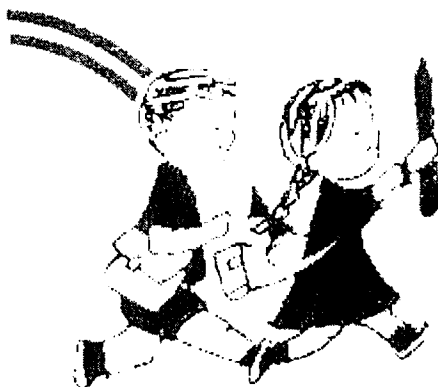


DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part 3

State Specific Information on Mission Objectives

13th Joint Review Mission

(April-May, 2001)

- **The volume contains State Specific Information on Mission Objectives**

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ANDHRA PRADESH

Learning, completion and quality :

- *New initiatives and progress on ongoing initiatives to improve school / classroom quality with a view to influence teacher and student attendance, school completion and students learning achievement.*

All the primary schools are classified into A, B and C categories with a view to providing appropriate support. While A grade schools are encouraged to develop on their own suitable guidance to B and C categories are provided through MRPs and faculty of DIETs.

Student attendance monitoring through head count is being done from November, 2000. School wise, class wise attendance details are available. This information is being used to identify and interact with parents of children who are not attending the school regularly. Further this data helps in identifying the children who can be sent residential / non-residential Bridge Courses.

The state already has in place a non-detention policy at the primary level. Instructions have been given to all the primary schools to promote all the children to the next higher classes while identifying those student who would require special attention in the next class.

Student's learning is being evaluated through unit tests, assignments, quarterly, half-yearly and annual examinations. Under DPEP, Midterm Assessment Survey (MAS) was done in DPEP I districts and MAS is proposed in 14 expansion districts during 2001-02.

In order to obtain a comprehensive idea about the levels of achievement of children tests in language and mathematics on a multi-grade format have been developed at SPO. These tests have been designed to identify the level of children / competencies attained. The language test has already been used in two Mandals of Chittoor district on a pilot basis. This graded test is being administered in all the districts. It is proposed to develop parallel forms of tests also.

It is proposed to expand this concept during the year and develop question banks on different subjects for all classes. This will enable teachers to develop their own question papers for unit tests, quarterly and half-yearly examinations. Simultaneously two training packages on "assessment procedures" on both cognitive and non-cognitive areas have been developed. Teachers training on "assessment procedures" is scheduled during the summer vacation i.e., May - June, 2001.

- *Any specific initiatives undertaken by the state towards teacher development and support for teaching in different learning contexts such as multi-grade, large classes and poor infrastructure.*

With regard to support to teachers on multi-grade teaching an handbook on activities has already been supplied to schools. This has helped in providing activities in groups.

In the current teacher training package, multi-grade teaching has been given importance. The activities suggested in the training manual have been field tested. Alternative strategies to face multi-grade situation are incorporated in the manual.

District project office Kurnool has developed activity frames which can be used to different grades and subjects in a multi-grade situation. This activity book has to be edited, printed and supplied to schools with 1 to 3 teachers. It is also proposed to develop self-learning activities in language and mathematics. Due provision for all the above activities is made in the AWP & B 2001-02.

A fresh initiative on using teachers forums in addition to MRG / DRGs has been taken up. This has its basis in the fact that in many districts there have been initiatives developed by teachers on their own without reference to DPEP. Most of these initiatives have arisen out of a felt need, as assessed by teachers themselves, to improve classroom teaching in certain specific areas like science or maths and so on. An effort has been made to identify such initiatives and promote them.

- *Activities of the School Committees that are contributing to overall school quality, improvements in student learning and completion rates and including their involvement in the civil works compound.*

Democratically elected School Committees have been formed during Nov, 2000. Panchayat Education Committees, Mandal Education Committees have also been already formed.

Training to all the school committee members is proposed in May / June, 2001. The school committee members are being trained to prepare Habitation education plans keeping the information about school age children, out of school children, child labourers etc in their habitation. All the school committee members have been encouraged to study the educational scenario in their Habitations. This aspect was taken up in Gramasabhas during Janmabhoomi programme also..

Equity

- *Improving their information base on children out of school and the reasons for their non-enrollment of non-completion and on Alternative schooling.*

Information about in the school children and out of school children (un-enrolled and dropouts) was collected through family survey. The data entry of the information is almost completed. Adequate provision is being made in AWP & Bs to start Bridge Courses, Alternative schools and appropriate transition courses.

In habitations, where alternative schools are functioning, comprehensive Habitation plans are being prepared covering the entire 5+ to 14 year age group. It is now proposed to slowly convert alternative schools which currently covers class 1 and 2 only, to function as non-residential Bridge Courses centres, duly covering all children in the primary school going age.

Providing education of quality to the hardest to reach children

Efforts are being made to develop materials to teachers and students for Bridge Courses. Experience of voluntary organization and NCLP is being taken into consideration. The material will be ready by June, 2001.

Institutional Capacity Building

A) Strengthening of DIETs and their involvement with school improvement.

- Computers were made available to DIETs
- Dish antenna with Receiving Systems were established in all the DIETs. The analog system is being transformed into digital.
- Funds for library books were released.
- DIETs have been entrusted with school monitoring of C grade schools. All the DIET staff are oriented in school monitoring.
- DIET faculty members are visiting a range of B and C grade schools and providing guidance for improvement. It is expected that this would provide the basis for a larger program.
- DIET faculty are attending TC meetings and sharing their experiences in teaching difficult concepts and on multi-grade teaching.

B) Mandal Resource centres and teachers' centres :

Most of the MRCs have been constructed and occupied by respective Mandal educational officers and MRPs. Furniture was already supplied to most of the MRCs. Library books and equipment are being supplied during 2001-02.

With regard to TCs, it is proposed to give freedom to all the TC to prepare and discuss their own plan of action and agenda for the monthly meetings during the year 2001-02.

C) Strengthening of SCERT

Curriculum development

SCERT is helping in

- Framing curriculum policy
- Developing Textbooks
- Developing Academic calendar

Research and Evaluation

- Conducting Research and Evaluation studies

Teacher development

- Providing training to newly recruited teachers through DIETs.
- Video Scripts for Distance Education (AP Education Channel)

Involvement in district and sub-district level institution

SCERT faculty is visiting the districts, interacting with DPO staff, MRPs and Teacher forums.

Programme Management

- *The extent to which the states have identified specific problems in implementation and are dealing with these.*

Development of planning capabilities for UEE in the context of a tendency on the part of teachers to over report enrollment, existing high rates of dropouts and prevalence of child labour, has been a crucial area to which considerable attention has been given. A number of workshops have been held for district level teams. Selected Mandal level units have also been sensitised. The key aspect that is now being addressed is increasing awareness of teachers as well as the community to the issues relating to child labour and universalising retention. Mobilising community is being seen as an aspect of increasing a teachers capacity to deal with classroom transaction. A greater involvement of teachers in dealing with issues relating to a child, outside the classroom, is expected to improve teacher-child interface inside the classroom.

In order to develop contextual strategies Mandal specific plans for UEE are being attempted. Convergence of all programmes at the Mandal level, as well as involving all active agencies including NGOs, PR institutions has been a focus in recent months.

An area of weakness that has been identified as being crucial in 8 districts is the tribal plan. The tribal area is characterized by low population density and highly scattered Habitations. Literacy levels are low and the difficult terrain makes access uncertain. Separate tribal plans are now being attempted in these districts.

What is the current status of release of 15% state share? What is the amount still to be released by the states?

As against a total requirement of Rs. 86.685 crores towards state 15% share for DPEP-I & DPEP-II taken together, an amount of Rs. 86.26 crores has been released so far.

ASSAM

Learning, Completion and Quality :

Assessing new initiative and progress on ongoing initiatives :

Teacher & children attendance, School completion, Students Learning achievements:

- In a measure to improve quality of teaching and learning in the schools, 'School development plan' has been designed in each school with the active involvement of the community persons. This plan has included issues like teacher's & children's regular attendance, school completion and children's learning achievements etc. the House to House survey, which was recently launched in all the villages has also supplied the necessary data for implementation of the school development plan. Each VEC will be having a register having the information collected through the House to house Survey. The community mobilization in the shape of 'Mother's group; self help group, etc has largely helped in the retention of the children in schools. To arrest poor attendance of children, the students government and Community as a whole have been activated in each school/village. Attendance register has been maintained by all schools and discussion with teachers, parents, mothers have been initiated through Student Government. 'Samal Sambhar' a textbook cum workbook cum teachers handbook has been developed for Class-I, III & IV in all the subjects concerned and teachers are following these books to improve classroom transaction. The classroom management has been improved with the introduction of 'Flexible routine'.

Multi-grade, Large Classes, poor infrastructures:

- A further development on "Samal Sambhar " to make it more useful in the single teacher and over crowded schools, workbooks for classIII & IV have been developed on all the subjects and supplied to the children of each school. Yet another development has been made on "WorkBook" to make a MGT(Assam specific) friendly model-"Learning Books". The Books for all the classes are now ready for trial in the MGT schools selected for this pilot interventions.
- Radio Programme On MGT has already been broadcasted through AIR Guwahati to sensitize the teacher through audio media. Case study approach has been followed showing the activity of a successful teacher dealing with MGT situation.

Quality:

- .School library books which has been provided to primary formal Schools indirectly supporting in increasing the quality of the children. Reading and sharing on library books by children directly increases the reading ability and level of understanding which is a major competency of language learning.
- The recurrent infrastructure grant provided by DPEP is support in taking up minor repairing and equipping the schools with Blackboard, Almirah for storage of TLMs etc, and for drinking water and toilet facilities etc.
In addition to it major repairing & construction grant from DPEP (within norms), other agencies funds are also helping in improving the status of school infrastructure.

Moreover, supports from other alternative sources are too helping in changing the scenario. Those are either from communities own resource public representatives fund etc.

The selected schools of tribal areas has got some assistance from ITDP for sitting arrangements

Examining the activities of the Village education Committees(VEC)

- The effort of DPEP Assam has been to create a peoples movement under Community Participation in the State. Across all nine DPEP districts, Village Education Committees have been formed in all the villages and these have been activated and oriented through recurrent trainings and regular contact programmes. The focus has been on enhancing participation of local communities in the management, infrastructure development of the educational institutions and through concerted community action bringing about a complete participation of all children in education. The crux, however, of the community participation programmes in Assam lies in creating opportunities for communities to participate in teaching learning processes by augmenting efforts of the teachers in academic and co-academic activities like helping in TLM preparation, generating supplementary learning materials etc.
- More recently a major effort has been put in organizing rural women under various names like Self Help Groups, Mothers Groups, Mahila Samittees and Mahila Pragati Manch. to help empower the deprived and also to create opportunities for women to participate in supporting the education of the girl child in particular and the education system as a whole. DPEP Assam is also seeking to promote awareness of child rights through various activities including organizing the Students Governments that help establish strong linkages between community and schools.
- Further after the visit of the 11th JRM to the State of Assam, week VECs have been identified and suitable action for re-orienting the members for activating them has been initiated.
- Radio feature has been prepared on the role & responsibilities of VEC for development of School and they have been shown in the VEC meet in different districts under DPEP. School development plan has also been prepared through the active participation of the Community and for execution of the Plan a leaflets has also been prepared and distributed wherein the detail instruction for execution of the plan are elaborated. A video documentary has also been prepared & telecast through Guwahati Doordarshan on role of VEC regarding school development plan.
- In addition to the above, under the Distance education programme of DPEP Assam, a few Self Learning Matrials(SIMs) have been prepared on the role of VEC members in relation to school development plan, role of teachers to make classroom transaction more lively and the role of teachers to deal with children with disability. While the first two SIMs has already been dispatched to districts and distributed, the third one is under process of printing.

Equity:

- (a) For improving the information base on children out of school and the reasons of their non-enrolment and non-completion, DPEP, Assam has conducted the massive work of collecting habitation wise House to House data of the children in the age group 0-5, 6-9 and 10-14 years. The compilation of data has already been over and the AWP&B 2001-02 has been prepared on the basis of this data. In the format through which the House to

House information has been collected includes the enrolment of children in different types of schools incl. Venture and private, NFE and AS centers etc. and the number of out-of school children could be computed. The reasons of non-enrolment of totally non-enrolled children and drop-out ones have also been identified.

The computerization of these data is being done from the 2nd week of April, 2001.

(b) Thrust has been given in providing education of equitable quality to hardest to reach areas mostly for remote and communicationally distant areas near to state and international boarder areas, forest, tea-garden, char areas. Also academic supports has been provided for the children of relief camps (due to ethnic clashes). Already PF School teachers has received a number of short duration trainings on different content areas. The schools, teaching learning materials like Samal Sambhars, workbooks etc. for better classroom transaction. For on site support and spot orientation, support visits are organized and teaching learning materials for different linguistic groups are either translated/adopted or on the process of translation/adaptation. The ECE and Alternative Centers of those areas where need is there, are functioning.

The communities have been mobilized to make them aware of educational needs and work for improving the overall educational status of those areas.

The additional to it, short terms studies has been offered for those areas to reassess the need of education and to re-strategies the process of inputs for quality of per of other advantageous areas.

Another thrust has been given in over all development of those areas by forming and activating M.G and providing SHGs so that the community could bear the learning cost of their wards.

Institutional Capacity Building:

(a) Strengthening of DIET for their involvement with school improvement.

There are seven DIETs in nine DPEP districts. The district of Bongaigaon of Karbi Angling, DIET have not yet been distributed. DPEP, Assam has established one District Resource centre in Bongaigaon and five DIETs transferred from other DIETs have been taken for DRE Bongaigaon (on deputation). In Karbi Anglong the Basic Training Centre has been taking after gone in DPEP activities.

For strengthening DIETs as an institutions, DPEP, Assam provides infrastructure facilities in the form of Xerox machine, fax machine, duplicating machine, Library books, maintenance cost of machines, electricity, telephone and fax etc.

In sphere of academic strengthening DIET faculties have been sent for National level training on various aspects in field of primary education. Short term studies and action research projects have also been done by the faculties which broadened their knowledge base.

The DIET faculties as member of academic resource group (Principal DIET is the head of academic resource group and the ARG is functioning from DIET premises.) and they are engaged for intensive academic supervision and monitoring of schools, class room

transactions, attendance of students including overall development of schools. Every DIET faculty has been allotted one cluster comprising at least 10 schools which is named the Project Cluster for overall development of schools under the cluster. In addition to the project cluster, one school in every cluster has been taken by one DIET faculty to develop it as model school so that it can have a demonstration effect on other school in the cluster.

(b) Improving the functioning of Block Resource Centre and Cluster Resource Centre.

The Block Resource Centre (BRC) and Cluster Resource Centre (CRC) under DPEP, Assam are functioning as Real Resource Centre in the sub district level and one can find the Resource Centre Coordinator including the Resource Group members working almost 14-15 hours a day. The BRC are headed by BRCC and CRC are headed by CRCC and almost all of day are on deputation from education department having teaching background of 8-10 years.

For improvement of the functioning of BRC, Block Level Resource Group (BLRG) comprising people having teaching and educational administration background like retired teacher, retired BEEO, SI of school, are assisting the BRCC in implementing DPEP. Every month 2 day meeting with the cluster Coordinators are also a regular feature in functioning of BRC. At least 10 days per month, the BRC visit schools and take lessons in class. In the 2 day monthly meet, the discussion veered round academic issues brought by the cluster coordinators. Joint supervision of school with BEEO is another regular feature in the functioning of BRC which improves the convergence of DPEP with mainstream functionaries. The Block Level VEC forum meeting with active participation of VEC presidents is one of the principal means by which community takes part in implementation of the programme.

In CRC level the monthly meet with all picture of the Cluster, the discussion is mainly on academic issues. The meeting discussed about the lesson in language, mathematics, Evs and other subject to be taught in next few days. The relationship with community members and VEC are very cordial and in matters relating to school development plan, teachers are in constant touch with the VEC members and presidents.

The Habitation wise House to House data already collected will also be computerized within three/four months during 2001-02.

(c) Strengthening of SCERT in areas of responsibility such as curriculum development, teacher development, student's assessment and its interaction with district and sub district level structures

SCERT, Assam developed the curriculum for primary classes in the State of Assam and DPEP, Assam provides support to SCERT in the form of financial support as well as academic resource support based on field feedback of DPEP functionaries.

In the areas of teacher development SCERT, Assam developed two teachers hand books for 'k' man and class-I. For SOPT programme (modified) which is based on whole school approach of DPEP, DPEP, Assam assisted SCERT in the form of resource support for module development.

In the areas of children achievement SCERT, Assam introduced the system of 16 unit test in primary classes in the whole year and DPEP, Assam provides both academic and financial support.

In the matter of interaction with district and sub district structure in DPEP districts, SCERT faculties have been visiting the district and sub district structure of BRC and CRC under State Supervision Mission organized by DPEP State project office. In addition to this, DPEP is funding SCERT. Assam for visit of SCERT faculties to DIETs for interaction with DIET faculties.

(d) Status of setting-up/functioning of SIEMAT, Assam to provide support for Educational Planning and Management

A vision plan for SIEMAT, Assam has been prepared through an external agency and the EC of SIEMAT, Assam has approved the vision plan with the condition that NIEPA, New Delhi's view may be obtained on the plan. The views of NIEPA is awaited. However, two Programme Officers of DPEP, State Project Office including SPD, DPEP, Assam (who has been appointed as Director, SIEMAT) is looking after SIEMAT, Assam.

Programme Management :

The districts under DPEP are implementing the program, with utmost sincerity. However, the following problems are hindering the smooth sailing of the programme.

- The severe transportation bottle-neck to visit remote backward areas, the communication between the functionaries becomes less effectiveness. Efforts has been made to engage RPs belongs to the remote backward areas for smooth implementation in these areas. In addition to these, special efforts has been made to mobilize the community in these areas for overall school development.
- Due to non release of funds to DPEP Assam by both the GOA and GOI in time, many programmes can not be implemented in time resulting non-fulfillment of the target under AWP&B.
- The second problem faced by DPEP, Assam is the frequent bandh call given by various extremist and political organizations due to which the total school days has been reduced. DPEP, Assam has made some contact programme with the community so that community can take care of the school days to be intact.
- Due to national calamities, like flood in the char areas and forest and border areas in a particular period every year the school remain closed. DPEP, Assam therefore desires to mobilize the community in these areas to increase the school timing in the winter season so that school syllabus is completed. Moreover, the TLM for these areas are also being revised keeping in view the above problems. The schools in these areas are mostly having multi-grade situation and efforts are on to prepare a learning book in multi-grade situation.
- Moreover factors like the teacher appointment, rationalization, transfer of teachers etc. upon which DPEP Assam does not have any control are also effecting the over all implementation of the DPEP in Assam.

Release of State share of DPEP – Status :

Against total GOI release of Rs. 16,286.71 lakhs till February 2001, the 15% State share comes to Rs. 2,874.12 lakhs. The GOA release Rs. 2057.42 lakhs till February, 2001 and Rs. 142.70 lakhs in March, 2001. Therefore, the State share due from GOA is Rs. 674.00 lakhs upto March, 2001. However, it may be noted that during 2000-01 the GOA has released an amount of Rs. 1484.24 Lacs despite severe financial constraints faced by GOA.

CHHATTISGARH

The new state of Chhattisgarh has been formed w.e.f. 1st November 2000, including 15 districts of erstwhile Madhya Pradesh State. Out of 16 districts of Chhattisgarh State 15 have been covered by DPEP (Phase I covers 9 districts & phase II covers 6 districts). During the implementation phase of DPEP the gender gap has been reduced to 3.36% as stated below :-
Overall enrolment.

1995-96			1999-2000			Increase in enrolment		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
10826280	871266	1957546	1436920	1293768	2730688	350640	422502	773142

Raised from 68.0% to 94.8%

As per benchmark evaluation report the increase in learning achievements has reflected more than 40% increase in all primary school children.

The DPEP has strengthened the capacity of DIET, BRC, CRC and district level functionaries planning and management structures to implement the programme effectively. The state has been formed recently. Therefore, steps are being taken to improve the capacity of the concerning institutions at state, district and block level.

State has 15 DPEP districts out of which 9 have been covered under phase 1 and 6 have been covered under phase II. There are total 134 blocks and 1935 clusters which are covered by the DPEP.

The following facilities have been provided in the districts to achieve the target of GAR, GER, RR and learning competencies.

Phase	Name of Districts	No. of NPS provided	No. of Addl. Rooms	No. of teachers
I	1. Bilaspur	39	85	309
	2. Janjgir Champa	35	36	195
	3. Korba	25	21	158
	4. Raigarh	60	100	326
	5. Jashpur	79	74	319
	6. Sarguja	104	83	529
	7. Jorea	46	12	175
	8. Rajnandgaon	89	114	426
	9. Kawardha	64	34	197
	Total	541	559	2634
II	1. Bastar	141	89	472
	2. Dantewada	79	06	307
	3. Kanker	58	06	237
	4. Raipur	174	0	610
	5. Dhamtari	34	0	149
	6. Mahasamund	142	0	402
	Total	628	101	2177
	G. Total	1169	660	4811

Academic support has been provided to the teacher by the DIET, BRC and CRC in clear understanding of curriculum use & preparation of TLM and activity base teaching and child centered teaching methods.

VEC supports the school in over all enrolment retention, regular attendance of teacher & students and regular functioning of schools. VEC also provides support to maintain the school building and premises and infrastructure.

The SCERT has been recently constituted and is helping in contextual change of textbooks in geographical and local state specific changes etc. at primary level. it will also cover the need of districts as per demand in preparation of curriculum etc. At present the SCERT is facing the problem of inadequate staff, which is under consideration of the state government.

Hard Areas Before State

1. In some of the drought affected areas people have migrated with their children to earn their livelihood.
2. In tribal areas some habitations are having very low i.e. 20 to 50 population and could not be provided access.
3. Some disabled children also could not be covered because of lack of trained and motivated teachers.

GUJARAT

Learning, Completion and Quality

Teacher and Student Attendance:

1. Attendance registers for students as well as teachers maintained.
2. If the child is absent for four consecutive days, a home visit is made by the teacher to find out the reasons.
3. If the teacher is absent without leave, deduction from the salary is made.
4. Regular checking of attendance registers carried out by VEC, MTA, PTA and CRC Co ordinators.

Student Completion:

1. Upgradation of schools with Std. I to IV to Std. V and schools with Std. I to.. V to Std. VII.
2. In addition to the existing 20 ECCE AS centres; opening of 30 more such centres is under progress.
3. Students are issued migration certificate to continue/ complete their studies at the place of migration.
4. Girls specific AS centres have been opened in remote and small habitation.

Students Achievement Level:

As per the MAS report, a significant improvement in the achievement levels of Class I student has been achieved due to pedagogical renewal process. The achievement levels of Class. III, which were not so encouraging, will be improved under the pedagogical renewal which will bring in qualitative changes in primary education / in schools.

Teacher Development:

1. The training's given to teachers are normally in-service; with focus on development aspects of teaching - learning process. Besides, personality development, content/pedagogy and development of spirit of living together are other dimensions of the training programme.

Specific initiatives for teacher development:

1. Training for new syllabus is given to all the teachers.
2. Teachers edition of new textbooks is developed and distributed among the teachers for effective teaching.
3. 'Vidhyasahayaks' - newly appointed teachers, are oriented every year on new teaching methods for activity based and joyful learning.
4. Teachers are also trained on the various hard spots of subjects viz., Language, Maths, Science and Social studies.
5. Since English has been made compulsory in all the schools of Class V, comprehensive training has been imparted to teachers. Workbooks and Flashcards have been developed for English and adequate training has been given to the teachers

to equip them with innovative methods of teaching. Teachers of non - DPEP have also been trained on newly developed English workbook.

Village Education Committee (VEC)

- 3042 VEC's have been established so far which have been playing active role in planning, implementation and monitoring of village schools.
- Playing an active role in environmental building for enrolment, retention and reducing dropouts.
- Regular checking of teacher's and student's attendance registers.
- Active involvement of VEC's in preparing village education development plan and school improvement plan.
- Mobilising community contribution and organizing school functions.
- Appointing 'Balmitras' for AS and supervising their functioning.
- School - community interaction has been significantly improved due to the active involvement of VEC's
- Starting from acquisition of site till the final construction, the VCWCs have been playing a major role. They keep a vigilant eye on the quality of construction the material used and construction regulation. Every effort is made to strictly follow the construction manual.

Equity:

As per the house to house survey conducted during December 1997 (children 6 to 11 years) the status of never enrolled and drop-out children is as under.

Districts	Not enrolled	Dropout
Banaskantha	90312	48478
Panchmahal	92108	56442
Dang	3215	4209
Total	185635	109129

Reasons for non-enrollment and non-completion:

1. Distance of the school
2. Illiterate parents
3. Customs against education of girls
4. Sibling care responsibilities and household work
5. Cattle herding
6. Seasonal migration of parents in search of livelihood
7. Difficult terrain in remote habitations
8. Poor physical and educational infrastructure of schools
9. Lack of child friendly curriculum

With the aim to educate the never enrolled and drop-out children to a level where they can rejoin the formal primary school, alternative schooling system was introduced in Gujarat. Based on proper understanding of the categories of out of school children and their problems, appropriate models of AS were developed under Back to School and Bridge Course. The current status of AS is as under:

Back to School: (2011)

- AS centres
- Alternative school
- Education camp (Yet to start)

Bridge Course: (138 centres)

- Vacation course
- Ashram Shalas
- Tent school
- Community hostel
- Salt pan school
- Night class

Back to School Programme: (Status as on 31 st March, 2001)

Districts	No. of AS centres	No. of Students		
		Boys	Girls	Total
Banaskantha	810	8819	10926	19745
Panchmahal	1141	10799	11823	22622
Dang	60	515	583	1098
Total	2011	20133	23332	43465

(B) Education of equitable quality to the hardest to reach children :

- AS children are taught through education cards (Lesson Card, Activity Card, Progress Card, Evaluation Ladder) prepared on the basis of textbook contents and Minimum Levels of Learning of respective standards.
- Joyful and Activity Based Learning Approach have been adopted to ensure self-learning and peer learning.
- The AS teachers are given 90 days intensive training at the AS training centres on AS curriculum, preparation and use of TLM, etc., to cope with the diverse educational needs of the children i.e., children from remote areas, small habitations and working children.
- Regular monitoring of training by district and State AS personnel.
- TLMs are prepared from locally available resources. Local festivals are given due importance. Stories and songs given in the textbooks are taught through local dialects
- Dictionaries in local language, such as Dangi, Danti and Adivasi dialects have been developed which are extensively used by non tribal teachers.
- A local word glossary in Dangi, and Adivasi dialect prepared for Class I IV textbooks
- A Set of 200 Flashcards i.e. Figure cards (Flowers; Animals, Vegetables, Utensils, Musical instruments etc), Counting cards have been distributed in tribal area schools
- Illustrations and examples have been drawn from tribal festivals, ceremonies and tribal culture and their socio-economic environment. While explaining concepts, tribal songs, folk tales, legends and riddles from tribal oral tradition used increasingly in classroom interaction.

Upon completion of their respective courses, the pupils at the AS centres /schools are expected to pass the examination of respective standards to enter the formal schools.

Program Management:

Specific Problems and Concerns

Banaskantha:

- Issue: Poor retention of girls
Gender Focus Area Approach

Interventions :

- a) Maa - Beti Mela
- b) Formation and mobilisation of women groups
- c) Gender sensitization training of male teachers in DPEP districts.
- d) Sammellans organised for Rabari, Thakor, Rajput and Choudhary communities. With their support girls enrolment and retention has increased in rural areas of Banaskantha district.
- e) Target specific ST/SC, Minority (Muslim) mobilisation campaigns to be launched soon.
- f) Opening of ECCE -AS centres to relieve older girls of sibling care responsibilities while providing younger siblings pre primary education.
- g) Opening Girls specific AS centres.

Dangs:

- Issue : Poor retention and largescale dropout due to seasonal migration of parents engaged in sugarcane harvest work and daily wage labour:

Interventions :

- a) Back to School programme
- b) Bridge Course
- c). Development of contextual literature
- d) Dictionaries and word glossaries in local dialiects
- e) Transfer certificates issued to migrant children.

- Issue. Regular attendance of student and teachers is a problem due to seasonal migration.

Interventions :

- a) Freecbook, uniform and pen, pencil etc by the state govt.
 - b) VECs, MTA, PTAs mobilized playing an active in convincing parents and guardians for regular attendance
- Regular attendance of registers of students and teachers are maintained. In case, the teacher is absent without prior intimations or leave, salary is deducted.
 - Issue: Integrating disabled children, in main stream education. It is common in all three districts.

Interventions :

- Formation of Parents' council.

- Parents of disabled children nominated as member of VEC in 2511 villages of 3 DPEP districts.
- Comprehensive strategy developed for identifying various categories of disabilities all over the state.
- As per the guidelines of Rehabilitation Council of India and MHRD, & 45 days teachers training is planned.
- IED modules have been developed for various categories of disabilities viz..HI, MR, VI, OH etc.

Release of funds by the state Government:

- The state has released 15% state share.

HARYANA

1. Learning, Completion And Quality

Reprinting & distribution of Classes I, II & III text books **Hanste Gaate, Tarang, Humjoli** and their teacher guides **Shikshan Saathi I, II & III** in all schools in DPEP districts.

Printing, distribution of newly developed competency based integrated text book **Maje-Maje Me** for class-IV and its teacher guide **Shikshan Sathi IV** in all schools in DPEP districts.

Printing, distribution, wider diffusion for tryout and review of newly developed competency based textbooks in Hindi, Maths & EVS for class V along with teachers guide **Shikshan Sathi V** in 850 schools in DPEP districts.

Development of supplementary reading material in Mathematics, Hindi & EVS for classes IV & V.

Development of tools for evaluation of the integrated textbook for class IV and its teacher guide **Shikshan Sathi IV on the lines of tools for evaluation of textbooks for Classes I, II & III and their teacher guides Shikshan Sathi I, II and III.**

External evaluation of **Hanste Gaate, Tarang, Humjoli, Maje-Maje Me** and their teacher guides **Shikshan Sathi I, II III & IV** on the basis of these tools.

Development of teaching learning material (TLM) based on activities contained in these text books.

Identification of hard spots and training needs of teachers, teaching classes I, II, III IV and V based on their newly developed competency based textbooks.

Development of training package **Tarang IV** based on classes I, II, III, IV and V text books **Hanste Gaate, Tarang, Humjoli, Maje-Maje Me** and including in it pedagogical, motivational issues & material on IED , gender sensitisation, alternative schooling, mass mobilisation, TLM, community participation, art, recreational activities, work experience, moral education, health and physical education for primary school children, its try out , reflection , refinement & finalisation for 10 days training of teachers teaching classes I, II , III, IV & V during summer vacation.

Training of Master Trainers drawn from teachers, CRCs, DRGs and SRG for **Tarang IV.**

10 days training to primary teachers during summer vacation based on above package - **Tarang IV** at BRC and CRC levels.

Monitoring and evaluation of teachers training to be organised at BRCs and CRCs during summer vacation and in the under mentioned follow up training.

Follow up training of primary teachers in two phases of 5 days and 4 days each in batches of 30 teachers in three/two cluster areas in each block in all DPEP districts simultaneously in two rounds.

Training of primary teachers in the preparation of low cost teaching aids,

Dissemination of Innovative School teaching practices among primary teachers through production, publication & distribution of monthly/quarterly newsletters/bulletins at State, SCERT and DIET levels.

Adoption of distance education programme for extended training to primary teachers through DIETs monthly news letters and fortnightly meetings of teachers at CRCs as support to the ongoing efforts for training of primary teachers.

Supplementing teachers training through distance education programme.

Development of DEP (Distance Education Programme) for primary teachers through audio, video & print media in collaboration with IGNOU.

Organisation of teleconferences for capacity building of teachers, VEC members and other functionaries in different areas.

Organisation of Inter state study tours of project functionaries to other successful exemplar projects in the country like **Rishi Valley, Mahila Samakhya, Maharashtra, Digantar Jaipur (Rajasthan) etc.**

Organisation of capacity building workshop for primary teachers.

Organisation of visioning workshops for introduction of innovative class room practices and institutional management.

Identification of training needs of primary school teachers in health & physical education, art and recreational activities, work experience and moral education for primary teachers training.

Community involvement for enrolment & mass mobilisation, retention of children in schools, qualitative improvement of schools through building of better learning environments, provision of infrastructural facilities including undertaking of civil works in schools and sensitization of the community towards the education of girls and disabled children.

Development of films and other mass media material including slogans, posters, charts, calendars etc. depicting DPEP activities in Haryana State.

Organisation of **Maa-beti Melas** and **Baap-beti Melas**.

Involvement of the community in participative supervision, management and ownership of schools.

Constitution of MTAs and PTAs in various schools.

Organisation of VECs training. Utilisation of results of Mid term Assessment Survey (MAS) of DPEP-I and DPEP-II districts in Maths, Reading comprehension and Word Knowledge for classes I/II & IV/V for bringing qualitative improvement in the learning of children.

Development of diagnostic tests and remedial exercises in Hindi, Mathematics & EVS for class V.

Development, printing, production & distribution of question banks in Maths, Reading Comprehension & word knowledge for classes I, II, III & IV in conformity with and parallel to MAS based on newly developed competency based text books and their effective utilisation in schools.

Conducting terminal Assessment Survey in Reading comprehension, Maths and word knowledge for classes II & V in DPEP I districts.

Revitalization of various academic resource groups at different levels namely SRG, DRGs & BRGs.

Staff development programmes for CRCCs, BRCCs , DIETs, SCERT and SIEMT faculties.

Undertaking action research studies by school teachers to solve their day to day problems, pertaining to pedagogy, academics of their school children, classroom & institutional management.

Undertaking impact, evaluatory & action research studies by DIETs, SIEMT & SCERT faculties.

Documentation of innovative practices of progressive schools in the State and their dissemination in DPEP schools.

Development & dissemination of various research findings through brochures and other publications.

Abstracting various studies conducted under DPEP at various levels, their dissemination & sharing of their findings.

Organisation of training in Research & Evaluation.

Reconstitution of Research Advisory Committee (RAC) at the State and district levels/ SRG, DRGs and appointment of research coordinators in SCERT, SIEMT and districts .

Partial funding of PHD studies relating to primary education being undertaken in Kurukshetra and MD universities in the State.

Consolidating ongoing pupil evaluation practices in primary schools both government and non-government in the State.

Organising teachers seminar on sharing of action researches undertaken in the District and State and publishing them.

Organising capacity building, visioning and TLM workshops.

2. Equity :-

Updating module for training of primary teachers in identification, functional assessment & integration of mild & moderate categories of disabled children in normal school settings.

Development of skills and competencies for early detection of disabilities, functional assessment, use of aids and appliances, implementation of individualized education plans and organising in-service teachers training in IED for primary teachers at BRCs/CRCs levels during summer training programme through two tier cascade mode.

Survey, assessment, health check up, provision of aids & appliances to mild and moderate categories of disabled children in collaboration with other agencies and their integration in schools with normal children.

Strengthening SCERT and DIETs in special education with a view to facilitate integration of disabled children and development of suitable supplementary in-service training modules, providing training to Master Trainers & primary teachers and continuous support to teachers, BRCCs & CRCCs in integrated education.

One month bridge course for resource teachers in IED

Reconstituting State Advisory Resource Group to provide guidance, technical & academic support to IED functionaries under DPEP.

Sensitisation of the community towards the education of the disabled children in collaboration with PIED team .

Orientation of parents particularly the mothers in the management of disabled children.

Setting up of State Resource Centre in the SCERT and at selected BRCs on pilot basis for the benefit of disabled children.

Appointment of three resource teachers in different disabilities in these blocks.

Liaison with different national Institutes for handicapped, State Rehabilitation Council, District Rehabilitation Centres, NGOs and other related departments of the central and State governments.

Development, field testing, refinement, reviewing, updating, finalisation, printing and distribution of additional supplementary gender sensitization training package.

Finalisation of already reviewed & updated general information material relating to girls education & woman empowerment, its printing and distribution to CRCCs, BRCCs, DPIUs & VECs.

Imparting gender sensitization & women empowerment orientation to primary teachers through their integrated training on the basis of supplementary training package and supplementary general information material.

Orientation in gender sensitization & women empowerment to school supervisors and educational administrators.

Training to left over VEC members in gender sensitization, community mobilisation for enrolment & retention of children in general and girls in particular in schools and their qualitative environment building.

Review of '**Dholak Manjira**' 2000 package, its field try-out, refinement, finalisation, printing & distribution for the celebration of gender sensitization and **Mahila Sashaktikaran Saptah** at BRC level.

Review, refinement, finalization, printing and distribution of guidelines in the celebration of **Abhibhavak Shala Smagam Smaroh(ASSS)** relating to women empowerment and promotion of girls education.

Development of material (**DHAMAL GHUMAR**) and guidelines for the celebrations of girl child day at BRC/school level.

Development of legal literacy package for the promotion of women and child activities.

Development of package for improving the health of child and women including information on immunization, nutritious and wholesome diet, medicinal plants & herbs, maternal & child health, women & children care activities.

Development of package for income generating activities for women.

Establishment of additional alternative schooling centres by NGOs & DPIUs and appointment of instructors therein.

Identification and appointment of volunteers with the help of VECs to man these centres.

Refinement and printing of package for training of Alternative Schooling/ instructors.

Training of newly appointed alternative schooling instructors in three phases of 21 days (induction training), 10 days (curricular training) and 5 days (identification of problems and solutions).

Provision of teaching learning material, workbooks & text books for the use of children in newly created Alternative Schooling Centres.

Development of teacher manual/ handbook for utilization by Alternative Schooling Instructors.

Development of supplementary material for use in Alternative Schooling Centres.

Development of tools for monitoring & Evaluation of Alternative Schooling Centres.

Effective utilisation of State Resource Group in training of Alternative School Instructors and for monitoring the functioning of these centres.

3. Institutional Capacity Building :-

Training of Primary teachers in development of teaching learning material (TLM) in SCERT, DIETs & at district levels through District/State Resource Groups in DPEP districts.

Strengthening of SCERT, DIETs as contact study centres for distance education programme.

Strengthening of BRCs, CRCs and ensuring their effective functioning as extension centres of DIETs.

Updating, strengthening BRCCs, monitoring their functioning through fortnightly meetings at SPO/DPO levels and occasional academic support to them from the SCERT

Revitalizing the functioning of CRCCs in school supervision and institutional management.

Restructuring of academic support group for MGT schools at district level.

Training in MGT to teachers working in MGT schools and their BRCCs & CRCCs.

Conducting achievement surveys in MGT schools.

Conducting terminal assessment survey in reading comprehension, word knowledge & Mathematics for Classes II and V in DPEP-I districts.

Identification of training needs for CRCCs, BRCCs through field visits and interactions with teachers, CRCCs & BRCCs.

Development of training package for the training and orientation of Cluster resource centre coordinators, Block Resource Centres Co-ordinator with the help of SIEMAT, SCERT and field functionaries including APCs, DIETs lecturers and BRCCs.

Development, production and distribution of brochures, handouts, research bulletins and monographs on various pedagogical issues.

Development of training package for training of Primary teachers in teaching English to class I .

Organisation of face to face training in English as well as orientation through teleconferences for primary teachers teaching Class I.

Organisation of refresher courses for primary school teachers in the month of December, 2001 based on the feedback received from previous summer training.

4. Programme Management

Development of DPEP administrative , planning & appraisal manual for use of administrators, planners and project managers.

Staff development programmes for project functionaries, CRCCs, BRCCs, DIETs, SIEMT and SCERT faculties in planning, management, research & evaluation in various components of the programme, action research, household survey, micro-planning, school mapping, development of institutional and village education plans and in organising extended teachers training.

Training of supervisory officers including BRCCs & CRCCs in micro-planning, school mapping and development of institutional an village education plans..

Training of school teachers in regular monthly meetings in micro planning & action research.

Undertaking micro planning exercises and development of village education & institutional plans by teachers, CRCCs, BRCCs in collaboration with village functionaries.

Training of SIEMT & SCERT faculties in computers for data capturing, documentation, & provision of personal computers with servers in each unit of these organisations.

Holding of monthly district and state level review meetings for monitoring various activities undertaken during the period.

Publication of quarterly journal (**Utkarsh**) and monthly news letters for the professional growth & advancement of academic community at the SPO, SCERT & DIET levels.

Publication of DPEP Annual Report

For DPEP-I, GOI released total of 8398.11 lacs and for DPEP-II GOI released 3519.84 lacs till now. So GOI released total Rs. 11917.95 lacs, State share was Rs. 1787.69 lacs as against 11917.95 lacs, State Government released 1988.47 lacs. No installment due against State Government till now.

HIMACHAL PRADESH

Learning, Completion and Quality

- Assess new initiatives and progress on ongoing initiatives, to improve school/ classroom quality, with a view to influence teacher and student attendance, school completion and students' learning achievement.

The state has taken initiatives to make the primary schools interesting and joyful for the children by utilizing the VEC grants for the improvement of schools and its ambience. The repair works carried out in the old school buildings have also enhanced the learning environment in the schools. Introduction of child friendly elements in the designing of schools, bigger windows, proper ventilation, students chalk boards and display of teaching learning materials developed with the TLM grant provided to the teachers in the classrooms has also added to the improvement of learning environment in the classrooms. Introduction of Bal-Melas in the schools, primary school sports and establishment of school libraries have also added to the activities that make the schools attractive for children.

Simultaneously the state has taken up initiatives to sharpen the skills of primary school teachers by introducing them to the concepts of cognitive development of children, child-centered activity based teaching learning processes and effective use of teaching learning materials and aids. Capacity building of teachers in the effective transaction of content especially in teaching of language and mathematics has also been taken up so as to improve the students learning achievements.

In order to improve the retention of children in the school system especially the girls the Mother Teachers Associations and VECs have been activated besides proper disbursement of incentive to the targeted beneficiaries. Free text books are also being provided to the girls students (who are left uncovered under the schemes of the state govt.) as a DPEP intervention.

- Assess any specific initiatives undertaken by the state towards teacher development and support for teaching in different learning contexts such as multigrade, large classes and poor infrastructure.

With a view to provide minimum three classrooms in primary schools, the state is already implementing the Sarswati Bal Vidya Sankalp Yojna. Construction of new school buildings under DPEP civil works component has also added to the improvement of school infrastructure.

The state has already completed about 15 days in-service orientation training to the teachers. Since more than 50% schools are multigrade schools, therefore, initiatives have been taken up to form a resource group in the state to develop and pilot a contextual model for the state. This group had an opportunity to discuss the various strategies with Sister Cyril from Loreto Convent Sialdah, Calcutta. This group also undertook a training cum exposure visit to schools run by Digantar and Bodh in Rajasthan, HD Kote block in Mysore district of Karnatka and Rishy valley schools in Madan Palli, Chitoor district of Andhra Pradesh. Now this group will work in the field

at the cluster level to develop and field try a contextual model for Multigrade teaching in the state.

The state has also taken an initiative to develop new curriculum and text books based on the principles of child-centered activity based teaching learning processes in the schools. The curriculum and text books are being developed with a view to handle effectively the prevailing multigrade situations in the state. The integrated text books for class I and II have been developed and put to field trialling. Work on text book for class III is already half way through.

The state is also developing a group of state level resource person in the field of pedagogy with the help of MHRD. 12 persons of this group have undergone two resource camps in this regard at Gurgaon and Udaipur.

In order to supplement the teachers training, use of distance learning materials has been taken up. SIM prepared under DPEP has been shared with the teachers. A teachers training programme through Radio (Gyan-Kalash) has been taken up. Now it is also being supplemented through print medium (Gyan-Surabhi).

- Examine activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in students learning and completion rates and including their involvement in the civil works component.

The VECs have been formed in respect of all the schools and their orientations have been taken up. The VECs are taking active part in the repairs/ constructions of the schools and utilization of VEC grants. Introduction of Village Education Planning and School Development Planning in certain areas has increased the involvement of community in the functioning of schools. The Village Education registers are being maintained and updated by the VEC in Sirmour districts.

The Following instances of VEC participation can be noted:-

- *All the new schools running in the community donated rent free accommodation till the construction of school buildings.*
- *Land for construction of about 700 schools out of a total of 808 donated by community free of cost. The response has been over whelming in Kullu district (211/250).*
- *Land for construction of school buildings being leveled by community.*
- *VECs participating in the utilization of school improvement grants.*
- *New schools being constructed with the participation of community through VECs.*
- *Community participated in enrolment and microplanning activities*
- *18 village education plans prepared by Kullu district while Sirmour district completed 17 village education plans.*
- *Mother Teachers Association have shown over whelming response towards their role in primary schools.*

Equity

- Assess the progress made by states in
 - (a) Improving their information base on children out of school and the reasons for their non-enrolment or non-completion and on alternative schooling.
 - (b) Providing education of equitable quality to the hardest to reach children.

The VECs are maintaining the record of all the school age children in the feeding area of the schools in the Village Education Registers. A sample study of the feeding areas of 40 schools in the four education blocks of DPEP districts of Chamba and Sirmour revealed that very few eligible children were out of school and NER of about 97% was reported in these schools. The H.P. Compulsory Primary Education Act 1997 also makes it mandatory for the parents to enroll their children in the schools. MTAs and VECs are also playing an effective role in this regard.

In order to facilitate the tender age children in the geographically isolated pockets having physio-graphic barriers like dense forests/glaciers or steep climbs, the state is piloting with the opening of 75 Alternative Schools in the 2001-02 academic session.

Institutional Capacity Building

- Assess DPEP contribution to progress in each state towards development of an effective and sustainable academic support system in terms of :
 - (a) Strengthening of District institutes of Education (DIETs) and their involvement with school improvement.

DIETs are functional in all the four DPEP districts and are duly staffed. DIETs have taken up the pre-service and in-service training in the districts. They also provide resource support for teachers training at the block and cluster level. DIET faculties participating in the preparation of training modules, curriculum and other pedagogical renewal activities. The planning and management and curriculum units are housed in the DIETs but are yet to be activated fully.

Additional staff strength has been provided to DIETs under DPEP as follows :-

<i>DIETs</i>	<i>Chamba</i>	<i>Kullu</i>	<i>Sirmour</i>	<i>Total</i>
<i>Posts created</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>12</i>
<i>Posts filled</i>	<i>4</i>	<i>4</i>	<i>4</i>	<i>12</i>

Kullu district has taken an initiative to link DIETs, BRCs and CRCs for continuous academic support by fixing a regular monthly meeting of BRCs and CRCs with the DIET faculty at DIET complex to discuss pedagogical issues and arrange for the resource persons to take up training.

DIET Kullu and DIET Sirmour have now taken an initiative to activate curriculum development units with the help of District Project Offices. A

capacity building exercise for these two DIETs and districts were taken up during January, 2000.

DIETs have adopted certain schools as laboratory schools to take up teacher training and related activities.

DIET Sirmour has created a DPEP Ccell from amongst the DIET faculties to take up DPEP interventions.

DIET Sirmour developed draft curriculum in Mathematics for Class III, IV and V which is being finalised on 30-31 October, 2000. Now onwards it will take up the work on development of text books for class III in the subject of mathematics.

DIET Kullu along with the district office Kullu has endeavoured to initiate work on the development of curriculum for EVS for class III, IV and V.

DIET Chamba is in the process of developing a teacher guide based on the new text book for class I.

DIET Solan has developed the draft curriculum for class III, IV and V in the subject of Hindi.

20 DIET faculty members from the state participated in the development of Vidya Upasaks (para-teacher) induction training manual titled "Samarth" during May 16-20, 2000.

90 Faculty members from all the DIETs in the state were trained as resource persons by the SRG for the training of Vidya Upasaks on the induction training module developed by DPEP, H.P during August 2-5, 2000 and August 8-11, 2000.

The DIETs conducted the 21 days induction training of Vidya Upasaks w.e.f. August 16, 2000 to September 9, 2000.

DIET Chamba conducted 3 days workshop on Teachers Guide book for class IV w.e.f 13th-15th Nov., 2002. 26 participants participated in this workshop.

A state level Institutional planning sharing workshop was organised at DIET Chamba w.e.f. 13th-15th Nov., 2000. 41 participants were present in this workshop.

- (b) Improving the functioning of Block Resource Centres and Cluster Resource Centres.

33 Block Resource Centres have been established in the districts.

BRCCs and CRCCs selected from among the JBT teachers through an interview conducted by the districts.

32 Block Resource Centre Coordinators are in place in the districts as follows :-

	Chamba	Kullu	Sirmour	Lahaul-Spiti	Total
Posts Created	13	6	10	4	13
Filled	13	6	10	3	32

2241 Cluster Resource Centres have been established so far out of the total of 399 envisaged in the perspective plan for DPEP in Himachal Pradesh.

The district wise detail of Cluster Resource Centre Coordinators posted is as follows :-

	Chamba	Kullu	Sirmour	Lahaul-Spiti	Total
Total	117	29	79	5	230

Capacity Building

The BRCCs and CRCCs were trained at the state and district level to take up their activities effectively. Some of the BRCCs and CRCCs were also exposed to National Level experience.

A special initiative on capacity building of the DRG and BRG in the remote and inaccessible areas of DPEP districts was taken up by the SPO as follows :-

District Lahual –Spiti

Kaza - July, 99 Lahaul - September, 99

District Chamba

Pangi - September,99

A three days capacity building exercise was taken up for 18 BRCCs and two DIET lecturers at DIET Shamlaghat on 25 to 27-11-99.

A three days orientation of BRCCs, CRCCs and DIET faculties of Sirmour district was taken up by the SPO w.e.f. January 3-5, 2000.

64 members of the DRG including BRCCs, CRCCs and DIET faculties in Chamba district were trained by the SPO w.e.f. February 28-March 3, 2000.

A tele-conferencing on the roles and functions of CRCCs was conducted on February 16-17, 2000 in which all the CRCCs, BRCCs and DIET faculties from Chamba, Kullu and Sirmour districts participated.

The BRCCs and CRCCs and DIET faculty has been involved in the development of training modules, curriculum development and text book renewal process.

One programme has been taken up in the Banikhet education block of Chamba district with the help of MHRD and NIEPA to build the capacity of BRCCs and CRCCs in developing school profiles and school improvement plans.

Capacity building of BRG at Kaza in the field of pedagogy, gender and IED was taken up by the SPO in June, 2000.

The DRG of Lahaul-Spiti was trained in conducting VEC trainings by RPs from Kullu district during July 12-13, 2000.

30 members of DRG of Lahaul-Spiti and BRG of Pangi were trained on pedagogical issues by the SRG at SPO w.e.f. July 24-29, 2000.

Capacity building of DRG and BRG of Lahaul-Spiti district in the field of Research and Evaluation, Educational Planning and Microplanning was undertaken by the SPO during September 25-30, 2000.

Resource materials on National Policy of Education, DPEP Objectives, Child-centered activity based classroom processes, developmental psychology developed by the pedagogy unit at SPO was shared with the districts, DIETs and BRCCs and CRCCs.

Chamba district took up capacity building of BRG and CRG of remote and inaccessible area of Pangi block in September 7-10, 2000. 28 persons were trained in this workshop.

Pedagogy unit from SPO attended 3 days workshop on classroom process study at Delhi w.e.f. 23rd- 25th, January,2001.

Pedagogy unit from SPO attended National Level Workshop (2nd round) for capacity building of state level resource persons at Udaipur w.e.f. 31st, December,2001 to 11th February,2001. (12 persons from State participate in this workshop).

- (c) Strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as, curriculum development, teacher development, student assessment and extent of their interaction with district and sub-district level institutions.

SCERT is functional at Solan and it has constituted a DPEP cell to take up DPEP interventions. It has also started participating to certain extent in curriculum development and development of teachers training modules.

SCERT has taken up the study on decline in class-I enrolment in respect of Chamba and Sirmour district. Now it has planned to take up the text book renewal process for class V under the aegis of DPEP during 2001-02.

- Assess the status of setting up/functioning of SIEMAT to provide support for educational planning and management.

State Institute of Education Management And Training (SIEMAT)

Name of Institution	<i>SIEMAT approved by the Executive Committee to function as a wing of State Project Office for the time being, established at HPPES Headquarters, SPO, DPEP at Shimla-1.</i>
Date of Establishment	<i>1.3.2000</i>
Appointment of Director and date of appointment	<i>No separate Director to be appointed. State Project Director (DPEP) looking after the work of SIEMAT.</i>
Proposed Staff Strength	<i>Academic =11 Non Academic =16 Total =27</i>
Staff in position	<i>Executive Committee has so far allowed to fill up three academic and two ministerial posts, all of which have been filled up.</i>
Capacity building	<ul style="list-style-type: none"> • <i>The academic staff was exposed to concept, objectives and functioning of DPEP at the State level workshops. Thereafter, they were sent on an exposure visit to SIEMAT, Allahabad for 3 days in March (21-24) 2000.</i> • <i>Dr. Tilak Raj , Lecturer SIEMAT visited NIEPA in July 2000 to have interactions with the NIEPA faculties in the field of educational planning.</i> • <i>Sh. Gurudutt, Statistical Incharge, SIEMAT attended the National Level workshop on Computer based project planning and monitoring at NIEPA on July 26-27, 2000 and workshop on implementation of MIS data at NIEPA on August 7-11, 2000.</i> • <i>The SIEMAT faculty participated in the state level workshop on capacity building in education planning at SPO in August, 2000.</i>
Activities undertaken by SIEMAT, H.P.	<ul style="list-style-type: none"> • <i>A state level workshop on school management and financial administration for 12 BPEOs of Kullu and Sirmour districts was organised at Shimla w.e.f. April 24-26, 2000.</i> • <i>A state level workshop on school management and financial administration for BPEOs and CHTs of Chamba district was organised at Chamba w.e.f. May 22-24, 2000 in which 42 BPEOs and CHTs participated.</i> • <i>A state level workshop in educational planning for DPOs, DIET Lecturers, BRCCs and CRCCs of DPEP districts was organised at SPO w.e.f. August 7-11, 2000. 40 persons participated in this workshop which dealt with the issues of house hold surveys, school mapping, village education planning, village education registers and institutional plans.</i> • <i>A district level workshop on educational planning and financial administration for Central Head Teachers of Nahan and Dadahu blocks of Sirmour district was organised w.e.f. September 4-8,2000. 37 persons participated in this workshop.</i> • <i>A district level capacity building workshop in educational planning and financial administration for the BPEOs and Central Head Teachers of Lahaul-Spiti district was organised at Keylong w.e.f. September 25-</i>

	<p>30,2000. 26 persons participated in this workshop.</p> <ul style="list-style-type: none"> • One faculty member each from SIEMAT and SCERT were sponsor for diploma in educational planning in Nov., 2000 at NIEPA. • A district level capacity building workshop of Financial Administration and school management for BPEOs and CHTs Kullu district was organised w.e.f 22nd-24th February, 2001. <p>Hand Books on Personnel Matters</p> <ul style="list-style-type: none"> • The three hand books on personnel matters developed by the Department of Personnel, Govt. of H.P. were procured and made available to the 33 Block Primary Education Offices in the DPE districts. <p>Development of simplified guidelines on Financial Matters for BPEOs and CHTs.</p> <ul style="list-style-type: none"> • The financial administration faculty of SIEMAT has taken an initiative to prepare simplified guidelines on financial matters for use by the BPEOs and CHTs. Drafts on pension rules, retirement benefits and conduct rules and disciplinary proceedings have been prepared. <p>Studies on primary education</p> <ul style="list-style-type: none"> • The SIEMAT has taken an initiative to study the drop out rate, transition rates, no. of private institutions and sustainability issues in the DPEP districts.
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Program Management

- Examine implementation by district and component, and assess the extent to which the states have identified specific problems in implementation and are dealing with these.

Vacancies position in SPO and DPO

Phase-II

S.No.	Name	Sanctioned	No. Filled	Vacant
1	SPOs	45	37	8
2	DPOs	165	153	8
3	BRC Coordinators	33	32	1
4	CRC Coordinators	399	230	169 *
5	DIET	12	12	-

* Note:- Instead of appointing more CRCCs, the central head teachers (CHTs) who function at the cluster/centre level are being entrusted the responsibilities of CRCCs

The district units are fully functional and they are not only preparing their plans themselves but implementing them at the district level.

- Assess the preparedness of newly formed states for management and implementation of the project.
- What is the current status of release of 15% state share? What is the amount still to be released by the states?

15% State Share

(Rs. in lacs)

Year	GOI release	State share due	State Share released
1996-97	729.22	128.69	128.69
1997-98	1874.46	330.79	246.31
1998-99	1476.00	260.47	172.24
1999-2000	1000.00	176.47	172.71
2000-2001	1900.00	335.29	511.76
Total	6979.68	1231.71	1231.71

- *A sum of Rs. 600 lacs has also been proposed to be spent for DPEP implementation in H.P. during 2001-02 in the State Budget presented to the State Assembly on 9th March, 2001.*

KARNATAKA

1. Learning, Completion And Quality:

a) Assess new initiatives, and progress on ongoing initiatives, to improve school / classroom quality, with a view to influence teacher and student attendance, school completion and students' learning achievement

DPEP, Karnataka with convergence with the Department of Public Instruction, has put in many initiatives to improve classroom quality, with a view to influence teacher and student attendance, school completion and students' learning achievement. Some of them have been presented here.

- **'SHIKSHANA SAMVADA'** – a bimonthly teachers' magazine provides an ongoing communication net work; through which many issues are shared with the teachers without communication losses, through editorial, articles, stories, anecdotes. Besides, the magazine contains present issues on education, teaching, learning, evaluation techniques, experience of retired teachers, book reviews, a page for children to '*learn by doing*'. This not only motivates teachers but also influences their attendance and professional competencies.
- **'CHAITHANYA'** – a new training package developed by the department, incorporating the approach and ethos of DPEP; provides a complementary thrust on the content.
- **'TEACHER INTERACTIVE SESSIONS'** – provided a forum to exchange their experiences and seek suggestions for the hard spots, which they have identified during practice. Sessions have been also provided to improve their self-reading habits.
- **'MINCHINA SANCHARA'** – surprise visits undertaken by the district and block functionaries have improved sufficiently the teachers' attendance and also that of children avoiding fake attendance of children in the name of '**Compulsory Primary Education**'
- **'KELI-KALI'** – a radio programme launched during 2000-01, provided a support for the students' learning. This programme launched with the convergence of AIR and DEP-DPEP-IGNOU has provided 60 episodes with a focus on language, mathematics and environmental sciences for the 3rd standard students. However, the target group is the children and teachers of Raichur and Gulbarga districts. Huge efforts have gone in its planning, script development, facilitation and monitoring. A phone-in programme launched after the completion of the programme, has provided a considerable feed back. It also affirms that the programme has been received wholeheartedly by all the target groups – children, teachers and the community.
- **'SUPPLEMENTARY READING MATERIALS'** – '*Ratna Pakshi*', collection of folk stories and '*Baaro Gijuga*' collection of folk songs and several other supplementary reading materials provided to the schools, have been helping to improve self-reading habits of children and also to improve their knowledge.
- **'AUDIO CASSETTES'** – several audio cassettes – '*Kathe Kathe Karunda*' and '*Huyyo Huyyo Maleraya*' provided an environment for joyful learning in the school.
- **'COHORT ANALYSIS'** – a maiden attempt has been made during 2000-01 on cohort analysis of all the schools from 1st to 4th standards in all the DPEP districts. The districts have computerised the data and analysis in progress.

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- 'MID-TERM ASSESSMENT SURVEY (MAS)' - MAS conducted during 2000-01 has provided an opportunity for the team to introspect, reflect and correct the approach for improving learning achievement of children. The analysis of the MAS, has reflected the following:
 - Attainment at I/II is more promising than at III/IV standard. Equal attention especially individual attention has not been given at III/IV standard. Perhaps, the training given by BRC and DIETs are better suited to lower level I/II, and not suited to handle III/IV standard competencies.
 - Area wise variations and gender wise variations persist, but at a low level: which affirms that teaching-learning is uniform and is independent of area/gender.
 - Achievement levels of children belonging to the SC / ST at both II and IV standard level show progress and category-wise differences are marginal and tendency in schools is very healthy in bridging the gaps.

- b) *Assess any specific initiatives undertaken by the state towards teacher development and support for teaching in different learning contexts such as multigrade, large classes and poor infrastructure.*
 - 'MANTHANA' - the entire 6-day training package for teachers is based on the multigrade teaching.
 - 'NALI-KALI' - Multilevel and Multigrade teaching approach on the basis of HD Kot experience has been extended to two blocks in each of 4 DPEP-I districts and from 1st standard to 2nd standard. Programme has been upscaled to cover all the six blocks in Mysore district and one cluster in each of remaining DPEP Phase-2 districts. The approach which helps more in handling a multilevel classes aims to improve the quality of education by composing all the three types of learning - guided, mutual and self learning modes. It is being examined whether this could suit even the higher standards - IV to VII.
 - 'LARGE CLASSES' - Average PTR in the DPEP districts is around 1:35. However interdistrict variations exist - large PTRs are observed only in two districts - Raichur and Gulbarga. Efforts are being made for teacher redeployment to minimise these variations.
 - 'SCHOOL ADOPTION PROGRAMME (SAP)': The state has launched SAP in convergence with the institutions / trusts / non-government organisations / philanthropists aiming at the all-round development of the institutions. These organisations can take either one school or more school or all the schools in a particular area / block / district. The department enters into a ToR with such an organisation.
 - 'CHILDREN WITH DISABILITIES': In the learning context of the children with disabilities, DPEP - Karnataka has developed a kit to identify these children and provide them education at par with the normal children.

- c) *Examine activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in student learning and completion rates, and including their involvement in the civil works component*
 - 'SAMUDAYADATTA SHAALE': A novel programme launched by the department to rejuvenate the Village Education Committees (VECs). This programme brings the community nearer to school and develops a sense of ownership among the community.

"our village – our school - our children" and strengthens the **sense of belonging**. The programme envisages conduct of VEC meeting and Gram Sabha once a month in which atleast one departmental officer shall participate. The officer observes all the activities of the school right from morning to evening. The officer stays in the village and discusses the strengths and weaknesses of the schools with the community and teachers and provides a forum to come out with an action plan to improve the overall function of the school. A first hand information is provided to the parents on the educational levels of their wards and share the shortcomings and progress with them. Cultural activities in the evening provide an opportunity to the children to exhibit their talents.

- **'CIVIL WORKS'**: Construction of classrooms child-friendly elements has been entrusted to the VECs. They have been provided with 4-day training in which self-reading material – **'NAAVU KATTUVA SHAALE'** is provided among the others. This facilitates the VECs to watch the quality of construction and also participate in the civil works component.
- The **'TASK FORCE'** has recommended the constitution of 'School Development and Monitoring Committees' in place of VECs. These institutions have been authorised to raise the donations from the public / philanthropists for creating assets to the schools.
- **'VEC MELAS'**: VEC melas are providing a forum for sharing their experiences and success stories. This motivates the participation of VECs towards a sense of ownership.

2. Equity:

Assess the progress made by the states in

(a) Improving their information base on children out of school and the reasons for their non-enrolment or non-completion and on alternative schooling

(b) Providing education of equitable quality to the hardest to reach

- (a) **'HOUSEHOD SURVEY' – KARNATAKA'S INITIATIVE:** During the month of January 2001, an intensive **'House-to-House Survey'** was launched to identify the
- 0-14 age group population
 - number of school going children
 - out of school children – both non-entrants and drop-outs; and
 - population of the children with disability

As a result, a vast data is available which flagged many concerns for immediate interventions. Out of them one being the existence of a large number of out of school children in the districts ranging from 1.14% in Udupi district to 26.73% in Raichur district. Overall, the state has 11.12% of children of 6-14 years of age out of school. Now, each habitation village has child-by-child profile which has been documented. A set has been given to the Gram Panchayat, one to CRC and the other to the School for further monitoring. The DCF and the training was designed by the DPEP and supported by the Department of Public Instruction. With the data on hand, the department has gone with an ambitious plan of bringing 1lakh of these out of school children back to formal stream through **'CHINNARA ANGALA' – A SUMMER BRIDGE COURSE PROGRAMME.**

'CHINNARA ANGALA' – A SUMMER BRIDGE COURSE:

- 77 centres of which 6 were residential, were opened in six blocks (Shahpur - Gulbarga district, Pavagada – Tumkur district, Yelandur – Chamarajanagar district, Mulbagal - Kolar district, City North-3 block – Bangalore City North district and City South-1 block – Bangalore City South district) during the months of April-May 2000 with a view to provide bridge course for the non-entrants of age group of 6-8 and to raise the competencies of dropouts and to bring them back to school and admit to the standard for which they are fit depending on the achievement of the competencies.
 - Total enrolment in these centres was 2310 and out of which 1915 children were given lateral entry into formal schooling.
 - Based on the positive impact of this programme, a summer bridge course for 60 days is designed. Integrated workbook and instructional manual to suit the competency levels of IV standard children have been developed.
 - An instructional manual specifying pedagogical transaction for each day has been developed
 - An integrated work book for children in the areas of Language, Mathematics and EVS has been developed
 - Training of Master Trainers and district Resource Persons has been conducted, who in turn provide training to the teachers and volunteers at the block level
 - 1935 centres are proposed in DPEP districts to function from 15th April 2001 to 15th June 2001
 - 59 Residential centres, with a minimum of 2 per district, are proposed to be opened in convergence with the Departments of Social Welfare, Backward Classes & Minorities and Women and Child Welfare.
- (b) 'SOLIGA TRIBES': Soliga tribes, like any other primitive tribe, they have a dialect of their own and their main occupation is collection of forest produces. Though Ashram schools are established by Tribal Welfare Dept, the education imparted in these schools are not different from mainstream schools. With a view to bring education more closer to their distinct way of life, it was decided to produce text books in Soliga language. Soliga Siddi-1, a text book for standard-1 was prepared through a series of workshops. The book is written with an integrated approach. The book was introduced in the year 1999-2000 and the text book produced for standard-2 is under tryout during 2000-01. The mix of Soliga dialect with the regional language is 75:25 in 1st standard and 50:50 in second standard. Gradually, the regional language component increased, so that, a child entering standard IV will be receiving education through Regional Language. Along with the workshops meant for preparation of text book for Standard-1, a hand book on Soliga Culture and an audio cassette containing the tribal folk songs was also produced. Thus a holistic approach has been adopted for the education of soligas. A Mela of these tribes was organised recently.

3. Institutional Capacity Building:

- *Assess DPEP contribution to progress in each state towards development of an effective and sustainable academic support system in terms of:*
 - (a) *strengthening of District Institutes of Education and Training (DIETs) and their involvement with school improvement*

(b) improving the functioning of Block Resource Centres and Cluster Resource Centres

(c) strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as, curriculum development, teacher development, student assessment and extent of their interaction with district and sub-district level institutions

District Institutes of Education and Training (DIETs) are existing in all the districts. In terms of staff and infrastructure the DIETs are reasonably equipped. DIETs alone cannot meet the continuous demand of providing academic support to teachers at the grass root level in the district. Under District Primary Education Programme (DPEP) currently spread over 16 districts of Karnataka, sub-district structures - Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs) have been which can provide support continuously to the teachers for their academic and professional competence with the technical resource support from the DIET. This can lead to academic development of the school and improved achievement levels among children of all categories. There are close links between the various levels of the structure; which are discussed in detail in the following pages.

Linkages:

The Cluster, School and the Community:

The CRC Coordinator

- pays regular monthly visits to schools and the NFE centres in her / his area in order to get to know the teachers / instructors and provide them necessary academic support
- identifies non-entants, drop-outs and long absentees
- conducts and interacts with the members of the Village Education Committee (VEC).
- meets the community with the help of VEC and motivate the community to send the children to the school

All teachers / NFE instructors within the jurisdiction of the CRC meet on a monthly basis at the CRC. These monthly meetings at the cluster level are envisaged for providing a forum for sharing experiences among teachers enabling peer group interaction and learning. Each teachers' interactive session will have the following components.

- Feed back session for teachers and NFE instructors to share experiences and ideas on successful teaching practices / methods / activities. They will also share difficulties and seek mutual solutions. The feed back session takes the form of self reflection and discussion exercise
- Planning session for the next month for each subject
- Making low cost teaching learning materials from locally available materials for the next month's teaching
- Open discussion on any topic of relevance to teachers and children
- Collecting and updating required information

The Block, Cluster, School / NFE centre:

The primary responsibility of the BRC is to provide in-service training to teachers, NFE instructors and VEC members. The BRC team has to constantly remain in touch with the school, the teachers and children in order to

- gain new insights into teaching learning processes; and
- get first hand feed back as to how the training imparted is being translated into classroom practices.

Each member of BRC adopts one or two clusters. The member who has adopted the cluster participates in the teachers interactive meetings at the CRC every month. This helps each member of the BRC to keep in constant touch with the teachers in her / his cluster(s), and over a period of time gets to know them their strengths, their problems. Interaction during the monthly meetings with teachers also facilitates identification of problems and solutions, which can be addressed at the time of the regular teacher training programmes conducted at BRCs. Prior to the monthly interactive session of teachers at CRC, there will be a planning meeting convened at the BRC in which the entire BRC faculty and all CRC Co-ordinators of the block attend. This meeting helps to draw a detailed agenda for the next interactive meeting of the teachers at CRC.

The District, Block and Cluster:

At the district level the DIETs do conduct training programmes for in-service teachers. One member of DIET faculty functions as a nodal officer for each BRC in the district. The nodal officer, thus nominated will also attend the meeting of BRC faculty and CRC co-ordinators for planning the monthly teachers' interactive sessions and sharing workshops of BRC and CRCs.

Establishing a system of experience sharing at district level:

At the district level regular experience sharing forums for CRC coordinators and BRC faculty are being held. The responsibility for organising these experience sharing forums lies with the DIET. On an average at least one experience sharing workshop has to be organised every month. This system of meetings and experience sharing workshops facilitate providing feed back from the grass root levels.

- *Assess the status of setting up / functioning of SIEMAT to provide support for educational planning and management*

Karnataka has not proposed an independent SIEMAT, but creating a Planning & Management Wing in the Directorate of State Educational Research & Training (DSERT), which is being strengthened as under.

Cadre & Recruitment Rules for these posts are under finalisation at the Government level. Draft rules have already been published and objections sought. They have been examined by the Government, and they are being processed. These posts are created not only for the project period but to continue beyond the project period. As the C & R rules are not yet finalised, recruitment to these posts is yet to take place.

- DSERT has completed the development of curriculum for V standard and now contemplating for VI and VII standards.

4. Programme Management:

- *Examine implementation by district and component, and assess the extent to which the states have identified specific problems in implementation and are dealing with these.*

DPEP – Karnataka, has constituted the resource groups at the state, district and block level. The Block Resource Groups (BRGs) identify the needs at the grass-root levels. This year effort has also been made to develop 'School Improvement Plans (SIPs)' as the basis for developing the district annual work plans. These plans have to be developed only after holding discussions with the cluster level and grass root level functionaries.

- *Assess the preparedness of the newly formed states for management and implementation of the project*

Not applicable to the state of Karnataka

- *What is the current status of release of 15% state share? What is the amount still to be released by the states?*

PHASE	FUNDS (in Rs. lakhs)			
	Released by GoI	To be released by GoK	Actual releases by GoK	Balance to be released by GoK
DPEP-1	13372.30	2359.815	2289.221	70.594
DPEP-2	17468.282	3082.637	2628.246	454.391

Government is taking necessary steps to release the balances.

KERALA

DPEP in Kerala was started in two Phases. Phase -I got started during 1994-1995 in three districts viz. Kasargod, Wayanad and Malappuram and Phase-II during 1996-1997 in the remaining three districts in Palakkad, Idukki and Thiruvananthapuram.

Specific objectives

1. Learning completion and quality

The main thrust of DPEP activities in Kerala has been on quality improvement of primary education together with achieving total enrolment and retention of all children up to Class IV. Various studies and academic discussions have put the blame of low level of achievement on the inadequate and unscientific primary curriculum and the resulting classroom processes. Hence a new pedagogical renewal process was initiated by DPEP, Kerala for the primary classes during 96-97. This has been instrumental for tremendous improvement in learning completion and quality of education. The new pedagogy gave emphasis to child centred and joyful learning. The students are given joyful learning opportunities for building up their creativity by way of writing 'Ente Kathapusthakam' (My Story book) 'Ente Pattupusthakam' (My rhymes book) Diary. My Environment book etc.

- Activity based and group work oriented learning process was implemented in all schools aimed at building confidence and skill development among children.
- DPEP developed Teachers' Handbooks incorporating innumerable innovative projects for the students to undertake.
- Parents Handbook was also developed to be given to all parents of all primary students with the aim of closer teacher-parent-student -interaction.
- Teachers were given orientation on a continuous basis on the new curriculum. They were also given training to handle multi-grade classes, to prepare effective teaching/ learning materials, to improve the status of Tribal schools, Training was also imparted to special teachers who handled mentally or physically handicapped students.
- Capacity building courses were given to all Anganvadi Teachers of both private and management sectors. Play materials that could create interest in children were developed and distributed to Anganvadies and Balavadies
- The faculty from DIETs were roped in for the academic support to be given to the trainers and to function in institutional structures like BRCs and CRCs.
- School Support Groups were formed in all the schools and their interventions were made use of for the academic as well as the general improvement of school.
- Continuous OSS 3-4 days in weaker school
- Introduced Reading Corners in all Primary classes in DPEP districts for developing reading habit among children Rs.2000/- each was given to all primary schools for strengthening reading corners. A mobile exhibition of children's book was organized in all DPEP districts to facilitate purchase of good books for children.
- School Resource Groups are institutionalised in all the schools. SRG makes daily planning on academic activity. Apart from the daily planning weekly planning is also done by the SRG, where the activities of the past week is evaluated.
- Pedagogy Park was conceived in all the BRCs, which act as a forum for converging and disseminating innovative academic activities.
- Each teacher in all the primary schools is given Rs.500/- each for preparing TLM. This has helped generating wide variety of TLMs to enthuse student learning.

- Para-teachers appointed to solve the problem of non-availability of teachers due to long leave of teachers.
- Reading materials in Arabic developed as children's reading materials are not available in public market.
- VECs are established in Panchayat level to monitor academic activities of schools
- Resource teachers are appointed to handle the physically mentally and orthopaedically handicapped children.

2. Equity

Though Girls' Education and enrolment was not a serious problem in Kerala as compared to other States, a closer look revealed that gender discrimination was prevalent in classroom practices. Another area where inequity was strongly felt was among the tribal and socially and economically backward sections of the society. Another area where equity is a significant problem was among the mentally and physically handicapped children.

- A module was developed and gender sensitisation orientation was imparted to all primary school teachers and parents of DPEP districts.
- A thorough scrutiny was made to identify the portions in textbooks reflecting gender discrimination. Accordingly all textbooks of primary classes were revised to remove the gender discriminatory portions.
- To provide impetus to Girl's Education textbooks and note books were given free of cost to all girl students and those boys and girls belonging to backward and SC/ST communities.
- "Regional Seminar on Gender discrimination-"Elimination through Education" was organised.
- Planned Gender sensitisation training module for all primary teachers followed by sensitization training for PTAs, teachers, and parents.
- Prepared and released a study report on Girl's Education in Kerala.
- A write up on gender issues was prepared and incorporated in parents handbook
- DPEP has started 300 multi-grade learning centres ensuring enrollment of nearly 6000 dropout and unenrolled children between the age 5-14. MGLCs, AS have been established in inaccessible/dense forest for tribal children in project districts. Such centres have also been started in townships and coastal areas of working children and dropouts.
- Medical detection camps conducted in all primary schools to identify learning impaired visually impaired, physically handicapped children. Aids were also distributed among them and steps taken to incorporate them into the mainstream.

3. Institutional Capacity Building

DIETs were strengthened for providing academic support to various academic institutions namely schools, CRCs and BRCs. One of the faculty members of the DIET functions as the coordinator (academic) in all BRCs. It is the co-ordinator (academic) who functions as the academic leader of the BRC, monitoring, reviewing and planning all the academic activities there. Further the faculty members of DIETs in the project are closely associated with action research and other classroom research programmes of the project. The major chunk of the members of State Resource Group belongs to DIETs. DPEP has equipped the faculty members through nominating them to various national and state level workshops. Further financial help has been given to DIETs in equipping their library, laboratory and other facilities.

- DIETs are being augmented. DPEP has developed three monographs on pedagogical interventions. It's planned to give training to DIET faculty using these monographs. Antennae was installed in all BRCs. BRCs are also provided with computers. Steps are also being taken to provide internet connectivity.
- All the 690 CRCs are effectively functioning in all DPEP districts. DIET faculty is integrated to CRC activities for training the trainers and teachers.
- All the 55 BRCs are functioning well, co-ordinating the activities of trainers. BRCs are responsible for monitoring academic and other activities for school education.
- BRCs co-ordinate the implementation of various interventions of DPEP at school level. BRCs build up rapport with PRIs and monitor civil works with VECs participation. BRCs are responsible for deployment of trainers and providing on-site support to schools. BRCs are responsible for monitoring, reviewing and planning all the academic activities.
- DPEP has strengthened the library facility of SCERT. SCERT faculty is also given training for curriculum development.

4. Programme Management

The success of DPEP Kerala lies in the decentralized and grassroot level programme management. The AWPB is prepared at the school level taking into the needs of each individual school. This in turn is discussed at the Grama Panchayat level to form plan of activities of schools coming under that Grama Panchayat. The various Grama Panchayat levels plans are discussed and appraised at the Block level. The Block level plans are scrutinised and finalised at the district level by the District Resource Group. Simultaneously state level plans are also formulated at SPO level by different project functionaries.

These plans are finalised by the State Plan Appraisal Team. Once the AWPB is approved by MHRD its implementation is monitored at difficult levels continuously at state level, district, BRC level and school level.

Data on the various interventions and works executed are collected and analysed periodically by PMIS.

- The DPEP project did not get enough visibility among the general public and there was widespread hesitation in the acceptance of the programme. DPEPs intervention in media could lessen the resistance of the public about DPEP Media advisory boards are constituted at the state and district levels to tackle this problem. Newsletters are published at DPC and BRC levels.
- Inadequacies were felt by teachers in finding projects and group works in classroom practices. DPEP has developed teachers handbooks to overcome this problem.
- Monitoring component was weak in the initial stages of programme implementation. This was overcome by employing monitoring at various levels from VECs, BRCs, DPCs and State levels.
- There was wide spread apprehension about the future of the students who had studied the new pedagogy. DPEP in association with SCERT has developed textbooks in DPEP methodology.

Status of State share during 2000 – 2001

	Total State share for 2000-2001	Amount received	Balance to be received
DPEP –I	371.0919	92.29 lakhs	278.8019 lakhs
DPEP –II	513.4926 lakhs	127.71 lakhs	385.7826 lakhs

MAHARASHTRA

- Learning, Completion and Quality :

I] Initiatives to improve school/classroom quality :

A brief description of initiatives undertaken during the year 2000-2001 to improve school/classroom quality is given below :-

1) Multi-grade Teaching Project :

To improve the quality of learning in multi-grade class, multi-grade teaching project was initiated in selected 450 schools during 1998-99. In this project, teachers were oriented in arranging learning experiences through graded self-learning material. The State Resource Group constituted for this purpose helped the State in formulating the strategy.

District Initiative :

Multi-grade teaching project initiative was very well taken by Latur district and Osmanabad district. Latur district implemented the project as Nandadeep schools (Active Schools) in 150 selected schools from all the clusters.. District's vision of Nandadeep school is drawn from various experiences gained through National and State level workshops. The Nandadeep school concept will now be extended to all the schools in the district, since strategy adopted in Nandadeep School also proved beneficial to monograde schools also. Osmanabad district also selected one Block viz. Bhoom for complete coverage for using self-learning approach to improve classroom quality. Both these districts have documented process of developing self-learning materials & it's use. These districts have also prepared detailed upscaling plan along with monitoring evaluation strategy. All the districts in AWP&B 2001-2002 have emphasized on expansion of multi-grade teaching strategies to all the schools.

Support Programmes on Multi-grade Teaching Project organised by SPO :

In order to help the districts to achieve the targets, State Project Office has executed and planned following programmes during 2000-2001 :-

Programmes Implemented during 2000-2001 :

i] Self Instructional Material (SIM) :

State Project Office has prepared SIM related to Enrolment, Attendance, Retention and Achievement. These SIMs have been distributed to all the teachers from Latur and Beed districts on experimental basis. The regular follow-up of its use is being monitored.

ii] Self-learning Strategy in Classroom Transaction :

In order to promote self learning strategy in all the schools, a teleconference on self-learning at primary level was organised from 15th to 17th March, 2001 for District Resource Persons at 10 different centres located at DIET and State Project Office. The

support material developed for this conference was distributed and used during the training. About 1200 Resource Persons from all the Project districts participated in the training.

iii] **Exposure Visits :**

Exposure visits for the District Personnel were arranged to Latur & Osmanabad District and Shikshanchal & Digantar in Rajasthan.

iv] **Documentation of good practices :**

In order to upscale various district initiatives across all the projects schools, SPO undertook documentation on good classroom practices in project districts. Experiments of Latur & Osmanabad along with other district specific initiatives are documented and now ready for distribution.

2) **BRC Strengthening Programme :**

BRC was conceptualised as a 'Resource Centre' at block level. But it mostly remained as training centre. The State, therefore, decided to consciously work on developing BRC as a 'Resource Centre' with a view to institutionalise the academic support system at Block level which are likely to be sustained even after project period. Moreover, the State Project Office has made a case for continuing BRCs even after the project period in its sustainability plan submitted to State Govt..

The BRCs Strengthening Programme started with developing a common understanding and a vision about BRC's role as 'Resource Centre'. In order to achieve this vision smaller tasks are assigned to BRC Staff. The group is now working in developing adequate resources vis-à-vis reference books, teaching learning aids, projects, experiments etc. The BRC resource groups are also being trained, in a phased manner, to provide 'on the job' support, in schools or at Gat Sammelans. Two review meetings and visits were conducted during 2000-2001. This activity would be continued in the year 2001-2002 also.

II] **Other Initiatives Planned in 2001-2002 :**

The teleconference mode would be used extensively to train teachers to reach to large groups in a shorter time. Workshops would be organised on development of graded Self-Learning Material in Language, Mathematics and EVS from Class-I to IV. Similarly, Self Instructional Material on hard spots on these subjects will be developed at District level, under SPO's guidance.

Radio Conferences on developing Teachers competencies in English will be conducted since English has been recently introduced from Class-I in the State from June, 2000.

Quality Improvement :

- **Mid-Term Assessment Survey (MAS) Findings :**

The Mid Term Assessment Survey for DPEP-II conducted during 2000-01 have shown except for Jalna district noticeable improvement in the achievement levels of the students over BAS results (Please see Annexure-I).

Role of VECs in Quality Improvement :

- **Village Education Committee & Mother-Teacher Association :**

Village Education Committees and the Mother-Teacher Associations also contributes in the quality in the following way. Regular review of the progress made by the children is taken by VECs' /MTAs. 'Bal Anand Melawas', 'Competitions', 'Folk Songs', 'Dance', 'Puppet Show' etc. are organised with the initiative and cooperation of these groups. A special drive of interface between villagers and the school was organised during 'Shikshan-Jagar-Saptah' from 14th August to 19th August, 2000.

Beed district has formed Village Level Co-ordination Committee at every village which regularly interacts with the school.

- **Equity :**

- **Out-of-school children :**

The State conducted a detailed micro-planning in April,1999. The data was validated during June,1999 & June,2000. The data was again cross checked in December,2000 to plan Alternative Schools for these out-of-school children. Based on this exercise districts have proposed Alternative Schools programme viz. Vasti Shala & Mahatma Phule Education Guarantee Scheme centres. Majority of out-of-school children would be brought in the school system.

The following table shows the details of out-of-school children and Vasti Shalas and MPEGS Centres proposed during 2001-2002:-

Sr. No.	Name of the District	No. of out of school children	No. of Vasti Shala proposed	No. of Mahatma Phule Education Guarantee Scheme proposed
Phase-I				
1.	Osmanabad	3359	92	477
2.	Latur	8421	50	735
3.	Nanded	24397	--	1691
4.	Parbhani	14476	40	793
5.	Aurangabad	11780	280	864
	Total...(1)	62433	462	4560
Phase-II				
1.	Dhule	Updating is in progress	75	1028
2.	Gadchiroli	12771	40	1074
3.	Jalna	10371	159	1875
4.	Beed	14235	283	1266
	Total...(2)	37377	557	5243
	Total...(1) + (2)	99810	1019	9803

Migrants, working children and disabled :

In all the project districts access is almost universal and further efforts are now being made by State Government to provide access by opening 'Vastishala' in small habitations where out of school children are seen. Microplanning Survey, Setting up of infrastructure, Convergence of other Govt. Department and NGOs, training of teachers and community are the strategies adopted extensively for deprived children and children with disability.

In the areas where large scale migration takes place, special interventions like sugar schools, condensed /remedial courses, seasonal hostels, brick kiln schools have been planned and implemented. The State Government has also declared its plans to open sugar schools at all the sugar factory sites in the State to provide schooling facility for the children accompanying their migrant parents.

During the year 2000-2001, Seasonal Sugar Schools were operational. During 2001-2002, also 37 Seasonal Sugar Schools have been planned. The State Government by Government Resolution of 30th October, 1996 has opened 16 Sugar Schools catering to about 1564 children. The expenditure on the schools is met from State Govt.' budget.

The Beed district which has proposed a Seasonal Hostel through convergence with Social Welfare Department has built seasonal hostel. This hostel is nearing completion and is likely to be used in the next academic year, the expenditure on food and other items is proposed to be met through district Social Welfare Department.

In some of the DPEP districts, the problem of migrating families is acute. The State Project Office, therefore, assigned a research study to NGO viz. Jnana Prabodhini to identify and review migratory patterns, understand magnitude of migration and suggest Alternative Schooling schemes for these children. The study indicates that in Beed, Dhule and Jalna districts, the seasonal migration during sugarcane cutting season is highest and is about 2.67,000 children below age of 11.

The Govt. decision to start Vasti Shalas for every 1 Km. distance in unserved habitation will certainly curtail discontinance of schooling of children due to migration. The present system of allowing admission on the basis of the Headmaster's certificate from the original home village school will facilitate admission in the proposed Vasti Shalas near factory area. After return from the migrating place learner could continue his further studies in his home village school. However, education of migrating children who migrate to places outside the project area is an area of concern.

Yet another group of school dropouts is, children who are taken away from the school system and put as child labours. Government of Maharashtra has estimated that in the entire State about 10 lakh children in the age group of 6-14 are probably working as labourers. In order to address this issue, the Government constituted a Committee under the Chairmanship of Honorable Minister of School Education to propose education programme for these children. A sub-committee constituted by this Committee submitted its report which was placed before Government. The Government of Maharashtra has accepted the report of this sub-committee with some

modifications in principle. A Govt. resolution has been issued in October,2000. According to this, it will now be feasible to reach to every child engaged as child labourer.

Both the above Govt. resolutions regarding ' Vasti Shala ' for unserved habitations and ' Mahatma Phule Education Guarantee Scheme Centres ' for child labourers will get absorbed subsequently in the recently announced Government of India's scheme of EGS & AIE.

A Sizeable section of children who dropout or are never enrolled in the formal system for education are children with different needs. i.e. disabled children. Orientation of general teachers on problems of children with disability was over. A Handbook for teachers explaining the special inputs for marginally disabled children is ready & will be circulated to all soon.

- **Providing Education of Equitable Quality to the hardest to reach children :**

- **ALS Kit 'Sobati :**

ALS Kit 'Sobati' for Alternative Schools has been developed and distributed to all centre. The State developed an 'ALS Kit' for ALS Instructors consisting of about 60 easy to carry items which are useful in arranging Language, Mathematics and EVS self learning activities. A training on how to use this kit along with the kit has been given to ALS Instructors.

Besides these, following activities are organised for ALS Centres

- Organisation of 'Bal Anand Melawas' for ALS children.
- Regular 'Gat Samallanas' of the ALS Instructors at Taluka /Cluster level.

- **Institutional Capacity Building Strengthening of DIETs :**

- (A) **Establishment of DIETs :**

SCERT, Pune undertook various steps to strengthen and empower the DIET of Maharashtra State :-

- Appointment of Officers :-** At present Sr.Lecturers & Lecturers are appointed on deputation from MES cadre in Class I or Class II. SCERT has invited applications for these posts on permanent establishment.
- Construction of 8 DIETs have been started as per Phaltan Pattern including Jalna & Gadchiroli.
- SCERT has conducted training of Principal of DIETs & Sr.Lecturers in the following subject
 01. Competencies based learning teaching methods
 02. Micro Planning
 03. Pre-Primary Education

04. CPS committee members orientation
05. Production of Audio Visual Material
06. Joyful education
07. Orientation of CPS Heads
08. Orientation of VEC members
09. Training of Members of Advisory committee, members of Taluka & district
10. Action Research

Role of DIETs in DPEP :

DIETs are now being involved in planning and implementation of DPEP programmes. DIET faculties are involved in the initiative taken to strengthen BRCs as Resource Centres and in conducting trainings through teleconference mode. Two workshops of BRCs strengthening and one teleconference were conducted during the year 2000-2001. DIETs are also involved in conducting some trainings at District level. In Dhule district, DIET has developed Self Learning Material and conducted follow-up training of teachers in teaching English at primary level. DIET members are also involved in ALS programme since they work as member/Chairman of District Resource Group in ALS, Research and Tribal etc.

(B) Improving BRC & CRCs :

As explained under initiatives, project on strengthening of BRCs as Resource Centre has started in the State. The Consultant appointed for pedagogy organises review meetings and workshops and provides on-site support to BRC staff. In the first phase, 3 BRCs from each district have been taken-up. In this initiative, linkages and interface between BRC-CRC-Schools strengthening of CRC- schools, are being looked into.

(C) SCERT :

SCERT conducted Mid Term Assessment Survey for Phase-II districts during 2000-01. The technical support for conducting action research to 90 selected teachers was given by SCERT. The training modules on roles and functions of Village Education Committee, roles of Cluster Co-ordinator, compendium of Self Learning Material for Class-I and II have been developed by SCERT. SCERT has prepared reference books and TLM, SLM by conducting material production workshops.

The SMART-PT training programme for teachers teaching Class-I on teaching of English was conducted during 2000-2001. Similar programme on teaching of English to teachers at Class-II level will be conducted during April to June, 2001. DIET faculty is involved in conduction of 'SMART-PT' Programme. It also monitors the follow-up

(D) MIEPA :

- MIEPA is a State Level Institution established on 7th May, 1994 under DPEP.

- MIEPA conducts short term courses for Officers from education department regarding administration and educational planning.
- MIEPA conducted three, 'needs assessment workshops' wherein Shri.Denzil Saldhana of Tata Institute of Social Sciences, Mumbai provided technical support and guidance.

Following training programmes along with the support material were finalised in these workshops. Instructional booklets were developed on these topics.

1. District level Educational Planning.
 2. Microplanning.
 3. School Mapping.
 4. Financial analysis of educational field.
 5. Expenditure on Education.
 6. Gender Equity & Awareness.
 7. District Primary Education Programme.
- NIEPA, New Delhi undertook a project on participation of VEC members in school development programme. Aurangabad district was selected for the study wherein faculty from MIEPA participated.

- **Program Management :**

The programme management of DPEP in the State is integrated with the existing educational administrative structure. This will help in sustaining the programme even after the project period.

ORISSA

Learning completion and Quality

Initiatives

In order to improve school/classroom quality it was decided to consolidate and strengthen the inputs provided through three rounds of teacher training. Therefore, during the year 2000-2001, the general round of teacher training was kept in hold and the focus, instead, was on strengthening monitoring and academic support system. In the direction the following initiatives have been made:

- An intensive monitoring and academic support service “AHWAAN” has been launched in the districts. Besides the regular services of BRCCs, CRCCs, S.I.A. schools, two new teams constituting resource group members with good teachers and faculty members of DIETs – at the block (Block Monitoring Team) and district (District Monitoring Team) have been constituted. These groups are visiting the schools, focussing the problem schools and schools situated in remote areas, at least 20 days a month. These visits are serving three fold purposes: (I) providing on site support to teachers in classroom transaction (ii) monitoring the services rendered by the regular monitoring personnel and (iii) interacting with community members regarding school and classroom activities.

In the last three months there has been perceptible changes in (I) reducing teacher absenteeisms (ii) increasing students attendance, (iii) development and use of contextual TLMs in the classrooms.

- Sharing among teachers are now encouraged through regular meetings at CRC levels enhancing their level of empowerment in handling multi-grade situations.
- Activity based textbooks for classes I, II and III along with teacher’s handbooks have been developed to be introduced in the 2001-2002 academic session.
- Fourth round of teachers’ training programme is being planned to address the following major issues for enhancing the classroom transaction process which will lead to better learning achievement:
 - (i) Mode of transacting activity based textbooks
 - (ii) Management of multi-grade situations
 - (iii) Continuous and comprehensive evaluation of learners’ achievement, and
 - (iv) Community support in pedagogical improvements.

Strengthening VEC: State government has approved the proposal submitted by DPEP of VEC making it more representative of primary stakeholders i.e. parents and enlarging its roles and functions.

- In DPEP already existing VECs have been oriented in handling civil works component of the school.
- They have been oriented and also like Sarpanchs regarding the community involvement in schools as well as regarding the new pedagogical elements in the classroom process.

- It is planned for intensive orientation of VECs to be formed according to the needs formed principle by the state government.

Increasing Completion Rates:

- Cohort analysis is being carried out in sample blocks of the DPEP districts to probe into the trend of cohort movement and to ensure the exact nature of completion roles.
- Stress is being laid on continuous interaction with community through intensive community mobilisation programme like NINAD, and with MTAs and VECs for increasing retention of children to complete the primary education cycle.
- Results of above mentioned operations have shown increasing community demands for more facilities for primary education and at several places voluntary support, in terms of contribution for civil works, beautification of school campus, helping teachers in classroom processes.

Equity

Child Tracking System

Orissa DPEP is in a process of documenting the details of out of school children through massive exercise of child tracking system. The data so collected is now being sensitized through an intensive cross-checking programme 'ANUSANDHAW' for validating data. Children of school going age who are out of school are being captured by name, age, sex so as to plan for providing appropriate access.

- Based on the above data, already 18 centres for educating out of school adolescent girls have been opened in Kalahandi districts.
- Difficult to reach children are being categorized planned in the coming summer vacation for which course outline and training modules are being developed.

Institutional Capacity Building :

Strengthening DIETs :

- In order to strengthen the existing DIETs in the DPEP districts, grants of Rs. 4.70 lakhs to each have been provided in 2000-2001 towards development of infrastructure, library, laboratories and documentaries services.
- An holistic plan is being developed in collaboration with SCERT for overall development of DIETs both in terms of human resource development (personnel policy, training of DIET faculty member etc.) and material resource development.
- One seven days' workshop was conducted by SCERT at Konark in March 2001 in collaboration with DPEP resource personnels in the orienting faculty members of DIETs in new pedagogical initiatives.
- With the efforts of DPEP Orissa, State Govt. has issued directives permitting the faculty members of DIETs of the state to visit primary schools and to monitor and provide academic support to teacher.

Strengthening SCERT :

SCERT is being increasingly involved in all activities of DPEP including textbook development, base line and mid term assessments of learning achievements, ECE, IED and all possible pedagogical activities.

In order to further strengthen it so as to transfer major activities of DPEP for its post project sustainability, following points have emerged from the high level meeting on SCERT development :

- i. DPEP shall provide additional infrastructure for enacting primary education cell at SCERT in terms of training hall, library, laboratory.
- ii. DPEP will help SCERT in constituting and strengthening resource groups for different pedagogical interventions.
- iii. Close collaboration of DPEP and SCERT is envisaged in the areas of policy planning, teacher development, curriculum renewal, student assessment.
- iv. SCERT shall be developed to achieve its full potential as the apex body in academic management of primary education in the state in which DPEP shall be a close partner.

Improving BRCs and CRCs

Functioning of BRCs and CRCs are being given priority in DPEP Orissa at present.

- All the posts of 87 BRCCs and 1108 CRCCs are now manned following a systematic process of selection.
- BRCCs have been given one round of orientation.
- All the CRCCs have been exposed to one round of training on their job requirements.
- Second round of training to strengthen their functioning is being mooted to be conducted in July 2001.
- All the BRCs and CRCs are being fully equipped with materials and resources required to make them as real resource centres.
- BRC coordinators have been exposed to two days' training programme in February 2001 to enhance effectiveness in functioning.

Status of SIEMT

The following steps have already been taken in strengthening SIEMT:

- Bye-laws of SIEMAT to register it as an autonomous body have been finalised, approved by the Executive Committee have been submitted to the State Govt.
- All planning and management activities of DPEP Orissa are being looked after by the personnel of SIEMT.
- Activities relating to research and evaluation are also being worked after the SIEMT personnel.
- The plan for the construction of SIEMT building has been approved, bids are now being processed for final selection so that the construction can start with immediate effect.

RAJASTHAN

1. Learning, Completion and Quality

- For improving school/classroom quality with reference to teacher and student attendance, school completion and students learning achievement following interventions are being carried out -
 - i. Provided TLM to all types of teachers.
 - ii. Induction training of 9 day has been imparted to about 8934 teachers.
 - iii. 41 day foundational training to the Para teachers of Madarasa and Alternative Schools have been imparted.
 - iv. Provided TLM to Girls & SC/ST children.
 - v. Purchase of books at school, CRC and BRC level.
 - vi. Provided school facility grant to all type of schools through SMC.
 - vii. Organized Bal Mela, Mahila Meetings and Kala Jhatha at School, Cluster level.
 - viii. Effective supervision through CRC for improving student and teachers attendance.
- Teacher deployment has been rationalized as per no. of children in whole state.
- School Management Committees have been effectively involved for improving the school quality, student learning and increase in completion rate. SMCs are being positively involved in village level construction activities. The main points are -
 - SMCs have been constituted and given school improvement grant for improving school environment.
 - All construction including repair & toilet are through Bhawan Nirman Samiti which are the part of SMC.
 - SMCs have been involved in the effective supervision and monitoring of the school activities.
 - Monthly meetings are being held for school improvement.
 - These committees are involved in school mapping and microplanning and also help in enrolment and retention of the children.

Equity

- (a) (i) For improving the information regarding out of school children, total no. of children enrolled and reasons of non enrolment-
- A comprehensive survey known as 'Shiksha Darpan Survey-2000' has been conducted in rural areas for gathering above informations.
- (ii) - Finalised the EMIS format.
- Teachers were trained to fill the DCF.
 - EMIS formats has been filled up in all 10 districts.
- (iii) For non enrolled and dropout children following strategies have been taken up -
- Opening of Alternative School - 6 hourly in SC/ST and minority dominant areas.
 - Started Madrasas in Minority areas.
 - Started Bridge. Courses for 8-14 years children specially for girls.

- (b) For providing equitable education to the hard core children, same curriculum, duration as formal school and comprehensive 41 days training to para teachers have been given.

Institutional capacity Building

In order to develop effective and sustainable academic support system following activities have been started -

(a) DIET -

- i. Orientation of DIET personnel.
- ii. Need base intervention for capacity building of DIET.
- iii. Involvement of DIET resources in teachers, para teachers, training, research, EC activities etc.
- iv. Involving DIET staff in follow up of training.

(b) For improving the functioning of BRC & CRC following activities have been initiated

- Orientation of BRC and CRC staff
- Monthly meeting of CRC staff for planning and review of activities.
- Exposure visit to other states & districts.

(c) The strengthening the SIERT

It has been decided that SIERT will coordinate and provide effective support in the following areas -

- i. In writing of Text books, work book and teacher guide.
- ii. In different types of training like In-service teachers training, para teacher training and in identification and orientation of state & district level resource persons.
- iii. Training of Anganbari workers.
- iv. In identification survey and training of resource persons in the field of IED.
- v. Construction of performance evaluation format for para teachers.
- vi. Action Research
- vii. Learning evaluation.

Programme Management

Implementation issues at state & district level are -

- Deployment of staff - This has been agreed by Sec. Education that all the selected staff will be deputed after Board Examinations.
- PRI involvement - At all level PRIs have been involved and for their positive role regular meetings and orientation are being organized.
- Deployment of engineers have been short out and at all level J.En. are working.
- The implementation of all the strategies envisage in 1st AWP is in progress.
- The state has released its 15% share of Rs. 820 lacs, no amount is left to be released.

TAMIL NADU

I. Learning Completion and Quality

A. Teacher / Student Attendance

- Periodical visits by the State and District officials
- Distribution of schools among the officers of the block for close monitoring
- Consolidated review report on the visit reports sent to district officials for follow up action and remedial measures.

B. School Completion

- Sample cohort study in 9 blocks and cohort study in all the 106 blocks conducted to assess the performance of the schools in all aspects. Analysis of the study conducted at the state, district and block levels.
- Classification of schools according to performance for effective monitoring supervision and assistance.
- Academic assistance to low performing schools by the district and block level staff.
- Close monitoring of the schools identified as poor / low performing schools.

C. Students achievement level

- Building the capacity of teachers in making teaching learning a joyful experience by activity based teaching learning practices.
- Giving training to teacher in activity based teaching and preparation of activity cards.
- Content training in teaching new textbooks introduced and booster training in subsequent years to teachers.
- Printing and distribution of item banks to all schools in all the subjects for all the standards.
- Conduct of achievement test to all the pupils of V std. And analysis of the results for remedial teaching.
- Continuous comprehensive evaluation of the performance of the students.
- Extension of model school practices to all the schools in the block.
- Effective supervision and academic support to schools by dividing the schools in the block among the educational officers.
- Providing external / child friendly elements to schools.

D. Teacher Development Programmes

- Inservice training and booster training to teachers
- Training on multigrade teaching and activity based teaching learning processes.
- Group learning activities to handle large classes.

E. Poor infrastructure

- Construction of class room buildings with drinking water and toilet facilities including external elements to needy schools.
- Construction of class room buildings using innovative and cost effective technology.

F. Activities of VEC

Village Education Committee formed for each school is involved in the following activities.

- Preparation of school development plan.
- Conduct of enrolment drives and metric melas.
- Media activities.
- Construction of class room buildings – both conventional and cost effective.
- Organising cultural activities, school day in schools with community support.

II. Equity

A. Out of school children

- Collection of EMIS data every year.
- Preparation of school development plans.
- Annual school census.

B. Non enrolment and non-completion

- Study conducted on the declining trend in enrolment of children in Std.I.
- Enrolment not a problem but only the problem is retention and completion.
- Steps taken to reduce the repeaters and to increase the completion rate by bringing a change in class room practices.

C. Providing education of equitable quality to the hardest to reach children

- Conduct of ALS centres with community support and assistance.
- Special coaching classes to SC/ST girls for retention and enhancement of achievement levels.
- Providing special education to disabled children by the appointment of special teachers in the selected blocks involving voluntary agencies and giving training to the general teachers.

III. Institutional capacity building

A. Strengthening DIETs and their involvement in school improvement

- DIETs are fully functional in all the seven DPEP districts with full complement of staff.
- The Government has created a separate service for DTERT and DIETs.

- Capacity building programmes conducted to the DIET faculty members with the assistance of resource person from NIEPA on the following activities. (School Mapping and class room observation)

B. Functioning and of BRCs and CRCs.

- BRCs established in all 106 blocks with a building.
- They are fully equipped with furniture, equipment and staff.
- Regular training programmes conducted at the BRCs and CRCs.
- Monthly CRC meetings conducted in all the clusters in which an official of BRC of the district participate.
- Discussion of materials published in the monthly newsletter at the CRC meetings.

C. Strengthening of SCERT and training

- DTERT and DIET are looking after the role and responsibilities of the SCERT in Tamil Nadu.
- Regular training programmes conducted at the state, district and block levels.
- Textbooks have been revised and developed by DPEP for all the standards and introduced throughout Tamil Nadu.

D. Functioning of SIEMET

- In Tamil Nadu SIEMET is functioning with two divisions under the control of the State Project Director (Planning Management and Training & Educational Research Evaluation and Monitoring)
- Preparation of plans conduct of training programmes and quality improvement activities are looked after by the planning wing.
- Action Research and Formal Research programmes on topics of day-to-day problems are undertaken by the research wing.
- Trainings in action research and analysis of EMIS data are undertaken by SIEMAT.

IV. Programme Management

- DPEP is managed by the following institutions established by DPEP.
- State level – State Project Director with Officers for the various programme components.
- District level – District Programme Co-ordinators with Officers for the various programme components.
- Block Level – BRC supervisor and teacher educators.
- Cluster level – CRC co-ordinators and assistant co-ordinators.
- Officials are in place for the following components at the state and district level.

- (i) Alternative Schooling Programme.
- (ii) Special coaching classes.
- (iii) Programmes on quality improvement and training.
- (iv) Girls Education and IED.
- (v) Media activities.
- (vi) Civil Works.

- Coordination and convergence effected through periodical SRG/Core committees.
- Review meeting conducted at the state and district level.

V. Status of release of 15% state share

- During 2000-2001 Government of Tamil Nadu has released its share amounting through Rs. 264 lakhs.
- Government of Tamil Nadu has sanctioned and issued orders for the release of Rs.211 lakhs and 176 lakhs during March 2001. Bills have been presented before 31.03.2001 and payment is awaited.
- Government of Tamil Nadu has released its contribution in full for the grants released by Government of India.

UTTAR PRADESH

Learning , Completion and Quality

- Assess new initiatives, and progress on ongoing initiatives, to improve school/classroom quality, with a view to influence teacher and student attendance, school completion and students' learning achievement.
- Assess any specific initiatives undertaken by the state towards teachers development and support for teaching in different learning contexts such as multigrade, large classes, and poor infrastructure.

1. Curriculum and textbook development:

Curriculum for primary classes (I-V) has been revised and new textbooks based on this have been developed. Text books of Maths (class 2 & 3) were introduced statewide from July, 1999. Rest of the textbooks have been introduced in the Primary schools across state from July 2000. Teacher handbooks based on new textbooks have been developed and are in the process of printing. After printing, teacher handbooks will be made available to all the primary school teachers. Copy of new curriculum has been supplied to all primary schools, BRC, NPRC and DIETs.

Textbooks of English language for classes III - V are being developed by SCERT in bilingual approach of teaching.

2. Teacher Training

Training package for third round of in-service teacher training has been developed by SRG (training). Prior to the development of this package, districts teams particularly DIETs were asked to develop their own base papers for the package, based on the feedback of experiences of the earlier training round and field demands. These base papers were shared at State level and design of the module was prepared. The training package also drew upon the innovative methodologies developed under the "Vikalp" experiment in selected schools of Hardoi district. The package also drew upon strategies for multigrade teaching –learning from the Janshala Programme of district Lucknow.

Training package thus developed was tried out in 6 districts by SRG members with practicing teachers and finalized. Module is being printed at the districts level. 1117 trainers have been trained and the training is to take off by the end of April, 2001. The first batch of training will be organised for BRC Coordinators at DIET level to give them exposure to the package and in addition. 2 day additional input for follow-up of teacher training. The same training package is being used for DPEP-III districts as well. Focus of this 8 days training module is as follows:

- Based on new textbooks better & effective use of text books.
- Improving subject teaching and content knowledge of teachers.
- Use of new instructional methodologies
- Handling multigrade and multilevel classrooms

- Preparation & use of content lesson specific TLM
- During teacher training at block level 16 sessions in training hall & 30 sessions as practice sessions in actual classroom situations are targetted.

The training package is called "Sadhan" and includes a Vichar Patrak as well as a Prashikshak Sandarshika.

A 2 day additional input for follow up of training will also be given to BRC-NPRC coordinators.

In convergent approach with distance education, a package 'Sopan' has been developed, based on hard spots of maths to make available self-study materials for teachers to cope with the demands of activity based child centred teaching.

3. Vikalp

Vikalp was conceived of as an action research project in September 1999. The idea was to work to a specific pedagogical design over one academic session and attempt to change the school environment and classroom processes. The project worked with Classes I and II. It targeted to improve learning levels of children in language and mathematics.

The change that this initiative has been able to bring about can be attributed to the rigour of implementation, that included provision of supplementary reading material (Apni Bhasha), constant academic support and supervision, lesson planning, classroom organisation, time management, etc. Focused attention to group learning and multi-level learning situation was given which was an added factor leading to positive results.

4. Academic Support and Supervision

The objective is to improve the functioning of schools and classroom processes to lead to better achievement levels of children. It is being done by providing vital link between the school and district (DIET-BRC-CRC-School) and by operationalising a system of regular school visits and holding regular workshops at the block and cluster level in order to provide on site support. Parameters for rigorous monitoring of performance of schools, clusters, blocks, teachers, students have been developed to make academic supervision responsive, accurate and deliverable.

State level workshops were organised to develop capacity and skills for academic support and supervision at Sarnath, DIET and Hathras DIET. A group of 7 people from each district was trained in DPEP II. Similar trainings were organised in turn by the DPEP-II DIETs. A total of 3515 people were trained for academic support and supervision. Recently parameters

for school performance were revised & redeveloped in the light of pedagogical improvement being done in DPEP. More weightage is provided to class-room process, children's achievement and evaluation. Zonal workshops have been organised at DIET, Jaunpur, Agra and Muzaffar Nagar to extend this process to DPEP-III DIETs as well. 110 master trainers participated in the first workshop held between 26-28 March 2001 at Jaunpur DIET.

5. Pupil Evaluation

A package for continuous & comprehending pupil evaluation is being developed by SCERT - SRG & is currently being field trialled in 3 districts. After finalization it is scheduled to be introduced in the schools from July, 2001.

6. Teacher Availability

In order to improve the availability of teachers in primary schools, the DPEP programme has undertaken the appointment of 19758 Shiksha Mitras or community based teachers. Of these 7004 Shiksha Mitras have been targeted at single teacher schools. The recruitment process for Shiksha Mitras has gathered momentum in all districts. So far 11987 Shiksha Mitras have been appointed by the Village Education Committees. Of the above number, 6362 Shiksha Mitras have been put into position in DPEP-II and 2641 in DPEP-III districts. Training for Shiksha Mitras is being conducted by all DIET's across the State. The SCERT has developed a training module for the induction of Shiksha Mitras which was developed in a participatory mode with assistance from the Shiksha Karmi Project of Rajasthan as well as the State Resource Group. The training module along with a set of the class 1 & 2 Textbooks are being given to the Shiksha Mitras during the training programme.

7. New Initiatives

Some of the newer initiatives undertaken by the UP DPEP are seeking to develop a more evaluative framework for the performance of teachers. The purpose is to build a programme for better teacher competencies and to ensure more accountability of teachers in the system so that a policy based change in service rules of teachers linked to rewards/punishments & incentives can be built up. Towards this several steps have been initiated:

1. an evaluation of teacher-training I & II modules under DPEP II which includes teacher-related variables.
2. Pupil evaluation system- with some teacher-related aspects

	<ol style="list-style-type: none"> 3. Class-room observation studies for DPEP II districts by SCERT. 4. Preparation of tools for evaluation of teacher competences required for primary classes.
<ul style="list-style-type: none"> • Examine Activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in students learning and completion rates, and including their involvement in the civil works components. 	<ol style="list-style-type: none"> 1. School Mapping and Microplanning <ul style="list-style-type: none"> • There are 15,056 VECs in DPEP-II districts out of which 14,155 have been trained. Around 23,819 villages have completed the Microplanning. Village Education Plans have been completed for 17,522 villages. 2. Measures have been undertaken to gear up the process of community involvement in 38 project districts in DPEP-III. <ul style="list-style-type: none"> • District coordinators, community mobilisation, have been appointed and trained in state level visioning workshop held on 9 to 11 October, 2000 . • A three day training programme held on 22 to 24 Feb. 2001 regarding the community participate PRA etc of District Coordinators. • DRG/BRG/VECs have been constituted. • District Resource Groups have been constituted in all the 38 districts. • A 4 days training/orientation programme was organised for 236 DRGs members in 8 rounds at SPO in month of June to Aug. 2000. • Block Resource Groups have been formed in the districts and 4 days training programme were organised in districts. 3308 BRG's were trained till Feb 2001. • Identification of VECs to be trained in the first year has been completed. • 1524 VEC's have been trained till Feb 2001 and remaining targetted VEC's will be trained till June 2001. 3. To increase involvement of parents in student performance, it is now being made mandatory in DPEP-III in particular, to call all the parents of children studying in the primary school to a cultural program on last day of VEC training. This is likely to evoke the confidence and interest of the community & parents in the school. It has also been decided to call the parents on the last day of school in May every year when the results of the annual examinations are given out. so that teachers can directly inform parents & children of the achievements levels, as also suggestions for utilizing the summer vacations for study/improvements. Data on the health checkups of children will also be compulsorily shared with the parents on that day.

4. Model Cluster Development Approach

A model cluster development approach is being followed for promoting girls education as specific pockets where girls enrolment is low especially amongst SC's & minorities in DPEP districts of U.P. 352 Model clusters are taken for developing them as model cluster for girls education in DPEP-II and 5 each in DPEP-III district have been recently selected. Therefore, to tackle the severity of the problem, it was decided to work intensively in clusters and 3494 MTAs, 3494 PTAs and 911 Women Motivator Groups were formed and trained to strengthen these grassroots operational base to strengthen linkages between school, community & primary education special mobilization efforts were made through following methodologies:-

- Enrolment drive - focusing girl child .
- Meena Campaigns
- Maa Beti Melas and women Parliament
- 2312 ECCE centres are being run in convergence with ICDS. A.W. workers are trained and centres are located in the premises of Primary Schools with coterminous timings to the schools.
- 50 master trainers have been trained and training of 2312 ECCE workers is complete and centres are being run.
- To promote girls education, free text books to all girls in DPEP districts are provided.
- 264 Master Trainers to train BRC-C, CRC-C, Teachers, WMG, MTA were trained by SPO
- 4000 Teacher 911 WMG were provided special training for gender perspective.

Retention strategies for girls-

Targetting drop out girls especially 9+age, 10 days summer camps were organized during May and June 2000 at the Gram Panchayat level to mainstream girls who had left school in the last 3-4 years. 'Muskan'. the specially developed curriculum for the summer camps was used. In all 2054 summer camps were organized in 22 districts. Out of 86632 children who participated in these camps 77331 children were re-enrolled in schools.

Despite the gains in enrolment, retention was the major concern. Monitoring of children's attendance in partnership with the support of the VEC/ community was done. The district teams carried out school wise cohort studies to acquire an accurate understanding of the phenomenon of drop out girls. Tracking children

who have dropped out of school thus became child specific and remedies for each child were worked out. The emergent picture pertaining to cent percent enrolment and drop out in villages in Model clusters is encouraging. So far 2279 village have 100% enrolment while 1774 villages are drop out free.

5. Uttar Pradesh has delegated the management of Basic Education to the panchayats in a decision taken in July 1999. The Village Education Committees are statutory bodies constituted under the Basic Shiksha Adhiniyam '72 as amended in the light of above mentioned delegation of 1999 and are sub-committees of the Gram Panchayat. The VECs construct all primary schools, additional classrooms, toilets, conduct repairs as well as make purchases for school consumables, necessary equipments & teaching-learning materials, statutorily .

Under DPEP, VEC's are given a 3 day training programme every two years to orient members to their role in promoting basic education in general and for the project in particular. In addition the VEC is given a two day technical training for their role in school construction works. The training is given by the district/block Junior Engineers of RES/MI and construction manuals are given to the VEC's for use. DPEP-III & the residual works under DPEP-II are using the newly developed low-cost primary school designs of Hardoi/Lalitpur, which have been mainstreamed in the UP Basic Education Dept.

The block based JE's of the RES or MI dept. have been placed incharge of technical supervision of the civil works, on an honorarium basis. They have also been trained by the SPO/TSG,Edcil civil works unit, on the new designs and a detailed Govt. Order authorizing them for the supervision role also spells out specific guidelines for their site inspections and quality control measures.

Equity

- Assess the progress made by state in
 - (a) improving their information base on children out of school and the reasons for their non-enrolment or non-completion and on alternative schooling

- Under DPEP II the strongest information base on data for out of school children has proved to be the microplanning undertaken by the VEC after the initial 3 day orientation to the community members & local teachers. Of 15,056 VEC's in DPEP II districts, 14,155 have been trained and about 23,819 villages have completed their microplanning exercise which involves household data collection of children classifying those that are going to school & those who are not, by age, sex, caste; and listing the reasons for children not being in school. Under DPEP III, the process of VEC training has recently commenced and will take at least a year to complete microplanning in half of the VEC's per district.

In the very design and purpose of the VEC training programmes and the use of the microplanning data, was to use the data (a) for identifying the requirements of promoting primary education in that village and (b) to track the enrolment & retention of all children in that village. In short, the aim was to use the data on out-of-school children at the local level and to effectively track the progress of each child in school enrolment & retention. This data has now emerged in DPEP II districts at the village level and is being actively used by the community & local school teachers & project administration to

- (a) enroll children in school
- (b) provide alternative schooling for drop-outs & children in working situations
- (c) EGS centres in non-served areas for younger children
- (d) updating data every six months.

The project is now actively collating the data of children out of school at block/district/state level to plan for the package/size of AS/EGS for year 2001-2002. Districts have already used preliminary sets of data for AWP & B 2002-2003. However, a new computerized package/software for collection of this data has been prepared by the SPO. The districts are expected to complete the data collection by June 2001 in DPEP II districts.

- Another rich source of micro-data and its effective use for enrolment & retention of children especially girls, is being seen in 352 model clusters taken up for intensive focus for girls education. The local community groups and project staff are using school-wise cohorts and tracking the dropouts/never enrolled children, systematically. The model cluster approach

for girls development is targetted to low female literacy, low enrolment & high dropout clusters within a district.

So far 2279 villages have been able to ensure 100% enrolment while 1774 of them are also drop-out free. In the MCDA villages student attendance is monitored by the Women Motivator Groups through a simple system of awarding three colours in accordance with their monthly attendance-- red for low attendance, yellow for acceptable standards of attendance and green for good attendance. Monthly attendance charts are put up in schools. This has evoked very positive & effective results both from the children & parents. 4,42,644 children have been tracked in these schools/villages.

- The DISE based EMIS data is also being used to narrow in on clusters with reportedly high drop-outs especially amongst girls in DPEP II districts. Targetting these areas, 10 day summer camps were organised during May-June 2000 at the Village Panchayat level. 'Muskan' a specially developed curriculum for summer camps was used. The last day of the camp was celebrated with the parents & community pledging to enroll their children in schools. 2054 summer camps were organised in 22 districts. 92,588 children who had dropped out were identified and of these 86,632 attended summer camps. 77,331 children rejoined schools after the camps.
- ◆ In UPDPEP programmes the chief aim of the alternative schooling initiatives is to ultimately mainstream children with the formal system. Keeping this in mind 8 models of A. S. have been tried, tested and scaled up in DPEP II and are being quickly set up in DPEP III. In 1999 the State govt. also approved the EGS scheme targeted for children for classes I & II as a feeder school for the formal primary schools. EGS centers are set up within a radius of 1 Km where there is no formal school available. Formal primary schools are set up at a radius of 1.5 Km as per state norm. Therefore younger children can avail of EGS centers within 1 Km and graduate to the formal primary school when older, at class III stage. A S centers are equipped more to handle dropouts, cater to unnerved areas or areas of scattered population, children in working situations or children in madarsas receiving only religious education.

By design therefore children in AS & EGS centers read the formal primary school text books, which has been revised in July 2000 and made more child-centered activity based, with inbuilt flexible evaluation systems.

<p>(b) providing education of equitable quality to the hardest to reach children.</p>	<p>Secondly, the AS instructors are accorded regularly training by the DIET's & BRC's of 15 days durations annually. The EGS "Acharyajis" are trained for a month at induction stage and subsequently for 15 days annually - under a common training module developed by the SCERT for Shiksha Mitras and EGS Acharya's. Thirdly, the supervision of AS & EGS centers is done through the BRC - NPRC's for which the coordinators have received special training and orientation. EGS & AS instructors are encouraged to participate in NPRC monthly meetings of teachers and periodically take part in workshops/meeting at BRC level, particularly those relating to TLM use, evaluation etc. The pupil evaluation system under development with the SCERT and expected to be put into use State-wide in July 2001, will be adopted for continuous use in AS / EGS systems also.</p> <p>NGO's like Nalanda have assisted the UPDPEP to evolve training package for instructors as well as supervisory staff. Creda of Mirzapur has assisted in training of AS centers catering to working children, while MV Foundation helped in the bridge-course strategies. The Rishi Valley Foundation actively built project capacity in the AS centers set up for scattered population zones.</p>
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Institutional Capacity

Building

- ◆ Assess DPEP contribution to in each state towards development of an effective and sustainable academic support system in terms of:
 - (a) Strengthening of District Institutes of Education & Training (DIETs) and their involvement with school improvement
 - (b) improving the functioning of Block Resource Centres and Clusters Resource Centres
- ◆ All DIETs in UPDPEP districts are very intensely involved in the projects academic & quality improvement activities. They are completely integrated with project functioning and are accountable for quality aspects in the project. The DIET's conduct all trainings, be it of inservice teachers, Shiksha Mitras, ECCE workers, EGS/AS personnel, BRCC/NPRCC's, visioning workshops, TLM & supplementary materials, action research, distance education programmes, dissemination through newsletters etc. They are critical in the new academic supervision system evolved under DPEP & provide the lead role in the system. They have conducted both the BAS for DPEP II & III districts, as well as the MAS for DPEP-II districts. They are in the process of conducting classroom observation studies for DPEP-II and preparing for cohort studies in DPEP III.
- ◆ To further capacity of DIET for academic excellence and academic supervision system, the DPEP project in U.P. have contracted 2 NGOs to assist in this endeavor. NALANDA named NGO in assisting DIET, Barabanki under DPEP-II and BETI foundation is assisting DIETs Jaunpur, Ghaziabad, Bahraich/Sravasti with its funds. The purpose is to build up capacity in th DIET for qualitative improvement especially in the discharge of their Annual Work Plan and to strengthen academic supervision through BRC & NPRC. The initiative also includes work with the VECs as they are the grass root level institutions for improving the quality of primary schooling. Thus a beginning has been made to involve experienced NGOs in the institutional development of DIETs.
- ◆ **Academic Support and Supervision**
Academic Support and Supervision system is percieved as the provider of professional guidance and support to school particularly teachers with the DIETs providing district level academic leadership. The objective is to improve the functioning of schools and classroom processes to lead to better achievement levels of children. It is being done by providing vital link between the school and district (DIET-BRC-CRC-School) and by operationalising a system of regular

school visits and holding regular workshops at the block and cluster level in order to provide on site support. Parameters for rigorous monitoring of performance of schools, clusters, blocks, teachers, students have been developed to make academic supervision responsive, accurate and deliverable.

State level workshops were organised to develop capacity and skills for academic support and supervision at Sarnath, DIET and Hathras DIET. A group of 7 people from each district was trained in DPEP II. Similar trainings were organised in turn by the DPEP-II DIETs. A total of 3515 people were trained for academic support and supervision. Recently parameters for school performance were revised & redeveloped in the light of pedagogical improvement being done in DPEP. More weightage is provided to class-room process, children's achievement and evaluation. Zonal workshops have been organised at DIET, Jaunpur, Agra and Muzaffar Nagar to extend this process to DPEP-III DIETs as well. 110 master trainers participated in the first workshop held between 26-28 March 2001 at Jaunpur DIET.

(i) BRC – NPRC :

Out of 255 BRC's, 253 BRC coordinators and out of 2508 NPRC coordinators 2459 NPRC coordinators are in place. BRC & NPRC coordinators have been oriented towards their roles & responsibilities through a 5 day training package "Samarthan". DIET – BRC – NPRC linkages are also being strengthened through school visits, monthly meetings etc. In continuity separate workshops have been organised for a selected team from each district comprising of DIET faculty, District Coordinator (training) BRC & NPRC coordinators. These workshops were aimed at planning and managing academic supervision of different levels in the district. Detailed guide lines, checklists, plan of action have been developed by the participants during workshop. At district level for different functionaries, similar workshops were also organised to facilitate and train them in academic supervision system & school grading. BRC-NPRC coordinators have been given orientation for academic supervision. Construction of BRCs & NPRCs is in progress. 52 BRCs are complete and 177 are in progress. 2198 NPRCs are complete and 1213 are in progress.

(ii) DRG-DIET

A District Resource Group for Pedagogy has been notified in all the 15 DPEP districts. This group is

(c) strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as, curriculum development, teacher development, student assessment and extent of their interaction with district and sub-district level institutions

- being strengthened and made functional in all DPEP-II districts and is being setup in UPDPEP-III districts.
- The SCERT is again totally integrated with the DPEP programmes quality improvement package. The SCERT has been responsible to bring about a wide- network of quality resource persons in a large & competent State Resource Group. This has added to the depth of its participatory approach and provided a stronger link between academicians and practioners.

The SCERT brought out a revised curriculum for classes I - V in Jan. 1999 & classes VI - VIII in Jan. 2000, which were distributed to all schools/teachers in 2000-2001. Based on the revised curriculum, revised child-friendly, activity-based textbooks for classes I - V were introduced state-wide in July 2000. Textbooks for classes VI - VIII are under development, at the field - trailing stage.

Teacher guides for books for classes I - V have been developed and are under print. They will be distributed to all schools at the same time as the IIIrd round of teacher-training in DPEP-II & Ist round in DPEP-III is completed from April - June 2001. This training module is based on the use of these new textbooks & on multi grade situations.

The SCERT has also developed a system for continuous & comprehensive pupil evaluation, which is currently under field trailing and will be introduced from July 2001 in all schools.

The SCERT has pursued an active agenda for research & quality reforms. It conducted the BAS for 42 DPEP III districts, the MAS for 15 DPEP II districts and the FAS for 12 UPBEP districts in 2000-2001. It also conducted Classroom Observation Studies for UPBEP districts and is currently undertaking a similar exercise for UPDPEP II districts. It is also preparing a cohort study for UPDPEP III districts. It is also undertaking a study to evolve teacher competency indicators.

The govt. of UP is actively considering granting autonomy for the SCERT. (Details on SCERT can be seen in its separate Status Report).

- The UP SIEMAT at Allahabad is fully functional. It is providing invaluable assistance to DPEP in EMIS, AWP&B, Perspective Plan trainings & capacity building. It is the platform to commission all

- ◆ Assess the status of setting up/functioning of SIEMAT to provide support for educational planning and management

research projects in the elementary education sector. including project related research & evaluations. It is steadily building capacities of DIET's . BRC. NPRC & teachers in action research. (Details on SIEMAT can be seen in its separate Status Report). Institutional Development Plans have been drawn up by the SIEMAT, SCERT and 30 DIET's for further improving their performance in the years to come as well as to meet the new challenges of reform in the elementary education sector.

Programme Management

- Examine implementation by districts and component, and assess the extend to which the state have identified specific problems in implementation and are dealing with these.

- Regular monthly meetings of BSAs/DIETs/ AAOs/Coordinators and divisional levels ADs are held at the SPO. Detailed computerised monitoring proformas and minutes issued.

- SPO's top and middle level project officials undertake field visits for guidance of field staff. SPO officials made 136 visits to districts since the last JRM. More intensive visits were focussed on 35 districts of DPEP II & III.
- SPO identified 6 watch districts namely Lakhimpur Kheri, Pilibhit, Rampur, Bahraich, Shravasti & Basti which were inspected by Senior level SPO management and improvements monitored more closely.
- Divisional level project officers have inspected all their districts and ensured compliance.
- For DPEP-III which has six districts in the newly constituted state of Uttaranchal, a DPEP cell has been set up and is now fully functional. Division of DPEP-III funds, personnel & equipments has taken place. Govt. of Uttaranchal has appointed a Project Director. As of 1.4.2001 the Project management of Uttaranchal districts has been delinked from the mother programme.

- Release of State share is complete. Details given below:-

	GOI Share (Rs. in crores)	GOUP Share (Rs. in crores)	% of state Share to total
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DPEP-II	288.99	56.41	16.3
DPEP-III	83.0	27.90	25.2

- Assess the preparedness of the newly formed states for management and implementation of the project.
- What is the current status of release of 15% state share? What is the amount still to be released by the States?

UTTARANCHAL

Introduction

Uttaranchal, the 27th state formed on Nov. 9, 2000 is bounded by U.P. on the South, Nepal on the East, Himachal Pradesh on the west & China on the north-east. The geographical area of the state is 53,483 sq.km. It comprises of 02 divisions, 13 districts, 49 tehsils, 95 development blocks, 676 nyay panchayats, 6805 gram panchayats and 15669 populated villages. The total population according to 2001 census is 84,79,562, out of which 4,316,401 are males and 41,63,161 females. The density of population in the State is 159 per sq. km. as per the census 2001.

In this newly created state, out of 13 districts, 11 are situated in the hills, only 02 districts Udham Singh Nagar & Haridwar are in plains. Approx. 2/3rd land of the state is covered under forest. In the hill districts, the mountains rise to the elevation of 1000 mt. & more. The state is industrially backward. Agriculture is the mainstay of the state's economy.

In the matter of literacy percentage, which is the first and foremost factor contributing directly to human resource development and quality of life, Uttaranchal has 13th position in the country. The census 2001 data however shows that the total literacy rate of the state has gone up by 72.28 % while it was 57.75% as per 1991 census. Census 2001 data also reveals that the male literacy rate as 84.7 % and female literacy rate 60.26 %.

Literacy rates by sex for State and Districts, Uttaranchal

S.No	State/District	Literacy rate					
		Persons		Males		Females	
		1991	2001	1991	2001	1991	2001
	UTTARANCHAL	57.75	72.28	72.79	84.01	41.63	60.26
1	UTTARKASHI	47.23	66.58	68.74	84.52	23.57	47.48
2	CHAMOLI	60.40	76.23	80.85	89.89	39.66	63.00
3	RUDRAPRAYAG	57.47	74.23	80.36	90.73	37.08	59.98
4	TEHRI GARHWAL	48.46	67.04	72.09	85.62	26.31	49.96
5	DEHRADUN	69.50	78.96	77.95	85.87	59.26	71.22
6	PAURI GARHWAL	65.53	77.99	82.57	91.47	49.65	66.14
7	PITHORAGARH	61.38	76.48	80.31	90.57	42.41	63.14
8	CHAMPAWAT	55.81	71.11	77.63	88.13	32.62	54.75
9	ALMORA	59.83	74.53	80.78	90.15	41.32	61.43
10	BAGESHWAR	54.54	71.94	76.52	88.56	34.22	57.45
11	NANTAL	68.36	79.60	80.42	87.39	54.51	70.98
12	UDHAMSINGH NAGAR	49.29	65.76	60.47	76.20	36.02	54.16
13	HARIDWAR	47.97	64.60	59.28	75.06	34.37	52.60

The main equity issues facing the state include poverty, gender, caste, working and disabled children. Poverty has led to low literacy rate, low participation in schools, high drop out and low achievement level.

The census 2001 data clearly shows that there is a gender gap in literacy levels. The gender gap is more significant among SC/ST, minorities and rural communities. The lower participation of children of the SC/ST community in the school system has contributed not only towards low literacy rates in the minority community but have also kept them traditionally bound.

Predominantly geographical conditions such as hilly terrain, rugged and rocky mountains, dense forest, sharp streams and rivulets, widely scattered habitations are serious barriers in the way of children to reach to the schools. Limited means of transportation make the problem still a more complicated and difficult task.

Among the hill communities, it was customarily seen that the women bear the burden of the domestic chores. The main reason is that most of the people of hills migrate to the distant places in search of service or livelihood. In such circumstances, children also have to attend the various domestic duties such as tending to cattle, taking them for grazing, bringing fuel and fodder and engaged in sibling care, consequently they remain deprived of the education.

The children suffering from minor/ moderate physical and learning disabilities either do not enroll or drop out from the school are also a cause for deprivation of children from the school.

The main challenge before the State is to expand access & retention in schooling, so that all children are able to attend schools without dropping out and to facilitate better learning achievement by improving the quality of school environment and education.

Planning Process

As a pre requisite of DPEP, planning for UEE has been decentralised. Keeping in view, the DPEP guidelines, the participatory planning process and project formulation for five years, the Perspective Plans were made for the 6 selected districts. While preparing perspective plans for DPEP districts, the outcome of the base line studies and social assessment studies conducted in the respective districts used as the basis and project intervention were framed accordingly.

To create mechanism/ structure for planning & implementation, capacity building in the following areas at the state & district level, a State Resource Group has been constituted in the newly created state.

- 1- Alternative schooling.
- 2- Girls education & gender issues.
- 3- Material development.
- 4- Community mobilisation.
- 5- Education to children belonging to the tribal and SC community.

The district resource groups (DRGs) have already been constituted for different components. Most of the DRGs have started their functioning in the DPEP districts.

In constitution of SRG and DRGs the emphasis has been made on identifying and bringing together both types of resources, academic and field practitioner's. Such a forum enables them in collectively building vision, suggest strategies and build capacities. In order to achieve convergence with other agencies/ departments, a meeting will be organised in the 1st week of May 2001 at the State level so that necessary guidelines/ directions for coordination can be issued to field functionaries. Special emphasis will be laid on planning for community mobilisation, strengthening and training of VEC's, micro planning and school mapping.

At the block level-BRGs have been constituted particularly for shouldering the responsibility of guiding NPRC's, training of VEC's and helping in community mobilisation.

The DPEP districts have developed their decentralized AWP&B planning and project formulation with the assistance of SIEMAT, Allahabad.

At the same time strengthening of DIETs, BRC and NPRC's would be given due importance so that a network for academic resource support for the teachers can be established.

Expanding Access

To improve access to schooling for all children in the age group 6-11 in the DPEP-III districts, the Programme envisages a primary school within a radius of 1 kms for a habitation of 200 population (1.5 km. radius & a 300 population in plain's districts) in conformity with State Government norms.

Opening of New Schools

The unit cost of each new primary school building to be constructed under the Programme is Rs. 1.91 lacs, 40% of the unit cost i.e. Rs. 76400 is borne out of DPEP funds and the remaining 60% i.e. Rs. 114600 through Jawahar Rozgar Yojna/ Employment Assurance Scheme/ PMGY. This unit cost does not include the cost of Rs. 10000 for a two-roomed toilet and Rs. 22000 for drinking water facility which will be an integral part of every new school.

In 05 hill districts, earthquake resistant design developed by the engineering deptt., have been adopted while one Asigaon design of primary school developed under DPEP "Innovation Fund" by UP-EFA has been adopted by the Haridwar District.

The progress of construction of new primary school buildings for the year 2000-2001 as follows :-

S.no	District	Total project target	2000-2001		
			Target (2000-2001)	Under Construction	Completed
1.	Bageshwar	52	20	20	-
2.	Champawat	28	28	28	-
3.	Pithauragarh	38	18	16	-
4.	Tehri	122	30	19	-
5.	Uttarkashi	96	30	03	27
6.	Haridwar	14	04	03	-
	Total	350	130	89	27

Teacher/ Para Teacher Recruitment :

To improve Teacher Pupil Ratio a total of 648 posts of Para Teachers (Shiksha Mitra) have been created under DPEP-III . The District wise breakup is as follows :

S.No	District	Shiksha Mitra/ Para teacher Post Sanctioned	Shiksha Mitra/ Para teacher Selected	Shiksha Mitra/ Para teacher Trained
1.	Bageshwar	107	76	70
2.	Champawat	123	123	training 22 April 2001
3.	Pithoragarh	103	88	50
4.	Tehri	127	121	121
5.	Uttarkashi	127	101	97
6.	Haridwar	61	58	58
	Total	648	567	396

480 posts of Para teachers/ Shiksha Mitras have been sanctioned by the Govt. of Uttaranchal in DPEP-III districts. The village Panchayats have been delegated powers to appoint para teachers in the concerned schools. For this purpose a resolution will be passed by the VEC and application will be invited from educated village youth. The candidate should be Intermediate pass. however, the persons holding B.Ed./L.T. degree will be preferred. The VEC will prepare merit list of candidate on the basis of marks secured in High school, Intermediate & B.Ed. L.T. and will select the candidate securing the highest marks. 50% of posts of para teachers will be filled by female candidates. The VEC will finally decide the selection of para teacher in a meeting attended by 2/3 majority.

The para teacher will be appointed by the committee for one academic session and if his or her work and conduct would found satisfactory, one can be appointed for the next session also. Para teacher will be paid Rs. 2250/= fixed honorarium per month. If work and conduct of para teacher is not found satisfactory, he or she can be removed by the VEC with a resolution passed by two third majority. Prior to posting in school, the para teacher will take one months inductions training in the DIETs.

Alternative Schooling & EGS :-

Despite efforts to improve access and quality in formal schools, certain categories of children are not able to participate in the formal schooling system due to social, traditional and economic reasons. DPEP provides, different models of alternative schools to ensure participation of such children viz. working children, children of migrating communities, drop out etc. The AS strategy provides alternative learning facilities to these children with the ultimate purpose to mainstream them in to the formal school system. Small habitations which do not come under the state norm for opening of new primary school are covered under EGS. The models are as follows :-

(1) Education Guarantee Scheme (EGS) - Vidhya kendra

The Education Guarantee Scheme has been implemented in DPEP districts to provide access to children of remote areas, left out hamlets especially for younger children who can not walk long distance. EGS envisages opening of a school for classes 1 & 2 in such habitations which don't have a primary school within a radius of 1 km and 30 children in the age group of 6 to 11 years, are available. For hill areas, minimum 20 children in the age group of 6 to 11 years should be available. In order to foster "ownership" of the scheme, the community have been assigned the responsibility to provide space and accommodation for the centre, called "Vidhya Kendra". formal curriculum and text books would be used in these centres.

Each EGS center will have an Acharyaji to teach children of classes 1 & 2. Village Panchayats have been given powers to appoint Acharyaji at a fixed honorarium of Rs.1000/- per month. 30 days induction training and a 15 days refresher training will be provided every year for the Acharyaji.

(2) Shiksha Ghar

Shiksha Ghar is an alternative model of school to cover out of school children of 6-11 years age, providing a flexible, sensitive & a child friendly school, managed by the VECs.

Appointment & Training Of District Co-ordinators(AS)

District co-ordinators (AS) have been posted in 6 DPEP-III districts. They have been oriented regarding their roles and responsibilities in a State level workshop held during 27-30th June, 2000 and 30-16th Sept, 2000 in ICCMRT, Lucknow. The co-ordinators were exposed to different alternative schooling models running in different States of the community, regarding the problems of street working children and how to deal with them. The district co-ordinators were oriented about the selection process of Acharyaji/ Instructors, supervisors and system of supervision, monitoring and evaluation of these alternative schooling centers.

Opening of A.S./ EGS Centre

VEC & community would have the freedom to determine time, duration & venue for the AS & EGS centre as per learner convenience aiming at transacting on an average four hours of learning while there is flexibility of time duration. The centres are completely managed by the Gram Panchayats. The honorarium of A.S. instructors & Acharyaji, funds for material purchase for the centres are being transferred to Village Education Committee's accounts by District Project Office. The Village Education Committee will purchase the educational materials required for centres. The Gram Panchayat will pay honorarium for the instructors & Acharyaji.

Training of Acharyaji

A 30 days induction training package for Acharyaji has been developed by SCERT, Lucknow. Induction training of Acharyaji is being conducted by the DIETs under the direction of SCERT, Lucknow. Master Trainers for the training of Acharyaji have been trained by the State Institute of Education, Allahabad, who have in turns trained the Acharyaji in the respective DIETs.

Selection of Instructors/Acharyaji

Acharyaji for EGS centres and instructors for AS centers have been selected by the VECs on the basis of marks obtained in High School exam by the candidate.

In 2000-2001, 245 EGS centres are proposed to be opened. Present position is as follows :

S.no	District	EGS centres Sanctioned	Achrayaji Selected	Achrayaji Trained
1.	Bageshwar	69	44	36
2.	Champawat	21	21	-
3.	Pithauragarh	35	35	35
4.	Tehri	72	72	71
5.	Uttarkashi	38	38	37
6.	Haridwar	10	18	18
	Total	245	228	197

72 Alternative schooling centres are in operation in district Pithoragarh & Haridwar.

Increasing Retention

For improving retention of children enrolled in primary schools, the following programmes have been undertaken :-

- 1- Provision of necessary infrastructural facilities in primary schools :
 - Additional classrooms to accommodate increased enrollment.
 - Separate toilets for girls & boys.
 - Drinking water facility.
 - 2- Awareness Building and Community mobilisation.
 - 3- Facilitating and promoting girl's education through
 - Establishing ECCE Centres
 - Cluster development approach.
 - 4- Integrated education for disabled children.
 - 5- School health programme.
- Activities performed under the above programmes are detailed below :-

1.1 Additional Classrooms :

During 2000-2001, 118 additional class rooms were proposed for construction. For which the funds were made available to VECs. Construction of 22 additional class rooms have been completed by the end of March 2001, the remaining work is under progress. The district wise progress of the above works is given below :

S.no	District	Total project target	2000-2001		
			Target (2000-2001)	Under Construction	Completed
1.	Bageshwar	108	30	30	-
2.	Champawat	102	-	-	-
3.	Pithoragarh	59	20	10	10
4.	Tehri	67	13	10	03
5.	Uttarkashi	20	05	04	01
6.	Haridwar	275	50	37	08
	Total	631	118	91	22

1.2 Toilets :

During 2000-2001, 869 toilets were proposed for construction in new and existing primary schools of DPEP-III districts. The fund has been received by DPEP cell, Dehradun in the 3rd week of March 2001 from SPO Lucknow, which has been provided to all DPEP-III district.

The construction of toilets will be done by the VEC, therefore the funds will be provided to the VEC by the DPO.

1.3 Drinking Water Facility :

In the year 2000-01, there was a target of 1352 drinking water facility in new and exiting primary schools of the DPEP-III districts, due to lack of funds, it could not be provided to the above mentioned schools.

1.4 Community Mobilization & Participation :

For sustainability as well as local ownership of DPEP interventions, it is necessary to mobilise the community to participate in developmental / educational activities. Targeted activities for community mobilisation have been undertaken as follows :-

Administrative arrangements :-

- District Co-ordinators, community mobilisation have been appointed & trained in a State level workshop held on 9-11th october,2000 at SPO, Lucknow.
- District Resource group (DRG), Block Resource Group(BRG), Village Education Committee (VEC) constituted.
- DRG/BRG have been trained to execute VEC training programme.
- Training of half of the VECs targeted in the 1st year have been completed.

Village Education Committee

In order to promote community participation in primary education the VECs have been constituted by the State Govt. The Govt delegated the management of Basic Education to PRI's thus

the role of VEC was greatly enhanced. In the VEC 6 member of weaker section (SC, ST and BC), women and guardians of school going children have been prescribed.

The VEC has played a major role in bringing positive attitudinal change in people towards education and in mobilising the community for the following purposes :

- * to bring un-enrolled children into formal schools.
- * to retain children in schools, especially girls & children from disadvantaged groups.
- * to bring children with disabilities into the mainstream.
- * to supervise and ensure that children in the 3-6 age group come to the ECCE centres for pre-schooling.
- * to encourage & support out of school children especially girls & working children, to join alternative schools.

Under DPEP, the VECs have been assigned the responsibility of school construction, purchase of material, maintenance and repair of school buildings, mobilisation and environment building activities, taking special measures for education of children of deprived section, ensuring access and retention, supervising schools & alternative schools for effective functioning, appointing para teacher's, conducting micro level programming and developing village education plans, implementing, monitoring plan activities and ensuring convergence of services and inputs for primary education.

Orientation & material development :-

An extensive 3 day orientation of members of the village education committee along with other enthusiastic persons of the community has been undertaken under DPEP. A training manual and a hand book for the members have been developed by the SPO, Lucknow to build an information base and understanding with VEC's on enrolment, retention, mobilising community, girls education, microplanning, school mapping, school improvement plans etc. The focus of the training manual is as follows :-

- To activate VEC & the community towards primary education.
- To sensitise VEC & Community to generate & create environment for universalisation of primary education with special emphasis on the girl child.
- To sensitise the community towards integrated education.
- To develop skills through various exercises for microplanning, school mapping and development of a village education plan.
- To sensitise and involve in the activities related to school improvement.
- To sensitise for inter-sectoral convergence and mobilisation of local resources.

The SRG of SPO, Lucknow imparted training to members of Block Resource Groups which have been constituted in those blocks where NYKs are in operation. This group includes NYK volunteers, teachers and representative of NGO's. Each BRG has 20-25 members. A total of 38 BRGs have been trained till 31st March 2001.

After completion of 4 days BRG training, which was organised at DIETs, a 3 day training programme for VEC members was initiated in all DPEP-III districts. The training programme for the VEC were held at the village level, which besides sensitizing VEC members also aims at

developing skills for village education plans through microplanning and school mapping. Out of total 2674 VECs in 06 DPEP-III districts, 50 % targeted for 2000-01, out of which 1200 VECs (16450 members) have been trained.

VECs Training

S. No	District	Total no. of VECs in DPEP-III District	VECs to be trained in 2000-2001	No. of Trained VECs	Total no. of members Trained
1.	Bageshwar	344	150	150	-
2.	Champawat	249	100	100	2500
3.	Pithoragarh	651	300	300	7500
4.	Tehri	758	350	350	-
5.	Uttarkashi	373	150	150	3750
6.	Haridwar	299	150	150	2700
	Total	2674	1200	1200	16450

To generate awareness amongst the community, parents & guardians as well as other opinion makers in respect of primary education issues, many activities have been undertaken at the State and District level. Each district has drawn up a calendar of activities to be undertaken by VECs in DPEP districts for community mobilization. "School Chalo" campaigns were organised in all DPEP districts in the months of July & August, 2000 to encourage enrolment of children specially girls.

Promoting Girl's Education

The question of girl's education has been central to DPEP. The need to emphasise on strategies and interventions for girl's education by addressing gender concerns at all levels of programme implementation has been recognised as critical by these programmes.

DPEP's gender strategy is as follows :-

- 1- Make the educational system more supportive to the needs of girl's.
- 2- Create an environment which enables woman to demand education for themselves and their daughters.
- 3- Gender perspective as an integral part of the project from planning, preparation to implementation.
- 4- Constitution of gender & ECCE resource group with extensive networking to guide the interventions of the project.
- 5- Gender related activities clearly articulated in 'Annual Work Plans' of the State & Districts.
- 6- Placement of gender co-ordinators appointed at District level.
- 7- Specific interventions in selected clusters.
- 8- Gender sensitization programmes for the management and grassroot level functionaries.

In view of the low rate of participation and completion by the girls in the primary schooling

cycle, a variety of interventions have been proposed to provide access for schools to all girls, make schooling more attractive to girls, remove obstacles to girls participation and to remove gender bias in teaching learning materials & in classroom situations.

Orientation of Gender Co-ordinators :-

District co-ordinators for girls education are in place in 6 DPEP districts. A three day State level training/workshop was held at Lucknow to orient newly inducted Gender Co-ordinators between 31 Oct - 2 Nov, 2000. The workshop was conducted with the following objectives -

- 1- Orientation to DPEP with special emphasis on gender perspective.
- 2- Definition of the role of gender co-ordinator in DPEP districts.
- 3- Integrating a gender perspective in DPEP and defining strategies for integrated & gender specific interventions.

Build sensitivity for girls education

sensitivity for girls education at various level has been the centre point in DPEP.

(1). Sensitizing of VECs -

1200 VECs have been trained till March 2001. One full session is devoted to gender issues and girls education in the VECs training module. The training module and self-reading materials for VEC members have a special focus on equity aspects and include gender sensitisation materials.

(2) Woman's Motivator Groups -

For more intensive interventions, women motivators groups are setup in every model clusters. These women motivator groups spear head the cause of girl's education in their village by organising supportive activities that eventually take the girls to neighbouring schools. 25 women Motivator Groups have been constituted till March 2001. A day's orientation programme was organised to the WMG.

(3) Mother-Teacher Associations -

Women's participation at the grass root level has been further ensured through formation of Mother-Teacher Associations (MTA) in schools. 182 MTAs are in place in schools covered by the intensive, cluster development approach. The MTAs are helped to define their role and are oriented towards their responsibility for girls education. They take care of distribution of free textbooks in their schools. Classroom and school environment, children's progress and their home work are other areas of interest to MTA's, who have proved their ability for ensuring retention of girls from classes I to V by adopting strategies like retention marches etc.

(4) Meena Campaigns-

The Meena Campaign, a special intervention to develop community commitment for

girl's education has been initiated under DPEP. It uses the audio-video material of meena developed by UNICEF. Pre-screening discussions were designed to understand people's views on educating girls. The post-screening discussions bring out the viewer's appreciation of Meena, are structured. In 164 village's shows have been organised in chosen clusters. Interestingly, the post-screening discussions often bring out the viewer's changing perceptions and the new converts can be heard talking of their intention to educate their daughters. This effective tools for promoting girls education is used at VEC trainings, meetings of Mother Teacher Associations and in other awareness generation and motivational campaigns.

(5) **Maa-Beti Melas-**

Organisation of Maa-Beti Melas has proved a very useful direct intervention for promoting girl's education . These Melas have tried to bring together mothers of out-of-school girls alongwith their deughters and explore variety of issues related to education of girls. These Melas are organised with the objectives of-

- Creating awareness about the importance of girl's education.
- Educating mothers about the necessity and significance of girl's education.
- Drawing the attention of teachers towards the problems faced by the girls.
- Maa-Beti Melas were organised in 02 villages of the Bageshwar district.

Model Cluster Development Approach for Girl's Education

The need of developing a model cluster for girls education was felt as some specific pockets and population sections in DPEP districts, show very low female literacy rates. The enrollment and retention rate in these pockets are not very encouraging either. This is particularly true of the SCs and minority dominated areas. Therefore to tackle the severity of the problem, it was decided to work intensively in five culsters of 8-10 villages, each in all DPEP-III districts by providing various project inputs, maintaining regular contact and closely monitoring the progress of impact through a data machanism specially designed for the purpose. To sum up, improvement in girls education remains central to the model culster development programme.

In the first year of model cluster development, the emphasis was on the formation, strengthening and gender sensitization of core teams, setting up & activating PTAs/MTAs, VECs and women's Fora(A forum for all female VEC members.) In the initial stage, the teachers took time to understand this concept as well as their role in it. With progress in the model clusters the change in teacher's attitude towards gender sensitive issues in a positive indicator. They are more concerned to ensure participation of girls in classroom process to make girls friendly environment. They are keen to solve local specific problem of girls that keep them away from school or lead to their withdrawl from the school.

Early Childhood Care & Education Centre (ECCE)

The Provision of Early Childhood Care & Education Centres to support girls to avail of primary education is an important strategy under DPEP-III. It prepares children in the age group of 3-6 years for entry into schools, and unbound the older girls from sibling care and enables them to go and learn in schools.

The ECCE strategy seeks to dovetail the existing ICDS centres with the primary schools by providing for co-terminous timings, moving the ICDS Anganwari closer to school premises providing for an ECCE room in some cases and augmenting pre-school education inputs in terms of training and play materials to the workers and the centre. The ECCE centres are targeted to those areas where the participation of girls in primary education is low and dropout rates are very high. During the first year, 268 ECCE centres are being strengthened.

267 ECCE centres are in operations in convergence with the ICDS programme. A Government Order has been issued by Deptt. of Women & Child Development on behalf of UP DPEP regarding convergence, monitoring and supervision of the centres and for setting up a district level committee for the operational management of ECCE in DPEP districts. Existing Anganwari workers work as ECCE workers. A 10 day orientation has been given to ECCE workers.

S. No	District	Selected block for ECCE centres	Target 2000-2001	Opening of ECCE centres	Trained ECCE workers
1.	Bageshwar	03	30	30	30
2.	Champawat	-	-	-	-
3.	Pithoragarh	02	70	70	70
4.	Tehri	06	98	98	98
5.	Uttarkashi	06	20	19	19
6.	Haridwar	02	50	50	50
	Total	19	268	267	267

Networking with NGO's

To widen the networking amongst voluntary organisation to seek their assistance spear heading community mobilization in the DPEP districts of Uttaranchal. The DPEP cell Dehradun has enlisted a number of NGOs working in the field of education/ medical/ health and upliftment of women in Uttaranchal. A workshop for the sensitisation of these NGOs about DPEP will be organized by DPEP cell Dehradun in the 2nd week of May 2001.

Elimination of gender bias in text books

The new textbook developed by the U.P-DPEP are gender sensitive and care has been taken in framing themes, activities as well as in illustrations which depict girls as an articulate, curious and active individuals rather than in docile or servile roles. Caution has been taken to maintain a balance in the male and female centered views of themes and illustrations in new text books.

The achievement of women in various areas have been shown as inspiring role models.

A few examples from the new text books are given below :-

Class-II textbook has an opening page for the child to write the names of her/his family members including her/his mother.

Attempts have been made to project mother's as knowledgeable persons who are interested in their children's activities at school. In Language book, the chapter "Nanha Chand" (Little Moon), a mother is shown teaching her child about the moon.

In the chapter "Mahima Chali Shaher" (Mahima Goes to the Town), Mahima's interest in science, technology and modern devices, is highlighted by her choice of purchasing a calculator rather than a doll.

In the EVS book the chapter 4 " Wonderful Space" has Valentina Tereshkova- the first female astronout - as the key character.

Improving Quality

Areas of pedagogical improvement

Pedagogical renewal which includes enhancing teacher motivation and competence is the key to qualitative improvement. DPEP strives to link pedagogical necessities with broader educational concerns and the ultimate objective of improving the school processes and classroom practices. To build up an environment in schools conducive to learning by all children a Co-ordinated Plan of Action was developed to cover the following key areas :-

Improving curriculum, textbooks.

Changing teacher styles and practices.

Enhancing teacher motivation and competence.

Strengthening academic support to teachers.

Promoting joyful, child-centred and activity based learning.

Providing education to special focus group.

Improving Teacher & Staff Performance

Teacher Training

Up-gradation of teaching competencies lies at the core of the effort to improve learning outcomes of children & introducing changes in teaching & learning methods in the class room.

Selection of Master Trainers

The selection of master trainers for in-service teacher training is almost complete and about 151 MTs have been selected. These MTs were selected at the district level by a Selection Committee comprising Principal, DIET as chairman and EBSA, District Co-ordinator (Trg.) and a nominee from SPO, Lucknow through written test, group discussion and interview. These MTs will impart training to the teachers.

Venue for In-service teachers training

The in-service teachers training would be arranged at block level or at such appropriate places at Tehsil where training could be conducted smoothly and qualitatively. The DIETs have already identified decentralised sites for teacher's training in all the 06 districts.

In-Service Teachers training modules

A package for teacher training is being developed under UP-DPEP will be used. The module is primarily focussed on how to transact the new textbooks in the classroom in an effective manner. In addition to some other issues, selected content areas and lessons have been identified for presenting the classroom situation.

During training, trainers and teachers will plan and prepare, then go for the practice sessions. After that, they will discuss and modify their instructional strategies and thus have a better understanding of expected pedagogy. This package has been adopted because of the fact that new textbooks have been introduced across th State.

Training of Co-ordinators

District Co-ordinator(Training) are in place in all the 06 district. To orient the newly appointed District Co-ordinators(Training), a 3 day state level orientation workshop was organised during 7-9th August, 2000 at NEDA, Lucknow. The Resource Persons who provided training were Sr. Professionals and Professionals from SPO Lucknow.

The following issues were discussed in the workshop:

Roles & responsibilities.

Monthly meetings, trainings.

School visits, Academic Support and Supervisions.

Selection of BRCC, ABRCc & NPRC Coordinators

Selection of BRCC, ABRCc & NPRC Co-ordinators was done at the district level through a workshop. Practicing teachers who applied for i.e. willing to work as co-ordinator. were invited for written test, Group discussion, interview in the participatory workshop organised at DIET.

In 06 DPEP districts 38 BRC Co-ordinators, 76 Asstt. Co-ordinators & 280 NPRC Coordinators were selected and are in place. The district wise details are given below :-

Selection of BRC/NPRC Co-ordinators - DPEP-III

S. No.	Districts	No. of BRC	No. of BRCC in place	No. of ABRCc in place	No. of NPRC	No. of NPRC in place
1.	Bageshwar	05	05	10	35	35
2.	Champawat	04	04	08	23	23
3.	Pithoragarh	08	08	16	64	64
4.	Tehri Garhwal	09	09	18	76	76
5.	Uttarkashi	06	06	12	36	36
6.	Haridwar	06	06	12	46	46
	Total	38	38	76	280	280

Free Text Books distribution

Free textbooks are distributed to all girls and SC/ST boys in the primary school of DPEP districts to help retention & improve achievement levels. In 06 DPEP-III districts, free textbooks have been distributed to about 1.99 lakhs children during 2000-2001.

Book- Banks

There is a provision of Book Bank in every primary school of DPEP-III districts. Introductions were issued to the EBSAs to make available 10 books of each subject to every class at the school level so that the needy student can make use of them. The books have been supplied to the district, who have distributed the same to the schools for establishing 'Book-Bank'.

School Improvement Grant

The project provides an annual grant of Rs. 2000/- to each primary school of the district covered under DPEP-III, for improving school environment for school beautification, routine maintenance and purchase of basic materials. For 4162 Primary Schools have been provided School Improvement Grant in the year 2000-2001.

Teacher Grant

Every parishdiya primary school teacher in 06 project districts would be provided annual grant of Rs.500/- for development of locally suitable learning material. A detailed TLM guideline already prepared by UP-DPEP would be distributed among the teachers. Orientation workshops of TLM at district, block and cluster level will be organised for DPEP-III district. TLM grant will be made available to teachers in DPEP-III district, after the completion of training .

District Institute of Education and Training(DIET)

Under DPEP it is proposed to strengthen the DIETs to shoulder the responsibility of the quality education. The DIETs provide academic guidance and professional support to the teacher's training programmes, development of TLM, academic supervision through BRC & NPRC's as well as training to VECs, ECCE & AS workers.

In order to strengthen the DIET's, funds for equipments, books and furniture etc. to augment their capacity under DPEP have been provided. The DIETs function as nodal institution at district level for training & academic programmes as well as action research.

The staffing position in DIETs is as follows :-

STAFFING IN DIETs - UTTARANCHAL DPEP-III

S. No.	Districts Sanction-Posts	Principal (1)	Vice-Principal (1)	Senior-Lecturer (6)	Lecturer (17)	Work-Exp. Teacher (1)
1.	Bageshwar(Almora)	1	1	05	16	1
2.	Haridwar(Roorkee)	-	1	04	10	1
3.	Pithoragarh	1	1	04	16	1
4.	Champawat	-	-	-	-	-
5.	Tehri Garhwal	1	1	01	11	1
6.	Uttarkashi	-	-	03	03	1
	Total	3	4	17	56	5

Figures shown in brackets are no. of sanctioned posts.

DIETs have not been established in newly created districts Bageshwar & Champawat. The need of these districts are being met by the earlier District Institutes of Education & Training, Almora & Pithoragarh.

Nyaya Panchayat Resource Centres & Block Resource Centers :

To provide academic support to teacher, sub district structure viz BRC and NPRC have been established. There would be regular monthly teachers meeting at NPRC level. These meetings have a specified agenda. The site for all 131 NPRCs proposed in the 1st year have been selected for construction work. Money for the construction of these NPRCs has been released to DPOs. The NPRC is constructed as an additional classroom. Funds have been transferred to VECs. Construction of 22 NPRCs have been completed while that of the remaining NPRCs are in progress. The district wise progress is as follows:

S.no	District	Total project target	2000-2001		
			Target (2000-2001)	Under Construction	Completed
1.	Bageshwar	35	15	15	-
2.	Champawat	23	10	06	04
3.	Pithoragarh	64	30	23	07
4.	Tehri	76	36	30	04
5.	Uttarkashi	36	20	18	02
6.	Haridwar	20	20	12	05
	Total	234	131	104	22

For teacher training and pedagogical activities at the block level, construction of 38 Block Resource Centre buildings are proposed at each of the 38 block headquarters in the DPEP-III districts. The sites for these buildings have been selected. The Govt. of Uttaranchal has decided to construct BRC buildings in 05 hill districts of Uttaranchal by the proper construction agencies available in the State, for this action would be taken upto last week of April,2001. UP-Jal Nigam is constructing the BRC buildings in Haridwar district.

Building Institutional capacity

State Project Office(SPO)

The state project office is responsible for the management and implementation and monitoring of DPEP-III. The following actions has been taken in the newly created Uttaranchal State.

- * "Uttaranchal Sabhi Ke Liye Shiksha Parishad" has been registered under Society Registration Act 1860 at Dehradun to implement the DPEP-III in the State.
- * For transition period DPEP-Cell at Dehradun has been established by transfer of 09 posts with personnel from UP-EFA.
- * EMIS Unit comprising of one computer operator has been established in the DPEP-Cell Dehradun.
- * The Director of Education Uttaranchal has been appointed as ex-officio State Project Director to "Uttaranchal Sabhi Ke Liye Shiksha Parishad".

- * Proposal for setting up State Project Office including staffing pattern and budgetary requirements have been submitted to GOI for consideration.
- * The 1st meeting of Executive Committee of "Uttaranchal Sabhi Ke Liye Shiksha Parishad" has been fixed for April 18,2001.

Present staffing position in DPEP Cell Dehradun, is as follows :-

S.No.	Post/Designation	Posts Sanctioned	Post Filled
1.	Senior Professional	01	01
2.	Professional	02	02
3.	Asst. Accounts Officer	01	01
4.	Computer Operator	01	01
5.	Steno	01	01
6.	Astt. Clerk	01	01
7.	Driver	01	01
8.	Peon	01	01
	Total	09	09

District Project Office

At the district level, the District Basic Education Office (BSA) is responsible for all activities in the sphere of basic education. He is designated as Expert BSA for purposes of DPEP implementation and is the District Project Co-ordinator. Keeping in view the emphasis on targeted interventions, 4 post of District Co-ordinator (Gender, Community participation, Training and Alternative schooling) have been created to support the EBSA. One Asstt. Engineer for civil works and one post of Assistant Account Officer has also been created. Each district has also been provided with one Computer Operator for EMIS & PMIS at DPO level.

The overall key staffing position in the 06 DPEP districts is as follows :-

DPO STAFFING POSITION DPEP-III

S.No.	Name of Post	No. of Post Created	No. of Post Filled
1.	Expert(BSA)	06	06
2.	Asst. Accounts Officer	06	06
3.	District Co-ordinator (Training)	06	06
4.	District Co-ordinator (AS)	06	06
5.	District Co-ordinator (Community Participation)	06	06
6.	District Co-ordinator (Gender)	06	06
7.	Computer Operator	06	05
8.	Accountant	06	05
9.	Steno	06	05
10.	Typist/Clerk	06	06
	Total	60	57

Asstt. Engineers & Junior Engineers from the RES/MI department have been designated for the technical supervision of civil works in each DPEP district. In case of non-availability they can be taken on contract.

All DPEP districts have established District Project Offices either in the office of District Basic Education officer or in a hired facility. The DPO's are fully equipped with photocopier, electronic typewriters and office furniture etc.

A District Education Project Committee(DEPC) has been constituted in all districts under the chairmanship of District Magistrate for over-all guidance and supervision of DPEP implementation. The committee comprises of educationists, representatives of voluntary agencies besides district level officials. All DPEP districts are regularly convening a meeting of the DEPC for effective implementation and monitoring of programme interventions.

Management Information System

Computer hardware is in place and the Computer Operators are in position in 05 DPEP districts. The Computer Operator are trained. The Education Management Information System is fully operational in all districts.

To develop a suitable database for effective educational planning the District Information System for Education(DISE) developed by NIEPA has been adopted for gathering school statistics on an annual basis. The data collection format developed by NIEPA was translated in Hindi and made available to all DPEP districts. The data collection is completed in all DPEP districts. Data entry is in progress.

SCERT and SIEMAT

The Uttaranchal Govt. is considering to establish a separate SCERT and SIEMAT in the State.

Annual work plan & Budget for 2001-2002

For the preparation of AWP&B 2001-2002 a 8 days(5 days=3 days) training programme was organized for the district core team by the SIEMAT, Allahabad in the months of Sept-2000 & December 2000.

The AWP&B for 2001-2002 prepared and have been submitted to the SIEMAT, Allahabad for appraisal.

District wise project cost and annual work plan & budget 2000-2001

1. The approved total project cost(as per EFC of Govt of India & word Bank) of the six DPEP districts & State Component of Uttaranchal is as under

(Rs in lakhs)

S.No	District Name	Project Cost
1-	Bageshwar	898.16
2-	Champawat	847.83
3-	Pithoragarh	1264.14
4-	Tehri	1833.66
5-	Uttarkashi	1213.94
6-	Haridwar	1660.75
	Total	7718.48
7-	State Component	584.58
	Grand Total	8303.06

- 2- For the project implementation in the first year of the project i.e. 2000-2001 the approved annual work plan & budget was as under -

(Rs in lakhs)

S.No.	District Name	Approved AWP&B for the year 2000-2001
1-	Bageshwar	293.93
2-	Champawat	172.84
3-	Pithoragarh	290.40
4-	Tehri	291.77
5-	Uttarkashi	243.09
6-	Haridwar	247.85
	Total	1485.88
7-	State Component	121.20
	Grant Total	1607.08

3- For project implementation in 2000-2001, detail of fund recieved is as under :-

(Rs in lakhs)

S.No.	Name of District	Approved Amount			Amount Received			Balance		
		Central Share	Sate Share	Total	Central Share	Sate Share	Total	Central Share	Sate Share	Total
1-	Bageshwar	203.94	35.99	239.93	120.794	37.99	158.784	81.146	-	81.146
2-	Champawat	146.91	25.93	172.84	73.973	18.19	92.163	80.677	-	80.677
3-	Pithoragarh	246.84	43.56	290.40	156.843	59.53	216.373	74.027	-	74.027
4-	Tehri	248.00	43.77	291.77	153.581	58.21	211.791	79.979	-	79.979
5-	Uttarkashi	206.63	36.46	243.09	110.868	34.42	145.288	97.802	-	97.802
6-	Haridwar	210.67	37.18	247.85	138.275	31.9	170.175	77.675	-	77.675
7-	State Component	103.02	18.18	121.20	-	20.53	20.53	100.67	-	100.67
	Total	1366.01	241.07	1607.08	754.334	260.77	1015.104	591.976	-	591.976

It is to be noted that out of the total outlay for the year 2000-2001 for 06 DPEP districts of Uttaranchal, 15% State share of Rs. 260.77 lakhs was sanctioned in the budget of Uttaranchal Deptt. of Govt. of U.P.. Who released the 1st instalment of Rs. 88 lakhs vide G.O.No 1242/ 28.02.2000-3(12)/ 2000 dated 18.08.2000 while after the creation of Uttaranchal State in Nov.2000. the remaining amount of Rs. 172.77 lakhs was released by the Govt. of Uttaranchal vide G.O.No. 470/ 2(3)/ 2001 dated 09.02.2001. This total amount of Rs. 260.77 lakhs has been drawn & distributed to concerned districts. Against the central share of 85%, the GOI has provided Rs. 754.334 lakhs, which was received by the SPO, Lucknow & distributed to the 06 DPEP districts. The remaining amunt of Central share Rs. 591.976 yet to be received.

Out of Rs. 1015.104 lakh received in 2000-2001 by the 06 DPEP districts, an expenditure of Rs. 775.30lakhs has been made up to march 31,2001. Till the notification of separate SPO in Uttaranchal the submission of reimbursement claims to the GOI will be made by the UP-EFA. The Govt. of Uttaranchal has sanctioned Rs.1.884 crore for the construction of 130 new primary school buildings at the rate of Rs.114600 (60% of total unit cost of P.S.) .

WEST BENGAL

1. Learning Completion & Quality

(A) Ongoing Initiatives to improve School/Class Room Quality

Following is the overview of on-going initiatives undertaken by WBDPEP in the last six months in order to improve the school/class room quality :-

a) Activities undertaken to improve teachers' / students' attendance in schools –

- Capacity building of VECs through orientation / training to monitor the school activities.
- Undertaking cohort studies on sample basis in each district and sharing the findings on schools internal efficiency through parameters like CFR, ECR etc. for initiating necessary interventions at the grass root level.
- Motivating teachers through training, orientation and workshops.
- Noon-time workshops on 'retaining children at school' at the CLRC for VEC members.
- Organising folk shows focussing on retention and quality issues at the VEC level.
- Addressing teachers through 'Yogsutra', a bi- monthly journal published from the SPO for capacity building of teachers.

a) Activities undertaken to improve students' participation in schools –

- Adaptation to quality teaching in classrooms for retaining child in school.
- Improvement of school environment by introducing child-friendly elements viz. play elements and learning aids.

CHILD FRIENDLY ELEMENTS

District	Total Target	Completed	In progress
BIRBHUM	120	73	87
BANKURA	120	63	97
COOCH BEHAR	120	49	33
MURSHIDABAD	173	80	10
SOUTH 24 PARGANAS	120	55	106
TOTAL	653	3820	333

- Tree plantation involving students in creating a better environment of the school by themselves.
- Creating drinking water and toilet facilities for children (specially, for the girl child) in schools.
- Undertaking 'Balika Shiksha Karmasuchi' at the school level in gender interventions blocks of phase I districts in order to enhance participation of girls' in primary education.
- Creating 'barrier free environment' in schools by constructing ramps and handrails (in 1160 primary schools the construction work is on progress) to meet the needs of challenged children integrated in formal schools.
- Funding sports competitions in schools at the circle, district and state level in order to improve the attendance of students.
- As a part of remedial teaching material for improving the quality of classroom transaction, Kajer Paata (compilation of worksheets) was developed initially for primary school teachers. This year 'Kajer Paata' has been developed for students as a supplementary material.
- Development of an Integrated work book for students and Handbook for teachers in order to
 - address the specific problem areas identified by teachers
 - serve, orient and motivate teachers and resource persons during training (afternoon workshops) to make classroom teaching-learning more interactive and spontaneous through activities.
 - help the teacher develop similar kind of worksheets for individual and group activities.

- **Involvement of community in civil works**

Like Phase I & II districts under DPEP, VEC is being formed in non-DPEP districts. In the past six months community through VEC has been involved in construction work of schools. Even non-DPEP funds for the construction work are channelised through VEC. Technical know-how in this regard is being provided by WBDPEP.

a) School Efficiency Study: Cohort Method

The cohort analyses made for the DPEP districts on a sample basis, have revealed the following:

- Completion rate in four years time (CRF) (No. of students completing P.E. in 4yrs term)
- The CRF % is found to increase over the grades in all the districts covered in the study.
 - The boys and the girls show more or less similar achievement patterns with increasing CRF% over the years covered in the sample.

- The analysis for Murshidabad shows better performance among the girls with higher CRF% in cohort I & II which is marginally lowered in cohort III. The feature is reverse in S.24 Parganas with girls performance higher in cohort III and lower in cohort I & II.
- Caste wise it is seen that the performance in the general caste group is the best, followed by the scheduled castes who show a marginally lower performance, and this feature is encouraging as it indicates upward mobility pattern for the scheduled castes in the context of education.

→ Ever completion rates (ECR)

- The ECR% varies district wise, but the general pattern reveals of lowered values of the same in the 3rd cohort. This indicates increasing school efficiency and lowering wastage in Primary Education.

→ Drop-out rates

- The drop out rates for all the districts are found to be lowered in all the following cohorts.
- The patterns are same for the boys and the girls in the districts covered in the study.
- It is interesting to note that in addition to the increasing enrolment and the higher performance of the scheduled castes. their drop out rates are found to be lower and / or at par with the general caste.

→ Repeaters

- For the district of Murshidabad it is found that there is a drop in the repeaters rate as well as the drop out rates, which is indicative of the lowered educational wastage in the district.
- In S. 24 Parganas though the drop our rates decrease over the years it is found that in cohort III there is an increase in the no. of repeaters and simultaneously in the repeating rate.
- Moreover the district of S. 24 Parganas and Birbhum reveal a number of schools where repetition is found up to the sixth year of P.E. and the no. of drop out is nil. These schools have been identified for necessary action.

a) Specific Initiatives undertaken for improving learning achievement :

On the basis of the emerging status from studies on learning improvement (BAS-99' & MAS-99') and other state level studies (Cohort Study, Financial investment by Family on PE) a new strategy has been developed to strengthen School-based learning.

This was initiated as a pilot project in Falta & Falta West circles of South 24 Parganas as **Falta Learning Improvement Programme (FLIP)**.

- * The project started with the formation of the State Working Group (SWG) and a circle level resource group.
- * Central workshops were organised at the SPO to for all kinds of preparatory works including Data Capturing Format, Strategy formulation, and specimen Work Sheets for teachers use.
- * Survey workshops were held with the investigators at the respective circles, to discuss the academic and infra-structural part of the survey.
- * A survey was conducted in August 2000, and selection of schools was completed with 7 schools from Falta and 18 schools from Falta West.
- * The intervention started full-fledgedly with the 1st round training of the teachers consisting of one teacher from each school, preferably the head teacher or the teacher-in-charge. This was followed by the 2nd and the 3rd round of training to ensure that all teachers of the selected schools receive the required training.
- * Pretest of the innovative processes developed by the teacher was conducted in their respective schools to encourage development of worksheets by the teachers in a school specific manner.

(A) New Initiative undertaken by the State

The encouraging response from FLIP led to initiation of **School-based Learning Improvement Programme (SLIP)** in the five Phase I districts.

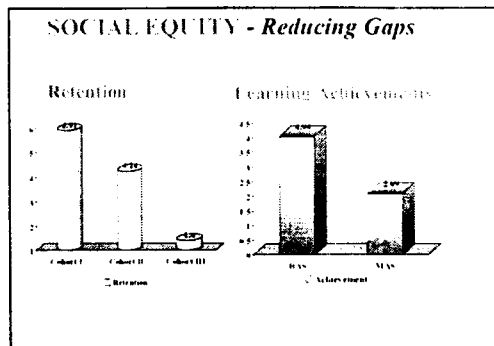
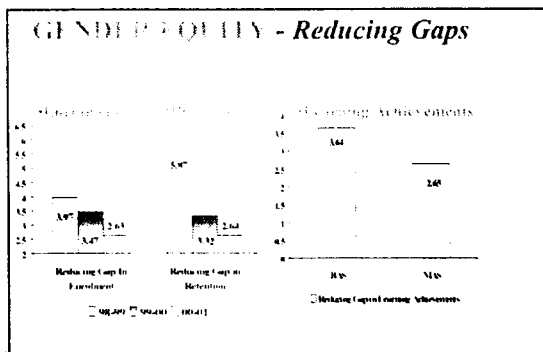
- * Formation of the State Core Group and District Core Group is complete.
- * The baseline survey on the same is complete and the specimen material development for the intervention is in process.
- * Identification of 10 CLRCs with 10 schools from each CLRC (in total 100 schools from each district) has been completed. The selection of schools in this case has followed certain yardstick i.e. Schools must have at least 3 teachers, two rooms. with the school building in suitable condition.

All the 5 districts have been geared up for the intervention through meetings, Workshops and exposure visits to schools under FLIP. Planned interventions are likely to be started in the month of July 2001. The whole activity (both FLIP & SLIP) has been undertaken and set in motion under the leadership and guidance of Dr. A.K. Jalaluddin.

1. Equity

(A) Improving Enrolment and Completion Rate for out of school children

As a result of successive efforts for enrolment at district and sub-district levels the NER of different DPEP districts has reached 85% on an average. Similarly, in case of retention and learning achievements subsequent improvements have been observed in reducing gaps towards achieving gender and social equity this year. Several measures will be taken this year in the special enrolment drive in an area specific manner in order to increase the total enrolment.



(B) Increasing Access through SSKs

Over the last 2 years the number of SSKs has increased in 10 DPEP districts having been set-up in areas which are not covered by formal schools.

Year-wise distribution of SSK

District	No. of SSK		
	1998-99	1999-00	2000-01
Bankura	161	200	200
Birbhum	174	278	378
Cooch Behar	257	564	564
Murshidabad	243	1028	1028
South 24 Parganas	139	685	685
Dakshin Dinajpur	25	163	175
Jalpaiguri	55	718	735
Malda	71	268	280
Purulia	20	97	112
Uttar Dinajpur	37	410	427
Total	1182	4511	4584

1. Institutional Capacity Building

- To provide support to and initiate interventions in the field of improvement of quality of teaching learning process, a DPEP Cell in WBBPE has been formed which is engaged in :-
 - Evaluation and renewal of textbooks
 - Conducting annual external evaluation at the end of Class II in all the primary schools of the State.
 - Analysing the weak areas from the evaluation
 - Developing remedial materials like 'Kaajer Pata' – school-based; student-based

Resource support to this cell is being provided by WBDPEP. Rs. 100 lakhs has been budgeted under WBDPEP to support the construction of new building of WBBPE.

- Developing teachers' training modules e.g. English teaching, Science Teaching etc.
- To institutionalise the training programme through the existing set-up of School Education in the State, it has been decided to develop an EMT cell in the SCERT for which WBDPEP has sanctioned Rs. 250 lakhs from the State Component Plans of existing & expansion districts. The progress of establishing EMT cell is although very slow.
- In order to assess the present status of level of learning among children in 7 non-DPEP districts, a benchmark survey called Baseline Assessment Survey (BAS) is being conducted. SCERT has been entrusted with the job. Data and information on quality and achievement in these districts will be used in the planning of SSA.
- To provide support to the teaching learning process in the classroom to fulfil the goal of UPE, the role of CLRC has become an important factor in the package of activities at the sub-district level. The network of the triangle formed by the CLRC at the top and community (VEC) and school at the bottom is being strengthened and institutionalised through various planned activities. CLRCs are being geared up for providing following inputs:
 - i) Resource support to schools / VECs / AWCs
 - ii) Decentralised Planning & Management
 - iii) Community Mobilisation
 - iv) Monitoring, supervision and linkages
 - v) Research, evaluation and documentation

In view of the above objectives, CLRCs have taken up certain activities which lead to quality improvement in terms of capacity building of teachers, members of Village Education Committee who, in turn, are responsible to train up the community people. District and Sub-district level Resource Persons are involved in the whole process. Thus, CLRC aims at developing quality of teaching learning process in the classroom through certain activities and providing full support to the teachers and on the other hand, changing the attitude of the community people towards the children both enrolled and non-enrolled by participating actively in improving the basic facilities and services within the school.

Following are the activities taken up in the last six months:

1) Workshops:

- Orientation and training of teachers
 - Six days Pedagogy training programme for primary teachers who were not covered last year or newly joined in phase – I districts
 - 3 days IED & Gender training
 - 3 days training programme on English teaching for primary school teachers

1) Innovative Approach:

Two different types of Fortnightly workshops are on-going after assessing the need of the targeted community i.e., teachers and VEC members.

- (i) Noon workshops for VEC members
Several workshops were held on the following issues: enrolment drive, (Namankan Karmasuchi) schools grants, tree-plantation, retention drive.
- (ii) Afternoon workshops for all primary school teachers for better application of training methodologies in classroom transaction. Issues identified for the workshop are “Difficult Areas in Maths teaching.” “Needs and significance of poems in teaching - learning”, “use of library books in class-room”, “Girl child in class-room”.
- (iii) CLRC Book Fair:
This year CLRC book fair is ongoing in Phase-I Districts in collaboration with the ‘Publishers and Booksellers Guild’. These book fairs are organised for awareness generation on library activities in schools and also for exposing children of primary schools to a variety of children literatures. The programme of CLRC book fair has started in March, 2001 involving 150 CLRCs (out of 196) in the Phase-I districts and is likely to be completed within May, 2001. The duration of book fair at each CLRC is 3 days. The fairs are accompanied by cultural programmes in the evening.

1) Visit to School & VECs by CPC & RTs:

- For monitoring and providing support for better classroom transaction and utilisation of school and TLM Grant.
- For monitoring activities of VEC like meeting, updation of Children Register, specific drives like enrolment, retention, etc.

1) Research & Documentation:

A District Action Research Group (DARG) has been set-up in every phase districts in order to carry out Research & Documentation at the Circle level for initiating Action Research on specific areas on a regular basis. A study on utilisation of TLM Grant and School Grant has been initiated in Phase-I districts. Preliminary survey work is completed and analysis of the same is under process.

1. Programme Management

(A) Quarterly Report on Financial Management – district and component wise

Total expenditure position (quarter-wise upto 3rd quarter – 2000-2001)

Area	1 st Qtr.	2 nd Qtr.	3 rd Qtr.	Total
SPO	48.34	134.17	57.27	239.78
Bankura	90.04	226.71	50.31	367.06
Birbhum	175.99	259.84	58.04	493.87
Cooch Behar	69.66	260.30	57.88	387.84
Murshidabad	96.63	168.29	52.36	317.28
South 24 Parganas	195.20	370.25	97.16	662.61
Total	675.86	1419.56	373.02	2468.44

(A) New initiatives in seven non-DPEP districts (SSA)

In order to achieve the goal of Universalisation of Primary Education in non-DPEP districts, pre-plan activities under Sarva Shiksha Abhiyan (SSA) has been taken up in 7 districts of West Bengal. Like DPEP, it focuses on access, enrolment, retention and quality of Primary Education. The State DPEP society has been enlarged and renamed as 'Paschim Banga Rajya Praramvik Shiksha Unnayan Sanstha'. Like Phase I & II districts under DPEP, House to House Survey and DISE are being conducted to identify unserved habitations, number of out of school children, social and gender gaps, school related information for planning etc. Similarly to assess the present status of levels of learning in these districts, Baseline Assessment Survey (BAS) is also being conducted.

In order to plan and carry out these activities, District Planning Team (DPT) has been constituted in the districts. Several orientation workshops have been held both at the State and district level for this purpose with resource support from SPO, WBDPEP.

(B) Current status of release of 15% of fund by State Govt.

	Gol		GoWB			
	Existing	Expansion	Existing	Percentage	Expansion	Percentage
1995-96	50.00.000		50,00,000			
1997-98	14.00.00.000		2,47,00,000	15%		
1998-99	5.00.00.000					
	6.10.00.000					
	11.10.00.000		75,00,000	5.7%		
1999-2000	6.92.79.000		1,15,00,000			
	6.00.00.000		45,00,000			
	5.00.00.000		42,00,000			
	8.00.00.000		1,94,00,000			
			1,41,31,580			
	25.92.79.000	200,00,000	5,37,31,580	17.6%		
						15%
2000-2001	6.00.00.000	300,00,000	1,05,00,000		88,23,529	
	15.00.00.000	500,00,000	2,64,70,000		88,23,529	15%
	5.00.00.000		88,23,529			
	7.62.00.000		75,00,000			
	33.62.00,000	800,00,000	5,32,93,529	13.5%	1,76,47,058	
Grand Total (in lakhs)	8514.79	1000.00	1442.13	14.4%	176.47	15%

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