE Trainers 10 days induction Helpers 4 day Mata Samitis one day orientation ICDS Supervisors (6 days) Induction Training of ECE Trainers Induction Training AWTC Principals/ Instructors Printin': ofall Training 	<ul style="list-style-type: none"> ECE Training module developed in collaboration with Early Child Development Learning Resource Centres, MS University Baroda Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed Training of ECE and AS teachers for these centres completed. Regular academic 	<ul style="list-style-type: none"> Training module for ECE workers developed More than 1400 AW Workers trained on pre-school education. Training of AW workers being conducted in a phased manner in the districts. 1 day meeting of ICDS workers organised at State. Rs. 2000 provided to all AWC in 16 DPEP districts. Meeting of ICDS functionaries. Survey by AWW to identify disabled children & Rs. 100 provided. 	<ul style="list-style-type: none"> State level orientation workshop held for DRG members of Bankura & South 24 Pgs. Workshops for other districts organized at SPO. Sensitisation of DPO of ICDS, DSWO, CDPO, Supervisors, RTs and CPCs completed in Birbhum, Ban-kura, South 24 Parganas Mur-shidabad, Jal-paiguri and Uttar Dinajpur Sensitisation of AW Workers and Helpers completed in Birbhum. Wall-writing on pre-schooling completed in 	<ul style="list-style-type: none"> AW workers have been trained as also ICDS Supervisors, CDPOs, BRCCs and NPRCCs in DPEP II and III. 2419 AW worker trained in DPEP II 128 Master Trainers trained in DPEP III 1653 AW Workers trained in DPEP III in the 1st phase and 979 in the 2nd phase Training package developed in 1998 was revised in 2001.

<i>ECE INTERVENTIONS</i>	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>DS instructors on school readiness in March/April, 2002.</p> <ul style="list-style-type: none"> • Printing and distribution of activity Bank and Story Card Kit. • 1 day training to VEC & mothers association. • State level training for KRPs was conducted. 	<p>Modules.</p> <ul style="list-style-type: none"> • Recurrent Training to ECE Trainers in 4 Batches • Training of ASRGs on Monitoring and Supervision of ECE centres • Special training on early detection of disabilities in children 	<p>support to 5760 ECCE centres provided through the newsletter Balmandir</p> <ul style="list-style-type: none"> • Around 5500 AW workers and Supervisors given refresher training on activity based pre primary education and school readiness. 		<p>Birbhum</p> <ul style="list-style-type: none"> • Campaign materials have been developed at State Level. 	
<i>Material</i>	<ul style="list-style-type: none"> • A module on “story telling using masks” is proposed to be developed • A handbook for ECE/Anganwadi Instructors titled “Chinnarula Vikasa Kendram” was published and supplied all ECE/Anganwadi Centres • Workshop held to develop compile stories songs and creative activities 	<ul style="list-style-type: none"> ■ Supply of Playing kit to AW centres (Non-World Bank)and ECE centres. ■ Printing of Aao Gaien Geet, Aao Kahani Sune and Aao Khelein Khel (Scong Book, Story Book and Play Book) * Workshop on development of Playing Materials ■ A Workshop on Development of TLM/PLM conducted. 	<ul style="list-style-type: none"> • Monthly ECE Newsletter <i>Balamandir</i> being published. The anniversary issue has brought out a special edition on <i>Bal-geet (songs for children)</i>. 	<ul style="list-style-type: none"> • Pre school education kit with User’s Manual developed and supplied to AW Centres on experimental basis. • Draft Activity Bank for 96 days developed, scheduling various components of pre school education. DWCD is circulating this for use by the AW Workers. CDPOs and Supervisors oriented on the use of the Activity Bank 	<ul style="list-style-type: none"> * Training material has been developed on pre-schooling by Cooch Behar and is in process in South 24 Paraganas and Malda. • Resource kit on pre-schooling is identified and being procured. 	<ul style="list-style-type: none"> • A theme based activity book, Kilkari along with a calendar developed • Time table for ECE centres
<i>Costs</i>	<ul style="list-style-type: none"> • Honorarium: Worker -Rs.400/- Ayah -Rs.200/- • Annual grant of Rs. 1000/- provided for material purchase. • Rs.3500/-provided for purchase of immovable assets as one time grant 	<ul style="list-style-type: none"> ■ Rs.8100/- given to Mata Samitis for purchasing equipment for the ECE centres. ■ Instructors (Didi) are paid a monthly honorarium of Rs.500.00. 	<ul style="list-style-type: none"> • One kit per AW Centre provided at a cost of Rs 310.00 • Rs. 1000.00 per centre provided for educational toys, charts, picture story books etc. 	<ul style="list-style-type: none"> • Cost of each pre school education kit is Rs. 1600.00. An users manual accompanies the kit • Honorarium for new center Worker: Rs.500.00. Helper: Rs.200.00 • Supply of blackboard to AWC 	<ul style="list-style-type: none"> • TLM grant of Rs. 1000/- to all Anganwadi Centres in Cooch Behar released 	<ul style="list-style-type: none"> • One time grant of Rs.5000.00 provided per centre for equipment, education toys and other TLM. • Annual contingency of Rs. 1500.00 • Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.001 Helpers
<i>Monitoring, Supervision, Research</i>	<ul style="list-style-type: none"> • Visits by MRPs & GCDOs are the channels of feedback • Formats used for monitoring ECE. • Visits by MRPs & 	<ul style="list-style-type: none"> • The trainers team of ECE, trained on monitoring ECE centres, work as ASRG and are given Rs. 600.00 per month 	<ul style="list-style-type: none"> • From 15 ECCE centres in Pnachmahal, a total of 92 Children were enrolled in std. I after completing 	<ul style="list-style-type: none"> • Format for supervision developed, tried out and supplied to districts for use by field functionaries to monitor pre-school activities at AW Centres. • Impact assessment Study of 		<ul style="list-style-type: none"> • Child wise evaluation cards used • Monitoring formats have been developed and are being used. • Proposal to engage specialised agencies for regular monitoring and supervision.

<i>ECE INTERVENTIONS</i>	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Monitoring, Supervision, Research</i>	<p>GCDOs are channels of feedback</p> <ul style="list-style-type: none"> • Regular review meeting at mandal and district level conducted. All functionaries of DPEP and DWCD attend these meetings. • Mandal wise review meeting of ECE instructors held to review the programme for the previous month and plan for the current month. • Review meetings held with all ECE and AW Instructors in Cuddapah, Srikakulam, Vizianagaram, Vishakapatnam by State -ECE Co-ordinator. Plan for December 01 and January 2002 class formulated at the meeting. 	<p>for 5 to 10 centres.</p> <ul style="list-style-type: none"> ■ Monthly meeting of Mata Samiti • Reflection meetings of ECE Didis • Reflection meetings of ECE coordinators ■ Reflection meetings of SRG • Reflection training of ECE trainers. ■ Reflection meetings of ECE Co-ordinators held 	<p>pre-pnmary education, out of whom 46 were girls.</p>	<p>ECE training and pre-school education kit on AW workers.</p>		<ul style="list-style-type: none"> • Evaluation of the ECCE programme in DPEP II complete. Finds location of ECCE centre in school premises successful. • Evaluation of ECE in DPEP II completed. • DPEP III proposed.

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DPEP IV and New States

<i>ECE INTERVENTIONS</i>	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>ECE Approach</i>	<ul style="list-style-type: none"> • 528 ECE centres set up • Convergence with ICDS 	<ul style="list-style-type: none"> * 437 ECE centres opened. * Strengthen the ECE component of existing AW Centres through training and provision of pre school kits 	<ul style="list-style-type: none"> ■ Strengthening ECE component in Anganwadi Centres by providing training, material and additional honorarium. ■ 619 new AW Centres covered.
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> • 15 days induction training for ECE and AW worker + 3 day recurrent training. • Orientation training of Academic Support Resource Group • One day orientation to Mata Samiti members • AWTC/MLTC principals/ instructors training • 8 Helpers training in Kazari Bagh and Ranchi and Chatra 	<ul style="list-style-type: none"> * 12487 AWW given induction training. * Training module for ECE/AW worker has been developed * 35 persons trained as Resource Persons who include CDPOs, Supervisors and one person from the DPO ■ These Resource Persons have been training AW Workers at the block level since November 2000. 	<ul style="list-style-type: none"> ■ 187 Anganwadi Workers given 7 days training. • MTs trained on 7 days package to train AW workers and DPEP and ICDS functionaries. * 555 ECCE workers given 7 days training in DIET.
<i>Material</i>	<ul style="list-style-type: none"> • Distribution of Health Kits to ECE centres • The training module for Helpers and Mata Samiti members has been field trialled. • Community/Mata Samiti provides material for preparing play kits. • 1 day orientation of Mata Samiti. • Audio cassettes of songs has been prepared. 	<ul style="list-style-type: none"> ■ ECCE kit finalized • Charts, Poems, Songs, etc. developed • 504 Girl Child Motivator were selected and trained and are in position • 437 ECE centres has been opened. 	<ul style="list-style-type: none"> • Video film of ECCE Centres developed by Uttarkashi, Pithoragah and Tehri.
<i>Costs</i>	<ul style="list-style-type: none"> • <i>Didis</i> (Instructors are paid a monthly honorarium of Rs.500.00) • ASRG paid Rs. 600.00 every' month for monitoring 5-10 ECE centres 		<ul style="list-style-type: none"> * One time grant of Rs.5000.00 per centre for equipments educational toys and other TLM * Annual contingency of Rs. 1500.00 per centre * Additional honorarium of Rs.250.00 and Rs. 125.00 paid to AW Worker and Helper, respectively.
<i>Monitoring, Supervision, Research</i>	<ul style="list-style-type: none"> • Monthly monitoring by ASRG. • Reflection meetings of ECE Didis • Reflection meetings of ECE Coordinators 		

INTEGRATED EDUCATION FOR THE DISABLED

Introduction

Although DPEP was initiated in India in 1994, Integrated Education for the Disabled was added as a programme component in 1997. To begin with, states were provided assistance in preparation of action plans. By 1998, many states had initiated surveys and formal assessment camps and evolved strategies to provide resource support to children with special needs. It is estimated that about 5-6% of the children in the 6-11 age group in India are disabled. But household surveys conducted in DPEP states indicate that there are only 1-2% disabled children in the relevant age group. This low estimate may be because that the surveys failed to identify children with mild and moderate disabilities. Or is it that the initial estimate of 5-6% incidence of disability, as accepted by the Ministry of Social Justice and Empowerment, nodal ministry to deal with the disability issues, as well as revealed by the NSSO survey of 1991 is on high side? The census 2001 data will throw more light on the incidence of disability. Whatever the estimate, LJI cannot be achieved until and unless children with special needs are integrated in the education system.

National Level Interventions

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

training is also being given through the distance mode with the help of M.P. Bhoj Open University. 1132 teachers have been trained through this foundation course.

- The issue of providing essential educational and rehabilitation aids and appliances to the identified disabled children has been taken up with the Artificial Limbs Manufacturing Corporation of India (ALIMCO), a Govt. of India undertaking. ALIMCO has agreed to help states in organizing medical assessment camps and providing aids and appliances. 60% of the cost of the aids and appliances will be borne by ALIMCO.
- **All the nine states have conducted assessment camps and provided aids and appliances to the disabled children through ALIMCO, NGOs or through convergence. A total of 71901 aids and appliances have been provided by these DPEP states.**
- **Convergence between DPEP and IEDC finalized**
- DPEP societies were advised to apply directly under ADIP scheme of Social Justice and Empowerment. ALIMCO and other NGOs will help in conducting camps, taking measurements, fabricating appliances and maintenance and servicing of the devices.
- A development that has taken place in the past six months is that for the first time states focused on the curricular adaptations and effective pedagogical strategies for children with special needs
- **The total number of children identified in the nine states DPEP states in the catchment area is 5.60 lakh. Out of this, 3.84 lakh children have been enrolled.**
- » **The total number of general teachers given special training in these nine states on IED is 69503. The number of teachers trained through the mass training programme are 565077.**
- Awareness programme have been conducted in all the states, with focus on community mobilization and parental counseling
- » **A quick evaluation study on IED in the DPEP states of Madhya-Pradesh, Maharashtra, Tamil Nadu, Uttar-Pradesh and West- Bengal has been completed. Results are being compiled.**

DPEP Approach and Coverage

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. **1 ICO is being implemented in 1394 blocks/mandals in the nine DPEP states.**

Table I shows the initial catchment area, expansion plans and approach adopted in IED by the nine states selected for the Mission

**Table 1:
DPEP Coverage and approach adopted for IED**

1 State	Initial catchment area	Expansion plans	Approach
1. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Kariinnagar and Kumool. 1 more mandal in these 3 districts chosen. At present IED is being implemented in 133 mandals out of the total of 1050 mandals in the state.	570 mandals in 19 districts	Resource support with the help of a team at the district and mandal level to reach out to children with special needs. The state has conducted the RCI training. Convergence with the IEDC scheme. NGOs also being used for IED implementation
2. Bihar	1 cluster in each of the 17 districts. 50 blocks have been covered.	936 clusters/ 73 blocks in 20 districts	Linkages with different departments and resource support to disabled children being provided by training the CRCCs and RCI.
3. Gujarat	1 block in each of the 3 districts of Dang, Panchamahar and Banaskantha. Then 5 more blocks chosen in each of these 3 districts,	Now the state has expanded the IED programme to all the blocks in these 3 districts i.e. 33 blocks	Linkages with different departments and resource support to disabled children by recruitment of three resource teachers at the block level. The state has conducted 45-day foundation course developed by RCI.
4. Jharkhand	6 blocks being covered under IED, 1 from each of the 6 districts	96 blocks in 9 districts	Convergence with NGOs. RCI and other institutes
5. Orissa	1 block in each of the 8 districts	Under the Operation Empowerment scheme, all the 87 blocks have been taken up for IED	Convergence with the social welfare departments and the other agencies, besides the recruitment of resource teachers at block level. Convergence with the IEDC scheme. RCI training course also conducted
6. Rajasthan	1 block in each of the 10 district identified for IED programme	134 blocks	Convergence with the IEDC scheme and Lok Samiksha. Networking established with NGOs.
7. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi,	224 blocks	Convergence with the ICDS officials to integrate children

	Basti, Siddarth Nagar, Bareilly and Sonbhadra, out of a total of 69 blocks in these districts.		the special needs in the age group 0-5 in the Anganwadi centres. Majority of the work in this area is being done by the chosen NGOs. RCI training course also conducted
8. Uttaranchal	12 blocks being covered under IED, 2 from each of the 6 districts	All the 38 blocks	Convergence with NGOs, national institutes and RCI
9. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas. Now the coverage of IED programme has been extended to 4 more blocks in these districts.	139 blocks	District Level Resource Group being formed by convergence with NGOs who are providing resource support to children with special needs. Convergence with the IEDC scheme.

State Specific Progress and Issues:

Andhra Pradesh

- About 148102 children have been identified through survey out of which 101661 enrolled
- 5267 children have been supplied aids and appliances through DPEP and convergence. The number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation
- 3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children
- 7960 teachers trained in IED for 3-5 days
- 600 teachers given 45 day foundation course
- About 161031 teachers given one day orientation on LED through inass teacher training
- Tele-conferencing on IED organized in collaboration with IGNOU

Issue

- The state should upscale the IED programme to more mandals.

Bihar

- 34343 disabled children enrolled out of a total of 55368 identified
- 1895 CRC'C's trained through a 3-day training module

- **123 teachers trained through RCI foundation course. Four more batches of foundation course planned**
- **56184 general teachers have been given 1-day orientation to IED. This training is a part of the 4-day Ujala-II module developed by the state**
- **1284 aids and appliances provided**

Issues

- More number of aids and appliances should be provided
- Upscaling efforts should also be strengthened.

Gujarat

- **28733 children identified in the pilot block, out of which around 25572 enrolled**
- **15580 children provided aids and appliances**
- **General teacher training exclusively on IED started. 419!) teachers trained**
- About 20100 teachers given orientation to IED through mass teacher training programme
- **One resource teacher each at the district headquarter block was appointed in all the DPEP IV districts.**

Issues

- » Resource support to children with special needs should be strengthened
- No monitoring mechanism available on IED.

Jharkhand

- **10741 disabled children identified and 6213 enrolled**
- **2546 teachers given a 5-day training on IED**
- **Aids and appliances given to 1667 children**
- **68 teachers given the 45 day course**
- **25128 teachers trained through the mass teacher training programmes**

Issues

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

Orissa

- **The identification survey done shows that 33724 children have special educational needs. Out of these, 22829 are enrolled in school.**

- o 4853 aids and appliances for disabled children were supplied by Dept, of Social Welfare, NIRTAR, ALIMCO
- The first round of intensive training with the help of RCI developed foundation course conducted. 82 teachers trained
- 8156 general teachers have also been oriented to IED issues for 5 days. The DIET faculty members, resource teachers and IED coordinators have been imparting training in a phased manner to the regular school teachers.
- About 30818 teachers given orientation to IED through mass teacher training programme
- Theme based camp held for parents of disabled children.

Issues

- Providing more assistive devices to the identified disabled children
- To improve the quality of education imparted to them in regular schools and promote their all round personality development.

Rajasthan

- « 178 medical check up camps have been organized
- 35495 disabled children identified. 28212 enrolled in schools
- ® 6942 children provided aids and appliances
- 51589 teachers have been oriented to IED through the mass teacher training programme
- IED concept have been incorporated in all training module
- Resource persons from all the 19 districts have been trained
- 3755 teachers have been trained in IED concepts in all the 19 districts
- Tournament for disabled children have been organized in 10 districts of Phase-I.

Issues

- The state should chalk out a concrete strategy to strengthen resource support for children with special needs
- IED should be a part of the on-going community awareness programmes, although parents have been made a part of the SMCs.

Uttaranchal

- All blocks covered for IED
- 4324 disabled children identified and 4082 enrolled
- 770 children provided aids and appliances with the help of NIOH & NIVH, Dehradun
- « Parental training on use and management of aids and appliances
- 450 general teachers given training through the mass teacher training programme
- 45 resource persons given a 5-day training
- Training of teachers with the help of RCI started
- Initiatives also taken up in the area of community awareness
- IEPs also being developed for disabled children.

Issues

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

Uttar Pradesh

- **Around 193239 children with special needs have been identified and 122750 enrolled in schools**
- **396 master trainers trained**
- **38323 primary school teachers have completed their 5-day training in 10 blocks of five districts in first phase**
- **239 teachers given RCI training**
- **19204 children with special needs provided aids and appliances through convergence. 20524 children provided disability certificates**

Issues

- Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option
- Upscaling the IED programme to all the blocks

West Bengal

- **Both school and house-to-house surveys are being conducted to identify children with special needs. A total of 50458 children have been identified so far, out of which 31779 are in school**
- **A total of 6521 aids and appliances have been distributed so far through convergence and assistance from ALIMCO**
- To begin with, key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts
- **6-day intensive training was also undertaken for 2564 teachers.** This was a 40-hour training, which included 10-hours in each area of special education. These teachers were trained directly by the state level organization. State level experts also developed module and materials.
- **49844 general teachers given a 2-day orientation on IED**
- The state has a detailed strategy for resource support, which includes support from state level resource organisation, district level resource organisation and circle level resource centre. The purpose and responsibilities of each of these organisations have been detailed out.
- The state has also taken up a number of initiatives for awareness building in the community, VECs, parents, local administrators, ICDS supervisors and shiksha sahayikas
- The state has also planned to undertake an impact study on the effectiveness of interventions used by the state in mainstreaming children with special needs in DPEP primary schools.

- « The state has constituted a monitoring team at SPG and DPO. It has also developed a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision
- « A resource kit on IED given to all the schools
- * Distance learning material on IED developed by the state
- * The state has conducted training of key resource persons from family of disabled children
- * Several workshops conducted by the state on curricular modifications.

fssvtes

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

General:

- The total enrollment indicates that more orthopaedically handicapped children have been enrolled than other categories of disabled children.
- * There is a nearness about education of the disabled children among general classroom teachers
- « DPEP has also increased multi- sectoral convergence with other departments like health, welfare, RCI, ALIMCO etc.
- » **Nearly all the states have involved NGOs in the implementation of IED in DPEP. Some states like West- Bengal have given the entire implementation of IED to the NGOs, whereas other states like Bihar and Orissa are taking the assistance of NGOs in specific areas of IED like teacher training, preparation of modules, provision of aids and appliances etc.**
- * **States like West- Bengal and U.P. have developed a monitoring mechanism exclusively on IED, whereas states like A.P., Orissa and Uttaranchal have an inbuilt monitoring of IED activities in the existing system**
- 1 **A.P., Orissa, West- Bengal, Uttaranchal and U.P. have maintained IEPs for disabled children**
- * **Curricular innovations for IED have very recently started in the states of A.P., West- Bengal, and U.P. This aspect of IED needs more strengthening.**

(Issues/ Challenges:

- * All the teachers who are specially trained for inclusive education in DPEP should provide adequate resource support to the disabled children.
- * **Refresher courses should be held for general teachers at periodic intervals to update their skills and knowledge**
- > Although IED component has expanded to more blocks/districts, it has not achieved universal coverage in DPEP.
- * More emphasis needs to be placed on the classroom management of children with special needs.
- * The use of ECCE centers should be extended to impart pre-integration training to children with special needs.
- * Alternative schools should also be used to reach out to disabled children.
- * The utility of pedagogical experimentation being carried on in DPEP should also be extended to children with special needs.

Action Points for Future:

- Enrollment of children who are found to be integrable after the identification and survey should be followed up
- Retention of children with special needs should be monitored and encouraged so that they complete the cycle of primary education
- **The supply of aids and appliances needs to be streamlined and intensified**
- Action research need to be taken up to review the programme on a continuing basis with experienced NGOs/experts in the area of special education..
- **In consonance with the mandate of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, a broad spectrum of educational models has to be provided to children with different special needs. Action needs to be initiated in this direction for children with special needs depending on their needs.**

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

I Andhra Pradesh	Bihai	Gujarat	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> • Advisory' Committee has been sel up at the state level • Infrastructure (SRG, DRG, MRG) in place • 3-day orientation of general teachers done « A child development clinic was opened at, Warrangal and Karimnagar for early intervention » Parental counselling programmes conduced • Second phase of teacher training completed in Warrangal & Kumool districts • Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken • Handbook to teachers on children with special needs developed • Module on special educational needs developed for teleconferencing • 2-daytraining programme organized for DRG on IED • A book titled "School Readiness" developed by NIMHANS, Secundrabad is translated in to regional language • In collaboration with ALIMCO, aids and appliances have been provided to the handicapped children • 2-dav training has been provided for inservice teachers in 50 mandals 	<ul style="list-style-type: none"> « District coordinators in place « Parent of a disabled child exists in all VEC's • Component of IED added in the VEC training module and the CRCC training module. • A CRCC training module prepared. 3 CRCC's have been chosen from every block, who have been given training on the basis of this mod,lie and these • 10 day Ijala II training module also provides adequate discussion on IED • All CRCCs of identified block have been provided 3 days training • Since- the four day UjaSa - II module also comprises of a component of IED, 83,000 general teachers hsvc been given one day training. • A constant follow up at the CRC level is done about children with special needs in the 	<ul style="list-style-type: none"> • SRG in place • IED coordinators at the district level in place • The state has up-scaled the programme to all the blocks of the 3 districts • The posts for resource teachers for all the 23 blocks for Panchamahala and Banaskantha sanctioned. • 6 posters (awareness materials) for various kinds of disabilities have been developed • IED awareness module in Gujaraii has been developed and distributed in primary schools, BRCs, CRCs, DIETs and DPOs « General teacher training exclusively on IED started « 13 vacant posts of resource teachers filled in all three project districts 	<ul style="list-style-type: none"> • Infrastructure for IED at SPO, DPO and block level in place • Recruitment of 3 resource teachers in ever)' chosen block completed • IED covers all blocks. • One day training of parents of disabled children is being conducted in different blocks • Community mobilisation programmes are conducted on IED. The parent of a disabled child has been taken as one of the members of the VEC. IED is also a component of the 3-day VEC training programme. • Posters and slogans have been prepared and distributed in the public in local language. • The state has launched the Operation Emp-owerment programme in 16 districts. • Convergence with the IEDC scheme has been sought. • MTA, PTA, VEC meetings and parents contact programme are going on at district level • Text books are being supplied to disabled children free of cost 	<ul style="list-style-type: none"> • Core group at the state level exist • District co-ordinators in all DPEP- II and III districts in place • Handbook and folders to sensitize classroom teachers developed. • Component of IED added in Aaganwadi training module • The ICDS officials aie assisting in integrating young children with special needs ip. the Aaganwadi center • Component of IED has been added in class III books. • YECs given orientation on IED so far. • A chapter 'Dosti' concerning the problem of CWSN has been incorporated in class III ofEVS. • The problem of ignorance in the area of disability has been addressed in class-IV & V Science book. • Till nov.- 193239 children, with special needs have been identified and 122750 children have been integrated. • 19204 aids and appliances have beer, provided. 	<ul style="list-style-type: none"> • SRG and SiEDC in place • DRG formed and DIEDC in niace • Sensitization module for different target groups prepared • A module for genera! teacher training has been prepared • Sensitization of different target groups: l'anchayat, VEC, DPEP personnel, Aaganwadi worker, teachers planned and being implemented • Development of module and resource materials done « A booklet on disability management for Aaganwadi and grats root level workers prepared « Information booklet on the facilities available for the disabled prepared • District level resource organizations have been engaged in each block to provide all the resource support. • New school buildings being constructed under WBDPEP are free from physical barriers • A detailed monitoring and evaluation system for IED for all the levels has been developed • Convergence with the IEDC scheme has been established

Andhra Pradesh	Bihar	Gujarat	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> • A workshop for teachers working in Urdu medium on preparation of Handbook on School Readiness of children with SEN has been conducted • Review meeting with in-service teachers who have trained in four disabilities has been organized to get the feed back • Observation of IED Sensitization Day done in all the districts • A workshop with artistic and teachers to develop posters on Inclusive Education conducted in November, 2001 • A 3-day orientation of teachers done on how to teach maths, science and language to hearing impaired children • Bridge course camp done for hearing impaired children • Assessment camps being conducted • 161031 teachers were given orientation on disabilities as part of the teacher training programme • 45-day in-service teachers training programme conducted. These teachers are providing resource support at the cluster level. 	<ul style="list-style-type: none"> • monthly BRC/CRC meetings • One-day special community awareness campaign was launched in the state level on ED. • 5-day non-residential training for VEC members was taken up. The Anganwadi Sevika's and Sahayak's and Didi's of ECCEs and AS centers are also being oriented to IED • 2476 CROC's trained • RCI training to begin in May 2001 • 7806 disabled children identified and 5736 enrolled • 463 aids and appliances provided with the help of NGOs and ALIMCO • Assessment camps & follow up camps have been organized in each project district for orthopaedically handicapped children and aids and appliances have been 	<ul style="list-style-type: none"> • Teachers training module was developed and distributed in all the schools of DPEP districts • A set of five books titled Apang Nahin Ashakt (Disabled, Not weak) on success stories of renowned disabled personalities distributed to BRCs, CRCs, resource teachers and schools • 28733 disabled children identified in the 3 districts through survey, out of which 25572 enrolled in schools - • Aids and appliances provided to 15580 students with disabilities • Success stories, dialogues and dramas are regularly published in quarterly magazine "Prathamik Shikshan Sarvanr 	<ul style="list-style-type: none"> • 33724 children with special needs identified and 22829 enrolled. • 4853 aids and appliances given out in convergence with Dept. of Social Welfare, NIRTAR & ALIMCO. • The first round of intensive training with the assistance of RCI conducted & 82 teachers trained • 8156 general teachers have been oriented to IED. • Uniforms, books, stationary distributed to the disabled children • 872 theme based camps are organized • 428 ramps, 33 handrails & 227 learning corners provided in schools • Tele-conferencing programme on IED was conducted in May 2001 involving 412 persons • 16 Resource centers have been strengthened at district level in terms of equipment and training • Module for auditory and speech training developed. This training has been imparted to all the hearing impaired children at the block level 	<ul style="list-style-type: none"> • 20504 disability certificates provided • IEP's are being prepared regularly and monitored • 38323 general teachers have been oriented to IED. • 45 day RCI foundation course has been conducted for 239 teachers • 396 master trainers trained for 10 days on IED • For year 2002-03, fresh G.O. was issued and till now health check up of 458777 children has been completed • A 3-day curriculum developed for training for parents regarding repair and maintenance of aids and appliances • Sensitization to VEC provided on IED for DPEP- II and III districts • A day has been fixed as a helping day for each block 	<ul style="list-style-type: none"> • Key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts. • 40 hours intensive training was also undertaken for one teacher from each school in the intervening block by the expert of SLRO. So far 2564 teachers given intensive training • Awareness building in IED being done regularly • The state has constituted a monitoring team at SPO and DPO. • 49884 general teachers oriented so far on IED • A reading called Bishesh Path published on IED for all teachers of the existing districts • A support reading material prepared on aspects of various disabilities by SLRO • Now the coverage of IED programme has been expanded to 139 blocks out of a total of 173 in the 10 districts • 31779 are enrolled in schools • 8634 aids and appliances provided to disabled children through ALIMCO. • 14 days intensive training for special educators of DLROs conducted

Andhra Pradesh

Bill: idel At i.MCO 123 teachers have been trained as resource teachers through the RCI training 8 blocks In each district identified for IED

Gujara;

Resource teacher ' 8359 VEC fni'.mbersi at (he district trained on IHD head quarter ■ T!-M development appointed in all workshop conducted the DPEP-IV , Total 115 medical assessment camps had been organized at the district level State Resource Directory prepatad TLM developme.it workshop conducted in Keonjhar Convergence meeting with NGOs running special schools organized in March 2003 AWW assisting in conducting survey Research study on IED being undertaken te evaluate the impact of IED 950 AS instructors trained on IED.

j West Bengal _____j

!*> Awareness material on wly; identification developed j • Distance learning materfolj developed on liiD | • The state has taken up a! novel initiaive of training.! Key Resource Persons! from the Family |

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Jharkhand	Rajasthan	Itranchal
<ul style="list-style-type: none"> • IED coordinator at SLO/DLOs in place • 96 blocks covered for IED • Component of IED incorporated in the ongoing general teacher training programme • CRCC training module has a component on IED • 10 days Ujala-II training module also provides adequate discussion on IED. • 3 days training module for CRCC has been developed and trialled 3 resource persons identified and trained in each project district • 6213 children with special needs enrolled • Aids and appliances given to over 1667 children • 45 days training conducted for 68 resource teachers • 2546 general teachers trained on IED • Sensitization camps organized for teachers and community awareness • First draft of self-learning material on IED developed • Script writing workshop on IED in April, 2003 	<ul style="list-style-type: none"> • Programme officer for IED in place • Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC • SRG in place • 178 Medical check up camps have been organized • IED concept has been incorporated in all training modules • Workshop on finalization of teacher training module on IED conducted in October 2002 • 28212 handicapped children out of 35495 have been enrolled in different schools • 3755 teachers have been trained in IED concepts in all the 19 districts • 6942 children provided aids and appliances through convergence • Tournament for disabled children have been organized. 	<ul style="list-style-type: none"> • IED covers all the blocks • 4324 children with special needs identified. 4082 enrolled in schools • SRG, DRG and BRG constituted • Convergence efforts with various National Institute and state departments initiated • Assessment camp conducted. 65K children were medically examined and 70-l children were given a disability certificate • 770 children given aids and appliances • Parental counseling conducted • Orientation of district coordinators, SRC I members, representative of NGOs done • Teacher training conducted • IED component included in school grading format • Incentives like free textbooks and scholarship presided by the State Government • General teachers being sensitized in 7-day correspondent course by RCI • Joyful learning material prepared for children with special needs • Reports of IED programme regularly published in state project's quarterly magazine "Koshish" • 509 children were given disability certificates by the team of chief medical officer.

MEDIA

An extremely pivotal role has been played by media in generating awareness on the need and importance of primary education through out the country. DPEP has been able to educate the masses on certain issues and has been instrumental in changing attitudes of various target groups and motivating them to change their perceptions.

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

Under DPEP, a multi-media campaign approach has been adopted. Different modes of media that have been used in DPEP ranged from folk and traditional media to electronic media, outdoor publicity and print media. At grassroots level, emphasis is on effective use of folk, traditional media and local art forms to spread the message of primary education, while the electronic, print and outdoor publicity media serve to awaken and sensitise larger and a more generalised target audience throughout the country.

Print Media:

At national level and also in states, efforts have been made to get coverage in dailies and periodicals through press releases and features, press tours and press conference. Of late a great interest has been noticed in the mainstream media towards the issues in elementary education.

This new trend has helped the cause of DPEP by highlighting some of the success stories and also challenges and concerns in the primary education sector. A database has been created of all the journalists covering education beat in all the national dailies, magazines and periodicals.

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

Newsletters:

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

Publications and Brochures:

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

1. DPEP Moves on
2. Three years of DPEP: Assessment and Challenges;
3. < Access and Retention: Impact of DPEP;
4. Three Years of DPEP and Learners' Achievements An Overview (NCERT)
5. A Mid-Term Assessment Survey -An Appraisal of Students' Achievement (NCERT)
6. Reaching Out Further -Para Teachers in Primary Education: An Overview.
7. (Civil Works under DPEP .An Overview;
8. Access and Retention under DPEP -A Trend Analysis (NIEPA);
9. Building Rural Primary Schools -Towards Improved Designs.
10. Reaching Out Further -Para Teachers in Primary Education: An In-depth study of Selected Schemes.
11. Meeting Challenges: Documentation of Positive Practices in four Diets.
12. Trends in Access and Retention -a study of Primary Schools in DPEP Districts (NIEPA)
13. Glimpses from the Grassroots: A Synthesis -Based on Case Studies of Successful Practices at Local Resource Centres.
14. **Options for Change: Innovations and Experiments in District Primary Education Programme**
15. Every Child in School and Every Child Learning
16. Inside the School: a synthesis of case studies of classroom processes
17. **Bringing Girls Center Stage: Strategies and interventions for girl's education in DPEP**
18. Scholastic Achievements under MAS and Appraisal
19. Research Abstracts in Primary Education 1994-2000
20. **Shifts in Learner Evaluation**
21. **Research Abstracts in Primary Education (1999-2000) Volume 2**

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

Publicity material:

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

Electronic media:

At national level. DPEP has produced a number TV spots which had been telccast on Doordarshan. Discussions are on with Prasar Bharati Corporation tojelecast/broadcast TV/Radio spots on DPEP in Doordarshan/AIR at concessional rate on yearly contract. Radio jingles have

also been developed which have been broadcast on the All India Radio FM channels. Efforts have been initiated to telecast TV spots in Satellite Channels free of cost, under social cause advertisement.

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

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

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

Audio-Video Material:

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

Films:

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

Outdoor Publicity:

As most of the DPEP districts are rural and backward outdoor publicity has a special role to play in DPEP. States use a range of outdoor publicity vehicles including posters, hoardings, cinema slide, postal articles, post offices, railway stations, bus panels, floating balloons, fairs and melas, metal posters on trees, competitions etc: widely. **Besides, exhibitions are also being held focusing on the importance of girl's education. A few states have undertaken Mahila Sarpanch Mahotsav.**

Advertising:

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

Traditional Media:

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

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

DPEP on Internet:

A Website on DPEP has been developed and sufficient information has been posted on the site. The site can be reached at www.education.nic.in/html/veb/elcedu4.lit. The site is continuously updated at regular intervals.

Government Media Agencies:

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

Challenges Ahead:

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

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	LI. P.	RAJASTHAN
<i>Adm in istrative Arrangement</i>	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place at SLO/DPO	MC in place	<ul style="list-style-type: none"> No separate media coordinator is in position, but D.D project is looking after the programme
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> Monthly magazine 'Chaduvu Vignanam' printed and sent to 70.000 schools. The magazine is registered with PNI, New Delhi. District Primary Education Programme interventions have been published in the "Telugu Vidyarthi" an education magazine for wide publicity. Posters dealing with issues like enrolment and retention printed. Printed a manual 'Karadeepika' for the training of school committee members. 	<ul style="list-style-type: none"> Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced, A monthly magazine 'Prathmik Shikshan Sarvani', for DPEP functionaries and primary teachers of the project districts published regularly Press release & hand outs on project related activities. SPO organized exhibition of posters and TLM in March 2003 during Mahila Sarpanch Mahotsav. Exhibition by SPO on Women's Day 	<ul style="list-style-type: none"> Posters, pamphlets, handouts; diaries and calendars printed. A monthly DPEP newsletter "PARIVARTAN" highlighting the activities of DPEP is being published and circulated to all primary schools. Documentation of NINAD at district and state level was also made. Village level campaign NINAD has been documented, printed and distributed to different stakeholders. 	<ul style="list-style-type: none"> Pamphlets, leaflets, brochures, folders, rural newspaper published. Posters on various functional areas Developed and distributed to the districts 2 books published and distributed One compendium and a book 'Pratibandhid or Janya Samonnita Siksha' printed and distributed Annual Report of WBDPEP being 	<ul style="list-style-type: none"> Pamphlets, folders, posters, newsletter, calendar published. Quarterly magazine BEP <i>Awahan</i> published. Newsletter at West Singhbhum, Bhojpur, Munger, Muzaffarpur, Gaya, Rohtas, East Singhbhum, Dumka and Ranchi being brought out. 	<ul style="list-style-type: none"> Pamphlets, folders, posters, greeting cards; National-level poster competition organised Posters banners, wall writing of 'School chalo Abhiyaan' produced in all DPEP - ill districts Hoardings and exhibitions organised to spread the message of DPEP. Publication of a book on girls education titled "Making a Difference Publication of a booklet titled "School Chalo Abhiyan" Glimmer v' Hope—a publication on qua;ity improvement in 	<ul style="list-style-type: none"> « Brochure containing information about DPEP published. Ads for DPEP Publicity Produced. Media Advisory Groups have been constituted.

Media Activity

- ANDHRA
PRADESH
- Photo documentation on various themes of UEE has been taken up.
 - Information on DPFP web is being updated regularly
 - Posters on girl child and on importance of education were printed.
 - Posters were developed on Community Mobilisation to create awareness on education.
 - Documenta-tion of success stories from different districts.
 - Brochures on Chaduvula Panduga has been printed and distributed to all the schools.
 - **A book entitled “Golden Districts in A I*” published**

GUJARAT

ORISSA

WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<p>published regularly</p> <ul style="list-style-type: none"> • A document 'Siksha Darpan' published on literacy • A bi-monthly newsletter 'Yogasutra' published • A booklet printed and distributed as a training kit for primary school teachers. • Publicity material on civil works under printing <ul style="list-style-type: none"> ■ Two posters (1 general and 1 on girls' education) being developed) ■ Material for policy makers under production <p>* Material prepared and sent for publication in 'DPEP Calling Anniversary</p>		<p>DPEP</p> <ul style="list-style-type: none"> • Vikalp-^ documentatio-n on Hardoi's quality improvement programme. * "Regaining their last smiles" published on Girls' Education. • Newsletters enrichment Programme "Abhivyakti"bookl et disseminated. • "BEST" the academic package documented. • BRC/CRC training manual and Sambal a handbook for BRCCs developed by S1EMAT. 	

Media Activity	ANDHRA PRADESH	(GUJARAT	ORISSA	WEST BENGAL	BIHAR	U. P.	RAJASTHAN
				<ul style="list-style-type: none"> ■ Two Phase 11 districts have published the first edition of their quarterly journal titled 'Prakalpa Barta' and distributed among the teachers and officials. • Joynagar CLRC of South 24 Pgs. Has published the 'chakrobarta' focusing the issue of challenged children. ■ Brain storming session held on development of slogans for DPEP. Selected slogans have been sent to districts for wall writing, hoarding and poster writing campaigns. • A questionnaire 			

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	V. P.	RAJASTHAN
				<p>on Yogsutra been developed and sent to all CPC of DPEP districts for their feedback. Report under preparation.</p> <p>■ A Bengali publicity material has been developed on UEE.</p>			
<p><i>Audio Video material</i></p> <p>i</p>	<ul style="list-style-type: none"> Film on VEC produced; “Meena” a video film on Girl Child supplied to all districts Multi-media package on DPEP”and successful activities produced. Video documentation ofTLM processes done. A video film to bring awareness 	<ul style="list-style-type: none"> Video-cassettes of the Meena campaign used Cassettes on joyful learning recorded in local dialects by districts. <p>« <i>Divas Swapna</i>, audio-cassette on child centred activities produced</p> <ul style="list-style-type: none"> Audio-cassettes of Ciarbas and plays produced. Video films on community mobilisation and gender education 	<ul style="list-style-type: none"> Two audio and video cassettes - one each on girl child and tribal education developed Audio-visual cassettes have been developed in connection with NINAD activities. 	<ul style="list-style-type: none"> Audio-cassette of 9 folk songs on DPEP messages has been produced. ‘Meena’ /cassettes duplicated and campaigns are on in different districts. One video film on activity based teaching learning produced, 	<ul style="list-style-type: none"> A set of 6 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign and women empowerment developed and being used in mobilisa-tion 5 films on different functional areas under DPEP developed A video film ‘Naya Savera” to be telecast on Doordar-shan. 	<ul style="list-style-type: none"> Video spots of one minute on girl’s education are ready for telecast by doordarshan 11 minute film ‘Koshish’ produced Video spots being telecast before regional news on DD Slide shows in cinema houses negotiated as part of the ‘School chalo campaign’ UP Roadways buses carry publicity boards on DPEP and School 	<ul style="list-style-type: none"> Audio video CDs have been developed on different program-mes.

Media Activities	Madhya Pradesh	Uttarakhand	ORISSA	WEST BENGAL	Bihar	1.1*	RAJASTHAN
	<p>Digital documentation of various workshops and training programmes has been taken up.</p> <ul style="list-style-type: none"> • Developed visual reports on child labour. • Audio cassettes on DPEP activities and girl child developed in two districts. • Video cassettes titled 'Anandam ma prapancham' containing children's songs has been developed and distributed to all schools. • Digital documentation of EC meetings, cohort study 'Teacher's training on Bal Melas' • CD on radio lessons broadcast from November 2002 - Feb, 2003 • - Video lessons developed for teaching 	<p>jingles for promotion of primary education.</p> <ul style="list-style-type: none"> • Video and photo documentation of Shilayas ceremony of GCERT building. 		<p>distributed to districts.</p> <ul style="list-style-type: none"> • A video film developed on SLIP programme for campaign • Video film on progress of SLIP in Cooch Behar and Jalpaiguri developed. • Video film on progress documentation of SLIP prepared covering different workshops held since the inception of the programme. • Photo feature presentation in Power point done on SLIP components developed. • Still photographs taken up from the field of different district and bound up photo 	<p>dialects developed.</p> <ul style="list-style-type: none"> • 2 cassettes on Shiksha Geet Mala developed in Bhojpuri, Maithili & Magahi. 	<p>broadcast on AIR.</p> <ul style="list-style-type: none"> • Development of audio-cassettes for the spread of primary education. • Development of a 13 episodes audio video serial, focussing on all work areas of DPEP is under progress. • Good practices to prepare TLM video documented. <p>* Screening of Meena film 'Sansodhan Film' in villages for girls' education and community mobilisation.</p> <ul style="list-style-type: none"> • Development of a short film (20 min) to encourage School Chalo Abhiyan. • Video documentation prepared based on girls education. 	

Media Activity

**ANDHRA
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schools
subjects.

GUJARAT

ORISSA

WEST BENGAL BIHAR

U.P.

RAJASTHAN

exhibition
materials
developed for
each district
and being
supplied to
the CLRCs
where SLIP
has been
introduced.

- Four
utilizing
electronic
media,
detailed
media plan
prepared in
consultation
with AIR &
IMPCC.
- Documentati
on of 2 state
level
workshops
through
press
coverage and
audio & still
photography.
- 41 minute
video on
pedagogical
renewal
activities
developed.
- 10 minutes
video
presentation

	PR AID;S11			Teacher Association developed.	111 11A tV	V! 1V	RAJASTHAN T 1
<i>Trainings and workshops</i>	<ul style="list-style-type: none"> • Two-day orientation training programme at district level • Development of slogans on enrollment and retention during review meetings of CMO's/MRP's at state <i>ik</i>. district level 	<p>> Workshop organised on material/ Poster development for teachers through drawing.</p> <ul style="list-style-type: none"> • A state level media and documentation workshop was organised at Gandhinagar in August, 2000 to orient the BRCCs, CRCCs. • Follow-up of state level media workshop was done by conducting training workshops at BRC level to train the CRCC on skills of reporting and documentation during Sept.-Dec., 2000. 	<ul style="list-style-type: none"> • 3-day workshop on community mobilisation and participation and use of media conducted. • State level workshops to develop scripts for plays and Kalajathas organised. • The state level workshop for development of audio-cassettes, slogans and posters has been conducted during August - September, 2000. • NGO members, PRI members and Sarpanches are also trained through televised programme in Gramsat Pilot Project about their roles in mobilising community members. 	<ul style="list-style-type: none"> • Use of media and development of documents discussed in two state level workshops • 2-day workshop with folk artists held in Sept, 2000. 160 artists participated the festival organised in collaboration with the folk and tribal cultural centre. • A -day workshop on audio script writing held in December, 2000 • Documentation on folk media campaign. CLRC book fair, noon and afternoon workshops and Maa-O-Maye mela prepared. • 13 days intensive training for 	<ul style="list-style-type: none"> • Theatre and music workshops for development of scripts organised. • Four plays printed and disseminated for impromptu performances by local cultural groups. Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed • Study tours to other states organised. • Regional theatre workshops being organized regularly for capacity building of cultural groups at level of linguistic zones. 	<ul style="list-style-type: none"> • 4 days workshop on community mobilisation and participation and use of media conducted • Workshop on jingles writing organised. • Workshop on equal opportunities in education conducted. • Still photography on training workshop for JEs IED, Girls' education etc. • Workshop organised at SPO with support from dept, of information with media. • IJPDPEP exhibition organised during Jan.. 2002. • Advocacy workshop held by SI EM AT at Lucknow 	<ul style="list-style-type: none"> • Awareness campaign 'Sishksha Aapke Dwar' was launched from 19 November, '2001. • State level 'Bal mela' and 'Mahila Mela' organised at Jaipur. • Enrolment drive under "Shiksha Apke Dwar" has been bunched in July - Aug. 2002.

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA ^	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
				<p>special educators of DLROs completed.</p> <p>• Meeting with Roop Kala Kendras held for popularizing DPEP activities</p>			
<i>Press and Mass Media</i>	<ul style="list-style-type: none"> Organised state-level press tours to Warangal and Karim Nagar districts. Radio interviews of VEC members organised Exhibitions organised for publicity A press tour organised of state media personnel. Newspaper clippings were compiled and analysed. <ul style="list-style-type: none"> An exhibition of DPEP publications and photographs Websites on APDPEP 	<ul style="list-style-type: none"> Major events seminars and workshops were projected through newspapers and Doordarshan Reports on some major DPEP events published in English and Gujarati dailies. Folk media "Bhavai" used to mobilise parents and the community on enrolment and retention. 'Prathmik Shikshan Saravani', the quarterly magazine in Gujarati from SPO, published regularly. It is sent 	<ul style="list-style-type: none"> Radio and local newspapers mobilised to support the enrolment drive. Activities of DPEP have been broadcast in the All India Radio and Doordarshan S1ET. A wide publicity was made through newspaper, All India Radio and Doordarshan in order to make people aware about NINAD programme Two programmes in DD - National channel were telecast to 	<ul style="list-style-type: none"> DPEP activities covered in print and electronic media Outlines developed for all out media campaign. 	<ul style="list-style-type: none"> Newspapers, radio and Doordarshan harnessed for media advocacy. Success stories on BEP activities published in newspapers. The private TV channel, - Patna City news, has covered events organised under DPEP 	<ul style="list-style-type: none"> Reports on project interventions sent to newspapers Five press conferences organised The private channel and city news channel has covered events organised under DPEP Press visits to DPEP districts and project activities Press workshop held in August, 2001 in SPO for dissemination of project activities. National, electronic media channels and print media participated Publication of Saikshak Pre.kshak a 	<ul style="list-style-type: none"> DPEP launch Progra-mme organised in Oct, 1999 and given wide press coverage Advertiserr.ent in local and national news-papers published Radio talks. TV coverage done. Bal filmotsav have been organized on not enrolled children Tele conferencing on 'Shiksha Apke Dwar' conducted

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>dissemination</p> <ul style="list-style-type: none"> Local cable network is being used to spread messages on education Documentation of newspaper clippings in progress. National Science Day observed Press & mass media used for Mahila Sadhikaratha in Feb-Mar. 2003 	<p>CRC co-ordinators, DIETS, DPEOs of all non-DPEP districts in Gujarat.</p> <ul style="list-style-type: none"> Gujrati quarterly magazine 'Balmandir' is being published regularly. Press conference was organised under the leadership of hon'ble Minister for Education, Smt. Anandi Ben Patel on January 13, 2001. Films on earthquake related works were produced by the GCPEC in English and Hindi on videos and CDs. 	<p>scheme s of EGS & AIE.</p> <ul style="list-style-type: none"> A discussion on AIE was radio broadcasted in August, 2001 A large number of awareness programme have been organised through print and electronic media like newspaper advertisement, radio talks, jingles and TV talks have been arranged in order to create awareness among people. 			<p>teachers by DPO. DIETs also issue newsletters for teachers and BRCC, NPRCC, "Samvet" issued by SPO for BRCs.</p> <ul style="list-style-type: none"> Audio, visual and print media gave wide coverage of School Chalo Abhiyan 2001. A full page was devoted to the efforts of DPEP for teachers' support in all state level newspapers on Teachers' Day. Full page publicity titled " Flag bearers of the Nation" in several (including North America) editions of Indian Express on DPEP's progress in U.P. 	

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<i>Networking</i>	<ul style="list-style-type: none"> • Networking with Govt Depts. Mahila Mandals and Youth Organisations, Mv^F Foundation, • Networking with Dept. of AE, UNDP and newspapers established. 	<ul style="list-style-type: none"> • Gujarat SCERT, Ravi Mathai Centre for Educational Innovation and • local NGOs like Avaj etc. 	<ul style="list-style-type: none"> • Networking with UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR established. 	<ul style="list-style-type: none"> • Networking with NGOs, youth clubs done • Convergence meeting with Natya Academy conducted • A stall was put up in Vidyasagar Mela held in Kolkata Maidan during December to January exhibiting different activity and achievements of WBDPEP. 	<ul style="list-style-type: none"> • Convergence with political parties, trade unions, NGOs Teachers, Associations, Youth Clubs, NYKs established. 	<ul style="list-style-type: none"> • Convergence with SIET, UP Directorate of Information, DAV P Song & Drama Division, PIB, UP Roadways, newspapers, AIR, Doordarshan Lucknow established. 	

NEW STATES

MEDIA ACTIVITY	JHARKHAND	UTTARANCHAL
<i>Administrative Arrangement</i>	Media Co-ordinator in place	
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> ■ Pamphlets, folders, posters, newsletter, calendar published, regarding A.L.S, ECE, VEC, enrolment drive, book distributions, and Nirman Mahotsav, evaluation, gender issue, letter to the teachers. Slogan development, wall writing on National Highway and other routes. • Printing of pamphlets, and posters in local dialect. Magazines published for West Singbhum district. ■ Workshop organized for slogans and local song developments. • Quarterly magazine BEP Ahwan at state level being published • <i>rarer sr. SPO .w 'V'O</i> 	

MEDIA ACTIVITY	JHARKHAND	UTTARANCHAL
<i>Audio Video material</i>	<ul style="list-style-type: none"> • Distribution of audio/video cassettes. Video documentation has been made like 'Hamara Vidyalaya', Civil Works, Micro-planning, Chunauti etc. ■ Video documentation of special campaign, cultural activities, rallies, meeting etc. * Audiocassettes of songs in local dialects developed. Various functional areas prepared by BEP being used. ■ A set of 6 audiocassettes on Shiksha Geet. Abhiyan Geet, Munia Beti campaign and women empowerment. A set of 2 audio cassettes on Shiksha Geetmala developed by BEP being used for mobilisation ■ Audio cassettes distributed to community and video shows organized during training and workshops. 	
<i>Advertising</i>		
<i>Training & Workshop</i>	<ul style="list-style-type: none"> ■ Study tours to other states organised. Training module published. Theatre and music workshops for development of scripts organised. Regional theatre workshops being organised regularly for capacity building of cultural groups at level of linguistic zones * Four plays developed during regional level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in seven languages. ■ Workshop with cultural group at BRC level. ■ Organised workshop for slogan, local song development. ■ Organised a workshop for capacity building of cultural team in Dumka and East Singhum district. ■ 10 day Inhouse cum field performance cultural workshops in May 2000 involving more than 50participants. 	
<i>Press & mass media</i>	<ul style="list-style-type: none"> ■ Newspapers, radio and Doordarshan hamessed for media advocacy ■ Success stories on DPEP activities published in newspapers ■ The private T.V. channel covered events organized under DPEP * News of 'Bal Mela/ Maa-Beti Mela' in Hindustan Times, etc. in Dumka district. ■ News of 'Bal Mela, Maa-Beti Mela in Aakashvani in Dumka district. ■ Publication of report on cultural programme in newspapers like Pra'iit Khabar, Ranchi Express, publication of VECs school development. ■ Audio and video conferencing facilities created in DPEP districts. ■ Distance Education Programme - Nava bihan - relayed regularly through All India Radio (AIR) 	
<i>Networking</i>	<ul style="list-style-type: none"> ■ Convergence with Cultural Group, NGOs, NYKs, ZSS, Jago Bahina Samiti, ICDS, political parties, trade unions being established. • Conversations with Zila Saksharta Samiti in all the DPEP districts. Local NGOs and Education department involved in DPEP programmes in East Singhum. • NGOs, Teachers Associations, Clubs, Youth Clubs & NYKs have been involved. 	

RESEARCH AND EVALUATION

Introduction

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

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

Promotion of Research in Elementary Education

DPEP first addressed the issue of promoting qualitative research in elementary education through a national seminar on priority areas for research in January 1996. As a resultant strategy, two schemes, namely PROMOTE and INSPIRE were announced for supporting researches by established researchers and mainstream educational and research institutions.

The schemes attracted the attention of universities, public & private research institutions and NGOs. Fifteen studies were commissioned through a three-tier scrutiny and evaluation procedure. The list of studies conducted under these schemes reflect the wide spectrum of concern in programme implementation ranging from pedagogy, curricula, teacher education, society, economics & education as well as educational planning & management. In 1999-2000, RESU undertook a project of compilation of abstracts of researches conducted at the national/state/district levels for DPEP. Abstracts of 254 researches were compiled and published by Ed.CIL in a volume entitled "Research Abstracts in Primary Education (1994-2000) in April, 2001.

This publication was sent to all State Project Offices, SCERTs and SIEMATs. Further work on compiling abstracts of studies completed after November 2000 continued during 2000-01. **A second volume containing 217 abstracts of research studies was published in October, 2002 and distributed to SPOs, SCERTS, SIEMAT and national level institutions.**

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

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

- A basic communication strategy for DPEP by A. Sivadas, Media Advocacy Group, New Delhi.
- On-the-job Support required for Elementary Teacher Educators by D.N. Dani, Vidya Bhawan G.S. Teacher's College, Institute of Advanced Studies in Education, Udaipur.
- Study on participation of children in primary education in two districts (Hardoi and Moradabad) of UP by Development and Research Services. New Delhi.
- Role of Panchayati Raj and Teacher Accountability in Ujjain, Ratlam and Shajapuri districts of Madhya Pradesh by Madhya Pradesh Institute of Social Science Research, Ujjain.
- A study of Primary School Efficiency by A.M. Nalia Gounden, K. Suresh and Anbupalam, Chennai.
- Assessment of teacher knowledge of content area and pedagogy in mathematics at the primary school stage by J.N. Joshi, Institute for Development and Communication; Chandigarh.
- Development of Effective Teaching Methods with the help of Mini teachers (pupil teachers) in Multi-grade Schools: An experiment, by M.J. Mali, MJP Vishwabharati Research and Cultural Institute, Gargoti, Kolhapur.
- Evaluation of MLL in two districts of Gujarat by P. Mohite, M.S. University, Baroda.
- Costliness of primary education: An inquiry into the private and social cost of primary education by P.R. Panchamukhi and Sailabala Debi of Centre for Multi-disciplinary Development Research, Dharwad.
- Teacher Absenteeism in Primary Schools: A field study in select districts of MP & UP by G.V.L. Narasimha Rao, Development and Research Studies, New Delhi.
- Efforts made in In-service Training of Teachers in DPEP states, an in-house study conducted by RESU with Snehlata Shukla as Consultant.
- Study of lateral entry in DPEP districts of Haryana by A.B.L. Srivastava, RESU.
- Internal efficiency and dropout rates at primary level of education in phase I and phase II DPEP districts by A.B.L. Srivastava, RESU.
- Repetition and Dropout Rates in DPEP districts for 1997/98-1998/99 and 1998/99-1999/2000 by ABL Srivastava, April 2001. The study provides class-wise repetition and dropout rates as well as cohort dropout rates for 131 DPEP districts, using EMIS-DISH data. Report of this study has been sent to all SPDs.
- Dropout Rate and other indicators of internal efficiency in DPEP districts for 1999/2000-2000/01 by ABL Srivastava, November, 2001.
- **Study on Causes of High Dropout Rate in six states. Draft reports of 4 states received and discussed in a meeting of Principal Investigators in February 2005. The study in Orissa was delayed and at present data collection is going on. The report for Madhya Pradesh has yet to be prepared.**
- **A study on Causes of grade repetition in nine states**
A workshop of Principal Investigators of the study was held at Shimla from June 24 to 26, 2002, in which the tools of data collection were finalised and the methodology of conducting the study was discussed. **In 3 states, data analysis is in progress while in another 3 states, the data collection is not yet completed. Three states (Assam, Bihar and Karnataka) are not conducting the study.**

Studies conducted by NCERT and NIEPA

1. NCERT has completed a study on classroom processes conducted in seven DPEP states during 1999-2000. Its reports were made available to the 12th JRM. The

research had adopted the case study approach of social anthropology and extensive use was made of actual observation in the classroom, in-depth interview of teachers and study of various records and documents, in each state, 10 schools were selected for such study. The study was conducted under the overall guidance of Prof. C.S. Nagaraju.

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

Terminal Assessment Survey (TAS) in DPEP Phase I districts was conducted in all the seven (now eight after bifurcation of Madhya Pradesh) DPEP Phase I states under the guidance of NCERT. Achievement tests, the same as used for MAS in these districts, and the sampling design were provided by NCERT. The survey has been completed in all the states. Reports of the survey have been received by NCERT from all the states. NCERT has prepared a consolidated national report based on all the state reports. NCERT was requested to carry out further multivariate analysis of TAS and other data on school and pupil variables. **However, there was no progress in getting this analysis done due to time constraints and pre-occupation of the faculty with other projects.**

NCERT has also taken up a project for collection and proper storage of all the BAS, MAS and TAS data supplied by the states in the past years. This task is being carried out by the Department of Educational Survey and Data Processing of NCERT,

3. Early Childhood Care and Education in DPEP-I, An Assessment, NCERT, 1997.
4. At the national level, NIEPA and TSG were associated with a study on participation of children in primary schooling in selected states. NIEPA was also involved in a study of content analysis of VEC training modules for DPEP states. During 2000, Yash Aggarwal of NIEPA completed a study on 'Primary education in unrecognised schools in DPEP districts of Haryana'.
5. Yash Aggarwal of NIEPA assisted some of the states, in particular, Tamil Nadu, in conducting cohort studies to assess the retention rate in primary schools. In a sample of schools, the children entering grade I in 1994/95 were followed up for 5 years, upto 1998-99, to find out how many completed primary education in 5 years, how many repeated grades and how many got transferred to other schools. The study has now been extended to all schools of 6 DPEP districts of Tamil Nadu and a few other states like Andhra Pradesh, Karnataka, West Bengal and Maharashtra have also taken the initiative of conducting similar cohort studies. Uttar Pradesh has also conducted cohort study in samples of schools of the new 32 Phase III districts,
6. The following studies were completed by NIEPA between October, 2001 & March, 2002:

- (i) Sample Survey for validation of DISE Data (by Yash Aggarwal)
- (ii) An Exploratory Study of Interface / Linkage, between Pre-Primary and Primary Levels of Education (Neelam Sood)
- (iii) Analysis of Educational Expenditure in DPEP Districts (by Yash Aggarwal)
- (iv) Content Analysis of Training Modules for Village Education Committees A Study of seven DPEP States (Phase I) (by Pramila Menon)
- (v) Access and Retention under DPEP 2000 (by Yash Aggarwal)

The following study was completed after March 2002:

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

7. Work on the following are the on-going studies of NIEPA is continuing:

- (i) Identification & Development of Indicators of School Improvement (A.C Mehta, **the study is in progress**)
- (ii) Impact of DPEP Interventions on Demand for Education: A study of Households Below Poverty Line in Orissa (N.K. Mohanty, **the study is in progress**)
- (iii) A study of District and sub-district level Management Structures under the DPEP (SMIA Zaidi, **the study report is under preparation**)
- (iv) A study of the Impact of the DPEP on Development of Primary Education in Tribal Areas (Y. Josephine, **the study is in progress**)
- (v) Coverage and Performance of Elementary Education: A Study of Data Gap; Internal Efficiency and Transition Rates (A. C.Mehta and K. Biswas; instruments for data collection were developed; **the study is going on**)
- (vi) Micro-planning in the DPEP districts: A Comparative Study of Haryana and Uttar Pradesh (Neeru Snehi, instruments for data collection developed; **data collection is going on**)
- (vii) Functioning of SIEMATs: A study of DPEP States (Pramila Menon **preliminary work done but the study has yet to start**)

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

1. An Assessment of Trends in Access and Retention, A study of primary schools in DPEP districts by Yash Aggarwal of NIEPA (the latest in the series was prepared in November 2000).
2. Expenditure analysis, DPEP: Phase I districts by MIS Unit, TSG, 2000
3. Bringing Girls Centre Stage: Strategies and interventions for girls' education in DPEP by Gender Unit, TSG, 2000.
4. Every Child in School and Every Child Learning: Diverse strategies for universalising access to schooling by Alternative Schooling Unit, TSG, 1999
5. Glimpses from the Grassroots, A synthesis based on case studies of successful practices at Local Resource Centres in Assam, Bihar, Kerala, Karnataka and Madhya Pradesh by Pedagogical Improvement Unit, TSG, 1999
6. Meeting Challenges - Documentation of positive practices in four DIETs by Pedagogical Improvement Unit, TSG
7. Options for Change - Innovations and Experiments in the DPEP by Gender Unit, TSG 1999

8. Status and Processes of Textbook Renewal by Pedagogical Improvement Unit, TSG, 1999.
9. Scholastic Attainment under MAS: An appraisal in phase II states by NCERT, November 2000.
10. Internal Efficiency and Cohort Drop-out Rates at Primary level of education in phase I DPEP districts for 1996 & 1997 by A.B.L. Srivastava, RESU, 1999.
11. Reaching out further - Para Teachers in Primary Education - An in-depth study of selected schemes by Bodh Shiksha Samiti, Jaipur, 1999.
- 12* Study of the Support Systems and Processes which Underpin DPEP's Pedagogical Strategy in six states (Assam, Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh and Uttar Pradesh), 1999
13. Study on Community Mobilisation and Empowerment for Universalisation of Primary Education conducted in seven states (Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh and Uttar Pradesh), 1999.
14. Study of Declining Enrolment in Class I in three states (Maharashtra, Tamil Nadu and Uttar Pradesh), 2000.
15. Progress towards universal access and retention in 2 volumes (Analytical Report and District Report cards) by Y. Aggarwal, published by NIEPA in November, 2001.
16. Classroom Observation Studies - Case studies of schools were undertaken in 7 DPEP-I districts as well as one of Andhra Pradesh because of the APPEP program. The case studies revolve around some well functioning schools in different states covering just a few schools in each state. The main aim was to explore how these schools function and what type of practices prevail in the actual classroom transactions in these schools (Pedagogy Unit).
17. Improving Girls Access to a Better Life through Primary Education Mid-term Review of Efforts to Improve Girl Child Participation Rates 1997 (Gender & IED Unit).
18. Empowerment through Education; Identification and enrolment of children with special needs in DPEP, March 2000 (Gender & IED Unit).

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

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

Recent and Ongoing Research Activities

(1) Studies on Dropouts

- (i) A study on Causes of high dropout rate was undertaken in 6 states (Assam, Bihar, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal) where dropout rates were very high in some of their districts according to DISE data. Sampling design and tools for data collection and sampling design were finalised in consultation with the Principal Investigators and a couple of experts. A meeting of Principal Investigators was held on 29-31 May, 2002 at SCERT, Lucknow to discuss and finalise the plan of data analysis. Data collection and analysis is over in all the states, except Orissa. In Orissa the data could not be collected during the

rainy season due to difficulty in reaching the selected schools. The fieldwork in April 2003. In other states, the data have been analysed and the final reports are under preparation. Draft reports were discussed in a meeting with Principal Investigators on February 13 and 14, 2003 in Delhi. Final report already received from Uttar Pradesh and is expected from other states shortly. A synthesis report will be prepared after receiving all the final reports. In the case of Madhya Pradesh, due to the death of the Principal Investigator, the report is to be prepared by RESU.

- <(ii) A study on dropouts was also going to be undertaken in a few districts of DPEP states (Haryana, Madhya Pradesh and Tamil Nadu) where the dropout rate has fluctuated greatly from year to year. In Kerala, a study on factors responsible for very low or negative dropout rates was to be undertaken. **The study on fluctuating dropout rates in two districts of Haryana is completed. In Tamil Nadu, Madhya Pradesh and Kerala, the study has not been undertaken.**
- (iii) Cohort studies to assess completion rate are going to be undertaken in at least one district of every DPEP state on the pattern of Tamil Nadu under the guidance of NIEPA. A few states (like Tamil Nadu, Maharashtra, Karnataka, and Andhra Pradesh) have conducted the study in all their DPEP districts, while others have conducted the cohort study in selected districts or blocks. These studies are continuing in these states with cohorts of other years. Also other states like U.P., have conducted cohort study this year (in 2001-02). In U.P. the study has been conducted on a sample basis in 32 DPEP districts. RESU provided SCERT assistance in sampling of schools and analysis of data. **The report is the study is being finalised on the basis of comments given by RESU.**

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

An external evaluation of DPEP (Phase I) was conducted by four IIMs. The draft research proposal for the study was prepared by RESU. A meeting of Principal Investigators from the four IIMs (Bangalore, Kolkata, Lucknow & Ahmedabad) was held in MHRD on 5.10.2001, to discuss the ToR. **The study has now been completed and reports of the study have been received from all IIMs. Principal Investigators of the study from IIMs of Kolkata, Lucknow and Ahmedabad presented their reports at MHRD on November 8, 2002 and from IIM, Bangalore on April 9, 2003.**

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

As suggested by the 14th JRM, this study was undertaken to find out why repetition rates are high in some DPEP districts. The study was to be undertaken in nine states (Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Tamil Nadu and West Bengal) in which grade repetition rates derived from EMIS-DISE data, were found to be high. In a meeting of Research & Evaluation Coordinators of these states, held on March 18, 2002, specific objectives and *modus operandi* of these studies were discussed. It was decided that the states should conduct these studies with their own resources, while RESU will coordinate the study at the national level and would provide the states necessary technical advice. **The states which have not yet undertaken the study are Assam, Bihar and Orissa. RESU developed the file structure for data entry and detailed plan of data analysis to be used by the Principal Investigators for analysing the data. Data collection is over and analysis of data is in progress in three states (Gujarat, Haryana and Himachal Pradesh). Of the remaining states, the study is in progress in West Bengal and Tamil Nadu, which**

Orissa is going to launch it soon. There is no indication of the study being conducted in Assam, Bihar and Karnataka, which were among the nine states initially identified "and approached for conducting the study.

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

The study was conducted in all the seven DPEP I states (now eight after bifurcation of M.P.) by different agencies which were identified by the Pedagogy Unit of TSG. 13 districts (1 to 2 districts in each state) out of the 42 DPEP I districts were covered. **Draft reports of the studies of five states - Tamil Nadu, Karnataka, Haryana, Kerala and Maharashtra have been submitted. Of these, the state-level sharing for Tamil Nadu, Karnataka and Maharashtra is already over and the studies are being finalised. The remaining two studies have yet to be shared at state level. The Madhya Pradesh study is in progress. The Assam study, due to some reasons, is currently stalled.**

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

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

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

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

(7) Evaluation of Alternative Schools

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

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

An extensive National-level Evaluation of all aspects of Civil Works in DPEP was conducted. The evaluation was coordinated by Civil Works Unit, TSG. An Advisory Group was formed to guide this evaluation. The objective was to identify state-wise strengths and weaknesses, and focus on improvements in future Civil Works in DPEP and otherwise. The evaluation was for both the Process and the Product. Experts in Civil Works, Community Issues, Management and Pedagogy were involved in this evaluation. The tools were prepared and sampling was done. Fieldwork was entrusted to the State Evaluation Teams. Field work in nine states (Assam, Tamil Nadu, Uttar Pradesh, Rajasthan, Himachal Pradesh, Andhra Pradesh, Haryana, Karnataka and West Bengal) is over. The draft reports for 8 states are available. Field work for 3 more states is in progress. The remaining states will be covered in May 2003. The final Synthesis Report is expected to be ready by June 2003.

(9) Trends in Access and Retention

State wise EMIS Study reports are prepared every year to provide information on enrolment, repeaters, teachers, classrooms and other facilities in the schools of DPEP districts. Some indicators are also included in the reports. On the basis of EMIS-DISE data, studies on Trends in Access and Retention have been carried out by NIEPA every year. NIEPA prepared such a report based on 2000-01 DISE data of all the DPEP districts, which was published in two volumes by NIEPA in November, 2001. For 2001-02, only one volume containing 'district report cards' was prepared and published in November, 2002.

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

This survey is being conducted in DPEP-II districts in 2002-03. NCERT has provided achievement the tests and guidelines for the survey to all the concerned states. So far, only Haryana and Gujarat have conducted TAS and analysis of TAS data is going on in, these states. For other states, NCERT is following it up.

Action Research

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

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

Sharing of experiences and Using Outcomes of Research

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

The meeting of R&E Coordinators organised in February 2000 at Aurangabad focussed on utilisation of research findings; in this meeting several examples were presented of how research findings were utilised in planning and improving training and other interventions of DPEP the states. In the last meeting of R&E Coordinators, held at Bangalore in September, 2001, the states provided further examples of the use made of their work plans and improvement of their teacher training programmes.

Improving assessment of pupils at the primary level

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

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

Networking

At the national level, concerted efforts are being made for developing alternate strategies in selected theme areas. Seminars and workshops are conducted at both national and state

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

National level research Seminars

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

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

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

At these seminars, a number of research papers were presented on the selected themes and also panel discussion were organised to discuss certain topical issues. It has been decided to publish selected papers of the ISEC seminar. The papers were sent to authors for revision / **modification**. Now that most of the revised papers have been received, the report is going to be published shortly. **A national Research Seminar on Impact of DPEP on primary education is going to be organised by RESU in collaboration with Jamia Millia Islamia in New Delhi from May 22 to 24, 2003. A few papers have already been received for the seminar from the different states. It is proposed to have a few invited papers and two panel discussions in addition to presentation of papers at the seminar.**

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

'Enrolment and Retention at the primary level'. The report of the workshop was prepared and sent to all DPEP states for necessary action on its suggestions & recommendations.

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

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

The 9th meeting-cum-workshop of Research & Evaluation Coordinators of DPEP states was held from September 25 to 27, 2002 at RIE, Bhopal. The seminar was attended by 19 participants from 10 DPEP states. They made presentation on R&E work being done in the states and their research plans. As the focus theme for discussion in this workshop was 'Achievement Surveys at primary level of Education', the resource persons discussed various issues relating to conducting of achievement surveys including those of sampling and data analysis. In sessions devoted to group work, three groups were formed which discussed (i) Follow up on Research and Evaluation studies completed so far (ii) Achievement surveys for monitoring the quality of education and (iii) Follow up work on MAS and TAS. **The report of the workshop has been prepared and sent to all the State Project Directors and participants.**

The 10th meeting-cum-workshop of Research & Evaluation Coordinators of DPEP states was conducted at Nabkrushna Choudhury Centre for Development Studies, Bhubaneswar, from April 3-5, 2003. There were 20 participants from 12 states who participated and presented their state reports, Since the theme chosen for this workshop was "Teachers and Teacher Effectiveness"!! the invited resource persons discussed various issues related to teacher effectiveness, teacher training and teacher availability in schools. For group work, two groups were formed which deliberated on (i) Lessons learnt from DPEP on conducting research and evaluation studies and (ii) Teacher training and evaluation of training programmes. The groups made a few recommendations which will be included In the report of the workshop.

Capacity Building

Capacity building has been central to the DPEP processes. The component of research and evaluation is also developed from the very beginning to augment the existing skills in the institutions and individuals for undertaking qualitative and useful research activities. All DPEP states have recognised the need for concentrated efforts for skill development of

personnel in action research, research methodology and impact assessment. Most of the states have directed their efforts for capacity building and providing assistance to teachers for undertaking action research at their levels. The states have been using the expertise of NCERT, RESU, RIEs, local universities, research & educational institutions and individual experts for capacity building efforts. NCERT has conducted several orientation programmes on action research methodology for the DPEP states.

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

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

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

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

DPEP - II, III AND IV STATES

	<p>Andhra Pradesh</p> <p>Committee comprising 10 members has been formed under the chairmanship of Commissioner and Director of School Education.</p> <ul style="list-style-type: none"> - DPO A District Level Advisory Committee with 5 members was constituted under the chairmanship of the District Collector. <p>(b) Evaluation</p> <ul style="list-style-type: none"> - SPO State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO. - DPO: At the district level. District Evaluation Core Teams (DECT) were formed with 22 members (2 DIET Lecturers and 20 MRPS). - District Evaluation Teams (DET) with 20 members (teachers of primary schools) were constituted for collection of R&E data. 	<p>Bihar</p> <p>process.</p>	<p>Gujarat</p>	<p>Himachal Pradesh</p>	<p>Orissa</p> <p>held in Feb & May 2002.</p>	<p>Rajasthan</p>	<p>Uttar Pradesh</p> <p>Separate committee exists for SCERT & SIEMAT. Last meeting held on 17th*1 September, 2001.</p> <ul style="list-style-type: none"> - SCERT & SIEMAT builds up the capacities in each DIET to conduct & analyse the evaluation & Research studies. 	<p>West Bengal</p> <p>Research Group constituted at district level.</p> <ul style="list-style-type: none"> - Research Advisory Group (RAG) set up. Meeting is held every quarter to discuss studies to be taken up.
<p>2. Action Research Programmes</p> <p>(-)Operational Levels and Status</p>	<ul style="list-style-type: none"> • Action taken at SCERT, DIET MRP levels to train teachers and to promote Action Research. 	<ul style="list-style-type: none"> - State level Action Research Group formed and trained. - District level Action Research Group formed and trained. - Action research 	<ul style="list-style-type: none"> - The Action research module covering how to write hypothesis, conduct surveys, analyse data & writing reports etc. is ready for 	<ul style="list-style-type: none"> - Capacity building in action research taken up with the help of NCERT and HPU. - Workshops on action research have 	<ul style="list-style-type: none"> - Capacity building in Action Research through training & material support. - SCERT oriented primary school head-teachers and DIET faculty for action 	<ul style="list-style-type: none"> • It is planned to sponsor innovative and Action Research Studies at micro level. 	<ul style="list-style-type: none"> - Core Resource Groups in DIETs have oriented BRC/CRC level personnel in and conducting action research. - Academic Resource 	<ul style="list-style-type: none"> - Action researches planned at CLRC level. Focus areas include good practices in classroom, enrolment and drop-out etc.

DPEP -

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
		training conducted for district and programme for sub-district planned. 3 more courses being offered in the current year.	printing. It will be used as a guide. During 2002-03, a total of 93 Action Research studies in Banaskantha & 24 in Panchmahal have been undertaken which are currently under progress. The leathers CRC Coordinators are doing the studies.	been conducted. 343 teachers/ BRC/CRC /DIET lecturers imparted training in action research.	research. Two workshops held.		Groups in DIETs approve BRC/NPRC level and teacher proposal for action research. SCERT & SIEMAT conduct programme for training DIETs, BRC, NPRC & Teachers in action research ever}' year. 88 studies completed in current year, (last one in May 2001)	To develop success stories from intervention achievements at the circle level. Districts have to set up DRAG at district levels identifying ! RT from each circle to take care of Action Research. Bimonthly meeting are held to discuss various issues.
(ii) Activities conducted	1 raining programmes in Action Research organised in collaboration with NCERT in 1998. Pre-launching session for Action Researchers organised at SPO in February, 1999. 26 Action Research Studies were undertaken; reports of 7 studies received and of 19 studies are awaited. In the training programmes organised to the Districts Evaluation teams, during Aug.98 to Oct.98, the participation of the five DPEP Phase-I districts were oriented on	38 Action Research studies underway in districts.	Tele-conferencing on action research held in January 2000 orienting 1000 BRC 8c' CRC members & teachers on issues like how to write hypothesis, conduct sumys, analyse data & write reports eic. 70 Action Researches completed so far. 100 Action Research Studies to be undertaken. During Dec.2000, NCERT <u>organised an</u>	State-level workshop in collaboration with NCERT at Kullu in 1999. District-level workshops were conducted at Kullu, Sirmour and Keylong during 1999-2000. Block-level workshop organised at Anni (Kullu) in Dec.'99. State level workshop on "Follow-up of Action Research" from August 21-24, 2001 was organised at Nahan, Sirmour. Workshop on Follow up for	7-days Training of district-level master trainers in action research. District-level workshops organised for practitioners (BRCC & CROC) to develop their capacity in action research projects. 20 minor researches completed and shared. A module on Action Research Methodology in Oriya was developed. It was vetted by a team of experts, then printed and distributed among DIET faculty, BRCC/CRCC and	Five projects for Action Research from each district were invited. Work completed. Action Research projects have been invited from each district in all 133 projects have been sponsored. 19 Action Research have been completed and reports have been send to	2000 AR studies completed till last year. SCERT& SIEMAT organised workshops on action research with institutes / NGO's in May, 2001 and onwards.	10 issues for action research were identified for 5 DPEP districts Action researches planned at CLRC level. Areas are good practices in classroom, enrolment and drop-out etc. Research teams were identified at state level and district level. Workshop on Action Research organised for district research

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttjr Pradesh	West Bengal
	<p>Action Research Methodology in addition to evaluation strategies.</p> <p>- A 5<Uy training-cum-workshop on Action Research was organised from 9.11.98 to 13.11.98 in collaboration with NCERT to SPO, SCERT, DIET functionaries, MJRPs & Teachers 26 Action Research Project were developed in this programme.</p>		<p>International workshop on "Transformation of Schools into Successful Schools and role of the State and local community in school governance". All DPEP states including Gujarat participated in the workshop. Hon'ble Minister for HRD, GOI, inaugurated the workshop. Representatives from Bangladesh, Netherlands & UK shared their experiences. As many as 25 papers were presented on Indicators of "Quality Education at Elementary Stage".</p> <p>- A total of 33 Action Researches 7 11 case studies have been undertaken by CRC Co-ordinators in district Banaskantha on various</p>	<p>Action Research organised in December 2001 at DIET Kullu, at DIET Chamfca in Feb. 2001.</p> <p>- Workshop on Follow up Action Research organised- wef February 5-9, 2002 at DIET Chamba.</p> <p>- 252 Action Research Synopses prepared.</p> <p>- 112 Action Researches have been completed.</p> <p>- 69 Action Research studies documented of which 24 were documented in the 1st phase.</p> <p>- Video documentation of 5 Action Researches by IGNOU Delhi.</p> <p>- Study material prepared on Action Research for Teleconferencing to be held in the month of October, 2002 at IGNOU, New Delhi.</p> <p>- 4 State level Action Research workshops each of 3 to 5 days</p>	<p>Head teachers.</p> <p>Abstracts of Action Research projects prepared for wider dissemination.</p> <p>14 Action Research piojects undertaken ly BROHs/CROC.s. A booklet 'PROBE' on these project prepared.</p>	<p>Ed.CIL.</p> <p>Orientation workshops in research methodology have been organised.</p>		

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
			issues related to pedagogy, teachers training & Gender education.	duration conducted at DIETs of Nahan, Kullu, Chamba, Keylong-total 130 participants trained in 2001-02. - 12 workshops organised for follow up work report writing, editing etc.				
<p>3. Promotion of Research / Studies in Primary Education</p> <p>(i) Strategy</p>	<p>Networking with different institutions at State and National Level for undertaking Research on DPEP activities.</p> <p>- Funding external and in-house researches on the felt needs.</p> <p>- Encouraging Action Research at institutional level through capacity building.</p> <p>- Draw experiences of APPEP Research Programmes in designing, financing and guiding research activities.</p> <p>- Prioritising areas of research and undertaking quick & short-term researches.</p> <p>- Utilising the findings of researches in preparation of AWP&B as a feedback for mid-</p>	<p>- Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participant.</p> <p>- Training in research methodology in education is being organised.</p>	<p>- 12 areas announced for research through newspaper advertisement. Proposals were received. Application for 8 more subjects for research and further details were being invited from the scrutinized institutes. After discussion & evaluation of their proposals, various research projects will be assigned to the selected institutes or individuals.</p> <p>- At the outset, on the basis of the purpose and objectives of this study a detailed ToR is prepared and sent to</p>	<p>- Research Advisory Committee set up to prioritise the relevant areas.</p>	<p>- Promotion of research studies and built capacity of district and sub-districts institutes.</p> <p>- Priority are selected through meeting, interaction with the State officials field level functionaries, and DISE report.</p> <p>- DEP-DPEP-IGNOU cell at SPO has been conducting teleconferencing programmes each month on various interventions since January, 2001. An evaluation of the teleconference programme was also conducted</p> <p>- Conducting further Action Research Projects.</p>		<p>- SIEMAT invites suggestions for topics for research from Institutions, government, departments, NGOs, Universities and individuals.</p> <p>- SIEMAT advertises identified topics, for research proposals in newspapers & journals.</p> <p>- SCERT & SIEMAT organise workshop on priority need based researches with institutes/NGO's.</p> <p>- Workshop on Research Methodology in February 2000; and May-August 2001; more workshops conducted in Nov. 2001, Jan 2002 and October 2002.</p>	<p>- Throughji workshops and DRST meetings, research priorities are being identified.</p> <p>- Identification of needs of special focus groups, role of VECs for providing effective intervention.</p> <p>- Dissemination of reports at the micro-level.</p> <p>- 46 areas finalised for research.</p> <p>- Some individual researchers have been identified, who have given research proposals.</p>

DPEP - II, III AND IV States

	Andhra Pradesh	Bihar	Gujarat.	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>course correction.</p> <ul style="list-style-type: none"> - Periodical review of the quality of researches being done by a team of experts. - Orientation of the District R&E Teams on methods of R&E and action research to take up studies in each district on the problems identified. 		<p>various academic institutions of repute in the state. The selected agencies are even asked to incorporate changes, wherever they feel like. Once they submit the ToR a thorough scrutiny is followed before finalizing the agency. Reputation, time deadlines, budget and competency of the organisations and investigators are taken into consideration for selecting the agency. Once the draft report is submitted a thorough scrutiny follows. If required, necessary clarifications with regard to facts and figures may be sought before accepting the final report</p>					
(ii) <i>Aanjitu's/Studies aonitai</i>	- Of the 10 studies cleared by the State Level Research Committee	- 6 studies (including baseline) completed. Of the 12 studies	- Revised report of BAS & Mid-Term	- The following research studies were completed:	- The following 7 research projects were commissioned through	- The following five studies were	- Sharing workshop of Research findings held in January	Studies completed include: - Study in

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>taken up by different networking institutions. All 8 studies have been completed.</p> <p>Six Social Assessment Studies (on SC children, ST children, Minorities, children of Bad'ward classes, Working children, Children in urban slums) launched in 1998, were completed.</p> <p>Out of the 15 studies (7 external & 8 in-house) 7 studies (3 external & 4 in-house) cleared by the State-level Research Committee in 1998-99, three were external and four in house studies. Of these, the one undertaken by ORG, Hyderabad was completed and two external studies were completed & reports submitted. The in-house studies were not taken up.</p> <p>At the district level, 7 research studies in Waranga) and 8 studies in Vnanagaram are in progress. Reports of 4 studies completed in W'aiangal district have been received.</p> <p>Conducted a pilot cohort study on dropouts in Visakhapatnam and Mahbubnagar District in April 200C. Also a cohort study) was conducted in 2 mandal of Visakhapatnam and Medak distnas.</p>	<p>planned for 2001-02, three were completed.</p> <p>8 studies (including baseline) completed, 4 studies planned in current year of which is in progress.</p> <p>BAS & MAS completed.</p> <p>Stud)' on education of minority girl children and culture of marginalised communities completed. Total 8 studies completed so far)</p> <p>Draft report of MAS shared with district functionaries.</p> <p>Sustainability stud)' to be taken up by GOB.</p>	<p>Assessment Survey (MAS) submitted to MHRD in 2000.</p> <p>Final report of the Social Assessment study)' has been submitted to MHRD.</p> <p>The final report of the stud)' on student achievement profile in all sutvts (class III - V)) conducted throughout the state was submitted Last year.</p> <p>14 state level - 125 district level and 100 to 200 BRC/CRC level research studies were in the pipeline.</p> <p>Case studies of DIETS, ICDS/ECCE schemes, migration tribes, multigrade teaching, teacher laziness, optional schooling, om - of-school children, low retention of girls etc in are in progress.</p> <p>A study on</p>	<p>Universalisation of Primary Education in Himachal Pradesh: A case study of Tissa (Chamba District).</p> <p>Media support in promoting literacy and education.</p> <p>Educational problem of primary-level children in Kullu District.</p> <p>Utilisation of non-hunuf) resorrces at primal y stage of education.</p> <p>Parental preferences for quality education at pntary stage.</p> <p>Stud)- on the achievement level in Mathematics in Kullu Distnct (initiated as a follow-up to MAS findings).</p> <p>Participatory research stud)' on community participation in DPEP.</p> <p>A workshop on the evaluation of Text books for Class I & II conducted.</p> <p>Study conducted on decline in class-I enrolment in Chamba and Sirmour districts in</p>	<p>the DIET faculty members:</p> <ul style="list-style-type: none"> - Socio-economic and cultural life in Bansipal block and its impact on piimary education. - The teaching of mathematics in Kalahandi & B< langir dist nets. - Five evaluation studies of teacher training and classroom processes m 5 blocks. - R&E Llr.it lias taken up 17 small research studies primarily based on DISE data and household survey findings These studies arc being conducted through DIETs, NCJOS working at the district level <p>23 shon-teim research projects were conducted through the t aculv members of DIET/ST schools. Hiese studies are on:</p> <p>Girl child's education (5)</p> <p>1 ribal child education (4)</p> <p>Disabled children (1)</p> <p>Teacher training (8)</p> <p>Alternative schooling (2)</p> <p>Community</p>	<p>sponsored.</p> <p>Classroom observation study in AS &PFS.</p> <p>Retention Study in AS & PFS.</p> <p>Utilisation of Teacher Grant of Rs. 500/-.</p> <p>Functioning of SMC. BRC& CRC</p> <p>Baseline survey by SIERT ' (MTR study).</p> <p>All these studies are now completed.</p> <p>Mid-term Baseline Achievement Survey will be started soon.</p>	<p>1999. Latest meeting held in January to May 2001 & in Oct. 2002.</p> <p>Following studies have been completed :</p> <p>Making a difference - document on the experiences of UP BEP and DPEP in the area of girls' education revised and updated.</p> <p>Social/cultural context of female school dropouts of Ecawah</p> <p>Improving effectiveness of early childhood care and education in U.P.</p> <p>Evaluation of Pilot Project (if Work Experience lor girls of upper >>rimary schools in U.P.'</p> <p>Problems and prospects of double shift schools.</p> <p>Documentation of the Model Cluster Approach in Begumganj Cluster, Hardoi</p> <p>Documentation of the Model</p>	<p>infrastructural facilities in primary education by an NGO (Sampark).</p> <p>Critical analysis of DISE data by Prof. T.K.Ghara, Presidency College.</p> <p>Stud)' on school effiaency - number of pupil years covered in completing primary education.</p> <p>Impact of student's attendance on transition pattern in primary education.</p> <p>Financial investment in pnmary education.</p> <p>BAS in expansion districts done by ISI.</p> <p>Stud)' on Gender m existing districts done by ISI.</p> <p>Mid-term Assessment Survey iNLAS) in Phase I & Phase II districts by SPO.</p> <p>Subject-wise study of achievement levels <</p> <p>Analysis of achievement levels in DPEP and non-DPEP distnas.</p>

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Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> - Training at NIRD, Hyderabad on data analysis techniques for DIET lecturers, SPO fit SCERT staff. - Training programmes for SECT, DECT, DET conducted on evaluation and data collection methods in 1998. - Organised a training programme for Key Resource persons at state level in October 2001 at Hyderabad on Pupil Assessment Procedures - Organised a workshop from 18.10.2001 to 19.30.2001 at SPO, on the refinement and editing of test items in TeKigu, Maths and English of Classes 1 to V developed during the workshop held in May / June 2001. The test items are now at the stage of DTP. - Conducted an orientation programme for 44 teachers and MRPs of Hyderabad, Ranea Reddy, Medak and Nizamabad districts at Hyderabad on 16-17 November 2001 on 'Small scale researches' to be undertaken by them as per the notification to be undertaken by them as per the notification issued by SPO, DPEP "Chaduvu" magazine of June 2001. - Monitored the conduct of Orientation Programmes by 		<p>Causes of High Repetition Rates was taken up at the instance of RESU, Ed.CIL, Gujarat participated in a workshop in March, 2002 along with other states with incidence of high repetition rates in primary schools, in which the objective of the study were finalised and a plan for further work on the study was drawn up. Gujarat also participated in a follow up workshop held in June 2002 at Shimla to finalise the tools of the study. The study is now in progress.</p> <p>Terminal Assessment Survey in 3 DPEP-II districts is (Banaskantha, Panchmahal and Dangs). As per the conditions of</p>	<p>February, 2001.</p> <p>Sample study conducted on availability and use of library books in primary schools and impact of teacher training & community participation in Sirmour district in February 2001.</p> <p>Terminal Assessment Survey 2002 is in progress. The final report of the survey shall be submitted before 31* December, 2002.</p> <p>Baseline Assessment Survey 2002 for SSA is in progress. The final report of the survey shall be submitted before 31* December, 2002.</p> <p>Study on "Causes of grade repetition rate " at primary level in Himachal Pradesh, is presently in progress.</p> <p>Document on Primary Education Code and Compendium of instruction of Primary Education in</p>	<p>mobilisation {1}</p> <ul style="list-style-type: none"> - Institutional development (2). - Their research abstracts (Vol. II) have been prepared and printed and shared with the district and state level functionaries. - Abstracts Vol. III covering 28 studies has also been published, disseminated to the field level functionaries for wider sharing - Research Abstract Volume-IV has been developed. - A cohort analysis on experimental basis to be conducted in Kalahandi District. - Four studies were commissioned through the DIET faculty members of Keonjhar district. - A study on "Causes of Low Enrolment and Retention of SC Children" to be undertaken by the R&E wing of SIEMT. - A study on State Finance in Elementary Education with the help of Xavier IMB, Bhubaneswar has been completed. - The following research 		<p>Cluster Approach in four districts.</p> <p>Repos of 20 research studies conducted by SIEMAT are available</p> <p>MAS was completed by SCERT in Sept 2000.</p> <p>Seven research projects have been completed during Dec. to Jan.'2000.</p> <p>Screening of the received proposals on the advertised subjects completed and 16 proposals of research & evaluation studies were approved in the meeting of PRAC held on Sept. 17, 2001 and 16 more approved in PRAC meeting on 17.6.2002.</p> <p>Three evaluations studies have been completed & the reports received. MAS & TAS in DPEP-II & III are going to be completed soon.</p> <p>16 research & evaluation studies completed in</p>	<p>Transition rate to grade V after completing grade IV under Primary education: ISSS</p> <p>Research for lower contact hours with children in P.E. The teachers perspective: A. K. Das.</p> <p>Reasons for not conducting the required school visits by Si's: A. K. Das.</p> <p>Causes for high dropouts in certain districts - NIAS.</p> <p>Independent studies have been identified by RTs of respective circles constituting DARG and j success-stories developed by HT/any teachers interested in the work - being documented.</p> <p>Impact of certain school specific indicators on school efficiency.</p> <p>for not conducting the reorientated school visits by</p>

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>DIETs/APCs for the teachers and MRPs on 'Small Scale researchers' and attended the review meetings at DIET.</p> <p>Carried out Cohort analysis on dropouts based on the data collected from 17 districts in the state.</p> <p>5% sample checking of DISE dau of 2000-01 carried out in districts of Chauoor, VC'arangal and Guntur during January - February, 2002.</p> <p>G inducted MAS in 14 DPEP phase II districts during Jan/Feb 2002. The report on MAS was finalised and submitted to GoI.</p> <p>Independent evaluation of DPEP in the state by IIM, Bangalore taken up as follow-up of the recommendation of 13th JRM. The 5th IS completed.</p> <p>Research Report on "Construction of school buildings with community participation" has been submitted by the investigator.</p> <p>416 teachers of Primary schools and MRPs in all the 23 districts of the state completed small scale research studies under the guidance of DIETs and submitted their reports to SPO, DPEP, Hyderabad through the Principals of DIETs by</p>		<p>the Project Agreement, the TAS is to be conducted before the project comes to an end in these districts. The study has been assigned to CASE, M.S. University, Varodara. The study is completed and the report has been submitted to NCERT & MHRD.</p> <p>- The research study "Role of teacher grant & school grant in school improvement has been completed.</p> <p>- As per the recommendation of 14th JRM, 3 Research studies on the following topics have been undertaken involving external agencies / universities and individuals: Social acceptability of primary schools in comparison to other schools</p>	<p>Himachal Pradesh is under preparation.</p> <p>Documentation of various research studies and implementation of their findings.</p>	<p>studies were completed and their findings were shared with DIETs, BRCs, CRCs etc.</p> <p>Declining enrolment in class I in Kalahandi & Sambalpur districts;</p> <p>Low enrolment of G. Is in Rayagada & Gajapati districts;</p> <p>High dropout rate of girls in Kalahandi.</p> <p>Abstracts of the studies completed during 2001-432 compiled and printed as Research Abstracts Volume-IV and are being distributed to officials of SPO/SCERT/SIEM T/DPO/BRCC/CRCC wider dissemination.</p> <p>Abstracts of the BAS conducted in DPEP-II districts are being translated into Oriya for wider dissemination.</p> <p>14 small research studies were conducted in 8 expansion districts (9 on tribal issues, 2 on problems of girl child, one each on functioning of Anganwadi Centre and difficulties faced by SC boys and girls and socio-economic issues).</p>		<p>2001-02.</p>	<p>the Si's.</p> <p>External agencies conducted studies on - Reasons for inadequate contact hours with P.S. children - A teachers perspective; The transition rate to grade V after completing grade IV under primary school journal report awaited.</p> <p>Other studies were:</p> <p>1 Role of 1'anchavats in Primary Education by IIM-C, report yet to be approved by EC.</p> <p>2. Study on gender issues in Birbhum.</p> <p>3. Survey of primary schools in selected non-DPEP blocks.</p> <p>The following studies were also undertaken:</p> <p>Survey of Learning Improvement at F.ulta Block</p> <p>Study on SC/ST students in DPEP</p>

DPEP - II, III and IV States

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	UttaTPradesh	West Bengal
<p>March / April, 2002. Their abstracts are going to be published shortly.</p> <p>Test items were developed in Telugu, Maths, and English subjects of Class I to V through conduct of state level workshop in May, 2001 and workshops in 8 districts in Aug. 2001 for development of Question Banks. The Question banks are now finalised and being printed for supply to all TCs in the State.</p> <p>Undertaken cohort study on retention and dropouts in 117 UEE mandals of 19 DPEP districts in April, 2002. The data collected is now being computerised for analysis and reporting.</p> <p>Terminal Assessment Survey in 5 DPEP phase-I districts has been taken up by External Agency during Dec, 02 / Jan.03. The data collected from 50 schools in each district is now being computerised for analysis and reporting.</p> <p>- The data collected for TAS in 5 DPEP Phase 1 districts is under computerization after scrutiny of the data.</p>		<p>working in the same area. Relationship between enrolment and completion rate; Impact of teachers grant anti school grant; Role of VEQMTA, PTA in school improvement; Impact of teachers' training.</p>		<ul style="list-style-type: none"> - The following studies were completed: - Educational Problems and needs of Migrant Children of Bolagir district. - Relationship between Community and School Nandanandi blk of Nabarangpur district. - An investigation into the causes of dropout of ST girls in Karakunda block of Malkangiri district. - Functioning of Centre School meetings in Balliguda block of Kandhamal district. - Impact of NINAD exercise in Tumudibandha block in building community awareness for primary education. - Identification of factors contributing towards dropout of girls in Nuapada block of Nuapada district. - Study on the causes of low enrolment of girls in Kamna block of Nuapada district. • A study was conducted for 			<p>districts based on MAS' 99</p> <p>Study on TLM utilisation in 5 districts.</p> <p>Study of Repeaters in Cooch Behar</p> <p>Study on the achievement levels of SC/ST girls enrolment in the district of Murshidabad.</p> <p>Study on the assessment & improvement in the present status of Mathematics in certain areas of South 24 Pargan.is.</p> <p>Post-enumeration Study on DISE on the basis of a 5% sample in Cooch Behar and South 24 Pargarias.</p> <p>Baseline study was conducted in selected circles in each district to identify pre-requisites for the School based Learning Improvement Programme (SLIP).</p> <p>Rapid Assessment studv pertaining to quality of Primary</p>

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	U@lr Pradesh	West Bengal
					<p>identification and analysis of the educational problems and needs of migrant children of NUAPADA district.</p> <p>- Abstract of Baseline Study on Learning Achievement was developed and distributed to field functionaries.</p>			<p>Education in selected schools of 6 districts; reports compete.</p> <p>- Completed cohort study in the Phase I districts covering all the schools in each district-reports awaited. Data collected for Phase II districts covering all schools in selected blocks</p> <p>- Study being conducted among the slums in Urban Cities/Towns in selected 5 districts (Phase I & II) to understand the challenges of universalising P.E. among die Deprived Urban Cliildren-Reports awaited.</p> <p>- Study on :iassroom culture and processes - from gender perspective- Reports awaited.</p> <p>- BAS for SSA in SSA districts.</p>
<i>(in) A ms in Feats for the Cimvit Yea'</i>	- 1 eacher motivation, classroom practices, teaching environment, textbook evaluation, community participation m school	- Community Participation in schools; Type of Management (Pvt. and Govt.) of schools; Evaluation	- Alternative schooling, IED, Enrolment & Retention, quantitative techniques for	- Documentation ol all the studies and implementation of research findings to improve the learning achievements of the	- Sharing workshops for dissemination of research findings. - Commissioning of sustainability development plan		- District based sample studies on enrolment trends, dropout and transition rates in class I-V and VI-	<p>• Comparative study of drop-outs, special needs of minority' girls etc.</p> <p>■ Colion study' covering all</p>

DPEP - II, III AMP IV STATES

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>development, education of girls, child labour, children with special educational needs and cohort analysis of dropouts.</p> <p>Promotion of small scale Researches by MRPs & classroom teachers by 'nving teachers and MRPs to undertake small scale research on 15 identified topics related to the interventions of DPEP.</p> <p>State level workshop was organised in August 2001 and MRPs/teachers were trained in Dec 2001/Jan 2002. Studies completed.</p> <p>Orientation Programme were conducted to about 1250 teachers and MRPs in all the 23 districts in the state on undertaking Small Scale Research studies on 15 selected items related to the implementation of DPEP interventions in the state.</p>	<p>of programmes and pupil's evaluation.</p> <ul style="list-style-type: none"> - Training of SET completed. Internal and external evaluation. SET report-shared with the districts. - SIEMAT has separate agenda for research. - Research based on the findings of EMIS data. - Etudj on culture & process from Gender Perspective (in progress). - Dynamics of Grade-I enrolment - Cohort Dropout. - Pupil's evaluation in the current year. - Evaluation of different Component by external agency. - Study on causes of grade repetition - Study on classroom processes. - Preparation of District-wise State Level Report based on Project Objectives. 	<p>educational, research, qualitative research e.c-</p>	<p>students.</p> <p>Documentation of all action researches and implementation of findings/results.</p> <p>Implementation of MAS findings.</p> <p>A study on classroom culture & ptoce'ses from the Gender perspective planned.</p> <p>Impact of teacher training programme in H-P.</p> <p>Evaluation of TED workshop</p> <p>Monitoring at HT level.</p> <p>4 workshops on CCE organised (106 total participants) and study material on prepared; CCE scheme being implemented in schools.</p> <p>2** Internal Review Mission organised in Sept. 2002 for Lahaul-Spiti and Pan ^i block of Chamba district.</p> <p>Study on use of TLM to be undertaken</p> <p>Cohort study to be undertaken.</p>	<p>through IIM Bangalore.</p> <p>Evaluation of activities undertaken for integration of disabled children in to primary schools in pilot blocks.</p> <p>Impact assessment of training inputs and preschool education to Anganwadi workers.</p> <p>■ In the expansion districts:</p> <p>Sharing workshop on BAS and small research studies taken up during 2000-01;</p> <ul style="list-style-type: none"> - Study of Teacher absenteeism. Report being prepared. - Functioning of Anganwadi Centres; - The following studies are underway: - Identification and analysis of the educational problems and needs of migrant children of Kalahandi district. Education of the migrant children is greatly and analyse the educational problems these children, so that possible solutions to them can be found. - Functioning of VEC of Kalahandi, Bolangir, Dhenkanal and Keonjhar 		<p>VIII.</p> <p>The role and contribution of Village Education Committee in the development of Primary education and their relationship with the Panchayati Raj System.</p> <p>Community Participation in construction and maintenance of school buildings and the benefits which accrue viz., departmental construction.</p> <p>Impact of innovative teacher training, teacher competencies, motivation, attendance and community school relationship.</p> <ul style="list-style-type: none"> • Study on utilisation of school improvement grants by the Village Education Committees. - Use of leaching learning materials, utilisation of teacher grants - Study of the establishment and development of school libraries. 	<p>schools in the Phase I districts and all schools in 6 circles (sample). Also initiated in phase II districts.</p> <p>Study on the Transition pattern rate between PE and EE in all districts</p> <p>Role of Private Schools in P.E.</p> <p>Competency' based analysis from MAS.</p> <p>The studies initiated and in process this year,</p> <p>Reasons for repetition in certain selected districts of Phase I & II districts.</p> <p>Stud)' on the impact of VEC on ensuring quality education</p> <p>Stud)' focusing SC/ST /Expenditure patterns on education in upper primary education in Phase I & II districts.</p> <p>Reasons for high ■ dropout rates in selected districts.</p>

DPEP - II, III AND IV States

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttr Pradesh	West Bengal
					districts. - Teacher absenteeism of Rayagada, Keonjhar and Gajapati districts. - Identification and analysis of educational problems and needs of migrant children of Nuapada district.		- In 2001-02 the focus was on evaluation in DPEP-II & data gathering studies in DPEP-II & III on dropout, cohorts, classroom observations, EOCE, MCDA & AS evaluation.	
4. Impact Assessment (i) Strategy	<ul style="list-style-type: none"> - Longitudinal surveys to evaluate the progress in implementation of DPEP. - Long-term and short-term qualitative evaluation studies for impact assessment of DPEP interventions. - Capacity building of state and district level functionaries on evaluation techniques. - Conduct of periodic learning achievement surveys at Primary Stage. - Identification of anion points on the findings of the evaluation impact assessment studies as a feedback for planning and implementation. 	<ul style="list-style-type: none"> - State Level Evaluation Teams formed. - ToR for all components cleared by MHRD. - State Level Evaluation teams formed. - Matter for advertisement ready. - Formats for EOI and RFP ready. 	<ul style="list-style-type: none"> - Field visit by SRG members. - Conduct of appraisal studies. - Feedback from BRC/CRCs. 	Assessment of teacher training programmes. <ul style="list-style-type: none"> - Evaluation of textbooks. - Evaluation of workshops. - Evaluation of 'Gyankalash' Radio programme. - Documentation of all the Research studies conducted and implementation of the research findings to improve the learning achievement of students documentation of Action Researches and implementation of findings / results. Implementation of Continuous Comprehensive 	<ul style="list-style-type: none"> - Three research studies in the following -reas to be commissioned shortly; Developing a status-cum-trend report on research in elementary education by TE&SCERT Teacher policy, training needs, precise status of teachers by Xnvei Institute of Management, Bhubaneshwar Sustainability Development 1 lan by IIM, Ahmedabad. 		<ul style="list-style-type: none"> - SPO plans and evaluates interventions. - DPEP-II has conducted evaluation in all major areas in the last one year. For TAS is going on at present. - 16 research & evaluation studies completed in session 2001-02. - Under DPEP-III, MAS, under DPEP II, TAS and five evaluation studies are planned for 2002-03; action initiated by SIEMAT. These are on: Para teachers, Alternative Schooling, ECCE, Teacher Training & Support System and VEC School Management. 	

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
(H) Evaluations Planned / Undertaken	<p>School & Pupils Survey - to study the progress on enrolment and retention was conducted during 1998-99. This is a longitudinal study. A report was prepared on the survey and submitted.</p> <p>A survey was conducted on Pupil Assessment procedures in primary classes in 2,260 schools of 19 DPEP districts to study the existing Pupil Evaluation Procedures and Practices.</p> <p>Three long-term qualitative studies on the impact of teacher training, new schools and ECE centres were conducted by SCERT, Hyderabad.</p> <p>The following five short-term qualitative studies were completed by the District Evaluation Team.</p> <p>Functioning of VECs/school committees (Vizianagaram)</p> <p>Utilisation of school and teacher grants (Nellore)</p> <p>Utilisation of class I</p>	<p>MLL evaluation completed (1998 & 1999).^</p> <p>External evaluation of MS complete.</p> <p>Programme evaluation by external agencies initiated. ToR for each component prepared separately & sent to MHRD for clearance. ToR for all 6 components cleared by MHRD; Matter for advertisement prepared; State level Evaluation team formed.</p> <p>Internal evaluation of MS completed.</p> <p>Evaluation of Programmes by State Evaluation team of 3 components completed.</p> <p>Mid-Term Assessment Study completed. Sharing with district done.</p> <p>Sustainability study to be taken up by GOB.</p> <p>A study of classroom culture gender perspective. Data collection completed</p>	<p>Teacher training, ECCE centres, Teacher Grant, Community Mobilisation & Pupil achievement.</p>	<p>- Teacher training</p> <p>- Continuous & Comprehensive Evaluation in schools.</p> <p>- Execution and short listing of RIs/RPs for TAS</p> <p>- Evaluation of Vidya Upasak trainings.</p> <p>- Following Evaluation studies that are planned or are being undertaken:</p> <ul style="list-style-type: none"> • Training workshop • Textbooks (Exercises framed on the basis of CCE) • TLM • Study on Causes of repetition in primary classes at the initiative of Ed.CIL. 	<p>Evaluation of teacher's training being conducted through DIET faculty members in one block of each district.</p> <p>Keonjhar district has taken up six studies and Gajapati 2 studies, mostly based on EMIS data analysis.</p> <p>Initiative is also being taken for analysis of DISE data to provide various indicators on enrolment, retention, dropout etc.</p> <p>Micro-studies on participation and achievement of ST children taken up in two ST dominated blocks.</p> <p>MAS in the three expansion districts has been conducted through the Directorate of TE & SCERT. The findings were shared through tele-conference. Report prepared for distribution among field functionaries.</p> <p>Study of TLM grant given each year to primary school teachers.</p>	<p>Classroom process, sustainability, teacher training.</p> <p>Community library, ECCE & Shikshaghar</p> <p>Cohort based Dropout and Retention study in 33 districts (one DPEP-II district & all 32 districts in DPEP III districts) commissioned. Report almost ready.</p> <p>Evaluation study of F.CCE, AS, Model Cluster Development Approach (MCDA) completed.</p> <p>Classroom observation & teacher competency studies in DPEP II districts near completion.</p> <p>Studies completed by SIEMAT recently include:</p> <p>A feedback study of Teacher Training inputs in DPEP-II in U.P. by A. K. Sharma (Retd. Director NCERT) and 3 others.</p>		

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	IjQar Pradesh	West Bengal
	<p>(Karimnagai)</p> <ul style="list-style-type: none"> - Functioning of MEOs (Warangal) - MAS conducted in DPEP I districts in October '99 - A two-day workshop for the functionaries of 19 DPEP districts to disseminate the outcomes (and evolve remedial strategies) of BAS and MAS was conducted in March 2000. - Dissemination of outcomes of MAS to all the DPEP districts in the state. - Activities being carried out / proposed: - Orientation of the District Research & Evaluation Teams on research, methodology and action research - Conduct of Cohort study on dropouts in 5 mandals in each of the 23 districts. Data received from 18 districts so far. The data have been analysed for reporting. - Conduct of small scale impact assessment studies of ECE centres, Alternative Schools, school & teacher grants and T.Cs. Data were collected on functioning on AS and ECE centres 	<p>awaited from MHRD.</p> <ul style="list-style-type: none"> - Evaluation study of GED, ODG & IED bj^SET is being planned. - Component-wise assessment and evaluation of the district performance from the point of view of physical & achievements being done. - A study on Dynamics of Grade-I enrolment to be taken up. TOR for this study sent to MHRD for clearance. - A study on Cohort Dropout has been initiated. - SET report shared with districts - Pupil evaluation plan at various stages of implementation in the district. - Format developed for Quality monitoring of formal primary schools. Pilot running of the format is being done. - Development of Format for quality monitoring of AS centres in process. 			<p>for DPEP Orissa taken up through an external agency to assess the good practices developed during the DPEP implementation.</p> <ul style="list-style-type: none"> - An exercise 'Anusandhan' is being carried out in the eight districts. It is a cohort study involving tracking of each child entering school in 1995-96 & 1996-97. - In the 8 expansion districts, 15 small research studies were conducted through the faculty members of DIETs and NGOs. - Evaluation of Distance Education programme of DPEP-IGNOUcdl undertaken with focus on girls education. - Research studies based on DISE data in progress. - MAS findings for 5 phase I district disseminated for follow up action. - The following students have been initiated: - Impact assessment of the interventions undertaken for disabled children. - Impact assessment of 		<p>Approach in UJP. DPEP-II districts. (4 Independent Evaluators)</p> <ul style="list-style-type: none"> - Evaluation study of ECCE in UP DPEP-II districts (4 Independent Evaluators) - Evaluation Study of Alternative Schooling in DPEP-II. (4 Independent Evaluators) - Cohort based Dropout & Retention study in 33 distts. (one distL in DPEP-II & all 32 districts in DPEP-HI) commissioned & have been completed. - Cohort study in 32 districts of DPEP-III. This study has been conducted by SCERT & completed. Dr. Yash Aggarwal from NIEPA, Dr. K.P. Pandey, Ex. V.C. Kashi Vidhyapeeth, Dr. ABL Srivastava from Ed.CIL provided expert help to formulate the proposal & ToR for the Cohort Study. 	

DPEP - II, III AND IV STATES

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>in Khammam district during April 2001 & reports were prepared.</p> <p>Cohort study on retention and dropouts in 117 UEE mandals of 19 DPEP districts undertaken in April, 2002. The data collected is now being computerised for analysis and reporting.</p> <p>Abstracts of research studies conducted by 413 teachers and MRPs on 15 interventions of DPEP were prepared in workshops conducted at SPO during June, 2002. In September, 2002 the abstracts were edited and finalised for publication and wider dissemination.</p> <p>The report on Mid-term Assessment Survey (MAS) was finalised for publication. The Agency which conducted the survey shared the findings with Sectoral Officers of SPO in September, 2002.</p> <p>External evaluation of APDPEP was entrusted to IIM, Bangalore in August, 2002. The study has been completed.</p> <p>Developed criteria for</p>	<p>I" phase workshop organised with the World Bank representatives & DPQ on monitoring of the programme.</p> <p>Research based on findings of EMIS data.</p> <p>Programme Evaluation by External agencies to be taken up. TOR for each component prepared separately & approved by MHRD.</p>			<p>the distance education programmes</p> <p>Evaluation of infrastructure plan</p> <p>Final Assessment survey for DPEP-1 districts</p> <p>Baseline Assessment Survey for SSA districts.</p> <p>Terminal Assessment Survey conducted in 8 districts. Data analysis being done.</p> <p>Evaluation study of the use of SIG and TLM Grant was conducted in the six districts on the same lines as conducted earlier in Rayagada and Keonjhar districts. The data analysis is being done.</p> <p>Documentation of good practices: The purpose is to document the positive practices followed in some selected schools of Dhenkanal, Bolangir, Sambalpur, Rayagada and Keonjhar district. Data analysis completed in Dhenkanal and Sambalpur districts. A feedback study on the use of self-instructional materials</p>		<p>MAS for DPEP-III is planned for the year 2002-03. SCERT & DIET s is conducting & going to be completed.</p> <p>Following evaluation studies are planned for 2002-03 for which action has been initiated by SIEMAT, Allahabad - Para teachers; Alternative Schooling; ECCE; Teacher Training & Support System; VEC School Management.</p>	

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	UttaTPradesh	West Bengal
	in the state from 2.8.02 to 11.8.02 to reward the agencies that have put forth outstanding efforts for the enrolment of out of school children during the programme. The criteria is being finalised.				- Study on grade repetition is going to be undertaken in 2003.			
5. <i>Networking</i>	<ul style="list-style-type: none"> - Resource Inventory of individuals and invitations was developed and furnished. - NGOs, professional organisations at state and national levels are involved in R&E programmes. - Proposals for research studies invited through open notification 	<ul style="list-style-type: none"> - Has a network with R&E institutions. Efforts made for widening the same. - Universities and Education Institutes are being contracted. 	<ul style="list-style-type: none"> - Networking has been established with universities and Educational & Management institutes. Other areas are being explored. 	<ul style="list-style-type: none"> - Networking established with HPU, NCERT, RIE-Ajmer and NGOs. 	<ul style="list-style-type: none"> Two day workshop on developing areas for institutional linkage has been organised and recommendations are also placed before the Govt. for appraisal 		<ul style="list-style-type: none"> - Has developed a resource inventory. Invitations sent to researchers and institutions for participation in R&E activities. - SIEMAT actively collaborates with UP SPO. 	<ul style="list-style-type: none"> - SPO is seeking help of statisticians and scholars in this regard, and collaborating with IIM-C, ISI etc.

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

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

	Chhattisgarh	Jharkhand	Uttarakhand
	<ul style="list-style-type: none"> - District are conducted different studies - State office has developed proforma for submitting research proposals - M.Ed. Scholars are given regular guidance at SPO. 		
<p>3. Promotion of Research / Studies in Primary Education</p> <p>(i) Strategy</p>		<ul style="list-style-type: none"> - Draws from the experience of DPEP research programme. Priority areas for the year to be developed in a meeting with district and state level participants. - Orientation Workshop on Research & Evaluation held with District level functionaries. - District specific key issues identified and worked-out. - District level core team constituted and oriented. - Feedback workshop held with District level core team at state level. 	
<p>fii) Activities/ Studies conducted</p>	<ul style="list-style-type: none"> - Activities reported for MP. covered Chhattisgarh also. No new activities initiated after the new state came into existence. - National level study on classroom culture with gender perspective is in progress. For capacity building in the state, DIET & other personnel are also involved in the study. - A study on the functioning of Clusters has been conducted. - Study on the problems and causes of dropout conducted. - Study on the skill based learning in progress. 	<ul style="list-style-type: none"> - Areas being identified. - No study initiated. - Classroom observation in selected districts. - Study of household data. - Student attendance monitoring system in selected districts. - Dropout from Class I to II, its reason in selected districts. - Involvement of community to check absenteeism, dropout achievement in selected districts. - Sustainability study to be undertaken as and when required. 	
<p>(iii) Areas in Focus for Research/ Studies</p>		<ul style="list-style-type: none"> - Community Participation in schools - Classroom observation - Evaluation of programmes and pupil's evaluation - Internal and external evaluation planned • Research based on the findings of EMIS Data and 	

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

	Chhattisgarh	Jharkhand	Uttranchal
		<ul style="list-style-type: none"> - Household Survey data - A small sample based study on teacher attendance - Student attendance monitoring system. - Analysis of house hold data. - Dropout from Class I to II and its reasons. 	
<p>4. Impact Assessment</p> <p>(i) Strateg.</p>	<ul style="list-style-type: none"> - Some studies done by M.Ed. students. Ph.D. work on impact assessment of DPEP is going on. - Feedback from Districts & Blocks are regularly received. 	<ul style="list-style-type: none"> - State Level Evaluation teams being formed 	<ul style="list-style-type: none"> -
<p>(ii) Evaluations Planned / Undertaken</p>	<ul style="list-style-type: none"> ■ In DPEP I districts Terminal Assessment Survey completed. TAS initiated in DPEP II 	<ul style="list-style-type: none"> - External evaluation of Programmes being finalised - Evaluation of Programmes by State Evaluation team being finalised. - Mid-term Assessment Study completed by December 2000. - ToR is likely finalised by 25th April, 2003. 	<ul style="list-style-type: none"> - Tools have been developed to monitor <i>the</i> school activities, management system and the community ownership in school management, to monitor the level of achievement and all round development of the child. - These tools were administered in 10-10 schools in two Nyaya Panchayats of district Pithoragarh & Uttarkashi. - In the first phase 1568 schools have been graded. It reflected the following situation in phase I & II. - Schools were divided into 5 categories (A,B,QD and E) on the basis of achievement of students and physical facilities.
<p>5. Networking</p>	<p>SPO/SCERT/DPO/CTE/IASE/ DIET/BRC/CRC/School, Ed.CIL & NIEPA giving technical and academic support.</p>	<ul style="list-style-type: none"> - Networking with XLSS, Ranchi, XLRI Jainsedpur, UNICEF, Patna, etc. 	

CIVIL WORKS

While the programme is in its last month of implementation in the Phase I and II districts, a large number of Phase III and IV districts are only at the beginning or midway through their implementation. This includes the expansion districts of Uttar Pradesh, West Bengal, Rajasthan, Gujarat and Orissa.

In the districts and states where the programme is going to be over in June 2003, the focus is on completing all pending works. Many of these districts have taken on large volume of additional works due to the enhancement of ceiling, which are all in progress.

Progress of construction is not a major issue in any of the districts in the later phases. For most of the states, the experiences in the initial districts have helped the expansion districts, specially in terms of planning out their civil works. Most of these districts show reasonable progress and is expected to complete their civil works activities well within time.

However, the same cannot be said with respect to the processes and the innovations. The process of innovation and experimentation that was the hallmark of the Phase II of the programme was not carried forward or built upon by any of the states. Thus neither Bihar (and Jharkhand) nor West Bengal has carried forward the interesting experiments with regard to cost effective technologies. The process of design renewal also has slowed down after DPEP II. States have also not shown much proactiveness in addressing the issues raised at the national level more recently - primary among them being rain water harvesting, energy efficient buildings, barrier free schools and school campus development.

As a step towards understanding the strengths and weaknesses of the programme, an evaluation of all aspects of Civil works under DPEP, covering all DPEP states has been initiated at the National level since February 2002. The Technical Support Group (TSG) of the Educational Consultants India Limited (EdCIL) is co-ordinating this evaluation. The evaluation was conducted in nine of the eighteen states (Andhra Pradesh, Assam, Haryana, Himachal Pradesh, Karnataka, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal) in 2002 - eight of the nine reports are now available.

Unfortunately, there were some unforeseen delays due to which the second round could not be taken up in September, as planned. The second round of the evaluation has recently been launched with evaluation teams having been sent to Madhya Pradesh, Orissa and Maharashtra. It is expected that the remaining six states would be covered by May 2003. The final Synthesis of the individual state findings are expected by June 2003.

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

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

Involving the community in construction has been a very positive feature in DPEP resulting in an increased ownership of the school and better quality of construction. However, it has been observed that the involvement of the community in actual construction is limited to

the Sarpanch and the headmaster in many cases. This is mainly due to the fact that adequate importance is not given to the pre-construction activities like community mobilization, training etc. Linkage between civil works and other programme components is also weak in many cases which is an area of concern. The true benefits of community construction can only be felt once there is a larger all round participation. A lot therefore still needs to be done by the States in mobilising the community and ensuring a larger participation in construction.

- Though overall quality of construction is an improvement over the previous constructions strengthening is required in certain areas. Quality of construction is a function of several factors; including planning, method of implementation, capacity building (technical training), system of supervision and monitoring and the level of honesty and transparency. All these factors need to be given adequate importance in order to achieve good quality in construction. Thus, a rush to complete a large number of constructions within a very short time leads to a compromise in the quality, as observed in the expansion districts of Andhra Pradesh. While in Uttar Pradesh, the poor quality of construction observed in many cases are attributed to a poor supervision and monitoring system. Unfortunately, physical and financial progress often takes precedence over quality of construction in planning and implementation of civil works.
- Related to quality of construction is the provision of adequate maintenance. Proper and regular maintenance is extremely essential, even for the new buildings. It has been observed that even new buildings, constructed under DPEP, are deteriorating due to lack of proper maintenance this is a cause of grave concern. Maintenance can be ensured through effective community involvement and adequate recurrent funding. Various ideas for generating funds have been mooted, the most significant among them being the idea of creating a *corpus* at the village level, the interest of which can be used for maintenance
- All states have taken up some steps to make the school building joyful and functional - new attractive designs have been used for schools, child friendly elements have been added and steps have been taken to create a conducive outdoor learning environment - the traditional box has given way to more exciting structures. Some states have tried to look at civil works in a holistic way and address issues like energy efficiency (solar passive features in Himachal) and water conservation (rain water harvesting in Rajasthan). Development of school design and environment has been one area in which there has been unique achievement under DPEP compared to all earlier programmes.
- Similarly most states have taken steps to reduce cost of construction through rationalization of designs, use of local materials or alternate technologies. Involvement of the community has itself resulted in a lot of savings as the Contractor's profit was dispensed with and an additional savings through community contribution (cash, kind or labour) generated. However there are also instances, as revealed during the National Evaluation, where the unit costs are unrealistically low and constructing buildings at such a low cost resulted in a compromise on the quality of construction. It is therefore important to have a reasonable unit cost for construction, allowing enough flexibility to take care of site-specific variations.
- As more and more districts get covered under the Sarva Siksha Abhiyan, it is evident that the gains of DPEP civil works have transcended the programme. While community construction is a requirement under SSA, most states are following the DPEP procedures of community construction (manuals, trainings, account keeping) in the SSA districts also. The child friendly designs developed under DPEP are also likely to be replicated under SSA. Many SSA districts have also committed themselves to using local materials and cost effective technologies, which has been a major focus under DPEP. These, along with the fact that in various states, school buildings being constructed through State Govt, schemes are being entrusted to DPEP societies indicate an acceptance and appreciation of the quality of works in DPEP and the strategies adopted to achieve this.

	10th March, 2003)				(upto 10th March, 2003)				2003)							
	Target/ Planned	IP	Comp.	%of comp.	Target/ Planned	IP	Comp.	%of comp.& IP	Target/ Planned	IP	Comp.	%of comp.S IP				
BRCs/MRCs	250	39	210	84.00	377	31	343	90.98	32	12	20	62.50				
CRCs	2513	3	2510	99.88	3854	413	3225	83.68	280	20	259	92.50				
Addl. Classrooms	7646	894	5166	67.56	10140	2301	6776	66.82	686	183	439	63.99				
School Buildings (New & Rldg. less)	6105	894	5166	84.62	5479	1275	3630 ^	66.25	608	218	310	50.99				
Toilets	16470	2152	14018	85.11	12352	1628	8505	68.86	1418	49	1206	85.05				
Drinking Water	3440	0	3440	100.00	4397	1213	0	0.00	1352	0	0	0.00				
Repairs	2215		NA		1400	421	979	69.93	1090	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				
	16644.68		16370.57	98.35	18251.00		17437.2	95.54	1777.89		1194.4	67.18				
	Orissa (upto Feb. 2003)				Orissa - expansion (upto Feb. 2003)				West Bengal (upto Feb. 2003)				West Bengal - expansion (upto Feb. 2003)			
	T arget/ Planned	IP	Comp.	%of comp.	Target/ Planned	IP	Comp.	% of comp and IP.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	%of comp & IP
BRCs/ CIRC	86	13	73	84.88					196	17	174	68.78	130	77	31	83.08
CRCs/NPRCs	1045	110	935	89.47	570	263	13	48.42	0	0	0	0.00	0	0	0	0.00
Addl. Classrooms	1384	491	893	64.52	481	277	4	58.42	1378	34	1341	97.31	413	204	184	93.95
School Buildings (New & Bldg. less)	957	183	774	80.88	852	529	9	63.15	485	29	447	92.16	332	152	136	86.75
Toilets	1249	11	1238	99.12					0	0	0	0.00	0	0	0	0.00
Drinking Water	333	5	328	98.50					0	0	0	0.00	0	0	0	0.00
Repairs	2286	397	1889	82.63	802	150	14	20.45	522	0	522	100.00	0	0	0	0.00
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp up to Dec.2002	% of exp	Total/app. Project Outlay		Exp up to Dec.2002	% of exp	Total/app. Project Outlay		Exp. As on 15th Dec.2002	% of exp	Total/app. Project Outlay		Exp. As on 15th Dec.2002	% of exp
	4789.42		3846.9				2121.081		6068.08		5349.13		4732.25		1808.1	

DPEP Progress Overview - Implementation Issues

Uttar Pradesh	Uttaranchal	Orissa
<p>Progress of construction is good in both the initial (expenditure 98%) as well as the expansion (expenditure 95%) districts. However, there seems to be some mismatch between the figures of physical and financial progress in DPEP II - though the expenditure levels are very high, physically a number of Addin, rooms school buildings and BRCs (DPEPII) are still incomplete. Under DPEP III, repairs and drinking water facilities are being provided through the PMGY funds. Most of the State level constructions are either complete or in finishing stages. Initiatives have been taken at the SPO to develop child sensitive designs and create a child friendly environment in schools. However, the absence of a strong supervision and monitoring system has been always felt, whether in implementing the child friendly concepts in schools or in ensuring quality of construction. The field supervision, through RES Dept, has not been very effective and inadequate technical staff at the SPO made things more difficult.</p>	<p>Progress of construction has been impressive - most of the works are either complete or in progress. Only provision of drinking water facilities and repairs are yet to be taken up. As in UP, monitoring and feedback is an area of concern as there is no technical staff at the SPO. Thus, though schools are being constructed as per schedule, with reasonable progress and quality, there is no creativity noticed at any stage. There has been no efforts towards developing designs that suit the local terrain and materials of construction. Neither has there been any initiatives taken towards issues like rain water harvesting and energy efficient buildings - all of which are very contextual to Uttaranchal. In absence of proper supervision system, it is also not clear whether the buildings constructed are adequately earthquake resistant. The unfortunate thing is that the state has not even made any efforts to learn from Himachal which has a similar terrain and a number of interesting experimentation with respect to civil works has taken place there.</p>	<p>Progress of civil works is impressive in the initial districts - in the expansion districts also substantial progress has been achieved. The initial districts are in a position to take up civil works upto 33.33%. Cost-effective technologies and child friendly elements are being used in the construction of school buildings. A total of 6254 schools are proposed to be provided with child friendly elements. A number of new alternatives have also been developed for school designs, taking into account various specificities like urban areas, low enrolment areas etc. Infrastructure plans have also been developed covering all schools. In the expansion districts convergence has been established with the RD Dept, to provide toilet and drinking water facilities under the Total Sanitation Campaign.</p>

DPEP Progress Overview - Implementation Issues

West Bengal	Bihar	Jharkhand
<p>In the initial five districts, most of the original targets are complete - work is in progress with respect to additional civil works that has been allowed out of the project contingencies. Fresh engineers have been engaged in Bankura and Cooch Behar to carry out the additional works. Pace of implementation meanwhile seems to have improved in the expansion districts - the staffing issue in Purulia has been resolved, while the designs developed under DPEP has been widely disseminated, efforts have been initiated to develop more alternatives, site specific modification of designs are also being taken up. Besides the district engineers are also being encouraged to come up with creative ideas with respect to design or other civil works interventions. Following the findings of the National civil works evaluation, a renewed emphasis is being placed on the quality of construction. Convergence plans have been formulated at the district level to provide basic minimum building support to all schools - this include a loan negotiated with NABARD for school buildings (under the RIDF scheme) and grants from UNICEF of sanitation facilities.</p>	<p>Overall progress is picking up slowly - the slow progress with respect to construction of school buildings is a concern. A few vacancies with regard to staff positions still remain. All the works are being undertaken through the community and with cost-effective technologies. Quality of work is commendable. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies. However there has been a stagnation in experimentation with respect to civil works in the state. The designs developed in the initial stages have not been revisited - nor has there been any fresh initiative to look at other related issues like water harvesting, energy efficiency etc. The experimentation with respect to cost effective technologies have also stopped.</p>	<p>There has been some progress since the last JRM. However, the construction of additional rooms and school buildings need to be further speeded up. Staffing remains an issue with no technical staff at the SPO and a number of vacancies at the district level. In an effort to concentrate on progress, the various interesting experiments with respect to designs, technologies etc. has all stagnated. There was a workshop held in the recent past to finalise a strategy for developing a school development plan - however, not much progress has been made towards that end.</p>

DPEP Progress Overview - Implementation Issues

Rajasthan	Gujarat	Andhra Pradesh
<p>Construction is in full swing in the first phase districts and is progressing at good speed in the expansion districts. Both progress and quality of construction has been found to be good. Engineering staff is in position. The new designs developed at the state level, after conduction of the Resource Mapping Exercise, are being used. These designs lay emphasis on the use of local materials and technologies. Rainwater harvesting for drinking water provisioning and innovative sanitation systems are the other focus areas of the state. Both these initiatives are being tried out in a couple of districts at first, and will be upscaled subsequently. A school sanitation programme is being implemented in two districts of Alwar and Tonk on a pilot basis in collaboration with UNICEF. So far, civil works to the tune of Rs.475 lakhs have been taken up in the DPEP districts through convergence with 'famine relief and 'food for work' schemes.</p>	<p>All targets in the initial three districts, barring 2 BRCs and a few additional rooms, are complete. Works in the expansion districts are also progressing smoothly. Under the Gujarat School Repair & Reconstruction Programme, repair and strengthening works are complete and reconstruction (using approved earthquake-resistant designs) is in progress. The entire Gujarat Reconstruction Programme (school component), involving reconstructing 4000 classrooms and repairing 42000 others across 18 districts has been excellently implemented by the DPEP civil works cell, the State has also tried out pre fabricated structures in remote habitations where materials/water and labour were not available. Scarcity of water being a major issue in many districts of the state, efforts towards rain water harvesting techniques need to be explored.</p>	<p>Though the state has not provided the componentwise details of civil works progress, overall progress is found to be satisfactory. Additional works to the tune of Rs. 34 crores (enhancement upto 33.33%) has been taken up in the initial five districts - these works are presently under progress. Earlier it was planned to relieve the DPEP engineers and complete the balance work through the Panchayati Raj Engn. Dept. But in view of the fact that PRED engineers are overloaded and are not showing any interest in carrying out the works, it has now been decided to engage two engineers per district on deputation to look after all school level constructions. The state is planning to construct alternative school in school less habitations at an unit cost of Rs. 20,000, of which Rs. 5000 would come through community contribution. The National civil works evaluation conducted in the state in 2002 had pointed out to cases of poor quality of construction and had indicated unrealistically low unit costs to be one probable reason for poor quality.</p>

PROCUREMENT AND DISBURSEMENT

Procurement

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

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

With the objective of acquainting the DPEP functionaries with the procurement and disbursement procedures of the funding agencies, National Level and State Level Workshops on procurement and disbursement are organised. Training programmes with participation of Bank's representatives in Rajasthan to familiarise the DPEP functionaries in the State with the IDA procurement and disbursement procedures and the requirements connected with financial management system were organised. The DPEP functionaries in the new States viz Uttaranchal, Jharkhand and Chhatisgarh have been acquainted with the procurement procedures. The DPEP functionaries in the newly bifurcated states Jharkhand & Uttaranchal were acquainted with the disbursement procedures of World Bank in the months of October & November 2002 in State level workshops.

Expenditure and Disbursement fIDA Credits^

DPEP-I - (Credit No. 2661-IN) Expenditure

The cumulative expenditure claimed by the Project upto 31/3/2002 is Rs. 896.70 crores which is 71% of the EFC approved revised Project Cost of Rs. 1258.58 crores.

Against the AWF&B of Rs.255.57 crores for the year 2002-2003 the Project has incurred an expenditure of Rs. 133.95 crores from April, 2002 to February, 2003 which is about 52%. The tumulative expenditure upto 28/2/2003 is Rs. 1030.65 crores which is 82% of the revised Project Cost and 95% of the SAR Target of Rs. 1086.75 crores. The closing date of the Project is >0/6/2003.

Disbursement

The Project was to achieve a target of US \$ 260.3 million upto 31/3/2002 which could not be done due to low level of expenditure. The Project has been extended upto 30/6/2003 hoping that the above target would be achieved. The disbursement upto 28/2/2003 is US \$188,019 million and reimbursement claims for US \$ 11.187 million (Rs. 53.44 crores) are in the pipeline. T1K balance still available is US \$ 44.716 million.

EEC funded Madhya Pradesh / Chhattisgarh

Expenditure

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

Against the AWP&B of Rs. 153.34 crores for the year 2002-2003, the project has incurred an expenditure of Rs.50.30 crores during April to December, 2002 which is about 33%.

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

Expenditure

The cumulative expenditure claimed by the Project upto 31/3/2002 is Rs. 1774.74 crores which is about 72% of the EFC approved Project Cost of Rs.2481.93 crores.

Against the AWP&B of Rs.568.15 crores for the 2002-03, the Project has incurred an expenditure of Rs. 342.83 crores during April, 2002 to February, 2003 which is about 60%. The total cumulative expenditure upto 28/2/2003 is **Rs. 2117.57 crores** against the EFC approved cost of Rs.2481.93 crores (85%) and 113% SAR target of Rs. 1870 crores upto 31/3/2003.

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

Disbursement

The cumulative disbursement upto 28/2/2003 is US \$ 324.757 million and reimbursement claim: to the extent of Rs. 80.97 crores equivalent to US \$ 17.000 million are in the pipeline. The achievement is thus 83%) w.r. to the SAR target of US \$ 413.40 million upto 28/2/2003. The undrawn balance as on 28/2/2003 is US \$ 46.20 million. Re-imbursement claims to the tune of Rs 15.66 crores against expenditure incurred by Chhattisgarh are yet to be lodged.

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

Expenditure

The expenditure remains at low level. The Project has claimed an expenditure of Rs.206.1] crores upto 31/3/2002 which is 31.66% of the EFC approved Project Cost of Rs.651.17 crores.

against the AWP&B of Rs. 194.33 crores for the year 2002-03, the project has claimed an expenditure of Rs. 73.43 crores being 38%. The total expenditure upto 28/2/2003 is Rs.279.60 crores which is 43%.

The Project will close on 30/9/2003.

Disbursement

The disbursement upto 28/2/2003 is US \$ 36.413 million. Reimbursement claims to the extent of Rs. 53.64 crores equivalent to US \$ 11.300 million including expenditure incurred by Jharkhand in the pipeline. The total disbursement therefore, works out to US \$ 47.713 million which is 47% of the SAR target of US \$ 144.15 million upto 31/3/2003. The re-imbursalment claims in respect of DPEP Jharkhand will be lodged after the Legal Agreement is amended by the Bank.

•ERP (Education Component. Credit No. 3103-IN)

Expenditure

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

Against the AWP&B of Rs.222.78 crores for the year 2002-03, the project has claimed an expenditure of Rs.45.12 crores upto 28/2/2003 which is 20% only.

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

Disbursement

The total disbursement upto 28/2/2003 is US \$ 65.433 million which is 47% of the cumulative target of US \$ 140.295 million upto 31/3/2003. Reimbursement claims for US \$ 3.060 million are in the pipeline.

EP Rajasthan-Phase-I (IDA Credit No. N.044-IN)

Expenditure

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

During the year 2002-2003, the project has achieved an expenditure of Rs.59.25 crores during the period April, 2002 to February, 2003 against the AWP&B of Rs. 108.92 crores for the year, an achievement of about 54%.

Disbursement

The cumulative disbursement upto 31/3/2002 is US\$ 15.909 million which is about 34% of the cumulative SAR target of US\$ 46.800 upto 31/3/2002.

Against the SAR target of US \$ 23.100 for the year 2002-03, the disbursement upto 28/2/2003 is **10.404** million and claim to the tune of Rs. 13.87 crores equivalent to \$ 2.912 million are in the pipeline. The achievement during the current year is therefore 58%.

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

Expenditure

Phase-II of the DPEP commenced on 27/7/2001. The project has reported an expenditure of Rs.9.95 crores upto 31/3/2002. Against the AWP&B of Rs. 106.18 crores for the year 2002-03, the expenditure claimed by the project upto 28/2/2003 is Rs. 53.58 crores which is 50%.

Disbursement

The disbursement upto 31/3/2002 was US \$ 0.950 million. Against the SAR Target of US\$ 22.000 million the disbursement upto 28/2/2003 is US\$ 7.630 million and claims Rs. 15.09 crores equivalent to US \$ 3.167 million are in the pipeline. The achievement is, therefore, 49%.

UP DPEP-III

Expenditure

The cumulative expenditure incurred upto 31/3/2002 is Rs.350.10 crores which is 76% of the Planned Budget of Rs.457.72 crores upto 31/3/2002.

Against the AWP&B of Rs.307.02 crores for the year 2002-2003, the project has reported an expenditure of Rs. 165.11 crores upto 28/2/2003 which is 54%.

Disbursement

Against the SAR target of US\$ 88.212 million upto 31/3/2002 a disbursement of US\$ 59.11[^] million has been achieved which is 67%.

The SAR target for 2002-2003 is US\$ 46.2 million. The disbursement upto 28/2/2003 is US \$ 17.959 million and claims to the tune of Rs.39.32 crores equivalent to US \$ 8.247 are in the pipeline.

Reimbursement claims for the expenditure incurred by DPEP Uttaranchal for an amount of Rs.24.92 crores will be lodged after the Legal Agreement is amended by World Bank.

ID Aided Projects

Madhya Pradesh District Primary Education Project

Against the EFC approved cost of Rs. 172.73 crores the project has incurred an expenditure of Rs. 151.95 crores (88%) upto 31/3/2002. This has generated reimbursement claims of Rs. 129.16 crores. Against the AWP&B of Rs. 104.23 crores for the year 2002-2003, the project has reported an expenditure of Rs.40.08 crores (38.45%) for the period April, 2002 to February, 2003. Against this reimbursement claims for Rs.34.07 crores have been lodged.

Disbursement

Against the total grant of £ 42.500 million the DFID have disbursed £ 22.679 million upto 31/2/2003. Re-imbursement claims for Rs. 16.04 crores await disbursement.

West Bengal District Primary Education Project

Against the EFC approved cost of Rs. 196.30 crores, the Project has incurred an expenditure of Rs.113.52 crores (58%) upto 31/3/2002. This expenditure has generated reimbursement claims to the tune of Rs.96.49 crores. The project has reported an expenditure of Rs.32.99 crores during April, 2002 to February, 2003 which is 35% of the AWP&B of Rs.94.54 crores for the year 2002-2003. Reimbursement claims for Rs.28.04 crores have been lodged.

Disbursement

The DFID has disbursed £ 15.099 million against the total Grant of £ 37.7 million upto 31/2/2003. Re-imbursement claims for Rs. 18.98 crores await disbursement.

West Bengal District Primary Education Project Phase-II

The project has reported an expenditure of Rs.26.76 crores upto 31/3/2002 generating reimbursement claims to the extent of Rs.22.74 crores. Against the AWP&B of Rs.77.39 crores for the year 2002-03 the project has claimed an expenditure of Rs.23.19 crores upto 28/2/2003. Re-imbursement claims for Rs. 19.71 crores have been lodged.

Disbursement

The DFID has disbursed £ 4.978 against the total grant of £ 30.000 million upto 28/2/2003. Re-imbursement claims to the extent of Rs. 7.61 crores await disbursement.

Disbursement against the re-imbursement claims lodged is still awaited.

Orissa DPEP

Expenditure

The Project has claimed an expenditure of Rs. 4.62 crores upto 31/3/2002 and Rs. 12.83 crores for the period 4/2002 to 12/2002 against the AWP&B of Rs. 60.00 crores for the year 2002-03. Re-imbursement claims for Rs. 14.83 crores have been lodged.

Disbursement

Netherlands Grant TF-No. 20916-DPEP-Gujarat

Expenditure (Phase-I)

The EFC approved cost of the Project has been revised from Rs.95.67 crores to Rs. 134.56 crores. The Project has achieved an expenditure of Rs.96.94 crores upto 31/3/2002 which is 101% of the original approved project cost and 72% of revised project cost. Against the AWP&B of Rs.31.39 crores for the year 2002-03, the project has claimed an expenditure of Rs. 14.50 crores which is 46% only.

Disbursement

Against the total grant of US \$ 25.8000 million the DFID have disbursed US \$ 18.896 million upto 28/2/2003. Reimbursement claims to the tune of Rs. 4.20 crores equivalent to US \$ 0.800 million are in the pipeline.

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

Expenditure

The Project has commenced during 2001-2002 and reported an expenditure of Rs.3.49 crores upto 31/3/2002. Against the AWP&B of Rs.32.87 crores for the year 2002-2003, the project has claimed an expenditure of Rs.11.94 crores upto 28/2/2003 which is about 37%.

Disbursement

Against the total grant of US \$ 26.470 million the Bank has disbursed an amount of US \$ 1.678 million upto 28/2/2003. Reimbursement claims for Rs.5.32 crores equivalent to US \$ 1.116 million are in the pipeline.

Release of Funds

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

Details available in Statements A to F

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

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

Statements 'C-1\ 'C-2\ 'C-3', & 'C-4' State wise Planned Budget upto 31/3/2003 and actual expenditure upto 28/2/2003 under DPEP-I, DPEP-II, DPEP-III and others.

Statement 'D' State wise / Phase wise EFC approved project cost /' expenditure upto 28/2/2003.

Annexures - Disbursement category wise EFC cost and expenditure upto 28/2/2003 for each state - Phase wise.

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

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

Statement 'A'

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

(Rs. in Crores)

Financial Year	DPEP-I (Credit No. 2661 - IN)		DPEP-II (Credit No. 2876 - IN)		DPEP-III (Credit No. 3012- IN)		APERP Education Component (Credit No. 3103-IN)	
	Targets	Actuals	Targets	Actuals	Targets (AWP&B)	Actuals	Targets (AWP&B)	Actuals
1994 - 95	<i>l/yn</i>	2.67(11.92%)	-	-	—	-		
1995 - 96	99.22	70.32 (71.00%)	-	-	-	-		
1996 - 97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	-	-		
1997 - 98	171.15	153.02 (89.40%)	182.00	122.66 (67.40%)	31.33	4.36(13.91%)		
1998 - 99	191.27	124.60 (65.14%)	259.00	340.59(131.50%)	102.00	42.70 (41.86%)	126.38	126.38 (100%)
1999-2000	189.75	(23.36(65%))	362.75	362.17 (99.80%)	(59.03)	45.60(28.67%)	182.00	106.18(58.34%)
2000-2001	170.75	134.90(79%)	446.95	450.71 (101%)	138.56	41.56(30%)	208.28	38.20 (18.34%)
2001-2002	105.00	161.46(154%)	374.15	493.39(132%)	168.68	71.95 (43%)	159.41	47.87 (30%)
2002-2003		133.95	204.20	342.83(168%)	194.33	73.44(38%)	222.78	45.12(20%)

(*) this does not include UNICEF funded exp.

Financial Year	Rajasthan DPEP (Credit No. NO-44)		Rajasthan-II		UP DPEP-III (Credit No. 3307-IN)	
	Targets (AWP&B)	Actuals	Targets (AWP&B)	Actuals	Targets (AWP&B)	Actuals
1999-2000	Nil	2.60			1.18	1.18
2000-2001	110.37	35.65 (32.30%)	—	-	164.26	109.36 (66.57%)
2001-2002	119.11	62.89 (53%)	70.10	9.95 (14%)	347.18	239.57 (69%)
2002-2003	108.92	59.25 (54%)	106.18	53.58 (50%)	307.02	165.11 (54%)

Note : Actual expenditure for 2002-03 is upto February 2003.

Expenditure in DPEP**Others**

(Rs. in Crores)

Financial Year	EC Assisted DPEP	DFID Assisted DPEP	DFID Assisted DPEP		DFID Assisted DPEP		DFID Assisted DPEP	
	Madhya Pradesh	Uttar Pradesh	Andhra Pradesh	Andhra Pradesh	Bengal I & II	Bengal I & II	Orissa- II	Orissa- II
	Target	Actuals	Target	Actuals	Target	Actuals	Target	Actuals
2000-2001	510.81	481.97 (94%)	157.27	117.79 (68%)	(i) 142.85 (ii) 6.07	(i) 90.62 (63.43%) (ii) 6.07 (100%)		
2001-2002	169.34	97.92 (58%)	68.74	34.16(50%)	(i) 56.28 (ii) 50.26	(i) 22.90(41%) (ii) 20.69(41%)	65.93	4.62 (7%)
2002-2003	153.33	50.30 (33%)	104.22	40.08 (38%)	(i) 94.54 (ii) 77.38	(i) 32.99(35%) (ii) 23.19(30%)	60.00	12.83 (21%)

-Statement 'B'

**Disbursements in DPEP
Targets (SAR) and Actuals (IDA Assisted)
(upto 30/9/2002)**

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

Financial Year	DPEP-I (Credit No. 2661 - IN)		DPEP-II (Credit No. 2876 - IN)		DPEP-III (Credit No. 3012-IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994 -95	S 4.0	-	-	-	-	-
1995 -96	S 27.85	S 8.905 (31.97%) Rs.31.79	—	—	—	—
1996-97	S 34.30	S 37.563 (109.51%) Rs.133.56	S 7.50	—	—	—
1997 -98	41.00	S 36.969 (90.17%) Rs.138.18	S 36.85	\$ 16.103(44%) Rs.62.50	\$3.5	—
1998-99	S 45.75	S 24.422 (53.38%) Rs. 103.02	S 49.80	\$64,023 (128.57%) Rs.269.48	S 18.65	\$ 7.891 (42.31%) Rs.J3.33
1999-2000	S 43.95	S 23.995 (54.60%) Rs. 104.02	S 70.45	\$70.239 (99.70%) Rs.304.36	\$ 37.75	\$8,557 (23.00%) Rs.37.05
2000-2001	S 36.512	\$21,445 (59%) Rs.97.92	S 100.00	\$ 69.047 (69%) Rs.317.01	\$ 39.65	\$ 7.609 (26%) Rs.34.89
2001-2002	S 26.938	S 22.446 (87%) Rs.107.20	S 90.8	S 63.745 (70%) Rs.303.17	S 26.75	\$ 7.700(29%) Rs.37.45
2002-2003		S 12.284 Rs.59.53	S 58.00	\$41,600(72%) Rs.201.23	S 17.85	S 4.656 (26%) Rs.22.50
Upto 2002-2003	\$260.300	S 188.019 (72%) Rs.775.22	S 413.40	S 324.757 (79%) Rs. 1457.75	S 144.15	536.413(25%) Rs. 165.22

DFID Assisted Projects Targets

Sl. No.	State	Targets					Actuals				
		Upto 31/3/99	1999-2000	2000-2001	2001-2002	2002-2003	lipti) JI/VWI	1499-2000	2000-2001	2001-2002	2002-2003
1.	Andhra Pradesh	Rs.80	Rs.48	Rs.54.00	Rs.5X.43	88.59	Rs.52.1S(15%l	Rs.27.04 (56%-.1.)	Rs.20.90 (38.70%)	Rs. 29.04 (50%)	34.06 (38%)
2	\\ ost Bengal	Rs.44	Rs.60	Rs.76.00	Rs.47.84	80.36	Rs.20.(?0(47%)	Ks.24.2X (4(1%)	Rs32.15 (42.30%)	Rs. 19.46 (41%)	28.04 (35%)
3.	West Benual-II	-	-	-	Rs.42.72	65.77				Rs.22.74 (53%)	19.71(25%)
4.	Orissa-II	-	-	-	Rs.56.00	51.00					10.90(21%)

Note: Disbursement during 2002-2003 is upto 28/2/2003

SAR Targets & Actuals

(S in Million/ Rs. in Crores)

Financial Year	Netherlands Grant for Gujarat State		IDA Credit No. 3103-IN APERP - Education Component	
	Target	Actuals	Target	Actuals
Upto 1997-98	\$5.0	\$2,118(43.6) Rs.8.13	-	-
1998-99	\$4.0	\$ 3,579(89%) Rs. 15.13	\$ 26.295	\$20.956 (79.69%)
1999-2000	\$4.6	\$ 4.556(99%) Rs.19.79	\$ 35.00	\$24.168 (69%)
2000-2001	\$4.5	\$ 3.887 (86%) Rs. 17.82	\$ 25.000	\$8.559 (34%) Rs. 32.07
2001-2002	\$4,500	\$ 3,560 (79%) Rs. 17.30	\$ 27.000	\$ 6.480 (24%,) Rs.30.54
2002-2003	\$ 2.500	\$ 1.196 (24%) Rs.5.79	\$ 27.000	\$ 5.270 Rs.25.69
Total	\$25,100	\$ 18.896 (75%) Rs.83.96	\$1 40.295	\$ 65.433 (47%) Rs.280.78

Financial Year	Rajasthan DPEP -I		UP DPEP-III	
	Target	Actuals	Target	Actuals
Upto 1999-2000	\$ 3.00	\$0,475 (16%) Rs.2.07	•	-
2000-2001	\$ 17.300	\$ 3,577 (21%) Rs. 16.64	\$ 46.212	\$ 15.649 (34%) Rs.72.84
2001-2002	\$ 26.500	\$11,857 (45%) Rs.57.03	\$ 42.00	\$ 43,470 (103.5%) Rs.207.85
2002-2003	\$23,100	\$ 10.404(27%) Rs.50.20	\$ 46.2	\$ 17.959 (39%) Rs.87.13
Cumulative upto 31/3/2003	\$69,900	\$ 26,313 (34%) Rs. 125.94	\$134,412	\$ 77.078 Rs.367.79

Financial Year	Rajasthan DPEP -II	
	Target	Actuals
2001-2002	\$ 9.30	\$ 0.950 (10%) Rs. 4.63
2002-2003	\$ 22.50	\$ 7.630 (34%) Rs. 36.86
Total	\$31.80	\$ 8.580 (27%) Rs. 41.59

State wise Planned Budget / Expenditure
Project Phase-I (IDA Credit No. 2661-IN) and EEC Grant for MP and Chhattisgarh

Statement 'C-1'

Rs. in Lakhs

Sl. No	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 28/2/2003	Cumulative Exp upto 28/2/2003	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Assam	11564.77	3252.67	14817.44	2225.93	13790.70	93.07
2	Haryana	12915.61	4412.23	17327.84	1931.69	14847.30	85.68
3	Karnataka	18160.85	3307.95	21468.80	1908.73	20069.58	93.48
4	Kerala	8462.72	3792.71	12255.43	608.48	9071.20	74.02
5	Maharashtra	18434.70	7903.76	26338.46	4375.61	22810.31	86.60
6	Tamil Nadu	15901.41	2322.85	18224.26	2106.36	18007.77	98.81
7	National Component	4229.80	564.74	4794.54	238.47	4468.27	93.19
	Total	89669.86	25556.91	115226.77	13395.27	103065.13	89.45
	EEC funded			0.00			
9	MP (*)	44067.51	12955.78	57023.29	4504.85	48572.36	85.18
10	Chhattisgarh (*)	13921.15	2377.66	16298.81	525.30	14446.45	88.63

(*) Expenditure upto 30/6/2002

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 28/2/2003	Cumulative Exp upto 28/2/2003	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Assam	10770.77	4239.58	15010.35	2792.22	13562.99	90.36
2	Haryana	6360.53	3253.35	9613.88	968.79	7329.32	76.24
3	Karnataka	23656.41	4147.00	27803.41	2109.33	26065.74	93.75
4	Kerala	7195.45	2069.45	9264.90	878.10	8073.55	87.14
5	Maharashtra	9526.20	5182.25	14708.45	2561.71	12087.91	82.18
6	Tamil Nadu	5724.85	1431.77	7156.62	632.26	6357.11	88.83
7	MP	31002.14	6423.04	37475.18	5281.56	36283.70	96.95
8	HP	9170.44	3293.81	12464.25	1491.04	10661.48	85.54
9	Orissa	13513.61	7151.00	20664.61	5172.19	18685.80	90.42
10	UP	48864.17	14598.47	63462.64	9137.60	58001.77	91.40
11	Chhattisgarh	1301.24	1636.29	2937.53	1335.99	2637.23	89.78
12	National Component	694.21	250.00	944.21	171.76	865.97	91.71
	Total	167780.02	53676.01	221456.03	32832.55	200612.57	90.59
13	Gujarat	9694.17	3139.28	12833.45	1450.43	11144.60	86.84

State wise Planned Budget / Expenditure

Statement 'C-3*

Rs. in Lakhs

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 28/2/2003	Cumulative Exp upto 28/2/2003	%age Budget Expended
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8
1	Rajasthan-I	11261.20	10892.12	22153.32	5924.84	17186.04	77.58
2	Rajasthan-II	994.56	10618.27	11612.83	5358.09	6352.65	54.70
3	Bihar	18953.30	13249.36	32202.66	3959.29	22912.59	71.15
4	Jharkhand	1663.50	6183.99	7847.49	3384.15	5047.65	64.32
5	APERP	31863.32	22277.96	54141.28	4511.75	36375.07	67.19
6	Gujarat-II	348.90	3286.88	3635.78	1193.53	1542.43	42.42
7	UP-III	33360.01	28061.68	61421.69	15032.75	48392.76	78.79
8	Uttaranchal	1649.72	2640.64	4290.36	1477.94	3127.66	72.90
	Total	100094.51	97210.90	197305.41	40842.34	140936.85	71.43

DPEP-III, Bihar(Credit No 3012-IN), APERP (Credit No.3103-IN), DPEP Rajasthan Phase-I (N-044-IN), Rajasthan Phase-II (IDA Credit No.3529-IN), Third UP DPEP (Credit No. 3307-IN) and Grant No. 27772 for Gujarat-II

Sl. No.	Name of the State	Since Project Start					
		Exp upto 31/3/2002	Budget from 1/4/2002 to 31/3/2003	Total Planned budget till 31/3/2003	Exp from 1/4/2002 to 28/2/2002	Cumulative Exp upto 28/2/2003	%age Budget Expended
1	2	3	4	{3+4}=5	6	(3+6)=7	7/5*100=8
1	Andhra Pradesh	15195.00	10422.92	25617.92	4008.22	19203.22	74.96
2	West Bengal-I	11352.10	9454.09	20806.19	3298.76	14650.86	70.42
3	West Bengal-II	2675.56	7738.83	10414.39	2318.50	4994.06	47.95
4	Orissa	461.62	6000.00	6461.62	1282.69	1744.31	
	Total	29684.28	33615.84	63300.12	10908.17	40592.45	64.13

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

Statement 'D'

Rs. in Lakhs

Sl. No.	Name of the State	DPEP-I				DPEP-II			DPEP-III		
		EFC approved Cost		Exp. Upto 28/2/2003	%age	EFC approved Cost	Exp. Upto 28/2/2003	%age	EFC approved Cost	Exp. Upto 28/2/2003	%age
		Original	Revised								
1	Assam	12951.18	16227.62	13790.70	84.98	15633.43	13562.99	86.76			
2	Haryana	14812.45	19843.41	14847.30	74.82	9547.26	7329.32	76.77			
3	Karnataka	13497.98	21480.18	20069.58	93.43	28017.09	26065.74	93.04			
4	Kerala	91897.7	12289.54	9071.20	73.81	9498.53	8073.55	85.00			
5	Maharashtra	18592.37	27118.58	22810.31	84.11	15771.79	12087.91	76.64			
6	Tamil Nadu	16897.22	18224.24	18007.77	98.81	9244.29	6357.11	68.77			
7	Madhya Pradesh*		57136.27	48572.36	85.01	38111.02	36283.70	95.21			
8	Chhattisgarh*		16264.42	14446.45	88.82	7998.82	2637.23	32.97			
9	Himachal Pradesh					12928.16	10661.48	82.47			
10	Orissa					23012.00	18685.80	81.20			
11	Orissa-11 *					31382.46	1744.31	5.56			
12	Gujarat					13455.90	11144.60	82.82	12497.56	1542.43	12.34
13	Uttar Pradesh					62987.60	58001.77	92.08			
14	National Component		5775.18	4468.27	77.37	1987.00	865.97	43.58			
15	Andhra Pradesh					17272.60	19203.22	111.18			
16	West Bengal					19630.29	14650.86	74.63			
17	West Bengal-II					21427.04	4994.06	23.31			
18	APERP					57150.00	36375.07	63.65			
19	Bihar								43535.74	19351.43	44.45
20	Jharkhand								21581.26	8608.81	39.89
21	Rajasthan								41114.47	17186.04	41.80
22	Rajasthan-11								37242.79	6352.64	17.06
23	UP DPEP-I 11								77010.94	48392.76	62.84
24	Uttaranchal								8585.92	3127.66	36.43
		85940.92	194359.44	166083.94	85.45	395055.28	288724.69	73.08	241568.68	104561.77	43.28

Orissa-II Expenditure upto 12/2002

Madhya Pradesh -I Expenditure upto 6/2002

Chhattisgarh -I Expenditure upto 6/2002

Financial Information

Assam

ProjectPhase-I

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
Civil Works	3108.54	3357.75	108.02
Equipment, Vehicles, Books and Furniture	2046.2	1142.56	55.84
Consultant services, fellowships and training	2864.95	810.19	28.28
Incremental salaries, honoraria for volunteers, consumable teaching materials and operational maintenance costs	4931.49	8480.2	171.96
Total	12951.18	13790.7	106.48

Revised EFC approved cost = Rs. 16227.62 lakhs vide IRD letter No. F- 23/2/2001-DPEP dated 19/4/2002

Assam

ProjectPhase-II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
Civil Works	3635.6	4047.83	111.34
Equipment, Vehicles, Books and Furniture	2727.48	2292.05	84.04
Consultant services, Fellowships and training	400.25	79.37	19.83
Incremental salaries, honoraria for volunteers, consumable teaching materials and operational maintenance costs	1497.09	740.17	49.44
Total	7373.01	6403.57	86.85
Total	15633.43	13562.99	86.76

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Financial Information

State - Haryana

ProjectPhas

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3555.93	5314.02	149.44
2. Equipment, Vehicles, Books and Furniture	1745.39	1444.21	82.74
3. Consultant services, fellowships and training	1976	1556.58	78.77
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7535.13	6532.49	86.69
Total	14812.45	14847.3	100.24

Revised EFC approved cost = Rs. 1S843.41 lakhs

State - Haryana

ProjectPhase-II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	2098.56	2061.62	98.24
2. Equipment, Vehicles, Books and Furniture	1189.47	1358.65	114.22
3. Consultant services,	300.5	12.55	4.18
4. Fellowships and training	929.63	511.88	55.06
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	5029.1	3384.62	67.30
Total	9547.26	7329.32	76.77

Financial Information

State - Karnataka

ProjectPhase-I

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
Civil Works	3239.38	2887.66	89.14
Equipment, Vehicles, Books and Furniture	866.12	2763.71	319.09
Consultant services, fellowships and training	1813.31	1614.1	89.01
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7579.17	12804.11	168.94
Total	13497.98	20069.58	148.69

Revised EFC approved cost = Rs. 21480.18 lakhs

State - Karnataka

ProjectPhase-II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
Civil Works	5493.01	4356.16	79.30
Equipment, Vehicles, Books and Furniture	4528.2	2903.12	64.11
Consultant services,	30.31	9.12	30.09
Fellowships and training	1460.87	1257.01	86.05
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	16504.7	17540.33	106.27
Total	28017.09	26065.74	93.04

FC Cost revised vide MHRD Memo No. F-12-2/2Q02-DPEP-4 dated 10th July, 2002

% If

Financial Information

State - Kerala

ProjectPhase

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget includina 3%	Expenditure	% Budget expended
1. Civil Works	2205.44	1893.30	85.85
2. Equipment, Vehicles, Books and Furniture	1800.19	875.82	48.65
3. Consultant services, fellowships and training	1866.64	3602.34	192.99
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3317.43	2699.74	81.38
Total	9189.70	9071.20	98.71

Revised EFC approved cost = Rs. 12289.54 lakhs

State - Kerala

ProjectPhase-II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget includina 3%	Expenditure	% Budget expended
1. Civil Works	1831.35	1638.98	89.50
2. Equipment, Vehicles, Books and Furniture	1597.09	1487.64	93.15
3. Consultant services,	381.8	61.96	16.23
4. Fellowships and training	3990.63	2276.81	57.05
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and oDeration and maintenance cost?	1697.66	2608.16	153.63
Total	9498.53	8073.55	84.998

Financial Information

aharashtra

Project Phase -1

oject Starting date- 1994-95

atus upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget includina 3%	Expenditure	% Budget exDended
Civil Works	4462.06	5869.62	131.55
Equipment, Vehicles, Books and Furniture	652.04	1285.28	197.12
Consultant services, fellowships and training	1037.09	1190.12	114.76
Incremental salaries, honoraria for ilunteers, consumable teaching materials and eration and maintenance costs	12441.18	14465.29	116.27
Total	18592.37	22810.31	122.69

vised EFC approved cost = Rs.27118.58 lakhs

tate -Maharashtra

Project Phase -II

oject Starting date - 1996-97

atus upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget includina 3%	Expenditure	% Budget expended
Civil Works	3511.1	2714.12	77.30
Equipment, Vehicles, Books and Furniture	2204.75	752.1	34.11
Consultant services,	56.72	11.61	20.47
Fellowships and training	1592.6	574.73	36.09
Incremental salaries, honoraria for ilunteers, consumable teaching materials and eration and maintenance costs	8406.62	8035.35	95.58
Total	15771.79	12087.91	76.64

Financial Xnformation

State- Tamil Nadu

ProjectPhasJ

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3023.28	5247.57	173.57
2. Equipment, Vehicles, Books and Furniture	2595.01	315.03	12.14
3. Consultant services, fellowships and training	977.31	786.59	80.49
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	6001.61	11658.58	194.26
Total	12597.21	18007.77	142.95

Revised EFC approved cost = Rs. 18224.24 lakhs

State -Tamil Nadu

ProjectPhase -II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget exDended
1. Civil Works	2101	2701.70	128.59
2. Equipment, Vehicles, Books and Furniture	2439.04	885.93	36.32
3. Consultant services,	85	37.89	44.58
4. Fellowships and training	1205.57	295.76	24.53
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3413.68	2435.83	71.35
Total	9244.29	6357.11	68.77

Financial Information

State - Madhya Pradesh

Project Phase -1

Actual Starting date- 1994-95

Valid upto -September 2002

Category	Project Budget	Total Expenditure	% Budget expended
Salaries (including teacher salary)			
Civil Work			
School Contingency			
Training			
Material			
Furniture, Equipment / Vehicles			
Books			
Utilisation			
& M			
Innovation			
Others Professional fees, Studies, Workshops, Staff development			
Total	57136.27	48572.36	85.01

including cost of Rs. 6802.9 lakhs approved for 12 non DPEP districts and Rs. 13 lakhs approved for National Component

Actual Starting date - 1996-97

Valid upto February 2003

Phase-II

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
Civil Works	12377.06	12606.92	101.86
Furniture, Vehicles, Books and Equipment	6068.17	5257.13	86.63
Consultant services,	95.76	133.46	139.37
Fellowships and training	4032.25	2935.35	72.80
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation maintenance costs	15537.78	15350.84	98.80
Total	38111.02	36283.70	95.21

Expenditure is inclusive of expenditure incurred on DPEP in districts transferred to Chhattisgarh after bifurcation

Financial Information

State - Chhattisgarh

Project Starting date- 1994-95

Status upto - June 2002

Category	Total		
	Project Budget *	Expenditure	% Budget expended
1. Salaries (including teacher salary)			
2. Civil Work			
3. School Contingency			
4. Training			
5.TLM			
6. Furniture, Equipment / Vehicles			
7. Books			
8. Mobilisation			
9. O & M			
10. Innovation			
11. Others Professional fess, Studies, Workshops, Staff development			
Total	16264.42	14446.45	88.82

(*) Excluding Rs. 664 lakhs approved for non DPEP district

State -Chhattisgarh

Phase - n

Project Starting date

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works		549.64	
2. Equipment, Vehicles, Books and Furniture		118.58	
3. Consultant services,		1.14	
4. Fellowships and training		113.03	
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and ODeration and maintenance costs		1854.84	
Total	7998.82	2637.23	32.97

Financial Information

E--te - Himachal Pradesh

Project Phase -II

Project Starting date- 1996-97

Period upto - Februar/ 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
Civil Works	2953.36	2658.06	
Equipment, Vehicles, Books and Furniture	1590.17	1417.29	89.13
Consultant services	102	45.51	44.62
Fellowships and training	1322.34	451.95	
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	6960.29	6088.67	87.48
Total	12928.16	10661.48	82.47

Financial Information

State - Gujarat (Grant No. 20916)

ProjectPhasi

Project Starting date- 1996-97

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2364.16	2309.95	
2. Equipment, Vehicles, Books and Furniture	2881.09	2734.84	94.92
3. Consultant services	29.91	31.87	106.55
4. Fellowships and training	1190.15	927.54	
5 Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	6990.59	5140.4	73.53
Total	13455.9	11144.6	82.82

State -Gujarat -II (TF No. 027772)

ProjectPh

Project Starting date - June, 2001

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Consultant's services end Training	4179.72	67.96	1.63
2. Civil Works	2506.78	402.68	16.06
3. Goods	872.83	443.52	50.81
4. Books	1231.45	275.51	22.37
5. Incremental Operating Costs	3706.78	352.76	9.52
Total	12497.56	1542.43	12.34

Financial Information

State- Uttar Pradesh

Project Phase -II

Project Starting date- 1996-97

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
Civil Works	16077.02	16354.75	101.73
Equipment, Vehicles, Books and Furniture	9175.94	12378.67	134.90
Consultant services,	618.33	238.88	38.63
Fellowships and Training	5415.3	3429.31	
Incremental salaries, honoraria for volunteers, consumable teaching materials and depreciation and maintenance costs	31701.01	25600.16	80.76
Total	62987.60	58001.77	92.08

State - Uttar Pradesh

Project Phase - UP DPEP - III

Project Starting date - 1999-2000

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
, Civil Works	16116.81	17364.96	107.74
, Equipment, Vehicles, Books and Furniture	4138.42	1237.51	29.90
Consultant services,	9364.94	5705.27	60.92
Fellowships and training	24121.19	2728.82	11.31
Incremental salaries, honoraria for volunteers, consumable teaching materials and depreciation and maintenance costs	23269.58	21356.2	91.78
Total	77010.94	48392.76	62.839

Financial Information

National Component

ProjectPhase-I

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, Vehicles, Books and Furniture			
3. Consultant services, fellowships and training	6633.59	4468.27	67.36
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
Total	6633.59	4468.27	67.36

Revised EFC approved cost = Rs. 5775.18 lakhs

State -National Component

ProjectPhase-II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, Vehicles, Books and Furniture		98.15	
3. Consultant services,		0.33	
4. Fellowships and training		278.26	
5. incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		489.23	
Total	0	865.97	38.61

EFC Cost revised vide MHRD Memo No. F-12-2/2002-DPEP-4 dated 10th July, 2002

Financial Information

State - Andhra Pradesh (DFID)

Project Phase -1 (DFID-Grant)

Project Starting date- 1994-95

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
Civil Works	3670.7	5745.08	156.51
Equipment, Vehicles, Books and Furniture	483.28	1594.81	330.00
Consultant services, fellowships and training	2199.8	2010.49	91.39
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	10918.82	9852.84	90.24
Total	17272.6	19203.22	111.18

State - Andhra Pradesh

ProjectPhase-II

(Andhra Pradesh Economic Restructuring Project - Education Component)

Project Starting date - 1998-99

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
(a) Civil Works	13527.00	14630.43	108.16
(b) Equipment, Vehicles, Books and Furniture	5959.00	5494.86	92.21
(c). Consultant services and training	17781.00	5552.26	31.23
(d) Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	19883.00	10697.52	53.80
Total	57150.00	36375.07	63.65

Financial Information

State- West Bengal

Project Phase I (DFID-

Project Starting date- 1997-98

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	4294.9		0.00
2. Equipment, Vehicles, Books and Furniture	781.2		0.00
3. Consultant services, fellowships and training	7462.93		0.00
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7091.27		0.00
Total	19630.3	1465C.86	74.63

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

State - West Bengal - II

Project Phase-II (DFID -Grant)

Project Starting date - 1998-99

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	4734.25		0.00
2. Equipment, Vehicles, Books and Furniture	493.23		0.00
3. Consultant services and training workshops and fellowships	6607.30		0.00
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	9592.26		0.00
Total	21427.04	4994.06	23.31

Financial Information

State- Bihar
Project Starting date- 1997-98

Project Phase -III

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
Civil Works	9760.45	5779.52	59.21
Equipment, Vehicles, Books (except textbooks) and Furniture	2997.16	3135.8	104.63
Text books	2607	3784.17	145.15
Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part 4 of the Project	4863.71	1374.6	28.26
Incremental salaries, honoraria for volunteers, insurable teaching materials and operation and maintenance costs	23307.42	5277.34	22.64
Total	43535.74	19351.43	44.45

Note- Excluding expenditure of Rs. 606.02 lakhs disallowed by World Bank. Including expenditure of Rs. 591.14 lakhs disallowed by World Bank for want of WBR No.s UNICEF funded Expenditure upto 31/3/2002 Rs. 1138.78 lakhs. Re-imburement claim for Rs. 1010.75 lakhs for the month of February 2003 is kept Pending for clarification and revised claim

State -Jharkhand

ProjectPhase-III

Project Starting date - 1997-98

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
Civil Works	5121.55	2827.16	55.20
Equipment, vehicles, books (except textbooks), teaching materials and furniture	802.84	1328.17	165.43
Textbooks	3931	1181.88	30.07
Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part 4 of the project	4341.29	360.81	8.31
Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7384.58	2910.79	39.42
Total	21581.26	8008.81	39.89

*Note: Excluding exp. Funded by UNICEF and inclusive of an expenditure of Rs. 3561,16 lakhs incurred in Bihar before bifurcation
UNICEF = 2001-02= Rs. 12.53 lakhs

Financial Information

State- Rajasthan DPEP

ProjectPha

Project Starting date- 1999-2000

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget exDended
1. Civil Works	8630.88	7631.96	88.43
2. Equipment, Vehicles, Books and Furniture	2861.07	1235.34	43.18
3. Consultant services, fellowships and training	11143.53	2402.67	21.56
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and ODeration and maintenance costs	18478.99	5916.07	32.02
Total	41114.47	17186.04	41.80

State -Rajasthan

Project Ph

Project Starting date - July 2001

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget includina 3%	Expenditure	% Budget exDended
1. Civil Works	9723.68	3726.96	38.33
2. Equipment, Vehicles and Furniture	557.88	139.99	25.09
3. Books	937.97	0.06	0.01
4. Training, workshops, fellowships & consultant services	6301.94	1016.43	16.13
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and ODeration and maintenance costs	19721.28	1469.20	7.45
Total	37242.75	6352.64	17.06

Financial Information

State - Uttaranchal

Project Phase - UPDPEP-III

Project Starting date- 1999-2000

Period upto - March 2003

(Rs. in lakhs)

Category	Project Budget including 3%	Total Expenditure	% Budget expended
Civil Works	1777.89	889.81	50.05
Equipment, Vehicles and Furniture	385.08	65.7	17.06
Books	647.61	156.88	
Fellowship, training / Workshop & Consultant services, fellowships and training	2669.68	249.66	9.35
Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3105.66	1765.61	56.85
Total	8585.92	3127.66	36.43

Financial Information

State - Orissa

ProjectPhas

State -Orissa

ProjectPhase-II

Project Starting date - 1996-97

Status upto February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4789.42	6445.29	134.57
2. Equipment, Vehicles, Books and Furniture	4981.2	4194.44	84.21
3. Consultant services,	139.18	86.26	61.98
4. Fellowships and training	5540.1	5450.33	98.38
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7562.1	2509.48	33.18
Total	23012.00	18685.80	81.20

State - Orissa

(DFID-Project)

Project Starting date- 2001

Status upto - December 2002

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	6961.00	236.1	3.39
2. Equipment, Vehicles, Books and Furniture	5404.16	169.51	3.14
3. Consultant services Fellowships and training	5877.42	619.49	10.54
4 Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	13139.9	719.21	5.47
Total	31382.48	1744.31	5.56

IDA Credit No. 2661-IN EFC Assisted MP / Chhattisgarh

9*4/2003
Rs m lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb Claims upto March, 2002	Cxoenditure durina 2002-2003					Reimbursement durino 2002-2003					Total Exp. upto Feb.2003	Total Reimb. uyrtto Feb. 2003	
						2002-2003					2002-2003							
						upto Dec.2002	Jan	Feb	March	Total	upto Dec 2002	Jan	Feb	March	Total			
	IDA																	
1	Assam	3252.67	14286.72	11564.77	9393.16	1907.52	241.59	76.82		2225.93	68.43	1316.62	189.39	55.59		1561.60	13790.70	10954.76
2	Haryana	4412.23	17606.60	12915.6	10735.69	1655.74	141.67	134.28		1931.69	43.78	1294.11	96.01	100.41		1490.53	14847.30	12226.22
3	Karnataka	3307.95	20894.47	16160.65	14628.73	1547.92	199.48	161.33		1908.73	57.70	992.33	127.32	103.58		1223.23	20069.58	15851.96
4	Kerala	3792.71	8844.22	6462.72	7584.75	467.73	97.77	42.9*8		608.48	16.04	365.96	72.14	32.03		470.13	9071.20	8054.88
5	Maharashtra	7903.76	25495.37	18434.70	14941.42	2470.38	200.01	1705.22		4375.61	55.36	1*65.25	151.90	1277.46		3194.61	22810.31	18136.03
6	Tamil Nadu	2322.85	17825.25	15901.41	12753.97	1706.68	76.41	121.27		2106.36	90.68	1135.28	198.60	75.02		1408.90	18007.77	14162.87
7	EdCIL	492.00	4510.25	4113.05	4113.05	150.94		87.53		238.47	48.47	150.94		87.53		238.47	4351.52	4351.52
8	NS DART			0.00	0.00	0.00				0.00	0.00	0.00				0.00	0.00	0.00
9	NCERT	21.51	152.89	68.96	66.96	0.00				0.00	0.00	0.00				0.00	68.96	68.96
10	NIEPA	51.23	63.67	47.79	47.79	0.00				0.00	0.00	0.00				0.00	47.79	47.79
	IDA Total	25556.91	109679.44	89669.86	74267.52	9908.91	1156.93	2329.43	0.00	13395.27	7053.99	835.36	1731.62	0.00	9587.47	103065.13	83854.99	
	EEC					0.00				0.00	0.00	0.00				0.00	0.00	0.00
11	MP	12955.78	54788	44067.51	37457.38	4504.85				4504.85	34.77	4043.09				4043.09	48572.36	41500.47
12	Chhattisgarh	2377.66	4399.55	13921.15	11832.98	525.30				525.30	22.09	4044.09				4044.09	144*6.45	15877.07
13	Cap. Bldg (EC)					0.00				0.00	0.00	4045.09				4045.09	0.00	4045.09
	Total	15333.44	59187.55	5/968.66	49290.36	5030.15	0	0	0	5030.15	32.805	12132.27	0	0	0	12132.27	63018.81	61422.63
	Total(EEC+IDA)	40890.35	168866.99	147658.52	123557.88	14939.06	1156.93	2329.43	0.00	18425.42	45.0606	19186.26	835.36	1731.62	0.00	21719.74	166083.94	145277.62

DPEP-II
Statement of Expenditure and Reimbursement Claims
IDA Credit No. 2876-IN Netherlands Grants 20916

Statement E-2

S/4/2003
Rs. in lakhs

51. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2002-2003						Reimbursement during 2002-2003					Total Exp. Upto Feb. 2003	Total Reimb Upto Feb. 2003
						upto Dec. 2002	Jan.	Feb.	March	Total	%age	upto Dec.2002	Jan.	Feb.	March	Total		
1	Assam	4239.58	13854.12	10770.77	8561.02	2368.02	241.61	182.59		2792.22	65.86	1504.50	165.68	118.29		1788.47	13562.99	10349.49
2	Haryana	3253.35	8406.73	6360.53	4998.71	725.50	130.3H	112.95		968.79	29.78	<17.38	88.27	72.59		578.24	732932	5576.95
3	Karnataka	4147.00	26653.27	23656.41	18523.90	1962.74	231.52	215.07		2409.33	58.10	1214.06	145.10	130.48		1499.64	26065.74	20023.54
4	Kerala	2069.45	8286.06	7195.45	6163.59	673.39	103.09	101.62		878.10	42.43	417.10	67.71	68.48		553.29	8073.55	6716.88
5	Maharashtra	5182.25	14277.50	9526.20	7309.43	2028.26	285.43	248.02		2561.71	49.43	1072.39	174.63	146.47		1393.49	12087.91	8702.92
6	Tamil Nadu	1431.77	7078.93	5724.85	4740.88	532.61	76.32	23.33		632.26	44.16	271.57	52.71	14.26		338.54	6357.11	5079.42
7	M. Pradesh	6423.04	37182.00	31002.14	25403.01	4526.71		754.85		5281.56	82.23	2692.09		433.80		3125.89	36283.70	28528.90
e	HP	3293.81	11996.00	9170.44	7427.61	1068.28	298.26	124.50		1491.04	45.27	699.45	161.46	86.46		947.37	10661.48	8374.98
9	Orissa	7151.00	19303.40	13513.61	11832.83	4094.85	572.82	504.52		5172.19	33.69	3648.83	514.20	463.37		4626.40	18685.80	16459.23
10	Gujarat	3139.28	11591.07	9694.17	7907.07	1125.57	127.21	197.65		1450.43	46.20	648.89	71.71	146.06		863.66	11144.60	8770.73
ii	li Pradesh	14598.47	61798.70	48864.17	39256.18	7987.61	709.86	440.13		9137.60	62.59	4561.51	387.56	263.80		5212.87	58001.77	44469.05
12	IGNOU	250.00	849.00	694.21	573.49	138.86	15.66	17.2^		171.76	68.70	89.60	8.18	11.29		109.07	865.97	682.56
13	Chhattisgarh	1636.29	3644.07	1301.24	804.84	985.35	160.26	190.38		1335.99	81.65	542.43	99.25	119.15		760.83	2637.23	1565.67
	Total	56815.29	224920.87	177471.19	143502.56	28217.75	2952.38	3112.85	0.00	34282.98	60.34	17776.80	1946.46	2074.50	0.00	21797.76	211757.17	165300.32

%age with reference to AWP&B for the year.

IDA Credit No. 3307-IN

9/4/2003
Rs. in lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total G61 + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March.	Expenditure during 2002-2003					Reimbursement during 2002-2003					Total Exp. Upto Feb. 2003	Total Exp. Upto Feb. 2003	
						upto Dec. 2002	Jan.	Feb.	March	Total	%age	upto Dec. 2002	Jan.	Feb.	March			Total
1	UP	28061.68	52644.00	33360.01	29069.83	12025.17	2127.92	879.66		15032.75	53.57	9430.81	1503.35	707.23		11641.39	48392.76	40711.22
2	Uttanchal	2640.64	4928.00	1649.72	141730	1068.46		198.001 211.48		1477.94	55.97	789.46	134.39	150.37		1074.22	3127.66	2491.52

%age with reference to AWP&B for the year.

**APERP-Education Component Andhra Pradesh
Statement of Expenditure and Reimbursement Claims
IDA Credit No. 3103-IN**

Rs. in Lakhs

Sl. No.	Name of the State	AWP&B 2002-2003	Total €61 + State funds available with SPDs	Total Exp. Upto March, 2002	TSal Reianb claims upto March*	Expenditure during 2002-2003					Reimbursement during 2002-2003					Total Exp. Upto Feb. 2003	Total Reimb Upto Feb. 2003	
						upto Dec. 2002	Jan. 1 Feb.	March	Total	%age	upto 30/9/200	Jan.	Feb.	March	Total			
1	APERP		22277.45621	31863.32	26737.63	3538.57	588.81	384.37		4511.75	20.25	2149.54	396.60	256.87		2803.01	36375.07	29540.64

%age with reference to AWP&B for the year.

Netherlands Grant for Gujarat

Sl. No.	Name of the State	AWP&B 2002-2003	Total fIOI + State funds available with SPDs	Total EX J. Upto March, 2002	Total Reimb claims upto March,	Expenditure during 2002-2003					Reimbursement during 2002-2003					Total Exp. Upto Feb. 2003	Total Reimb Upto Feb. 2003	
						upto Dec. 2002	Jan.	Feb.	March	Total	%age	upto Dec. 2002	Jan.	Feb.	March			Total
1	Gujarat-U	3286.88	2200	348.9	295.33	720.53	124.58	348.42		1193.53	36.31	646.83	113.11	291.87		1051.81	1542.43	1347.14

DPEP-IV Rajasthan
Statement of Expenditure and Reimbursement Claims
Interim Fund Credit Number N-44 Phase-I
IDA Credit No. 3529-IN Phase-II

Statement E-4

S/4/2003
Rs. in lakhs

SI. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with	Total Exp. Upto March, 2002	Total Reimb claims upto March,	Expenditure during 2002-2003					Reimbursement during 2002-2003					Total Exp. Upto Feb. 2003	Total Reimb Upto Feb. 2003	
						upto Dec. 2002	Jan.	Feb.	March	Total	%age	upto Dec. 2002	Jan.	Feb.	March			Total
1	Rajasthar	10892.12	18780.00	11261.20	9336.62	4712.99	653.86	557.99		5924.84	54.40	3668.04	525.31	450.86		4644.21	17186.04	13980.83
2	Rajasthar	10618.27	7900.00	994.55	868.80	3727.36	300.41	830.32		5358.09	50.46	3318.88	721.49	748.93		4789.30	6352.64	5658.10

%age with reference to AWP&? for the year.

DPEP'III
Statement of Expenditure and Reimbursement Claims
IDA Credit No. 3012-IN

Rs. in Lakhs

SI. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with	Total Exp. Upto March, 2002	Total Reimb claims upto March,	Expenditure during 2002-2003					Reimbursement during 2002-2003					Total Exp. Upto Feb. 2003	Total Reimb Upto Feb. 2003	
						upto Dec. 2002	Jan.	Feb.	March	Total	%age	upto Dec. 2002	Jan.	Feb.	March			Total
1	Bihar	13249.36	28788.79	18953.30	15521.53	2673.92	1010.75	274.62		3959.29	29.88	1875.76	907.30	215.22		2998.28	22912.59	18519.81
2	Jharkhan	6183.99	6974.12	1663.50	1216.51	2654.55	451.70	277.90		3384.15	54.72	2059.05	350.19	214.55		2623.79	5047.65	3840.30
	Total	19433.35	35762.91	20616.80	16738.04	5328.47	1462.45	552.52	0.00	7343.44	37.79	3934.81	1257.49	429.77		5622.07	27960.24	22360.11

Bihar: (*) Excluding expenditure of Rs.606.02 lakhs disallowed by World Bank & including Rs. 591.14 lakhs disallowed by World Bank which is to be re-claimed after obtaining WBR Nos. for World Bank daim for January 2003 is kept pending due to discrepancies. The SPD has been requested to rectify the same.
(**) %age with reference to AWP&8 for the year.

Sl. No.	Name of the State	AWP&B 2002-2003	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2002	Total Reimb claims upto March, 2002	Expenditure during 2001-2002		Reimbursement during 2001-2002	Total Exp. Upto Feb. 2003	Total Exp. Upto Feb. 2003
						April, 2002 to February, 2003		April, 2002 to February, 2003		
1	Andhra Pradesh	10422.92	19737.29	15195.00	12915.76	4008.22	%age 38.46	3406.98	19203.22	16322.74
2	West Bengal	9454.09	16120.34	11352.10	9649.30	3298.76	34.89	2803.94	14650.86	12453.24
3	West Bengal Expansion districts	7738.83	7864.70	2675.56	2274.24	2318.50	29.96	1970.72	4994.06	4244.96
4	Orissa Phase-II	6000.00	2803.00	461.62	392.38	1282.69	21.38	1090.29	1744.31	1482.67

%age with reference to AWP&B for the year.
Orissa expenditure upto December 2002

Statement

		2202	NE Region	Total
BE :		1328.00	50.00	1378.00
RE :		1235.00	50.00	1285.00
FG :				0.00
Funds released :		1234.2	44.00	1278.20
Balance as on	24-Mar-03	0.8	-0.82	-0.02

(Rs. in Crores)

SI. No.	State	DPEP-I	DPEP-I I	DPEP-III/IV Expn./etc.	Total
1	Andhra Pradesh		50.00	115.00	165.00
2	Assam	24.19	29.82		54.01
3	Bihar			64.00	64.00
4	Jharkkhand			41.00	41.00
5	Gujarat		24.68	22.00	46.68
6	Haryana	22.00	13.00		35.00
7	Himachal Pradesh		18.00		18.00
8	Karnataka	19.50	30.00		49.50
9	Kerala	3.50	9.00		12.50
10	Madhya Pradesh	80.00	51.00		131.00
11	Chhittigarh	14.00	13.00		27.00
12	Maharashtra	52.55	38.93		91.48
13	Orissa		57.00	16.00	73.00
14	Rajasthan		59.00	54.00	113.00
15	Tamil Nadu	14.43	5.70		20.13
16	Uttar Pradesh		95.00	144.00	239.00
17	Uttranchal			20.00	20.00
18	West Bengal		37.50	41.00	78.50
19	National Component*	3.72	2.19	0.32	6.23
	Total	233.89	533.82	517.32	1285.03

MANAGEMENT INFORMATION SYSTEM

Context

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

Educational Management Information System

A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for a school based EMIS. The source of EMIS data are the schools which have elementary classes i.e., upper primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually with 30th September as the record date. DISE is presently being implemented in all the districts in DPEP states. The existing MIS infrastructure is being utilised for this. Many non-DPEP districts, although covered under DISE this time, are yet to have MIS infrastructure. Funds for carrying out such activities in these districts, however, are being provided by non-DPEP sources. This is causing delay in computerisation of DISE data. Attempts have been made to streamline data collection and compilation all the states.

Since the last three to four years the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers for using them in the planning and implementation process. Some states have been successful in doing so (see table A for details). Workshops and other modalities are used to foster this from the national level. For instance, in a national level workshop held in March 2002, certain important school management issues were discussed with some selected Education Secretaries and the State Project Directors of the DPEP states on the basis of the EMIS data.

Software to compile data at state levels with districtwise details and at the national level with statewise details have been developed by the NIEPA. The same have been shared with the states where these are reportedly being utilised in preparation of plan and carrying out evaluations.

With a view to implementing DISE throughout the country, the exercise has since been brought to scale. Meetings and workshops at state region levels are being organised to clarify the detailed scope of the job, infrastructure need, etc. This process is still on and is likely to result in all the state's implementing DISE uniformly with 30th September 2002 as record date.

In view of enhanced data need for all the grades upto upper primary, the DISE has since been revised and is now being implemented in all the schools upto upper primary classes. For the year 2001-02 onwards, information will be available as per the new DISE. Major features of the new DISE are:

- School particulars.
- Teachers' profile.
- Details of physical infrastructure like school building, classrooms.
- Availability of facilities.
- Enrolment details alongwith age-grade matrix.
- Examination results.
- Information about differently able children enrolled.

Besides the DPEP's project area, this is now being implemented in a number of non-DPE districts also.

Post Enumeration Survey (PES)

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

The summary of PES observations were :

- The enrolment and teachers-in-position data had minimum variation suggesting that the quality of DISE data is dependable. However, there were wide inter-state variations in the quality of data. In case of teachers in place, the variation between PES and DISE ranged between 0.3% in a district in Tamil Nadu and 19.2% in a district in Assam. Similar extent of variation in DISE and PES with respect to enrolment ranged between 0.1% in a district in Tamil Nadu and 8.7% in a district in Assam.

In most of the schools, records are maintained, are in good conditions and are updated from time to time.

In Kerala, a very high proportion of head teachers were reportedly not trained for DISE DC filling exercise. Similar was the scenario in Madhya Pradesh. In Assam, a very high proportion of head teachers were reported to have been trained for the purpose.

Taking a cue from the PES conducted earlier, a similar attempt has been made to carry out the exercise in all the DPEP states. The terms of reference (TOR) for this have been finalised. Activities pertaining to finalisation of tools, training, system development, computerisation, data analysis and reporting has been carried out at the national level and four regional level training have conducted.

All the DPEP states excepting Bihar, Jharkhand, Orissa, Chhatisgarh and Uttaranchal have identified independent agencies to carry out the field work. In Assam, West Bengal, Haryana, Karnataka, Maharashtra, Madhya Pradesh, Gujarat, Himachal Pradesh and Andhra Pradesh, Uttar Pradesh and Tamil Nadu, the data have been collected and shared with the national level. These have recently been computerised for further analysis and reporting.

Project Management Information System

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

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

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

Household based data

The MIS unit, in coordination with the planning unit and the alternative school unit also attempted to sort out problems that many states appear to be facing with household surveys. The main problem is the limited use of the data available. Notably, since the EMIS is a school based data system, it does not provide information about out of school children. Authentic information regarding this would be available only in household surveys. Case studies to see why household surveys are not being utilised for planning and implementation have shown limited use of such data already collected by different state. One of the important reason of such limited use is the volume and complexity inherent in the household survey system taken up by different states. A synthesis report based on the studies carried out in four states viz. Assam, Gujarat, Karnataka and Maharashtra have been prepared and the same has been disseminated at a national level workshop in Hyderabad held in January 2001.

A group of experts had been working towards the development of a household based data system. A possible data collection and compilation system has been prepared and were under field tested in three states viz. Haryana, Tamil Nadu and Uttar Pradesh.

Based on the experience gained in the process, the data capture format has been revised and the structured formats for Village Education Registers, data compilation, etc. are prepared. An instruction manual to implement the household survey system, compilation, etc. has been finalised and shared with all the States/UTs in the country. This will be initially implemented in one district in each state for onward implementation throughout the project area.

MiSfor EGS

The MIS for EGS schools has been drafted and has been Held tested in 3 states viz. Andhra Pradesh, Chhattishgarh and Uttar Pradesh. Based on the experience gained in the process, the data capture formats have been firmed up. Necessary software would be almost same as that of DISE so that MIS for EGS can be implemented easily. A national level workshop was organised jointly with the Alternative Schooling Unit so that this can be implemented with effect from September 2002. Besides, an overview of the system had already been discussed with state AS coordinators in a national level workshop held in Pune during 3rd week of March 2002. The record date for collection of data through the process will be September 30, 2002.

Emerging issues

- As the school based EMIS appears to be generally well established, the focus of the MIS unit will be on the household based data system.
- Apart from surveys, work is also needed on school records and registers.
- An EMIS for EGS schools too is sought to be developed. Field trials initiated in three states have been consolidated to form a viable data system for alternative schools. Efforts would be made jointly with AS Unit for its implementation with effect from September 2002.
- Implementation of revised DISE, MIS for EGS and household survey this year is a challenge to take it to scale so that the same can be implemented in the whole system of elementary schooling.

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

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Andhra Pradesh	<ul style="list-style-type: none"> • The school based data are now being collected through DISE. • The raw data has been computerized at the national level for further analysis and reporting. 	<ul style="list-style-type: none"> • Not regular • Received data upto 3rd quarter of 2002-03. 	It is reported that while preparing the AWP&B, prioritisation is done on the basis of EMIS data.	<ul style="list-style-type: none"> • Development of state specific PMIS.
Bihar	<ul style="list-style-type: none"> • Regular. • DISE 2001 -02 data have been shared with the national level. • Quality of data needs improvement. 	<ul style="list-style-type: none"> • Received data upto die 1st quarter of 2002-03. 	The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&B.	<ul style="list-style-type: none"> • Vacancies need to be filled up both at the district level as well as at the state level.
Gujarat	<ul style="list-style-type: none"> • Regular. DISE 2001-02 data have been shared. • The raw data has been computerized at the national level for further analysis and reporting. 	<ul style="list-style-type: none"> • Received data upto 3rd quarter of 2002-03. 	The analysis of data (to be used while preparing AWP&B) has been initiated.	<ul style="list-style-type: none"> • State specific PMIS may be developed.
Himachal Pradesh	<ul style="list-style-type: none"> • Regular. DISE 2001-02 data have been shared. The same have been analysed at the state level and the major findings have been discussed in the state initiated report on Access & Retention. 	<ul style="list-style-type: none"> • Received data upto 3rd quarter of 2002-03. 	The process of analysing MIS data to use for preparation of AWP&B has been initiated.	<ul style="list-style-type: none"> • State specific PMIS may be developed.

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<ul style="list-style-type: none"> The raw data has been computerized at the national level for further analysis - and reporting. 			
Orissa	Regular. DISE 2001-02 data have been shared.	<ul style="list-style-type: none"> Date not received for this year 	Data are analysed and discussed However, better utilisation of such analysis by users is needed. Based on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.	<ul style="list-style-type: none"> Further sensitisation of the users needed. State specific PMIS may be developed.
Rajasthan	Regular. DISE 2001-02 data have been shared.	<ul style="list-style-type: none"> Date not received for this year 	Data are analysed and discussed.	
Uttar Pradesh	<ul style="list-style-type: none"> The DISE 2001-02 data received at the national level. These data have been analysed by the state and the highlights have been taken up for discussion in the state initiated report on Access and Retention. The raw data has been computerized at the national level for further analysis and reporting. 	<ul style="list-style-type: none"> Regular. Received data upto the 1st qtr of 2002-03. 	The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B.	<ul style="list-style-type: none"> Manpower needs to be put in place especially at the district level. In most of the DPEP districts, there is only one Data Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators.

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Uttaranchal	<ul style="list-style-type: none"> DISF, data for 2001-02 has since been shared with the national level. 	<ul style="list-style-type: none"> Not regular. In fact, so far no PMIS report reached the national level. 	<ul style="list-style-type: none"> Yet to be known 	<ul style="list-style-type: none"> Infrastructure in place, especially at the SPO level and in some DPO lev ^ ■ is grossly inadequate
West Bengal	<ul style="list-style-type: none"> Regular. DISE data for 2001-02 has since been shared with the national level. These data have been analysed by the state and the highlights have been taken up for discussion in the state initiated report on Access and Retention. At a state level workshop, the findings of earlier DISE data have been shared with the DPCs and the need for improving data quality alongwith the process has been discussed in detail. The raw data has been computerized at the national level for further analysis and reporting. 	<ul style="list-style-type: none"> Received data upto the 3rd quarter of 2002-03. 	<ul style="list-style-type: none"> Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level functionaries based on DISE 2000-01 data. 	<ul style="list-style-type: none"> Finalisation of the state specific PMIS. There is no programmer in a couple of expansion districts.

SUPERVISION

Strategies

Supervision in DPEP has the twin objectives of monitoring the progress of the programme and assessing and fulfilling needs that arise as the programme progresses. DPEP provides for regular supervision Missions to assess progress towards DPEP's objective and identified thematic areas. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve UEE. Information on the progress of the implementation of the Programme components is required on a continuous basis and fairly rapidly. This ensures technical support in key areas from the national level to states and districts. The availability of information and ideas enable states and districts to take mid-course corrective actions.

Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions, renamed as Joint Review Mission, since the 8th Mission, are manned with the nominees of funding agencies and Government of India. So far 16 JRM's have been mounted. Some of the JRM's perform the functions of an In-depth Review Mission (IDRM). 6th JSM and the 10th JRM were such missions in Phase I and II districts respectively. The system of biannual Joint Review Missions is continuing whereas it has been decided in 1997 that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as targeted missions for specific purposes as and when required.

State's Role

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

Bureau's Role

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

State visits by the Bureau

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

Supervision Training

To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100 people have been conducted. The duration of each programme has been seven days and it included mock supervision

exercises and field visits. The briefing of mission members and collation of reports was support-LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organ targeted internal missions in future.

Role of the Unit

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

Future Strategy

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

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

JRM's : So far 16 JRMs / JSMs have been launched. The following table provides information on various JRM's and their focus areas.

	1995	1996	1997
Joint Supervision Missions	1st JSM - March, 1995. (Led by IDA) 11nd JSM- September, 1995 (Led by EC)	111rd JSM - June-July, 1996 (Led by GOI) 1Vth JSM - Oct.-Nov. 1996	1Vth JSM - March, 1997 (Led by IDA) 1V1th JSM - Sep.-Oct., 1997 (Led by EC) In-depth Review Mission
Priority Areas for the JSMs	The first two focussed on reviewing the process of putting the system in place and identifying priority areas for capacity building and the beginning of the programme implementation.	The third and fourth supervision missions focused on the progress of implementation and reviewed follow up on the recommendations of the earlier mission on various aspects of the programme. Assessing progress of implementation was also a focus area.	The 5th JSM focussed on areas Pedagogical Improvement and Action Work Planning. Assessing progress implementation was also a focus. The 1Vth focussed on assessing progress made identification constraints and the area of corrective action along with assessing sustainability of achievements. IDR visited all the states where programme was in implementation.

		1998
Joint Supervision Missions	VI 1th JSM - March, 1998. (Led by GOI)	VIIIth JRM October November, 1998 (Led by DFID)
Priority Areas for the JSMs	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints, assessing the extent to which the recommendations of last JSM implemented.</p> <p>Next Steps :</p> <ol style="list-style-type: none"> 1. The DPEP Bureau may support the states to undertake the following : (i) to examine the training modules with to ensure emphasis on the change process and institutional development; and (ii) to organise a high level workshop on the lines referred to in para 9. 2. The Mission suggests DPEP Bureau consider the following: <ul style="list-style-type: none"> • further intensifying networking and dissemination including ' continued support to visits of state, district and block level staff, particularly teachers, to other school districts and states to observe good practices and promising innovations; and • in various national level workshops in different functional areas, the innovations carried out in different states be discussed to examine their potential for replicability. 3. The Mission recommends that states further develop their teacher training plans to take into account the need to maintain the momentum of the programme over time, to 	<p>Focus for VIII JRM was on:</p> <ol style="list-style-type: none"> 1. To assess the extent to which DPEP is making progress towards its objectives. 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. <p>Next Steps :</p> <ol style="list-style-type: none"> 1. The Mission recommends that states review their teacher recruitment procedures and give attention to the process of Filling teacher vacancies and appointing new teachers in DPEP districts before the start of the next JRM. 2. Serious consideration be given by states to reallocating the increasing project Financial resources to support more human development and to broaden the existing definition of training. Ensuring that more training follow-up and pedagogical support be provided to teachers by CRCs; supporting the development of alternative training models which involve teachers in defining their own training needs; delivering training which allows for increased peer learning and reflection; and continue building capacity in the DIETs in DPEP districts. 3. The DPEP Bureau and SPOs to continue

	1998	
	<p>acknowledge that training needs to be iterative and to recognise that teachers acquire skills differently.</p> <p>4. The Mission recommends that the states may address teacher deployment issues on a priority basis.</p> <p>5. The DPEP Bureau and the states to continue to ensure that information generated be used to guide and manage, in a coherent and integrated fashion to formulate the state and district AWFBS and to monitor the progress towards closing the equity gap.</p> <p>6. The Mission recommends that the districts take definite steps to ground the interventions for the working children and the children with disabilities.</p>	<p>strengthening the collection and verification of data and data findings via a sample study procedure; and improve dissemination, integration and utilisation of available information and research findings which might focus on; net enrolment rates and enrolment in recognised and non-recognised private schools, alternative and non-formal schooling, retention and drop-out rates, student attendance and teacher rationalisation. The DPEP Bureau and the SPOs to continue to strengthen their current systems to assess the reliability and validity utilised in data collection and use.</p> <p>4. The states to pursue with some alacrity state-specific solutions as to institutionalise financial, administrative, pedagogical and structural DPEP gains. State-specific workshops could be held to share experiences in terms of institutional development plans, institutional reforms and studies for sustainability, in which all appropriate departments would be invited to participate.</p> <p>5. States to focus on expanding provision for children with disabilities and to develop comprehensive strategies to address the needs of marginalised groups.</p>

	1999	
Joint Supervision Missions	IXth JRM - April, 1999 (Led by World Bank)	Xth JRM & IInd IDRM - November, 1999. (Led by EC)
Priority Areas for the JSMs	<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. To assess financial status of Programme Implementation. <p>Next Steps</p> <p>1. States with larger class sizes should provide sufficient primary school</p>	<ul style="list-style-type: none"> To assess progress towards the DPEP's objectives concerning access and enrolment, retention and learning outcomes, with particular reference to the programme's target groups (girls, SC and ST children, children with disabilities and working children) To assess the extent to which evidence of and planning for improved quality in terms of "inside the school" - processes and school/community interaction can be perceived.

- teachers to assure state norms on student-teacher ratios. The appointment process for additional teachers should be completed as per (plan and) each state's time-bound plan.
2. States may consider to strengthen the analytic and planning capacities of education staff and stakeholders at various levels. Plans for increasing this capacity could build on existing efforts to strengthen local capacities in planning for school improvement, the local adaptation and use of the EMIS information, micro-planning, and the preparation of Annual Work Plans and Budgets.
 3. States need to build on their success in establishing Block Resource Centers and Cluster Resource Centers by continuing to assist Center coordinators to further develop (with teachers) local visions of effective pedagogy, teacher observation models that demonstrate these visions, training courses, and in-school help for teachers. The states may wish to prepare Work Plans and Budgets for strengthening this important area of program development.
 4. States may continue their efforts to develop the role of the community in improving primary education by providing ongoing training and support to Village Education Committees. By including orientation to the principles underlying the pedagogic improvement process that DPEP is supporting and that broaden the roles and active participation in improving education of all VEC members and others in the community.
 5. Plans for utilizing unspent funds, should focus on human resource development and capacity building and on strengthening support especially for marginalized groups. DPEP-II states and DPEP-III may also wish to consider how further to give priority to human resource development, capacity building, and support for marginalized groups.
 6. Education for marginalized groups including children with disabilities should continue to be a priority area of
- To assess the extent to which increased capacities to facilitate and enable school improvement and community ownership can be perceived in the DPEP states and districts.
- To assess the extent to which conditions to sustain DPEP activities after the programme ends have been created, particularly in DPEP I and UPBEP states and districts, and efforts and progress made in terms of maximising the programme's impact on the primary education system as a whole.
- Next Steps
1. The following recommendations are made for next steps :
 - to prepare for the remaining implementation period a clear perspective paper on how available information, human, institutional and financial resources may be most effectively deployed to achieve all the objectives of the programme; in particular, to develop a holistic, phased overall strategy for addressing the various components of pedagogical renewal in an interrelated fashion;
 - to develop the collection, analysis, ownership and use of the EMIS to support decentralised, area-specific planning and implementation;
 - to develop further and vigorously implement strategies, including those for alternative education, distance education, IED, gender and ECE, to address the specific needs of the special focus groups in all districts;
 - to proceed with institutional development and capacity building programmes, especially for CLRCs and DIETs; and

1999	
attention. 7. DPEP-I states and Uttar Pradesh are conducting studies on the sustainability of DPEP interventions. The Mission urges the states to develop transition plans for sustaining the improvements in education that DPEP has stimulated.	<ul style="list-style-type: none"> to work at all levels to resolve the outstanding issues hindering full and effective convergence with all departments and institutions with responsibility for ensuring universal, quality primary education.

2000		
Joint Review Missions	XIth JRM - March - April, 2000. (Led by GOI)	XIIth JRM - November, 2000. (Led by DFID)
Priority Areas for the JRMs	<p>Focus for XI JRM was on:</p> <ul style="list-style-type: none"> > To review the efforts made and interventions initiated particularly since the previous JRM to consolidate the programme gains and address critical gaps in terms of progress towards DPEP's objectives. > To assess extent to which institutions at various levels have been created and strengthened in planning and management of primary education (institutional development and reforms). > To assess extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I and UPBEP. > To assess the status of the programme implementation and the extent to which funds have been utilised. <p>Next Steps</p> <ol style="list-style-type: none"> GOI and the project states to address, on a priority basis, the issue of capacity building for ensuring quality of data, its analysis and interpretation and its utilisation for decentralised planning, particularly, at sub-district levels for ensuring availability of authentic data on the outcome indicators of the project and on 'out of school' children. Apart from the mid-term learning assessment of the extension district and the complete state-wise report of the national level study on classroom processes the states may initiate some assessment of pedagogical interventions undertaken by them and the influence these have on classroom processes and children's participation and learning. 	<p>Focus for XII JRM was on :</p> <ul style="list-style-type: none"> > Progress towards achievement of Programme objectives and outcome indicators: determine the extent to which all the programme targets have been achieved and identification of where are the remaining areas of difficulty > Improvements in the quality of primary schooling: determine progress with respect to key issues previously identified > Programme management and implementation: determine progress with respect to key issues previously identified, with particular focus for DPEP I states which are approaching programme completion > The Mission will review lessons learnt till date and major accomplishments in the programme since the last JRM, identifying individual states and districts as examples where appropriate. The Mission will also assess progress in resolving outstanding issues in the "special watch" state (Assam) and with respect to issues raised by the last JRM, and highlight priority issues <p>Next Steps</p> <ol style="list-style-type: none"> The Mission suggests that the GOI and states might intensify efforts to enrol and retain all

3. All the DPEP states to review the efficiency and effectiveness of the teacher management systems and processes applied in the states. The states need to develop a time-bound plan for rationalisation of teacher deployment and filling of vacancies along with systems that facilitate the implementation of these plans and ensure more equitable PTR in remote village. The Mission requests the EE Bureau to provide the next JRM with a status paper on all para teacher schemes.
4. The states and the districts to delegate more authority to sub-district level structures for selecting, designing, and implementing local-specific activities. In this context, the state and district DPEP teams need to support the block and cluster level teams in elaborating the underpinning strategies and longer-term plans for addressing the identified issues. The Mission furthermore requests that the states may provide a review of the district AWP&Bs, to provide the next JRM with information about the extent, nature and quality of local-specific activities and innovations as presented in the AWP&Bs and share that information with the states also.
5. The state DPEP teams facilitate visioning exercise for overall institutional framework and the roles and functions of and linkages among the institutions by key resource institutions at state, district and sub-district level. Furthermore, the Mission recommends that the state develop, in a participatory manner with the key institutions, a broad framework for institutional development.
6. It is important to ensure that comprehensive plans for sustainability are completed and approved by the DPEP-I states before the next JRM and that these plans are ready for incorporation into the state approved budgets for FY 2001-02.
7. the GOI may take urgent steps in ensuring not only timely releases but also release of sufficient amounts of funds to enable an undisrupted pace and pattern of programme implementation giving due cognisance to states' peak period of implementation.

categories of out of school children.

Given the emerging evidence from the cohort studies on drop-out primary education cycle completion rates which have been undertaken in some states, the Mission recommends that DPEP should focus more directly on raising completion rates.

In view of the significant position of AS in the states' strategy towards UPE, there is a need to compile an information base on AS comparable to regular schools. States then need to be encouraged to review their strategies for UPE with respect to equity and quality.

The Mission suggests that states need to take cognisance of the extent to which multi-grade classes prevail and develop strategies whereby schools and teachers can apply pedagogic processes that can be effective. States may like to share their plans and action taken in this regard with the next JRM.

The Mission suggests that the EE Bureau and states analyse the "hot spots" of implementation and expenditure by district and component, determine reasons for slow expenditure, take action as appropriate, and report on the work in this regard to the next JRM.

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	States may also ensure timely and full release of state funds.	
	8. The Mission recommends that Assam needs to be brought under the 'special watch' category in terms of lack of the state government's commitment to the project.	

	2001	
Joint Review Missions	XI11th JRM - April - May, 2001 (Led by World Bank)	XIVth JRM - November 17 to December 5, 2001 (Led by European Commission)
Priority Areas for the JRMs	<p>Focus for XIII JRM was on :</p> <p>Learning, Completion and Quality</p> <ul style="list-style-type: none"> Assess new initiatives, and progress on ongoing initiatives, to improve school/classroom quality, since the last JRM with a view to influence teacher and student attendance, school completion and students' learning achievement. Assess any specific initiatives undertaken by the state towards facilitation of teachers in relating learner characteristics to different learning contexts such as multigrade, large classes, and poor infrastructure. Examine activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in student learning and completion rates, and including their involvement in the civil works component. <p>Equity</p> <ul style="list-style-type: none"> Assess the progress made by states in <ol style="list-style-type: none"> improving their information base on children out of school 	<p>Focus for XIV JRM is on :</p> <p>Progress towards achievement of programme objectives and outcome indicators :</p> <p>Determine the extent to which the programme targets have been achieved and identify the remaining areas of difficulty, with special emphasis on</p> <ul style="list-style-type: none"> the out of school children. monitoring and tackling attendance, retention, learning levels and completion of the full primary cycle. special groups Progress in improving school - as well as household based information systems and use of information. <p>Quality of primary schooling :</p> <p>Determine progress with respect to key issues identified by the 12th and 13^t JRM:</p> <ul style="list-style-type: none"> Teacher recruitment, deployment and attendance Teacher development with particular reference to efforts to (a) follow up in schools DPEP in-service training and teacher support activities, (b) develop a long-term vision and strategies for teacher development, (c) improve the functioning of CRCs/BRCs, DIETs and SCERTs. <p>Programme management and implementation:</p> <p>Determine progress with -espect to key issues previously identified, with particular focus on:</p>

- and the reasons for their non-enrolment or non-completion and on alternative schooling
- (b) providing education of equitable quality to the hardest to reach children

Institutional Capacity Building

- Assess DPEP contribution to progress in each state towards development of an effective and sustainable academic support system in terms of:
 - (a) strengthening of District Institutes of Education (DIETs) and their involvement with school improvement
 - (b) improving the functioning of Block Resource Centres and Cluster Resource Centres
 - (c) strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as curriculum development, teacher development, student assessment, community mobilisation and extent of their interaction with district and sub-district level institutions.
- Assess the status of setting up/functioning of SIEMAT to provide support for educational planning and management.
- Assess the extent to which states have planned, implemented, and (to the extent appropriate) evaluate sustainable DPEP activities.

Program Management

' Ex amine implementation by

- Programme supervision.
- Improving programme implementation in states (Bihar, the newly formed states, Rajasthan).
- Improving the fund flow cumulative releases by GOI and the states.
- Estimation by Phase II states and districts of availability of funds for the remaining period of the programme, and advance planning for the same.

Status of DPEP in anticipation of the Phase 1 nearing its completion :

Determine the status of the Phase-I districts and states in anticipation of DPEP nearing its completion with respect to development outcomes, expected sustainability and additional information needs for the final evaluation, with special focus on:

- Assessments and studies that have been undertaken/are underway/planned by the EE Bureau, the states and the districts.
- Progress in terms of finalising, approving and implementing the utilisation plans for excess funds.
- Implementation status of various DPEP components and the EE Bureau's, states' and districts' priorities in view of the remaining implementation period of Phase-I.
- Commitments by the State Governments to sustain the DPEP gains.

Next Steps

1. The Mission would like to suggest that States generate and use household survey data in conjunction with EMIS to track children in and out of schools over the entire primary cycle in order to formulate strategies especially with reference to "hard to reach" groups. The Mission also recommends that GOI work with the States to arrive at some common parameters for household survey - levels of aggregations and also degree of disaggregation that could be generated at different levels.
2. While acknowledging the positive trend towards calculating completion rates and

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	<p>district and component, and assess the extent to which and the states have identified specific problems in implementation and are dealing with these.</p> <ul style="list-style-type: none"> • Assess the preparedness of the newly formed states for management and implementation of the project. • What is the current status of release of 15% state share? What is the amount still to be released by the states? <p>Next Steps</p> <ol style="list-style-type: none"> 1. It is recommended that DPEP continue to support steps to improve the understanding, collection and use of information on drop-out, learning achievement, and completion (including greater clarity on knowledge and competencies measured by achievement studies, how many years are taken to complete the cycle and how many students pass, fail and eventually transfer to higher grades). 2. The Mission recommends that a special effort be made to see that CRC Coordinators are able to ensure that teachers evaluate students regularly and that reflection on student learning occurs during in-service and supervision activities. 3. Given the issues with regard to factors affecting Alternative Schooling that are raised in both the EEB's Progress Overview and the Aide-Memoire, the Mission suggests that the EEB commission independent research across all DPEP states on Alternative Schools 	<p>recording reasons for repetition, analysis of reasons for repetition merits urgent attention and action by the States and the EEB.</p> <ol style="list-style-type: none"> 3. The Mission notes the considerable progress, which has been made, at the national level and in some States, with regard to researching and understanding the issues associated with evaluation of children's overall learning achievement, especially in terms of formative evaluation. The Mission urges the EEB and all States to prioritise this as an area for on-going attention and requests, that detailed reports on progress are provided by the EEB and States to the next Mission. 4. The Mission notes that the share of single and two teacher schools in many DPEP districts is high and the share of the single teacher schools has increased in some districts. Strategising around this development at all levels is needed. As the recent DISE data also indicates that a very high percentage of teachers in these schools are men, the EE Bureau and the States may like to explore this development in more detail and develop means to enable appointment of qualified women teachers into these schools and to provide them required support. 5. The Mission is of the opinion that the programme implementation and its sustainability in the three new States and the States of Bihar, Rajasthan, Assam and Kerala require special attention and support. The EEB may like to organise an internal Mission to Chhattisgarh, Jharkhand and Bihar before the next JRM and to work out a strategy for more comprehensive technical support to these States. As the DPEP-I is nearing its completion the EEB and the States need to finalise their sustainability plans and work out a clear exit strategy to ensure that the DPEP gains are not lost. The Mission proposes that the EEB provides a detailed overview in this respect for the next JRM. 6. The Mission likes to acknowledge the efforts made by DPEP to promote early

- as outline in para 4.5.
4. GOI is encouraged to provide additional guidance and facilitation to the three new states in planning and funding the state-level support structure for DPEP.
 5. MHRD may ensure timely release of funds to the State Societies. States may also ensure timely and full release of state funds to the Implementing Societies.
 6. GOI should ensure that Bihar and Jharkhand rebudget their project funds for the remaining two years of the project period within the next three months.

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childhood education by supporting pre-primary classes, ECCE centres and strengthening ICDS. The EEB and the States may like to pay special attention to sustaining and further strengthening of the efforts made. This may be taken into account in the context of finalisation of the sustainability plans.

While welcoming the overall impact evaluation on DPEP as well as the evaluation of the varied pedagogical interventions in the DPEP-I States currently underway, the Mission emphasizes the need for component specific studies that could inform future initiatives in elementary education. DPEP experience indicates the need for broad-based formative evaluations to feed into and strengthen quality programming and monitoring.

2002		
int view ssions	XVth JRM - April - May, 2002 (Led by Govt, of India)	XVIth JRM - November - December, 2002 (Led by DFID)
iority eas for JRM	<p><i>1. Learning Completion and Quality</i></p> <ul style="list-style-type: none"> • Assess interventions and strategies to improve completion rates and to address repetition, drop-out and low achievement. • Examine the progress in developing systems for evaluating students' learning for use by teachers in schools. • Assess new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade situation, teaching learning process and teacher and pupil attendance. • Progress towards improving learning achievement. • Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages. 	<p><i>1, Enrolment, Retention, Completion and Equity</i></p> <ul style="list-style-type: none"> • Review enrolment, retention, repetition, achievement and completion data to evaluate the extent to which the programme has been able to accomplish the targets outlined at the commencement of the programme. • Assess the impact of the programme on girls, scheduled caste and scheduled tribe, and children with disabilities with reference to enrolment, retention, repetition, achievement and completion. • Assess the progress toward the development objectives (enrolment, retention, repetition, achievement and completion) with special emphasis on providing education to children from the hardest to reach groups - urban deprived children, working children and migrant communities.

2. *Equity*

- Assess the progress in providing education to children in the special groups and the hardest to reach groups and urban deprived children.
- Assess the quality of education provided to these groups with an equity perspective.

3. *Planning, management and supervision*

- Assess interventions for capacity building of personnel at various levels and institutional strengthening for planning and management of primary education:
- Progress in collecting and using data including that obtained through micro planning in planning for quality, access and retention.
- Assess the effectiveness of the monitoring and supervision structures and support systems including SPOs, DPOs, BRCs, CRCs etc.
- Study the efforts made to strengthen capacities for planning at district and sub district levels and appraisal at state and district levels.
- Evaluate the convergence and co-ordination among structures of district.
- Assess the extent of autonomy and decision-making powers at district and sub-district level structures.
- Assess the extent and effectiveness of the institutional strengthening with regard to SCERT, SIEMAT and DIETS.

4. *Sustainability*

To assess the extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I & II in terms of:

- Assess interventions focussed on improving the quality of education where multiple strategies have been adopted to enhance access - like EGS / AS, bridge and condensed courses, para-teachers - with special focus on enrolment completion, learning levels and mainstreaming.
- Assess the overall impact of DPEP in bridging equity gaps - between different social groups and within each social group by gender - with special emphasis on the effectiveness of DPEP in providing education to children in special focus groups and the hardest to reach groups.

2. *Quality and Equity*

Assess the quality of education provided to special focus groups - especially where multiple strategies have been adopted to enhance access - like EGS / AS, bridge and condensed courses, para-teachers in regular primary schools - with special focus on learning outcomes and successful completion of the primary cycle.

Assess specific initiatives relating to equity issues in small schools and in remote habitations in terms of teacher deployment, school facilities, supply of textbooks and resource availability.

Examine the system in place for monitoring learning and completion both in-class and the block and district level.

Review new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other material, teaching and learning in multigrade and multi-level situations, teaching learning process and teacher and pupil attendance.

Assess the systems put in place by the State to monitor comprehensively the implementation of quality interventions

Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages and the progress regarding the use of Village Education and Retention Registers in schools

- Institutional support, capacity building and teacher development (training, supervision, on site support, TLM).
- Efforts to sustain institutions, processes, structures and systems initiated at different levels in DPEP.
- Strategies to ensure smooth transition to post-project period and time-bound plan based on sustainability study to consolidate DPEP gains and sustain the change processes.
- Long-term support of the reforms introduced by DPEP, including issues of convergence.

5. *Status of programme implementation*

To assess the status of the programme implementation and the extent to which funds have been utilised with regard to:

- Progress of programme implementation in physical and financial terms with aspect to specific components in DPEP and non-DPEP districts where DPEP activities are being implemented with savings in DPEP-I.
- Progress of infrastructure development and optimum utilisation of facilities created.
- Comparison between actual expenditure and original budgeted amount for main expenditure categories and analysis of shortfalls in fund utilization and what types of expenditure have been easy or difficult.
- Flow of funds to the project and regular transfer of 15% state share.
- Preparedness of newly formed states for management and implementation of the project.
- Estimation by DPEP-I and II states of availability of funds for remaining period of programme and plans for

3. *Institutional capacity and progress of Programme Implementation*

- Assess the system's progress and efficiency in collecting, compiling, analyzing and utilizing data especially with reference to special focus groups.
- Examine the extent to which planning and management capacity has improved in DPEP I and II at the state level, and the plans to improve capacity at this level in the states where the program commenced more recently. Assess the extent to which the States are using research and reflection to inform the planning process.
- Assess the capacity building of personnel at the district and sub-district levels and the extent to which the Programme has been successful in decentralising the process of decision-making.
- Review the extent and effectiveness of the institutional strengthening with regard to DIETs, BRCs, CRCs, SCERT and SIEMAT. Assess efforts to develop an enabling environment for the achievement of DPEP objectives in terms of suitable policies for the recruitment and deployment of adequate teachers; provision of school facilities; effective decentralisation; and putting in place an accountable community owned school system.
- Examine the physical and financial progress made and the extent to which progress is being measured against project outputs (objectives of the particular input) and outcomes (development objectives).

4. *Sustainability*

- Assess the efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the project period, particularly in projects nearing closure, eg., DPEP I and II.
- Examine strategies to ensure smooth transition to post-project period and time-bound plan based on sustainability study to consolidate DPEP gains and sustain the change processes.

unutilised funds.

- Review the long-term support for DP! reforms including issues of convergence.

Next Steps

- 8.1 A series of national and regional consultations with a mix of stakeholders may be facilitated, based on review and consolidation of existing research, assessing the impact of interventions and providing a basis for further directions. This would form part of the process of the proposed in-depth review and reflection of quality improvement efforts by the states to carry the DPEP reform process to the next level towards attaining universalisation of quality primary education goals. The outcomes of this review could be shared with the next JRM.
- 8.2 Enhancement of quality improvement inputs from an equity perspective and of equity related inputs from a quality perspective need to be carried further through upgradation of diagnostic skills, greater sensitisation of teachers through in-service training, introduction of multi-level classroom practices and increasing the diversity of supplementary, supportive material that would help every child and more particularly the marginalized children participate in learning process.
- 8.3 The Mission suggests that the current pattern and content of training programmes in education planning and management may be reviewed and revised at both national and state level in view of emerging requirements in managing the expansion and improvement of primary and elementary education. In this respect the states may undertake an analysis of data requirements for use at each level and take further steps to coordinate and integrate data collection activities. In addition, the states

Next Steps

- 8.1 The overarching issue emerging from this JRM as well as other studies and commentary of education, is the need to focus on quality with equity, with a view to improving learning outcomes across the increasing numbers and diversity of children attending primary school in India. The mission proposes that each state develop a holistic vision of quality with equity, framed within the constitutional commitment to elementary education as a fundamental right. As preliminary step to achieving this renewed vision of quality with equity, the mission proposes three inter-related steps under this common theme.
- 8.2 The mission recommends a thrust on defining and meeting basic learning conditions in all States in order to provide equity not only in terms of access but of learning opportunities. Through this should be established some common benchmarks of basic learning conditions, and strategies subsequently developed at state level and below for meeting them. This would encompass, inter alia, issues of availability and effective deployment of adequate numbers of trained and motivated teachers, basic school facilities, as well as timely and sufficient availability of teaching learning materials. Considering large-scale enrolment of under age children in early childhood care and education need! in schools also needs to be addressed. Within this needs to be established at state and central level a clear monitoring framework of such benchmarks that cover the full range of schools.
- 8.3 There is growing a need to provide for the diverse learning needs of all children. DPEP has been successful in identifying the out of school children and mainstreaming a large number of them into the schooling process. Many of these are first generation learners, children with

may consider incorporation of institutions, such as DIETS and SCERTs, and practices which have emerged under DPEP, into state statutes and regulations in order to legitimise them and facilitate the decentralisation of management responsibility.

8.4 The states may develop and articulate a vision for sustainability, taking note of the gains of DPEP, and the need for institutional capacity building and community ownership in the context of emerging opportunities and programmes for UEE. This may be undertaken in tandem with a comprehensive assessment of the impact of DPEP on quality improvement in each state.

8.5 The flow of funds from GOI has become a serious issue. Except for Orissa, Gujarat and Rajasthan, all states report delay in the amounts transferred from GOI to the states. Expenditure in most states consists of about 90% of the amount received from GOI. The Mission urges GOI and the states to address this issue without delay, so that implementation will not be affected.

8.6 The Mission suggests the expeditious completion of amendments to legal documents pertaining to the new states of Jharkhand, Chhattisgarh and Uttaranchal in order to prevent any problems arising in the supply of project funds to the three states.

disability, children from under privileged social groups, girls from the minority community, children from tribal households, and the SC community.

Differentiated approaches to these diverse needs need to be developed as part of the pedagogic renewal process being undertaken through CRCs, BRCs, DIETs and SCERTs.

8.4 The mission recommends a concerted effort at state level to develop a collective responsibility for quality and equity, linking thrusts on teacher development and support at cluster, block, district and state levels, and provision of diversity of learning opportunities through residential and other bridge courses for the out of school children. This should take account of institutions, structures, functions and processes in State specific contexts in a manner that decentralized management of education allows schools and communities to determine context specific interventions for quality, in partnership with cluster, block, district and state level institutions. Initiatives to understand the range of institutional reforms required to make the collective responsibility for quality a reality, needs to be undertaken over the next few months.

8.5 While the Joint Review Mission has emerged as a useful mechanism for reviewing progress against programme objectives, there is perhaps a need to review the time frame for such as intensive exercise, as well as its efficacy as a supervision process. The Mission recommends an annual review with a longer field visit component, with provision for additional field visits during the year to deepen understanding of issues, processes and progress.

	2003
Joint Review Missions	XVIIth JRM - April - May, 2003 (To be Led by World Bank)
Priority Areas for the JRMs	<p><i>1. Interventions to achieve development objectives</i></p> <ul style="list-style-type: none"> • Assess progress made in meeting the basic access requirements for students in districts and states. • Assess measures taken by states to encourage students from SC and ST backgrounds to enroll in school. • Assess measures taken by states to encourage female students to attend school. • Assess status of early childhood, IED, AS, bridge courses and the expansion of the EGS programs to reach children at-risk because of child labor, or migration or remote location.

2. Interventions to improve quality

- Assess the extent to which states and districts have developed a holistic vision of quality and equity and the extent to which inservice training and classroom practice promotes this vision.
- Are states and districts defining the basic learning pre-requisites for classrooms and students and assess the extent these conditions are being met.
- Assess the status and capacity building of para teachers in project districts.
- Assess strategies adopted by states to improve community participation in education.
- Assess the extent to which states are collecting and using data on completion rates.

3. Institutional capacity building

- Assess the information monitoring systems in place and the extent to which household surveys are being incorporated into the planning process.
- Assess role and status of SCERTs, SIEMATs and DIETs.
- Assess the capacity building of BRC and CRC personnel; Also how are the roles and responsibilities of the SCERT, SIEMAT and DIETs linked to the work of the BRC and CRCs.
- Assess the extent to which, institutionally, the two important aspects of DPEP are being addressed - quality improvement and equity. Are there specific manifestations of this at different levels since the last JRM.
- Assess the research capacities in the state and the extent to which evaluation and research are being used as a tool to improve implementation.

4. Program Implementation

- Examine the physical and financial progress made and the extent to which progress is being measured against project outputs (objectives of the particular input) and outcomes (project objectives).
- In the new districts assess whether project management structures are set up with adequate personnel.
- Assess fund flows from GOI to the states and the status of state share releases.

Internal Supervision Missions: The system of regular I.S.Ms. was discontinued in 1997. Now, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 10 targeted Internal Supervision Missions have been launched to various states including the 3 recent ISMs to Chhattisgarh, Bihar and Jharkhand launched in March / April, 2002. These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation, in a state.

The particulars of these targeted ISMs are as follows :

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

Orissa <u>January 17-20, 2000</u>	Himachal Pradesh <u>September 11 - 18, 2000</u>	Rajasthan <u>October, 2000</u>
<p>Orissa ISM (January 2000) : An Internal Supervision Mission visited Orissa during January 2000 as the 10th JRM could not visit the state because of the Cyclon. The objectives of the mission were (1) to asses programme implementation in the existing districts (2) to asses the state preparedness of the proposed 8 expansion districts, particularly whether the conditions for the existing districts have been fulfilled (3) to identify</p>	<p>Himachal Pradesh ISM (September 11 - 18, 2000) : An Internal Review Mission visited Lahoul Spiti and Pangi Valley of Himachal Pradesh to review the DPEP implementation as it has not been visited so far by any JRM due to its Geo-climatic conditions. The main areas of review were :</p> <ul style="list-style-type: none"> • Progress towards the DPEP's objectives with regard to access and enrolment, retention, learning outcomes and equity • Changes in class room process • System - school support 	<p>A two day ISM to Rajasthan was organised in October 2000, comprising of TSG consultants and led by Bureau coordinator for the state to assess the progress of programme implementation and to identify the causes for slow implementation of programme there. The mission found that personnel at SPO level have been appointed and so also the JEs and BRCC's. The report of the mission has been shared with 12th JRM.</p> <p>Recommendations</p> <ol style="list-style-type: none"> 1. There has been a re-thinking on project structures procedures for <u>staff appointment and textbook</u>

Orissa <u>January 17-20, 2030</u>	Himachal Pradesh <u>September 11 - 18, 2000</u>	Rajasthan <u>October, 2000</u>
<p>constraints in achieving progress in respect of (1) & (2) above (4) to suggest measures to speed up implementation of the programme and reach stage of readiness for expansion. The team held discussions with the state officials ;;nd during visit to Keonjhar district held wide - ranging discussions with community representatives, teachers, CRC and BRC coordinators and district functionaries including the DIET faculty at Keonjhar. The team identified immediate steps to be taken on a priority basis and also assessed the status of DPEP implementation. The report of the mission was shared with the state authorities and the Bureau.</p>	<p>Recommendations</p> <ol style="list-style-type: none"> 1. The efforts towards child centered activity based teaching learning processes, needs further strengthened. Also the DRGs should be strengthened by involving the 2. DIET faculties. 2. The district should try the distance mode of training due to its geo-climatic conditions. 3. VEC school linkages need to be strengthened by means of regular meetings and micro planning exercises. 4. The teachers need to be encouraged to develop local specific need based TLMS rather than buying from the market. 	<p>development and trialling and lack of clarity about the label of decision making for different activities. These decisions need expedited otherwise it will cause delay in project implementation and lead to unfulfilled project goals.</p> <ol style="list-style-type: none"> 2. A Deputy Director should be appointed in SPO to look after community mobilisation. Also some linkages and understanding with state level personnel of Panchayat Raj departments needed. 3. The civil work staff need training and orientation immediately. Also there is a need to monitor closely the revised implementation schedule. 4. The appointment of girl child activist should be made immediately. 5. The state must see how DPEP can be used for quality improvement in text books. A scheme of delegation of powers to different authorities in SPOf and DPO should be put in olae. _1

Chhattisgarh March 20 - 22, 2002	Bihar April 1 - 5, 2002
Due to slow progress of the programme and problems related to creation of new state, 14 th JRM advised Government of India to mount an Internal Supervision Mission to Chhattisgarh. Accordingly a mission was launched.	Due to slow progress of the programme, 14 th JRM advised Government of India to mount an Internal Supervision Mission to Bihar. Accordingly a mission has been launched.

Jharkhand April 1 - 5, 2002	Himachal Pradesh September 9 - 13, 2002
Due to slow progress of the programme and problems related to creation of new state, 14 th JRM advised Government of India to mount an Internal Supervision Mission to Jharkhand. Accordingly a mission has been launched.	The 2 nd Internal Review Mission visited the tribal areas in the district Lahaul Spiti and educational blocks of Pangi and Bharmour of district Chamba during September 9-13, 2002. The aim of this mission was to assess the overall progress made in the field of primary education. The Mission observed that the objective of physical excess to school has been successfully achieved. The summary of the mission report has been provided elsewhere.

Implementation Completion Reports (ICR) Mission - May 5 - 17, 2003

As phase I and II of the District Primary Education Programme (DPEP) being implemented with the World Bank Assistance are drawing to a close on 30th June, 2003, world bank is mounting an ICR Mission during May 5 - 17, 2003. The intention of the Implementation Completion Report for DPEP I and II is to help the Bank and beneficiaries outline the lessons learned during project implementation. This will prove to be useful in designing and implementing similar projects and programs in the future. The Mission will discuss state and national level reflection papers, visit some of the states and hold wide spread consultations with experts and notably with parents, teachers and students.

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
BIU	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	Lal 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 / Teaching Learning Material
TOR Terms of Reference
TRI Tribal Research Institute
TOT Training of Trainings
TSG Technical Support Group
TWD Tribal Welfare Department
UEE Universalization of Elementary Education
UNDP United Nations Development Programme
VEC Village Education Committee
VEP Village Education Plan
VHAI Voluntary Health Association of India
VIPP Visualization in Participatory Planning
VTM Village Teacher Motivator

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 National Institute of Educational Planning and Administration
 New Delhi
 17-A, Panchsheel Park, New Delhi
 New Delhi - 110016
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