

DPEP SUPERVISION MISSION
(16th-27th February 1995)
Madhya Pradesh

February 1995



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LIST OF ACRONYMS

AEO	-	Assistant Education Officer
APC	-	Assistant Project Coordinator
APD	-	Additional Project Director
AWP	-	Annual Work Plan
ATI	-	Administration Training Institute
AWPB	-	Annual Work Plan Budget
BEO	-	Block Education Officer
BEEOs	-	Block Education Officer
GB	-	Governing Body
BRC	-	Block Resource Centre
CAD	-	Chief Account Officer
C&AG	-	Controlloer and Accountant General
CEO	-	Cheif Executive Officer
CMDE	-	Curriculum Mature of Development and Evaulaltion
CP	-	Community Participation
CRC	-	Cluster Resource Centre
DC	-	Deputy Commissioner
DDE	-	Dy. Director of Education
DPC	-	District Project Coordinator
DPIC	-	District Project Implementation Committee
DDPI	-	Deputy Director of Public Instruction
DGS&D	-	Director General of Supply and Disposals
DEEO	-	District Elementary Education Officer
DIET	-	District Institute of Education and Training
DPC	-	District Project Coordination
DPI	-	Director of Public Instruction

DPIU	-	District Planning & Implementatin Unit
DPOS	-	District Project Officer
DSERT	-	Department of State Educational Research and Training
ECCE	-	Early Childhood Care and Education
ES	-	Education Secretary
GGPS	-	Government Girls Primary School
HLM	-	Hierarchical Linear Model
HM	-	Head Master
ICB	-	International Competitive Bidding
IFIC	-	Inservice Field Interaction and Coordination
IDA	-	International Development Agency
IIM	-	Indian Institute of Management
ISEC	-	Institute of Social and Economic Change
JBT	-	Junior Basic Training
LCB	-	Local Competitive Bidding
MHRD	-	Ministry of Human Resource Development
MIS	-	Management Information Services
MLL	-	Minimum Levels of Learning
NCERT	-	National Council of Educational Research & Training
NIEPA	-	National Institute of Educational Planning & Administration
NFE	-	Non-formal Education
PEDSK	-	Primary Education Development Society, Kerala
PD	-	Project Director
P&M	-	Planning and Management
PS/LS	-	Prudent Shopping/ Local Shopping

PSTE - Pre-Service Teacher Education
SAR - Staff Appraisal Report
SCERT - State Council of Educational Research & Training
SCSE - State Council for Science Education
SCC - School Construction Committees
SI - School Inspections
SPD - State Project Director
SPO - State Project Officer
TLC - Total Literacy Campaign
VEC - Village Education Committee
VCC - Village Construction Committee
XEN - Executive Engineer
ZP - Zila Parishad

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MADHYA PRADESH

AIDE - MEMOIRE

Introduction :

The Supervisory Mission visited Madhya Pradesh during February 19 - 23, 1995. The mission consisted of Drs. Ajit Singh, K.S. Chalam, S. Nayana Tara, Shyam Menon and S.M.I.A.Zaidi. The mission met Mrs. Amita Sharma, Mission Director, DPEP, Shri B.V.R. Subramanyam, Project Director of DPEP, Shri Sumit Bose, Secretary School Education, SPO staff and other officials of DOE, responsible for the implementation of the different components comprising the project. The team also met the faculty of SCERT, and members of Eklavya. Accompanied by a staff representative of SPO, the mission visited four project districts, Betul, Guna, Raisen, and Rajgarh to review progress in the implementation of the project on the ground.

The mission gratefully acknowledges the assistance and the hospitality of the Government of Madhya Pradesh, in particular, the Project staff - which greatly contributed to the work of the mission and continued professional collaboration. The reports prepared by the SPO were very helpful in updating the mission on actions taken with regard to the implementation of the annual plan for 1994-95. This aide-memoire summarizes the mission's findings. The four Annexures summarise the findings in respect of districts Betul, Guna, Raisen and Rajgarh.

Objectives of Supervision:

1. To review progress in 1994-95 in terms of:
 - physical progress against approved action plan
 - financial progress
 - conformity with DPEP guidelines
 - managerial capacity
 - institutional capacity.
2. To assess the 1995-96 workplan in terms of:
 - whether key issues have been identified
 - if the proposal will lead to the achievement of DPEP objectives
 - the process of planning
 - whether the proposals conform to DPEP guidelines
 - the realism of proposals, sequencing, phasing and linkages
 - costs with the DPEP financial parameters.

Progress during 1994-95

The Rajiv Gandhi Prathmik Shiksha Mission (DPEP) was launched in 19 districts of Madhya Pradesh in June, 1994.

The most positive aspects regarding the program of DPEP in Madhya Pradesh during 1994-95 are the following:

- a. The Village Education Committees have been created through extensive participation at the grassroots.

- b. The identification and acquisition of building sites for BRCs and school, and the preparation of building designs have been completed as per schedule.
- c. The state has fully capitalised the existence of other centrally sponsored schemes like TLC with active cooperation and coordination with the governmental agencies at various levels and the Panchyat Raj.

Due to the many revisions that the seven year plan and the annual workplan for 1994-95 had to undergo, much of what was planned for 1994-95 could not be implemented. In this section, we will take up assessment of activities that were undertaken at the state component level as well as at the district level.

State Component

Physical Progress:

The process of setting up the State Project Office and staffing began in June 1994, and as of February 1995, 80% staff is in place. For the procurement of equipments, furniture, training material, books and consumables, procurement schedules have already been prepared at State Project Office but these are yet to be sent to the Government of India. The State Project Office is still at the stage of finalising invitation for Bid under local Competitive Bidding. The procurement process thus has not so far begun at all. Under the procurement, local shopping of minor purchases have been done at State Project level and the amount incurred on this head, as informed by the SPO, is around Rs.5 lakh. For this purpose the

broad guidelines for obtaining a minimum of three quotations has been followed. For other high cost equipments etc., the procurement method adopted in Madhya Pradesh for DPEP is of DGS&D rate contract.

The state component plan did not propose any civil works during the year 1994-95 i.e. till March, 1995. However, the state project office proposes to purchase 47 vehicles in the current financial year 1994-95 on pooling basis under the DGS&D rate contract. The information supplied at the SPO is that orders for the purchase of vehicles will be placed during the first half of March and it is expected that by April the vehicles will be delivered to the project offices.

Financial Progress:

The project was drawn for a staggered 7 year period starting from 1994-95. The envisaged expenditure for the 7 year period as per the project proposal has been worked out and corrected for inflation. Rs. 32.50 crores was earmarked for the year 1994-95. The 94-95 Proposal were appraised in July 1994 and 7 yrs. proposal in Dec. 1994.

As approved by Expenditure Finance Committee, the Government of India has released an amount of Rs.10 crores in the month of November, 1994. The grant has been released subject to the condition that no assests of permanent nature will be acquired and no additional staff will be created for the present. The State Government has also released its share of 15 percent of Rs. 1.5

crores making the total amount available with the state Rs.11.5 crores. The Government of India has already released an amount of Rs.0.50 crores towards the project activities. The audited statement of expenditure is being prepared for onward submission to the Government of India. The funds are deposited in Bank of Maharashtra, Bhopal.

The original plan of construction activity for the year 1995-96 has been prepared advanced to 1994-95-96 to facilitate the construction of buildings as a visible outcome of the scheme by June 1995 before the monsoon. The same was approved by the Government. However, it was found that the funds flow were slow.

The State unit has identified 18 heads of expenditure for the year 1994-95. This consists of the major units of project office, DIET, BRCs, CRCs, School contingency, civil works and other heads. Out of an appraised work plan for Rs.32.50 crores the state has so far spent Rs.3.32 crores as on January 31, 1995. It is proposed that an amount of Rs.21.35 crores will be spent by the end of March 1995. It means that they have utilised around 10% of the grant for the year 1994-95 and will spend 64.7% of the grant in one or two months. Even the total estimated expenditure by the end of the financial year comes to Rs.24.30 crores. This is only 73% of the appraised amount. The expenditure statement by item of expenditure and the flow of funds for the year 1994-95 show that the project is rather slow on the financial front. The Government of India (GOI) and the State Government needs to take steps to ensure flow of funds to hasten the implementation process. The summary statement of expenditure as on 31.01.95 presented in Table 1.

TABLE 1

SUMMARY STATEMENT OF EXPENDITURE AS ON 31.1.95

ITEM	APPROVED IN AWP	TILL JAN	EXPENDITURE LIKELY TILL MARCH	TOTAL
1. State Project office	144.15	24.01	73.27	97.28
2. District Project Office	182.02	15.02	75.80	91.00
3. Block Project Office	1.31	-	-	-
4. State MIS	61.77	1.00	60.00	61.00
5. District MIS	231.33	4.75	200.00	204.75
6. SCERT	92.02	0.80	30.20	31.00
7. DIET	283.35	48.18	197.82	246.00
8. SIEMT	35.18	-	15.00	15.00
9. Design & Development of new textbooks	26.00	20.00	20.00	-
10. BRCs	591.65	19.80	247.30	267.10
11. CRCs	487.30	7.94	300.06	308.00
12. School Contingency	476.84	37.58	400.02	437.60
13. ECCE	1.07	-	1.07	1.07
14. Environment Building	44.10	1.00	43.00	44.00
15. AS Projects	20.27	-	-	-
16. Women's Empowerment	17.80	0.80	17.00	17.80
17. Tribal Education	4.25	-	4.25	4.25
18. Alternative Schooling	3.80	1.00	2.00	3.80
19. Civil Works	600.95	150.00	450.95	600.95
Total	3250.50	331.88	2138.54	2430.60

Managerial Capacity of the State-Level Implementation Unit:

Since DPEP is characterised by its emphasis on decentralisation, the functional unit for programme planning and implementation is the District. The State component of the programme is set up to provide the managerial and technical assistance services to the Districts. In Madhya Pradesh, the Rajiv Gandhi Pradhamik Shiksha Mission (RGPSM) has a State Project Office which essentially provides the management service inputs and also coordinates with the various state level institutions and agencies which are partners in the implementation of the programme. In addition to this, the State Project Office serves as the Secretariat for the General Council and the Executive Committee of the Mission. The SPO also performs the liaison functions with the DPEP Bureau of the Ministry of Human Resource Development, Government of India.

The SPO has a Mission Director who also leads the TLC programme in addition to the RGPSM. There is also a Project Director exclusively looking after the RGPSM. The structure of the SPO comprises the following units: Finance & Accounts, Planning, Monitoring & MIS, Training, Curriculum Development & Research, and Civil Works.

Under the DPEP project, the procurement of services for consultancy was proposed to spend about Rs.99.2 lakhs in the current year 1994-95 which includes consultancy at the State Project Office, District Project Office, SCERT, DIETs, SIEMT and

Block Resource Centres. But till date only two consultants have been hired, including one individual consultant for whom an amount of Rs. 25,000 was incurred and one institutional consultant for whom an amount of Rs.2 lakh was paid. Thus out of the total proposed budget of about Rs.99.2 lakhs only Rs.2.25 lakhs were spent till January 1995. This comes to 2.27 percent.

The mission appreciates the commendable work done by the SPO during 1994-95 is the development of a Management Information System for the Programme in the State. They have got a MIS programme tailor-made by a computer software agency. While going through the multiple revisions of the 1994-95 workplan, the computerised planning procedures adopted by the SPO are reported to have been of immense help. This programme includes formats for preparing PERT charts for the Districts as well as the State component of the Programme. These formats were central to the planning process for 1995-96 both for the Districts as well as the State Component.

The project unit at the state level has a Manager(Finance) who maintains vouchers, bank statements and observes the costing pattern as per approvals. The vouchers relating to each item of expenditure are maintained by the Manager (Finance). The SPO has also developed a software package to deal with accounts.

Institutional Capacity of the Institutions entrusted with the Tasks:

The State Council of Educational Research and Training (SCERT) is the apex institution in the state for educational research and training at the school level. It has a pivotal role in the District Primary Education Programme (DPEP). The programme envisages augmentation of the staff of the SCERT. It has however, so far augmented its academic staff by two members only against additional sanctioned strength of 20 members. One of them is the Additional Director and the other is a lecturer. Further augmentation of the staff would facilitate the realisation of the targets in time. The SCERT, has done appreciable work in assessing the needs of the Teachers, developing modules for ECCE and training of principals of DIET.

The role of the SCERT in providing in-service education to different functionaries is very significant. It is to develop training design, training material (both print and non-print), and to field-test the material, determine the impact of in-service training on teacher's classroom practices, and pupils' learning achievement etc. The training of SCERT faculty, particularly the core faculty for DPEP and new appointees in crucial areas is immediately required. The SCERT is negotiating with the Tata Institute of Social Sciences, Bombay for getting its staff trained. It would however, be worthwhile that the training design for SCERT faculty is developed first in the light of their training needs and then an appropriate organisation is approached for requisite training. The SCERT has proposed to set up 4 regional centres at Gwalior, Rewa, Bilaspur and Ujjain. No action in this regard has been taken. The mission felt that capacities of the existing structures - SCERT, DIETs, BRCs, and CRCs may be developed suitably

first. Steps for creation of these regional centres may be taken later at all appropriate stage.

Although the annual workplan for 1994-95 of the State Component included some preliminary efforts towards the establishment of the State Institute of Educational Management and Training (SIEMT), no concrete effort in this direction seems to have been taken. Till the establishment of the SIEMT, it is planned to utilise the services of the State Academy of Administration, Bhopal. One is however not sure how far the Academy is equipped to provide the necessary management training inputs for the state level and district level functionaries as well as elected members of the Panchayati Raj structure who are associated with the DPEP planning and implementation.

Development of Training Material

Training materials for training of primary school teachers, master trainers, supervisors and inspectors, DIET faculty etc., are required to be developed before the training organised for these functionaries. The SCERT has planned to develop the training materials in collaboration with Eklavya, a voluntary organisation. But the work in this regard is yet to commence. There is a need to expedite the development of the training materials (both print and non-print) so that the training of the said functionaries commences.

The State Academy of Administration at Bhopal has been given the responsibility to develop training materials for training of

members of the Village Education Committee. Steps need to be taken to expediate development of the material (both print and non-print) in this regard.

Environment Building

The mission of DPEP is augmented to enhance the enrolment and retention rates of the girl children. Madhya Pradesh being one of the educationally backward states with large concentration of disadvantaged groups have introduced some interesting innovations for making the programme a success. The empowerment of women started in Madhya Pradesh by reserving seats for women in Janapad Panchyats. The active participation of women for the educational betterment of women in general and their own siblings in particular, is visible in our visit. The team participated in a public meeting cum TLC campaign in Kajhuria a sleepy interior village in Rajgarh district. In one district an innovative idea "Baladundubhu" in mobilising school children by the school going children was introduced. However, the need for developing early childhood education to sustain the movement has not been taken seriously at this stage. May be, the functionaries and the villagers take it up at a later stage of DPEP.

District Component

Physical Progress:

The District Plans did not propose any civil works during the year 1994-95. The State Project Office has informed the team that

it has been decided to advance some civil and construction activities. It has been planned to complete the construction of 198 Block Resource Centres (BRCs) and 1310 primary school building in the state by June 15, 1995. The progress made in this respect till date is that the survey for the location of school buildings and Block Resource Centres has been undertaken. The sites were selected in consultation with Block Education office, local community and RES technical experts. Thus the method of procurement of land for construction of buildings is through community participation. The method adopted for this is thus according to Staff Appraisal Report.

The requirement of prior review of first two or three contracts of Civil Work irrespective of value, is still being drafted and in this respect (as informed by state project office) the agreement with the community is also yet to be drafted and to be sent to the Government of India. As far as the procurement for civil works is concerned it has already been started for constructing the Block Resource Centres. But for the construction of school buildings the procurement is yet to begin. The expenditure incurred till date under the community construction work is around Rs.1.5 crores.

In order to construct the BRC and school buildings, separate committees have been formed at the block and village levels which are known as Block Nirman Samiti and Gram Nirman Samiti, respectively. These Samities consist of members from VEC, local community and sometimes RES personnel. The BRC sites in all places have been earmarked and sites transferred to the Education

Department. The civil works plans have been approved. The cost of construction of BRC building and school building was fixed to an average of Rs.4.5 lakhs and Rs.2.25 lakhs respectively. The amount will be released to a joint Bank Account of local school teacher/headteacher and chairman of Village Education Committee. The responsibility of building construction is that of above mentioned Nirman Samitis under the overall supervision of RES personnel.

The construction activities are yet to be started. The local people who were closely associated with the selection of site were found to be highly motivated. They were quite eager to start the construction work as early as possible so that these can be finished before the monsoon starts.

Financial Progress:

The SPO has produced costing and time schedules for the entire period. The flow of funds have been earmarked in terms of the management process in the state. The village Education Committee is the lowest grassroots committee that operates a joint account of funds relating to the school building where a building is proposed and for the contingency amount of the school. It appears that VEC and Gram Nirman Samities have been formed and are in a position to operate the accounts. The unit cost of a building is estimated at Rs.2.25 lakhs in Madhya Pradesh. The construction work at the village and block level will be supervised by the Rural Engineering Services of the Government of Madhya Pradesh. A total of 1,310 school buildings with an estimated cost of Rs.29.38 crores are

planned.

The funds of the project at the district level are jointly operated by the District Collector (Chairman of the Mission) and Project Coordinator (Member-secretary of the Mission). Similarly they are jointly operated at the Block and Village levels.

Managerial Capacity of the District-Level Implementation Units:

During 1994-95, only about 10 % of the posts at the District and lower levels could be filled. In most Districts, what has been worked out is an adhoc arrangement, wherein a few functionaries of the District Level Education Administration have been asked to look after the activities pertaining to DPEP in addition to their normal duties. There is a great deal of variation between districts in the kind of functionaries who have played crucial roles in the planning and implementatrion process for 1994-95 and planning process for 1995-96. Deputy Directors of Education, Assistant District Inspectors of Schools, members of the DIET faculty, or Principals of Govt. Hr.Sec. Schools have played such roles in various districts.

The Mission felt that communication linkages, both horizontal and vertical need to be forged expeditiously. The lack of it was glaring, at the district and sub-district levels. Monitoring mechanisms at the district and lower levels are also to be drawn up without further delay. This should be clearly understood by all those who would be responsible for implementation of DPEP. Wider dissemination of DPEP goals and objectives, as well as the roles to

be played by various actors must be made clear for smooth implementation.

Out of the 4 districts visited by the team, one district Betul is a tribal district. In fact there are several DPEP district in Madhya Pradesh where some parts of the districts are tribal in nature. It appears that sufficient care was taken in involving the officials of tribal welfare department in the decision making process in Betul district. The co-ordination between department at the district level appears to be operational. Alternative schooling as a strategy is planned in several tribal areas.

Institutional Capacity of the Institutions Entrusted with the Tasks:

There is a DIET in each one of the 19 DPEP districts in the state. The DPEP envisages crucial role for DIETs as these are the principal resource centres at the district level. These institutions are ill-equipped in terms of human and material resources. The members of the Supervision Mission visited DIETs at Rajgarh, Guna, Betul and Raisen. The academic staff in these institutes range from 25 to 70 per cent of the sanctioned strength. Whereas the strength of the academic staff is about 70 per cent in DIETs at Rajgarh and Guna, it is about 50 per cent in Raisen and 25 per cent in Betul. There is a dire need to augment staff in these institutes. Members of the Supervision Mission were informed that the State government would augment the academic staff in DIETs to the extent of 70% by June and 100% by November, 1995. Vacant posts have been advertised and the interviews will be conducted in a

couple of months. This however, needs to be monitored.

DIETs are also ill-equipped in terms of material resources. For instance, DIETs at Rajgarh and Guna do not have VCRs. In the absence of VCRs, the use of video-cassettes for in-service training would not be feasible at these centres.

DPEP has visualised DIET to occupy a crucial nodal role as the principal academic resource centre for the district. This presupposes a great deal of professional competence on the part of the DIET faculty. Diverse training areas such as child-centred and content-related pedagogy for primary school teachers, ECCE inputs for SSK workers, orientation for AS functionaries, are slated to be addressed with DIET occupying a crucial position on the cascade. In addition, continuous monitoring of the academic functions of the BIRCs and CRCs will also be vested in the DIETs. The capacity of these institutes is very limited for undertaking research, evaluation, etc. This is because the percentage of teachers who have M.Ed. or have research experience is limited. Members of the faculty are either from the erstwhile BTIs or from the senior secondary schools. Moreover, the basic orientation and training of the DIET faculty need to be adequately fine-tuned (in terms of competencies and attitude) to the requirements of teacher-training at the primary school level. The State Project office is alive to this problem and is planning to organise intensive training for the DIET personnel during the first quarter of 1995-96. The mission also felt that the participation of DIET faculty in the district-level planning process has not been as intense as one would have wished in some districts.

It is suggested that while appointing staff, care should be taken that the qualification profile of these staff are appropriate for the specific tasks that need to be implemented under the project. The mission felt that some of the DIET staff had still not appreciated the enormity of the task ahead of them. The SPO may take note of this fact and take steps to help them prepare plans of action/Training strategies.

Appointment of Co-ordinators of Block Resource Centres (BRGs)

One hundred and ninety eight Block Resource Centres are being set up in DPEP districts. Each centre is to be manned by a co-ordinator. The role of the Block Resource Centre in providing training to primary school teachers, members of village education committee, etc., is very significant. In Guna district co-ordinators for these centres are appointed. Three co-ordinators have joined their positions in Rajgarh district. The members of the Supervision Mission met a few of these co-ordinators at Rajgarh and Guna. These co-ordinators do not have any teaching experience at all. As such, they are hardly suitable for positions held by them. Appointment of such co-ordinators is sure to affect adversely the quality of training at the Block level. As such, there is a need for immediate intervention to stop recruitment of co-ordinators.

The qualifications prescribed for the post of a co-ordinator by the state are given below:

- a) Graduation

or

- Lecturer/Teacher/Senior teacher in a government school
- b) Capacity for extensive touring and interaction with the community
 - c) Interest and commitment for Education.

The said qualifications prescribed for the post of a coordinator are not appropriate. One of the essential qualifications for this post should be diploma/degree in teaching and teaching experience of atleast five years preferably at the primary school level. Therefore, there is a need to review the qualifications for this post and other posts at the district level.

Those who have already joined their positions, need intensive training. Their performance may be assessed periodically and their continuity on the job may depend upon their performance.

Training

Training of functionaries at different levels has been planned through the Cascade model of training. At the block level, primary school teachers and heads of CRCs have been sensitized to the objectives of DPEP through orientation programmes of one day duration. These programmes were organised during August and September, 1994 at the district level. Though no funds percolated to DIETs from DPEP, DIETs have provided training to primary school and upper primary school teachers, Non-formal instructors etc. during 1994-95. The number of teachers who underwent training in DIETs during 1994-95 was 111 in Rajgarh, 218 in Guna, 240 in Betul

and 210 in Raisen. Besides teachers, NFE instructors were also provided training. The training of DIET faculty, SCERT, Key Resource Persons could not be undertaken at the state level due to non-release of grant and non-availability of training material. However, Master Trainers, Heads of CRCs, and Key Resource Persons who are to be provided training, have been identified.

1995-96 Action Plan

The mission found that the Annual plan for 1995-96 are yet to be finalised. All the same, a few issues which the Mission addressed are detailed below.

The proposals for 1995-96 being made include construction of 1431 school buildings, 1211 additional rooms and repair of 912 school buildings. It has, however, been informed by the SPO that these construction activities will be undertaken only after the monsoons, that is after September 1995.

The cost schedules for 1995-96 for the SPO and Districts have been prepared on the basis of the proposals made for 1994-95. Some adjustments are made particularly with reference to civil works with a view to completing the civil construction before the commencement of the monsoon, that is by mid-June 1995. These changes have been reflected in the cost schedules of 1995-96. These cost schedules are prepared as per the objective heads of expenditure of the whole project.

The SPO is producing detailed work plan, cost schedules for the year 1995-96 on the basis of the work accomplished so far during 1994-95. A software package in preparing the plan was developed and shared with all the districts. Since the process of preparing the work plan for 1995-96 is in progress, the team could not discuss the plan details with the SPO/District Officials. It will be appropriate to incorporate the results of the base line survey and other experiences of 1994-95 in preparing the 1995-96 plan more focussed and realistic.

Process of Planning:

The process of planning in the state was started about a year before the 1994-95 work plan. The SPO has identified committed and knowledgeable teachers at the school level and a key persons at the block to collect data and information on the present status of primary education. It is on the basis of the data and identification of gaps and habitations without schools, that a planning exercise was attempted. Systematic school mapping was done by the key persons in DIET, Block and District Education officials. The same was passed on to the state office. The state project office has interacted with experts and the grass-root level workers in arriving at decisions relating to the location of building, BRCs and CRCs. This process, therefore, has provided adequate preparation and on the job training to the functionaries in the process of planning.

The cost plans and the sequencing of work plan at the districts appear to be logical as sufficient care is taken in adjusting the gaps of 1994-95 plan.

The seven year plan finalised in November, 1994 was by and large an outcome of an extensively participative exercise in most of the districts. There may have been a few instances (as evinced in one district the team visited) where this planning exercise was not entirely in tune with the new developments in Panchayati Raj, which in turn may have resulted in a certain lack of communication between the elected members of the Panchayati hierarchy and the DPEP functionaries. However, as far as the annual work plan for 1994-95 is concerned, the extent of participation was somewhat limited. Perhaps, because of the tight time-frame, the SPO may have taken a great deal of initiative in the planning process, thereby somewhat diluting the spirit of decentralisation. The process of formulating the work plan for 1995-96 also reflects the same trend.

Recommendations

The Mission team has visited the state office, Secretary Education, SCERT at the state level and various functionaries at the district level in the 4 selected districts and met people who are involved in DPEP to ascertain the progress made and the problems encountered in implementing the programme. The mission is of the opinion that the following recommendations might help to improve the quality and pace of progress of the DPEP in Madhya Pradesh.

1. Though the Government of India approved the state Project budget with different heads for Rs. 32.98 crores, only one third of it was released by mid-February. This has also affected the flows of funds from the state to the districts.

Therefore the states as well as the districts should be provided with sufficient funds as per the cost and time schedules as approved by the Government.

2. The quality of the programme depends upon the kind of people appointed at the various levels to operationalise the scheme. But, the few appointments that have made so far at the block level are not in line with the requirements of the quality of the programme. Further, appointments at SCERT, SIEMT, DIETs, and at the block level should precede those at the village level as the teachers and middle level functionaries need to be trained by them. A systematic recruitment plan with the required qualification and experience along with the constitution of the selection committees need to be made transparent and insulated from external interferences.
3. The availability of training materials as per the components of the programmes for various functionaries is a prerequisite. This has not been accomplished so far. This calls for the involvement of institutes like Eklaya, NCERT, NIEPA and independent academicians to quicken the process of developing materials.
4. In order to build the managerial competence of the project, structures may be strengthened at the state and district level for co-ordination and monitoring.
5. Augmentation of SCERT faculty in terms of specific competencies relevant to DPEP, is urgently needed to facilitate the realisation of the target in time.
6. It would be worthwhile to develop training design for training of SCERT faculty first in the light of their training needs. Thereafter an appropriate agency may be approached for

requisite training.

7. DIETs in DPEP districtss need to be equipped suitably in terms of human and mateerial resources to facilitate the realisation of the task asssigned to them in the DPEP. The DIET faculty needs upgradationn of this completences with regard to their role in DPEP.
8. Qualifications for the poost of co-ordinator, Block Resource Centre and other posts aat the district level need to be reviewed. A degree/diploma in teaching and teaching experience of at least five years prefferably at the primary level, may be considered as an essentiall qualification for the post of co-ordinator at Block Resourcee Centre. Further recruitment of co-ordinators need to be stoppped till the position in this regard is reviewed. Continuance of co-ordinators who have been appointed should depend uppon their performance which may be assessed periodically.
9. The establishment of SIEMT at the state level as an independent agency to traain personnel on monitoring and planning and also assisting SPO in planning activities is essential.
10. Institutional capacity of eexisting institutions-SCERT, DIETs, BRCs, CRCs etc. may be developeped suitably first. Steps for creation of regional centres of the SCERT may be taken up later at an appropriate staage.

ANNEXURE-I

District Report : Betul

The district of Bettul is situated in the middle south of Madhya Pradesh on the Satppura ranges. The district has an area of 10,043 sq.km.. Its total population as per 1991 census is 1,181,501, of which 81.22% live in rural habitations. The proportion of SC population is 10.52% and that of ST population is 36.95%. The overall literacy rate is 36.45%, and that of SC is 33.90%, of ST is 21.05% and of women is 26.82%. The district is administratively divided into 4 tehsils, 10 blocks and 555 village panchayats. There are 1,3991 villages in the district.

A supervisory mission constituted by the EdCIL consisting of Dr. S.Nayana Tara and Professor Shyam Menon, accompanied by Mr.M.K.Saxena, Project Coordinator, DPEP, visited Betul District on February 20 and 21, 1995.. During the visit, the team met Shri Anurag Lal, Dy. Collector;; Shri R.K. Tiwari, Dy.Director Edn; Shri H.L. Parte, Addl. Commissioner; Shri K.P. Seth, Addl. Director Edn.; Shri Nim, Adult Education Officer; Shri Bharti, Distt.Public Relations Officer; Shri Johari, Executive Engineer; Shri Sharma, S.D.O. Tribal Welfare Department Betul; Shri G.R. Mhaski, Asstt. District Inspector of Schools; Smt.Shakuntala Pachauri, Women Coordinator; Shri B.P. Waghmare, Area Organisor; Shri Ghote, Block Edn. Officer; Shri Timothy, Block Edn. Officer; and Shri Gaekwad, Asstt. Engineer.

Management Structure and Planning Process:

The District Project Office is not yet operational. The District Executive Committee has been formed but has not met even once. Four ad-hoc Sub-Committees relating to Purchase, Finance, Appointments and Civil Works have been formed. There appears to be no sub-committee to handle academic matters including monitoring mechanisms of DPEP; in fact, this should have served as the nucleus of all academic decision-making at the district level. The team was told that the civil works sub-committee alone has been activated and that 3 meetings have been held so far.

As for the District Coordinator, the team was told that direct appointment to this position was being made from SPO. The procedural appropriateness of this appointment notwithstanding, the team feels that the criteria for selection should give adequate weightage to experience and involvement in the educational matters of the district. Else, this might result in considerable demoralisation among the district level functionaries.

The Annual plan for 1995-96 has been prepared. The shortfall in implementation during 1994-95 has been taken care of in the 95-96 Plan. Largely, the processes required for translating plans into action are on.

A certain amount of communication gap seems to exist between the DPEP functionaries and the elected members of the Panchayati Raj structure. It is felt that there should be a mechanism for bringing about better coordinating linkages with individuals and

various departments, on a priority basis. This would be crucial for smooth implementation of DPEP.

Civil Works:

The sites for BRCCs have been finalised. The agency for construction is yet to be finalised. They are also awaiting funds for starting construction activity. All the ten BRCCs are proposed to be built in 1995-96.

School building sites have been finalised. Only the agencies are to be finalised. During 1995-96, 50 school buildings and 57 additional rooms are proposed to be built.

The Panchayat Nirmaan Samiti is likely to have an active role in the civil constructions. The Rural Engineering Service may be entrusted with the supervision.

Institutional Capacity:

The DIET building is very good and has the basic facilities. It is however highly understaffed. As against the stipulated faculty structure comprising one Principal, one Vice-Principal and twenty-two Lecturers, the DIET at present has only 5 lecturers and two upper division teachers in position. The team feels that top priority should be given to filling up of faculty positions.

The DIET faculty need to be trained in a) planning the training calendar, b) articulating the training modules developed by the SCERT to the specific requirements of the district concerned, and c) monitoring and supervising the academic programmes at the block and cluster levels. SPO/SCERT should address this task on a priority basis.

As for the BRCs, the coordinators have been identified, but, are yet to be appointed.

Locations and coordinators of CRCs have been identified.

Environment Building and Community Participation:

There have been some awareness building activities such as processions, human chains, wall writings etc. as part of the TLC campaign.

Community participation appeared to be somewhat weak. The team met the ZP Chairman, Block Panchayat Chairman, Deputy Collector, Tribal Welfare Department official and project staff, together at Betul. It was brought to our notice that ZP and Block level Panchayat members are not clear about DPEP and also about their roles.

POINTS FOR ACTION

1. Appointment and capacity-building of DIET.
2. Establishing effective communication channels.

3. Putting in place - effective Monitoring mechanisms.
4. Building Coordinating linkages with other departments.
5. District Project Coordinator - appointment to be made at the District level, respecting the decentralisation concept of DPEP.
6. Planning Motivating mechanisms for personnel involved in DPEP.

ANNEXURE II

DISTRIC REPORT : GUNA

On the 22-02-95 the mission team visited Guna, one of the 19 districts where the DPEP was launched. The team met the district collector Mr. Iqbal Singh Bains, Deputy Director Education, Dr. O.P. Sharma and other functionaries at the Head Quarters, The team also met Mr. Upadhyaya Block Education Officer, Janpad Chairwoman, Block Development Officer and other functionaries at the Chanchaura Block Head Quarters. It is on the basis of our interaction with the above and inspection of schools sites etc., the report is prepared. The observations are as follows.

Guna is one of the many educationally backward districts in Madhya Pradesh with female literacy rate 4 percent. The district has a large concentration of scheduled castes, tribes and other backward castes. This has created a specific situation for Guna to tackle the problem of illiteracy and low gross enrolment ratio. The district has launched a TLC campaign on a large scale on the 7th June, 1995. Taking the specific situation of the district, the district made special provision for a Mahila Samakhya to empower women and to motivate them to actively participate in the DPEP.

Guna being the gateway to Malwa has all the peculiarities of a feudal state. Therefore, the DPEP of the district has developed some innovative schemes like Bala Dundubhi to motivate and attract children to school, and Datta Putri to involve voluntary philanthropists to promote female education. However, the district

has not yet started to implement these ideas into action, except the constitution of committees at various levels. It has also provided orientation courses to the members of the committees. The district has so far organised 4927 meetings involving 1,24557 participants.

The District unit of Rajiv Gandhi Shiksha Mission Society in the district Guna was formed in November, 1994. It is headed by the Chairman of Ziila Panchayat while the District Collector is the Mission Director. In the same way, the Society at the Block level is also formed and headed by the Chairman of Janpad Panchayat while the Block Education officer is its Member-secretary. So far 1279 village education committees have been formed. The rest of the villages had no primary schools. The VEC are headed by the sarpanch of Gram panchayat with proper representation being given to scheduled castes, scheduled tribes and women.

As far as the District Project Office is concerned not even a single appointment has so far taken place and whatever be the activities in connection with the Project, it is being done by Dy. Director of Education of the District who is ex-officio Member-secretary of District Unit of the Project, with the help and assistance of his own office staff.

The Guna District has a development block and each block will have a project office. This office is to function under the overall supervision of BEO while the Block coordinator will be overall incharge for implementing the project. In all the blocks, the block co-ordinators have been appointed by the State Project Office. 8

co-ordinators have already joined a month ago. So far these are the only persons who have been appointed for the project in the district. The process of empowerment to women through the Janpad Panchayat was observed in Chhanchoura Block where the team witnessed the active involvement of the woman president of the Janpad in the DPEP.

PROGRESS in CIVIL WORKS

The district proposes to construct all the 9 Block Resource Centres and 85 school buildings by June 15, 1995. The ground to make these activities has already been started and the sites for all these BRC's and schools have been finalised in accordance with the normal procedure. The land has also been transferred to the societies where all BRCs and schools are proposed.

For the civil works, the Gram Nirman Samitis have been formed to construct school buildings and Block Nirman Samitis for constructing BRCs. Joint Accounts have also been opened in Banks in which the money will be deposited for construction. The procurement for civil works is yet to begin for want of money to start the work. On talking to a few members of Block Nirman Samitis, the supervision Mission team noted the enthusiasm of people for starting the construction work so as to finish it positively before the monsoon starts.

The district does not propose to open any new schools before June '95, despite the fact that about 780 villages still have no primary schools, out of which about 135 villages are having population of 250 and above.

Management Information System (MIS)

As far as developing the Management Information System in the district is concerned so far no initiative has been taken in Guna. Even the computer hardware available in DIET has so far not been installed because of non-availability of power connection. The team was told by DIET personnel that SCERT will send persons for installation of computer very soon as no one in DIET had any idea about hardware & software or disk operating system.

FINANCES

Guna is a district with a number of diversities and contradictions. The district plan along with the cost schedules, were prepared very systematically, but, at the implementation level they are not put into practice due to lack of money and initiative. As a result, the district could achieve only some of the targets proposed for 1994-95. The district has received an amount of Rs. 8.80 lakhs in January 1995. The amount was deposited in The State Bank of India, Guna with Account No. 13616 on 31st Jan. 1995. It appears that they have not drawn a single paisa from the Bank as they did not have guidelines for the same. It is found that in the forwarding letter the SPO mentioned that the amount was meant for Salaries and Allowances of staff at the District and Block Head Quarters. Only Rs.10,000 was earmarked for campaign. Therefore, the Director complained that he was not in a position to spend the money due to the conditionalities imposed. The government has appointed 9 Block Coordinators and out of which 8 have joined in February 1995. The amount will be spent on their salaries in the coming months.

The DIET had not received any funds from DPEP. The Vice Principal and the staff have taken initiative to organise a few programmes with the money available with DIET.

However, the functionaries of DPEP at district, block and village levels have taken initiatives in the identification of sites for school buildings and BRCs. The team has inspected the sites in Guna block and Chanchoura block. At the block level, some meetings have been held and also at CRCs with local initiatives and without any financial commitment.

The cost schedules and work schedules prepared with time and cost details could not be put into practice due to lack of fund for the various heads according to the statement given by the DDE. The district has proposed an annual plan for Rs.375.316 lakhs for the year 1995-96. The district needs a full time and dynamic co-ordinator as it is one of the low female literacy districts in the state.

DIET Capacity for Training and Research :

DIET at Guna has an academic staff of 17 members. This constitutes about 71 percent of the sanctioned strength of academic staff in DIET. The post of the Principal of the Institute is vacant. The staff strength needs to be further augmented to facilitate the effective training of functionaries under DPEP.

About 30 percent of the members of the academic staff have M.Ed. degree. Their capability in undertaking research and

evaluation is limited. They need to be provided training to build their capabilities in this regard.

Block Resource Centres (BRC:s)

There are nine blocks in the district. Sites for BRCs have been selected and the building designs have also been developed. The process of construction of these centres is at the take off stage.

One Block Resource Centre Co-ordinator has been appointed for each of these blocks. The co-ordinators at BRCs were underqualified to discharge effectively the entrusted responsibilities in terms of their educational background and experience.

Training :

The DIET has organised 6 programmes for primary school teachers during 1994-95 in the areas of Minimum levels of learning (MLL), learner centred approach, development of low cost teaching aids etc. The duration of these programmes ranged from 3 to 15 days. One hundred sixty eight teachers have participated in these programmes. All these programmes were organised from September 1994 to January 1995. The quality of the programmes appear to be good in terms of the material developed at the local level and the competency of the faculty.

The Institute has also organised one programme for head teachers of primary schools in the area of Minimum Levels of

Learning from 3rd October to 12th October, 1994. Only twenty headteachers participated in the programme. Two programmes in Science and Mathematics for upper primary school teachers were organised during September and October, 1994. Thirty teachers participated in these programmes. Besides, 120 non-formal instructors were provided of one day training.

The DIET has identified Master Trainers in all the blocks.

1995-96 Action Plan

The district has produced detailed work plan for the year 1995-96. The teachers and Block Education Officers were involved in collecting data for formulating the 1995-96 plan on the basis of the experience gained during 1994-95.

The district has studied the information on the base line survey and modifications are incorporated in 1995-96. As the district is planning to complete the civil works before monsoon 1995, Rs.191.250 lakhs have been proposed for the year 1995-96. The cost schedules are found to be realistic in terms of the work proposed under each head.

ANNEXURE-III

District Report : Raisen

Raisen district is 46 km. east of Bhopal. The central part of the district is on the Vindhyaachal ranges. The district is geographically flanked by the plateau of Malwa in the north and the valley of Narmada in the south. The district covers an area of 8,466 sq.km. The total population is 876,461 of which 16.55% are SC and 14.40% ST. The overall literacy rate is 36.13%, that of SC is 10.81%, of ST is 5.89%, and that of women is 20.49%.The district has 7 tehsils, each tehsil corresponding to a block. There are 501 village panchayats. There are 1,518 rural habitations in the district.

A supervisory mission constituted by the EdCIL consisting of Dr. S.Nayana Tara and Professor Shyam Menon, accompanied by Mr. M.K.Saxena, Project Coordinator, DPEP, visited Raisen District on February 22, 1995. During the visit, the team met Mr. D.S.Rai, District Collector; Mr.L.S.Mishra, Deputy Director - Education; Mr. S.P.S.Bhaduria, Asst. District Inspector of Schools; Mr. Rafi Ahmed, Principal, Govt. Boys' Hr.Sec.School, Raisen, Mrs.Rammurthy Sharma, Principal, DIET and other members of the DIET faculty; Mr. Anant Gangula, District Coordinator, TLC and Sr.Bincy of the Rural Development Service Society, an NGO. The team also met several members of the Zilla, Janpad and Gram Panchayats.

Management Structure and Planning Process:

The District Project Office is not yet operational. The team feels that the Office should be set up and staffed. The functionaries concerned should be given an appropriate management training on a priority basis.

The District Executive Committee has been formed but has not met even once. An ad-hoc Sub-Committee for Civil Works has been formed. While constituting the sub-committees, it is suggested that one sub-committee exclusively to handle academic matters including monitoring mechanisms of DPEP be formed.

The Annual plan for 1995-96 is being evolved. Largely, the processes required for preparing to translate the plan into action are on. The interaction the team had with the District Project functionaries indicated that their grasp over the planning process and the rationale for the inclusion of various items in the District's plan for 1995-96 was inadequate.

There seems to exist a certain amount of communication gap among the various functionaries in the district office with regard to the planning process. There have been some recent changes among the functionaries, and the present team is still in the process of coming to grips with the tasks.

Civil Works:

The sites as well as agencies for construction of BRCs and primary schools have been finalised. They are awaiting funds for starting construction activity.

All the seven BRCs are proposed to be built in 1995-96. It is also proposed that 50 new primary schools as well as 51 additional classrooms will be built during 1995-96.

The Nirman Samities attached to Panchayats are going to undertake the construction work in most of the cases. The Rural Engineering Service or the PWD is likely to be entrusted with the task of supervision.

Institutional Capacity:

Currently, the DIET is housed in a temporary accommodation which is extremely inadequate. The new building is slated to be completed by July 1995. This does not include hostel facility which is expected to be completed in 1996.

DIET is highly understaffed. As against the stipulated faculty structure comprising one Principal, one Vice-Principal and twenty-two Lecturers, the DIET at present has only the Principal and 11 Sr. lecturers/lecturers in position. The team feels that top priority should be given to filling up of faculty positions. The present Principal has taken over very recently, and she is yet to

fully comprehend the nature and extent of involvement of the DIET in the DPEP interventions.

The DIET faculty need to be trained in activities and skills that help them to plan training calendar, develop training modules and are in a position to supervise academic programmes. SPO/SCERT should address this task on a priority basis.

BRC coordinators are yet to be appointed. As for the CRCs, the locations and coordinators have been identified.

Environment Building and Community participation:

This district has taken advantage of the TLC programme initiated last year, to build up awareness and a favourable environment for DPEP. The District Collector appears to have played a crucial role in this process.

The team met the ZP Vice-Chairman, a few Janpad Panchayat Sarpanchs, Gram Panchayat Sarpanchs and members. The interaction with them indicated a high level of awareness about DPEP. They also articulated the educational requirements of their villages/blocks forcefully. The high level of coordination that seems to exist between the government machinery and the local bodies needs to be capitalised and sustained fully while implementing DPEP.

POINTS FOR ACTION

1. Establishing infrastructural facilities for DIET.
2. Appointment and capacity building of DIET.
3. Putting in place - effective Monitoring mechanisms.
4. Building Coordinating linkages with other departments.
5. District Project Coordinator - appointment to be made District level, respecting the decentralisation concept of DPEP.
6. Planning motivating mechanisms for personnel involved in DPEP.

ANNEXURE - IV

DISTRICT REPORT - RAJGARH

The Mission team met Shri B.R. Naidu, District Collector, Shri Srivastava, DDE, Shri Yadav, SPO, Principal, DIET and other faculty members. The Mission team also met head of the CRC, teachers in a primary school, block resource co-ordinators and ascertained the progress made.

The district, situated in the West of Bhopal, has a total population of 9.92 lakhs, according to 1991 census, having 83.17% rural population. The district being educationally backward had only 25.31% literacy rate in 1991 which was 37.59% for male and as low as 12.40% for female population.

Administratively the district Rajgarh is divided into 5 subdivisions, 6 Tehsils and 6 blocks. There are 1736 villages out of which only 1664 are inhabited while there were 1966 rural habitations as per 1991 census. The district Rajgarh has 11 Municipalities, 1 notified area, 6 Janpad Panchayats and 569 Gram Panchayats. The educational administration of the district consist of one Dy. Director of Education at the revenue district level, 6 Block Education Officers, 18 ADISS. The district has 6 NFE projects, 1 urban ICDS project and all 6 blocks are under TLC and DWCRA scheme.

The district has 1065 Junior primary and primary schools out of which 733 have their own building while 226 schools do not have

any kind of building at all. Over all there were 2237 teachers working in these schools, out of which about 17% are untrained.

Planning Process and Management structure.

The district plan document has provided data on various indicators of education as on 30th September, 1994. The plan document did not setup any targets on gross enrolment ratio, retention rate or any other indicator for 1994-95 at all. The aim perhaps is to set the system in order in the first year and concentrate on accessibility and environment building activities only.

The District unit of Rajiv Gandhi Shiksha Mission Society has already been formed in Rajgarh district with Chairman, Zilla Panchayat as its head and District Collector as District Mission Director. In the same way the Block unit of the Mission is already formed with Janpad Panchayat as its chairman and Block Education Officer as its Member-secretary. At the village level the Village Education Committees have been formed. Out of total 1664 inhabited villages in the district 1253 villages have schools. Out of these 1253 the Village Education Committees have been established in 962 villages. As per the information supplied at the district headquarter though VECs have been established but these are yet to be activated. The VECs comprise SC, ST and Women representatives and each VEC is having about 15 members.

As far as the management structure at the district level is concerned no recruitment has so far been made in Rajgarh and the post of the District Project Co-ordinator is still vacant. The Dy. Director of Education(DDE) is looking after the DPEP activities with assistance of one or two DIET faculty members. Even the District Project Office does not have any place that in why it is running in two rooms taken from DIET. Only one computer programmer is recruited in District Project Office and DDE has taken the services of 1-Accountant, 1-clerk and 1-peon on deputation from DIET. Thus at present there are 4 persons working at the District Project Office out of the total proposed 15 persons. The delay in releasing the budget as stipulated in the 1994-95 District plan is a cause in delay of recruiting persons for District Project Office.

The management structure perceived at the Block-level as mentioned in Rajgarh District plan is one Block Co-ordinator one peon and over all charge/supervision of BEO. Out of 6 Blocks in Rajgarh 4 Co-ordinators have already been recruited. But rest 2 Block coordinator and 6 peons (one in each block) are yet to be recruited. Further no equipments have been purchased so far either for District Project Office or Block Project Offices.

Civil Work :

The District Project Office has proposed to construct all 6 Block Resource Centres and 75 school buildings by June 15, 1995. Out of these 75 there will be 41 new schools to be opened for which building is to be constructed. The sites for all BRCs and school buildings have been finalised and possession of the land has been taken by Education Department.

For construction of BRC buildings the Block Nirman Samitis have been formed and a joint account of BEO and Janpad Panchayat Chairman have been opened. Once the money is released from State Project Office the amount will be deposited in this joint account for construction of building. In the same way the Gram Nirman Samitis have also been formed and joint account of Chairman of VEC and Headteacher has been opened in the Bank. The responsibility of construction of building is that of Nirman Samitis under the supervision of Rural Engineering Services (RES) personnel.

The ground work for undertaking the construction work has already been finished in accordance with the norms laid by the DPEP guidelines. The Nirman Samitis seem to be eager to start construction work so as to finish it before Monsoon comes. So the only obstacle to start the work is the availability of the funds which have not been released so far.

Institutional Capacity :

District Institute of Education & Training :

DIET Rajgarh has seventeen members of the academic staff against sanctioned strength of twenty four. In this way 7 positions are lying vacant. Out of these seven vacancies, five are of senior lecturers. Institutional capacity for research and evaluation, seems to be very limited. The training of the staff in these areas is imperative. The strength of staff needs to be further augmented to impart training to functionaries at different levels.

Financial Progress

The total allocation of funds to the district for the seven-year period is estimated to be Rs.2821.18 lakhs with allowance for inflation. The amount earmarked for 1994 - 95 is only Rs.97 lakhs. Out of 97 lakhs, the District Project Office informed the team that they have so far received Rs.10 lakhs from the state Project Office. The amount was deposited in K.R. Bank with account number 4925 in Rajgarh. The Bank accounts show that an amount of Rs. 6,33,320 is still unspent as on 15th Feb. 1995. An amount of Rs. 3,81,000 was spent on environment building and remaining on the DIET.

The amount released for the schools as contingency grant at the rate of Rs. 500/- per teacher per school. The land for construction of BRC was acquired and transferred to the Project. The land for construction of 71 schools was acquired and building plans are ready. The Supervision team visited the sites of BRCs selected at Rajgarh, Rajpura and Khilchipur. The MIS in the DIET is initiated.

Training of Teachers During 1994-95:

The DIET organised one programme for primary school teachers from 16th to 28th February, 1995. This was a general orientation programme and 66 teachers participated in it. Two programmes for middle school teachers were organised in Science and Mathematics. Twenty-four teachers participated in both of these programmes. Twenty-one primary school teachers teaching Class-I were provided training in MLL on 23rd & 24th December, 1994.

The Institute organised one day orientation programme in all the six blocks on 3rd and 4th August, 1994. In these programmes all the primary school teachers teaching class-I were oriented towards DPEP. These teachers were again re-oriented in February, 1995. Programmes for heads of the Cluster Resource Centres were organised on 14th and 23rd September, 1995 to sensitize them about their role in DPEP. One day orientation programme was again organised at Block level on 7th, 8th and 10th October, 1994. This is appreciable work done by the DIET.

Environment Building :

Community mobilisation programmes were launched from 25th August to 30th September, 1994 in the District for TLC and DPEP. The role of DIET faculty and students as well as teachers in these programme was significant.

The district which has very low female literacy suffers from many social taboos and early child marriages. Because of this the district plan proposes an innovative scheme of the creation of Mahila Samakhya. Two meetings of the Samakhya were arranged one at the district headquarters and the other at Block level in Khilchipur. The campaign for DPEP was practically combined with TLC in the district. This has created the necessary background with the young committed District Collector to take off the programme in the year 1995-96. The plans for 1995-96 with cost schedules are ready.

1995-96 Action Plan

The annual work plan for the district for 1995-96 has been prepared though the mission team found that still it is in draft form. The district plan proposes to construct school buildings, additional rooms and repairing of some school buildings in this year as well as organise training programmes for various functionaries. The district and block project offices will be fully functional in the year as proposed in the work plan.

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