

DPEP SUPERVISION MISSION
(20th-23th February 1995)
Haryana

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
CB	-	Governing Body
ERC	-	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 Commissionor
DDE	-	Dy. Director of Education
DPC	-	District Project Coordinator
DPIC	-	District Project Implementation Committee
DIPI	-	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

**DPEP SUPERVISION MISSION
(20th-23rd February, 1995)**

HARYANA

AIDE-MEMOIRE

I. INTRODUCTION

The Supervision Mission consisting of Shri R.S. Pandey, Dr. M.N. Siddiqi and Dr. Sandhya Paranjpe visited Haryana from February 20-23, 1995. The Mission met the following officers and their associates at state level meetings in Chandigarh.

1. Shri R.L. Sudhir, Education Secretary.
2. Shri P.K. Mohapatra, State Project Director (DPEP) and Director Primary Education.
3. Mrs. Navraj Sandhu, Director Secondary Education.
4. Shri A.K. Chawla, District Project Co-ordinator and District Education Officer Primary (Hisar)
5. Shri R.S. Kukreja, District Project Co-ordinator and District Education Officer Primary (Jind)
6. Shri K.C. Gupta, District Project Co-ordinator and District Education Officer Primary
7. Shri Nathu Ram, District Project Co-ordinator and District Education Officer Primary

The Mission visited the districts of Jind and Hisar on February 21 and 22nd respectively, to review project implementation in the field. This was followed by a state level meeting at Chandigarh on February 23rd, 1995. The mission gratefully acknowledges the assistance, hospitality and

cooperation of the Haryana Government and DPIU staff in Jind and Hisar districts. The visits to schools and villages provided an insight into the actual grass-root level functioning of the project.

II. OBJECTIVES

Major objectives of the supervision mission are as follows:

1. To assess the physical and financial progress made by the state against approved action plan for 1994-95.
2. To assess the physical and financial progress made by the districts against approved action plans for 1994-95.
3. To assess the plan of action for state and districts for 1995-96.
4. To identify problem areas and to suggest remedial action.

III. STATE PROGRESS DURING 1994-95

A. Physical Progress

The physical progress of the state level activities as against the AWPB for 1994-95 has been assessed under 3 major heads.

1. Improving Access
2. Retention and Achievement
3. Capacity Building

1. Improving Access:

Three major activities proposed under this head are:

- (a) Opening of schools
- (b) Installation of water pumps/toilets in Kaithal
- (c) Mobilisation of VECs

Against a target of 10 schools to be opened in Kaithal district, only 2 are under construction. Sites for all the schools, however, have been identified.

98 toilets are under construction as planned. Regarding mobilisation of VECs, the target was to conduct 18 programmes for each district. Only one programme each in all the four districts have been organised so far.

The officials concerned, pointed, out that in view of the late start of the work, the current year's target could be met only in the next 4 months or so.

2. Retention and Achievement:

The 3 major activities to be undertaken at the state-level under this head are:

- (i) Developing MLL based curriculum.
- (ii) Promoting Girls Education and Womens empowerment.
- (iii) Strengthening SCERT/DIET.

The first two activities have been entrusted by the state to the SCERT.

Two workshops for training of guidelines and for development of MLL based curriculum was held from 10.1.95 to 20.1.95 and 6.2.95 to 10.2.95 at SCERT, Gurgaon. The material has been field tested. Finalisation of the curriculum and printing is however, yet to be done.

As regards promotion of girls education and women's empowerment, the target was to complete the work of identification of gender biases in text books, to prepare a training package for educational administrator, to field test, to finalise and print the same; and then to organise workshops on training for BRC, DIET and SCERT faculty, etc. These activities were to be done through 8 workshops. Against these, 2 workshops have been held at SCERT, Gurgaon in which the work of identification of gender biases from text-books and themes for educational administrators training package have been completed. The rest of the activities will necessarily spillover to the next year.

Regarding strengthening of the SCERT, it was proposed that 2 lecturers were to be appointed in 1994-95 to complement training programmes for key resource persons, identify training needs and develop training material. These personnel are not in position. Therefore, the resultant work to be done by then has also not been accomplished. This has also affected other training activities related to promotion of girls education and development of MLL material. Consequently 9 workshops/programmes which were to be organised by the SCERT this year will now have to spill over to 1995-96.

The annual plan provides for strengthening of DIETs in the three districts of Hisar, Sirsa and Jind by providing certain equipments, books and training, etc. None of these activities have taken place so far. The basic reason is that the DIET is more or less non-functional because of inadequate staffing, absence of full time principal, problems of lack of infrastructure in terms of building, hostel, electricity, water supply, etc. 2 DIETs at Jind and Hisar which were visited by the team could be discussed in detail in later paragraphs.

3. Capacity Building

State and district project implementation units are not fully staffed. The position is given below

	In Position	Targetted
State Level Personnel	10	23
District Hisar	4	13
District Jind	2	13
District Kaithal	3	13
District Sirsa	4	13
Total	23	75

Only 30.6% staff are in position. Some of the crucial positions such as the State Project Director and the District Project Co-ordinators are filled up on part-time basis by officials holding that charge and some other crucial positions as well. Besides, important posts like the Executive Engineer at State level as well as the Civil Works Engineer at the district levels are vacant.

It was pointed out to the team that the service rules will be finalised in the Executive Committee meeting on 1.3.95 after which advertisements for recruitment would be issued. It is expected that given the right direction by the authorities, the positions would be filled in by April, 1995.

At the other levels in the envisaged hierarchial management structure, the position is as follows:

- (a) BRC Co-ordinators and cluster heads have been appointed in the project districts. Some of them have already joined. Details are given in the individual district reports of the two districts visited by the team i.e. Jind and Hisar.
- (b) VEC's have been constituted in practically all the villages in project districts and mobilisation/awareness programmes are underway.

Management Information System (MIS)

The Educational Management Information System (EMIS) EMIS is not in place, either at the state or district levels. The location sites have been identified. However, all other activities relating to construction, recruitment, purchases of various items, training, etc. are yet to be done. It was pointed out to the team that the financial rules and also recruitment rules would be finalised on 1.3.95 in the EC meeting, after which the recruitment and purchase processes would be initiated. It was also noticed that forms as per World Bank requirements for

initiating purchases are yet to be filled up. These activities will take about another 2-3 months to complete provided required efforts, are made.

The State now plans to suitably augment the SCERT at Gurgaon instead of setting up a separate SIEMT. A proposal has been sent to the GOI vide letter no. 9/5-95 DPEP dated 14.2.95. The state is awaiting approval after which appointment of staff procurement of equipment etc., will be done. The proposal of the State Government in this regard needs to be quickly approved. The activity of establishment SIEMT as the part of SCERT should be reflected in the annual work plan of the state of 1995-96.

B. Financial Progress

At the state level, accounts have been opened in the Society's name in the State Bank of India and State Bank of Patiala.

A sum of Rs. 50 lakhs was received on 22nd June, 1994 for pre-project activities out of which 7.5 lakhs have been utilised. This account has not been audited and the reimbursement form for the same has not been received by the State personnel. Audit arrangements will be made after the EC meeting on March 1, 1995.

A total budget of 5.27 crores for 1994-95 activities had been approved out of which 2.61 crores have been received on 29.12.94 and credited to the Society's accounts in the State Bank of Patiala. The state contribution of 15% being .76 crores has been sanctioned but is yet to be released.

Against the total receipt (0.50 crores for pre project activities and Rs. 2.61 crores against 1994-95 AWPB provision) expenditure as on 31.1.95 amounts to be 1.19 crores. Only 18% of the funds released have been spent to date. As against the provision for 1994-95, the utilisation is only 8-9%.

Procurement

Training in IDA procurement guidelines has been organised and the cost met out of the 50 lakhs sanctioned for pre-project activities. However, it was felt by State and district officials that it will be necessary to organise another training programme once DPIU staff in all the 4 districts are in position. There was lack of clarity in procedures to be followed. This has affected procurement aspects in all areas.

IV. MAJOR PROBLEMS

The major problems impeding overall progress are:

- (i) Shortage of staff at both state and district levels.
- (ii) Shortage of staff in the SCERT and DIETs.
- (iii) Lack of orientation of state and district level functionaries.
- (iv) Lack of co-ordination between DPEP staff, SCERT and DIETs.
- (v) Non-availability of training material for various levels of DPIU staff i.e. VEC's, cluster heads, block resource centre heads amongst others.
- (vi) Non-finalisation of financial and service regulations.

- (vii) Lack of clarity regarding World Bank procedures.
- (viii) The MIS and SIEMT have not been established. These crucial infrastructures being non-functional has affected the overall targets of DPEP being achieved.

V. RECOMMENDATIONS

Recommendations have been suggested based on the above impediments:

- (i) Immediate appointment of staff at state and district levels especially for key positions i.e. accountant, civil works engineer. This would take about another 2 months.
- (ii) Expediting audit arrangements.
- (iii) Appointment of additional staff as well as sanctioned SCERT staff and DIET staff.
- (iv) Improving infrastructural facilities.
- (v) Organisation of training programmes for state and district level functionaries on different aspects of DPEP.
- (vi) Improving co-ordination between state and district levels and DPEP staff and other department through development of institutional mechanism.
- (vii) Frequent meetings of the Executive Committee should be called for in order to plan, co-ordinate and implement DPEP activities at the State and District Levels.

- (viii) Once the full strength of the staff is in position, a 2-day workshop needs to be arranged to provide them orientation in DPEP philosophy objectives, targets, procedures, etc.
- (ix) As the DPEP is a programme to supplement the normal activities, it is necessary that the normal existing infrastructure in the area of primary education is made fully functional. In this regard, it is important to mention that in the entire state having a little over 8,000 primary schools, about 5,500 sanctioned posts of teachers are lying vacant. These vacancies have affected the functioning of schools in the 4 DPEP districts as well.
- (x) It was noticed that no meeting of the general council of the society which is to be headed by the Chief Minister, has been held so far. It is necessary that right from the beginning, involvement of top political leadership in the programme is made use of. This would take care of many other problems of political and administrative nature.
- (xi) An obvious impression that one gets is that the programme is largely confined to the educational structure at the primary level. Involvement of other agencies such as universities, social sciences institutions, administrative training institute, NGO's, etc. is imperative, particularly for capacity building in diverse areas of the programme.

- (xii) For establishing the EMIS, technical support in its planning and implementation should be provided by engaging consultants.
- (xiii) Training needs to be given to clarify issues related to civil works, procurement. DIET principals and other faculty members would also need managerial training, once they are in position.
- (xiv) Non-Government organisations could be given the charge of conducting JBT's and NFE's programmes to strengthen both teacher training and alternative schooling for those children who are out of school.

ANNEXURE I

DISTRICT HISAR: PROGRESS DURING 1994-95

The mission team visited Hisar district on February 22, 1995 and interacted with the District Project Co-ordinator Shri A.K. Chawla.

- (a) **Physical Progress:** The work plan mentions construction of 20 school clusters. The work has not started as yet. It was reported that all the cluster sites have been identified and posting of cluster heads has also been done for Hissar Blocks I and II. The team met two cluster heads during their visit to the schools.

Construction work has been delayed due to the following factors: (i) The Civil works engineer is not in position though the appointment has been made. The work will commence on his joining the DPIU probably by March 1, 1995, (ii) Lack of clarity about financial and service regulations.

- (b) **Financial Progress:** A total budget of Rs. 157.89 lakhs was approved for 1994-95, out of which Rs. 39 lakhs were given in two instalments. The first instalment of Rs. 40,000 given on January 4, 1995 and the second of 38.60 lakhs on January 7, 1995. Out of this the DPIU has spent Rs. 1.13 lakhs to date. The utilisation, thus, stands at less than one percent of the approved budget.

Expenditure against the various AWP heads is as follows:

(i) Improving Access	Rs. 15,000/-
(ii) Retention and Achievement	-
(iii) Capacity Building	Rs. 98,000/-

Accounts have been opened for the District Society. School accounts have not been opened. This will be done as and when training is given to all the head teacher regarding utilisation of money sanctioned and then Rs. 2000/- each for VEC cum school will be released. The amount of Rs. 500/- each to be given to teachers will also be released as and when the teachers gets trained, on its utilisation.

Progress has been slow due to:

- (i) Lack of clarity regarding financial and service regulations.
- (ii) Delay in training of VEC's and head teachers.
- (iii) Delay in appointment of accountant.

(c) Managerial Capacity:

- (i) In the DPIU management structure, 4 out of 13 sanctioned posts have been filled. Out of the 4,3 persons are on deputation namely Assistant Project Director (Training), Assistant-cum-Accountant and the Clerk. The class IV employee is on daily wages.
- (ii) Lack of staff has affected the implementation of activities listed in the work plan 1994-95.

- (iii) The dual charge held by the DPO has also slowed down the progress.
- (iv) Lack of understanding and clarity regarding financial operations and service regulations has also slowed down during 1994-95.

Three BRCs have been established in Hansi, Hisar Block I and Block II in the senior secondary schools. The staff is in position in each BRC but they need to be given orientation and training.

At the cluster level the following actions have been taken:

- (i) Clusters have been identified.
- (ii) Cluster heads in one block were issued posting orders on February 1, 1995 and have joined work. Training has yet to be given to cluster heads on their roles/functions within the DPEP.
- (iii) Every village has a VEC and mobilisation is going on at the village level in schools. 18 orientation programmes had to be organised during 1994-95 out of which only one has been held at Hansi.

EMIS is to be located in the newly rented DPIU office.

Audit arrangements have not been made but assurance was given that this would be done after the Executive Committee meeting to be held on March 1, 1995.

Procurement is yet to be done. This is because of late start of the project and non-posting of staff.

- (d) **Institutional Capacity:** The DPIU is dependent on the DIET for training of various categories/levels of personnel involved in the DPEP.

The Mission visited the DIET to assess its capacity to do the same. It is located in 2 rooms in a senior secondary school at Matreshyam. The foundation stone has, however, been laid close by and enough land has been given for construction of the building.

Only one lecturer is in position and he is officiating as Principal. He takes all the classes for the first year trainees. Thus only the pre-service unit is operational. Furniture is there, but no teaching equipment/aids were seen.

Given this kind of a physical infrastructure and practically no staff, it would be absolutely impossible for any in-service training programmes, supervision or research to be conducted.

Recommendations

- (i) The District Society needs to improve the existing staffing at the district level.
- (ii) Training needs to be organised for district level functionaries on financial and service regulations.
- (iii) The DIET needs to be further strengthened from 1995-96 onwards.

(iv) The DIETs are Government institutions and the faculty are from the senior secondary schools and the principals are interchangeable with District Education Officers. The faculty positions are considerable 'non-lucrative' and 'powerless' and hence there is a general reluctance for such postings. This has resulted in the posts lying unfilled. As was suggested to the state authority by the team, the DIET may either have (a) separate cadres, (b) be made autonomous or (c) special incentives be considered for such postings.

(v) Net-working between the education and other departments needs to be facilitated.

ANNEXURE II

DISTRICT JIND: PROGRESS DURING 1994-95

The Mission team visited Jind district on February 21.2.95 and interacted with the District Project Co-ordinator Shri R.S. Kukreja.

A. Physical Progress:

In the 1994-95 AWPP, construction of 10 school clusters and 1 EMIS building have been proposed. With reference to the first category, construction activity was seen underway in 2 of the schools visited by the team i.e. GGPS Jind city and GGPS, Ahir Ka. The Mission was informed that 10 such cluster rooms including those in the above two schools, will be completed by March 31st, 1995.

Regarding EMIS construction, the location site has been identified and work will commence once the Civil Works Engineer is in position.

The following activities had been proposed in the AWP for the district as given below:

- (i) Writing of slogans, developing posters, banners calendars etc. This has taken off well as slogans were visible on buildings and at important intersections in the district. Besides, this at the school level songs, plays and raganis on DPEP have been devised and are being performed by school children. This was seen during the teams' visit to GPS, Bohatwala.

- (ii) 2-day orientation programme for district level functionaries has not been done due to staff not being in position. This will be done by April 1995 once the staff is in place.
- (iii) VEC orientation has been conducted for one unit comprising 20 VEC's in Julani village. 17 such units have still to be oriented. The team was assured by officials that this will be completed by July 1995.
- (iv) A programme for orientation of Head teachers was conducted for 5 days. However, not all the 2,200 Head teachers have been oriented.

It is apparent that mobilisation is well underway, is largely village based and is a continuous ongoing activity. What needs to be noted is that it has reached the grassroot level i.e. villagers and students. However, it is equally important that activities need to be planned to make the school more interesting, leading to quality improvement in children's achievement. The audio-visual media is not being used much currently but this will change in the next year. The education department has been solely responsible for the generation and implementation of these activities.

Physical progress has been limited due to the following factors:

- (i) Majority of the DPIU staff is not in position, including the civil works engineer.

- (ii) Financial and service regulations have not been clearly understood by the district officials, especially with reference to construction work.
- (iii) Training has not taken off due to staffing and infrastructural problems in the DIET.

B. Financial Progress

A total budget of Rs. 95.98 lakhs was proposed for 1994-95. Against this amount, to date the district committee has received Rs. 21/- lakhs, during December, 1994 in 2 instalments. Out of 21 lakhs only, Rs. 1.37 lakhs has been spent on DPEP activities. The expenditure, thus, is less than 2% of the budgeted amount.

Expenditure against various AWP heads is as follows:

(i) Improvement Access:	Rs. 91,714
(ii) Improving Retention and Quality	Rs. 10,000
(iii) Capacity building	Rs. 35,500

Accounts have been opened at the state and district levels. It is yet to be done at the school level, as this is subject to Head teachers and VECs being oriented on their roles/functions vis-a-vis the DPEP objectives and activities. As such, the amount of Rs. 2,000/- per school and Rs. 500/- per teacher is proposed to be released by the State authorities once training has been given. No money from the pre-project activity budget of Rs. 50.00 lakhs was used by the district.

C. Managerial Capacity

(i) Out of the 13 posts visualised in the DPIU structure only 2 posts have been filled to date. These are those of Assistant-cum-Accountant and Clerk. This staffing problem has affected both the planning and implementation of DPEP activities in 1994-95. The District Project Co-ordinator is holding additional charge of District Primary Education Officer. This dual charge in a crucial position has further aggravated the timely completion of planned activities during this year.

At the block level, block resource centres have been identified. Cluster heads/schools have been identified and appointed. VEC's have been constituted in every village but training has to be imparted.

- (ii) Financial and service regulations have not been clearly understood by the DPIU staff causing delays in activities being started and completed, for example, construction activities. This work has to be finally done by the Panchayati Raj XEN. Their role vis-a-vis financial regulations is not clear to the DPIU.
- (iii) Audit arrangements have not been finalised, but will be done after the Executive Committee Meeting on March 1st 1995. This assurance was given by the Education Secretary.

(iv) During the district visit, 3 villages were visited. It was observed that VECs had been constituted and the mission members interacted with members of all 3 VECs.

EMIS: The location site for the building has been identified. No purchases have been made so far. Construction work will start as and when the Civil Engineer joins the DPIU.

Procurement: The DPIU has not taken any action on this because of late start and time-consuming procurement procedures.

Audit arrangement are yet to be made. The Chartered Accountant is expected to be finalised on 1.3.95 in E.C. meeting.

D. Institutional Capacity

The DIET, which is envisaged to be the major institution entrusted with tasks has been established. There is a building which however has no electricity or water facilities. As regards staffing, out of 21 Sr. Lecturers/Lecturers, only 8 are in position. The Principal is not appointed. One Sr. Lecturer is officiating as Principal. Due to shortage of staff and lack of orientation of existing staff about DPEP (Its role, functions and activities), training of master trainers scheduled for 1994-95 has not been carried out.

Other major activities entrusted to the DIET, were to print a newsletter and purchase library books, journals and periodicals. This has also not been accomplished, despite funds being given to the DIET by the DPIU.

A visit to the DIET highlighted the various problems:

- (i) Staff is not in position.
 - (ii) No electricity is available affecting use of existing equipment for training.
 - (iii) Non-functional hostel, with no mess.
 - (iv) Staff not oriented about DPEP.
 - (v) Major inputs are in 2 areas:
 - In-service
 - Pre-service
- Other departments are non-functional.

Recommendations

- (i) Staffing position in the DPIU needs to be improved and persons appointed on a priority basis.
- (ii) Training needs to be organised for district level functionaries on financial and service regulations.
- (iii) DIET has to be strengthened on a priority basis.
- (iv) Net-working needs to be strengthened between the DPIU and other departments.

ANNEXURE III

1995-96 ACTION PLAN HARYANA STATE & DPEP DISTRICTS

A draft annual work plan for the state and districts was submitted to the mission team members. The state authorities were reluctant to handover this plan since this was neither discussed at the district level as has been envisaged in DPEP guidelines nor approved by the Executive Committee. This plan would have to be revised in the light of state level workshops to be held on 24.2.95 in which findings of various studies will be discussed. A meeting of Executive Committee is to be held on March 1, 1995 where the final plan will be approved. As such the mission team can only make certain broad observations/suggestions. They are as given below :

1. The State Annual Plan 1995-96 includes (for State and Districts)
 - i. **Improving Access**
 - a. opening of new schools
 - b. reconstruction of the existing schools
 - c. additional classrooms, toilets and water pumps etc.
 - d. maintenance of school buildings
 - e. NFE centres
 - f. teacher requirements
 - g. mobilisation (VECs)

ii. **Capacity Building**

- a. Educational Management Information System
- b. State District Project Implementation Unit.
- c. State Institute of Educational Management & Training Unit.

iii. **Retention and Achievement**

- a. developing MLL based curriculum and setting up of Haryana Text Book Board
 - b. promoting Girls Education & Women's Empowerment
 - c. setting up of ECCE Unit
 - d. strengthening SCERT/DIETs
 - e. school clusters
 - f. setting up of BRCs
 - g. teaching learning materials
 - h. classroom furniture
 - i. Co-curricular activities
 - j. free text books to SC children and girls
 - k. training to AWC workers and crecidle programme
 - l. play equipment
 - m. in-service training
 - n. school facilities like wall clock, and school bell etc.
- iv. Innovative Projects like good handwriting and incentive to girls for enrolment and retention.

2. In (iii) - (d) 'strengthening of SCERT/DIETs' it is suggested that all the DIETs in the DPEP districts should be functional. Details are given in Annexure-IV. A decision

will have to be taken whether a separate DIET will be sanctioned for Kaithal or the DIET at Kurukshetra will continue to look after Kaithal in which case DIET Kurukshetra, will have to be further strengthened to meet the additional load.

3. In (i) - (e) 'NFE centres', training of master trainers should be done in DIETs', DRUs with the help of SCERT Key Resource Persons. These master trainers should be used by DRUs to train NFE Instructors.

NFE Instructional Material should be developed printed and supplied by the SCERT to all the DRUs of the DIETs in DPEP districts.

4. In (i) - (g) 'Mobilization (VECs)' should be done in coordination with DIETs.
5. In (ii) - (a, b, c) 'Capacity Building' there should be a very close coordination between capacity building and DIETs.
6. In (iii) - (a, b, e, f, g, h, i) 'Retention and Achievement' there should be a very close Co-ordination between SCERT, DIETs and District Project Co-ordinators, (iii) - (K,m) 'Training' should be done by DIETs (iii) - (c) 'ECCE Units' should be set up in DIETs.
7. (iv) 'Innovative Projects' should be identified and carried out in consultation with DIETs.
8. The tentative Draft Plan made available to the team appears to have been prepared in a great hurry. The plan does not clearly reflect the activities of 1994-95 Plan which have not been completed. Since majority of 1994-95 schemes are yet to be completed and utilisation is poor, it will be

advisable to give 4 months extension to 1994-95 plan to be completed. Then 1995-96 plan may contain programmes for only 8 remaining months of the year.

9. The 1995-96 plan is lacking the comprehensibility of the programmes mentioned. It does not reflect the linkages with normal programmes of primary education sector and other related sectors. Inputs on improving access and retention of girls as well as SCs is not clear. This has to be an essential component as per DPEP guidelines. The reports of baseline studies and other studies are yet to be shared at the district level and incorporated in the 1995-96 plan.
10. In view of late start of DPEP and in view of the non-functioning of DIETs the authorities need to be given some time to work out a realistic 1995-96 plan which would necessarily require discussions at various levels.

ANNEXURE IV

FUNCTIONING AND STRENGTHING OF DIETs

1. DIETs trainees are very valuable human resource for DPEP. They are also the future teachers for DPEP schools. Their courses and training should be so designed that they are also oriented in DPEP philosophy and strategy and they are better teachers in the schools after training.
2. The DIETs specially in DPEP districts should immediately be made functional. Each DIET should have seven Units/Branches and each unit should have the complete academic staff (preferably M.Ed. and experience in Primary education) as per norms of MHRD.

The following is the standard staffing:

PSTE (10 members), IFIC (2), P & M (3), ET (3), CMDE (2), WE (2) and DRU (5) [Abbreviation amplified in pages 28-30]
Each DIET should have well qualified (M.Ed./Ph.D, Primary) permanent Principal.

The services of DIETs faculty may be well utilised in DPEP along with their own work if a proper training is given to them.

3. The additional DPEP academic staff should also have proper qualification (M.Ed., Primary). They should immediately be appointed and posted in DIETs. This additional DPEP faculty along with the existing DIETs faculty with proper training

would be a strong Task Force for effective implementation of DPEP.

4. DIETs faculty of DPEP Districts along with additional DPEP faculty should be trained in their work by SCERT.
5. If feasible the consultancy of some experienced person preferably Ex. DIET Principal with long primary education experience may be utilised, in establishing DIETs in DPEP districts, making them fully functional, training DIETs faculty and additional DPEP academic staff in content, methodology, evaluation, supervision, guidance and monitoring.

This will expedite the effective implementation of DPEP in DPEP districts.

6. The Seven Units/Branches of the DIET are as follows. Within brackets is the number of faculty members in the UNIT as per MHRD norms. Work done by each DIET Unit is also given very briefly :

1. PSTE (8 + 2 = 10)
(Pre-service Teacher Education)

Sr. Lecturer	1
Lecturer Foundation	2
Social Studies	1
Science	1
Hindi	1
Maths	1
Physical Education	1

Additional

- | | |
|-------|---|
| Arts | 1 |
| Music | 1 |
- 2 Training trainees and helping in other units IFIC (2)
(In-service, Field interaction and co-ordination)
- | | |
|--------------|---|
| Sr. Lecturer | 1 |
| Lecturer | 1 |
- Training of key persons, Resource Persons and teacher, and helping in other Units
3. P & M (3)
(Planning and Management)
- | | |
|--------------|---|
| Sr. Lecturer | 1 |
| Lecturer | 1 |
- Training Head Teachers in planning and management and helping in other UNITS
4. ET (3)
(Educational Technology)
- | | |
|--------------|---|
| Sr. Lecturer | 1 |
| Lecturer | 1 |
| Technician | 1 |
- Giving ET input in all training programmes.
5. CMDE (2)
(Curriculum Material Development and Evaluation)
- | | |
|--------------|---|
| Sr. Lecturer | 1 |
| Lecturer | 1 |
- Developing curriculum material and designing evaluation techniques, 2nd helping in other Units.

6. WE (2)

(Work Experience)

Sr. Lecturer 1

Lecturer 1

Giving WE input in all training programmes.

7. DRU (5)

(District Resource Unit)

Sr. Lecturer 1

Lecturer (Adult) 2

Lecturer (NFE) 2

Training in adult and non formal education - Master trainers and DIETs trainees, Development of NFE material, Assisting in establishing NFE centres, Conducting of training programmes for NFE instructors with the help of NFE Trained Master Trainers.

In view of the fact that DIETs are yet to be made fully functional it is desirable that the following consultancy programme be provided for the DIETs out of the DPEP funds.

DIET - 1 a. Observing DIETs Activities of each unit during the time trainees are in the DIET.

Interaction with faculty unitwise and DIETs Trainees

b. Seminar for a one-week period, for all the faculty members and additional faculty staff of DPEP after DIETs trainees leave the DIET.

(Duration - one week)

This can be the pattern for other DIET as well.

- c. Training Programme of all the four DIETs faculty together and additional DPEP faculty in one of the four DIETs during summer Break 1995.
- d. If needed similar programmes may be continued after summer vacations 1995 during

Autumn Break	-	1995
Winter Break	-	1995
and Summer Break	-	1996

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