

# DPEP



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ज़िला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

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Part – 1

Progress Overview Report

15<sup>th</sup> Joint Review Mission  
(April-May, 2002)



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## **Progress Overview**

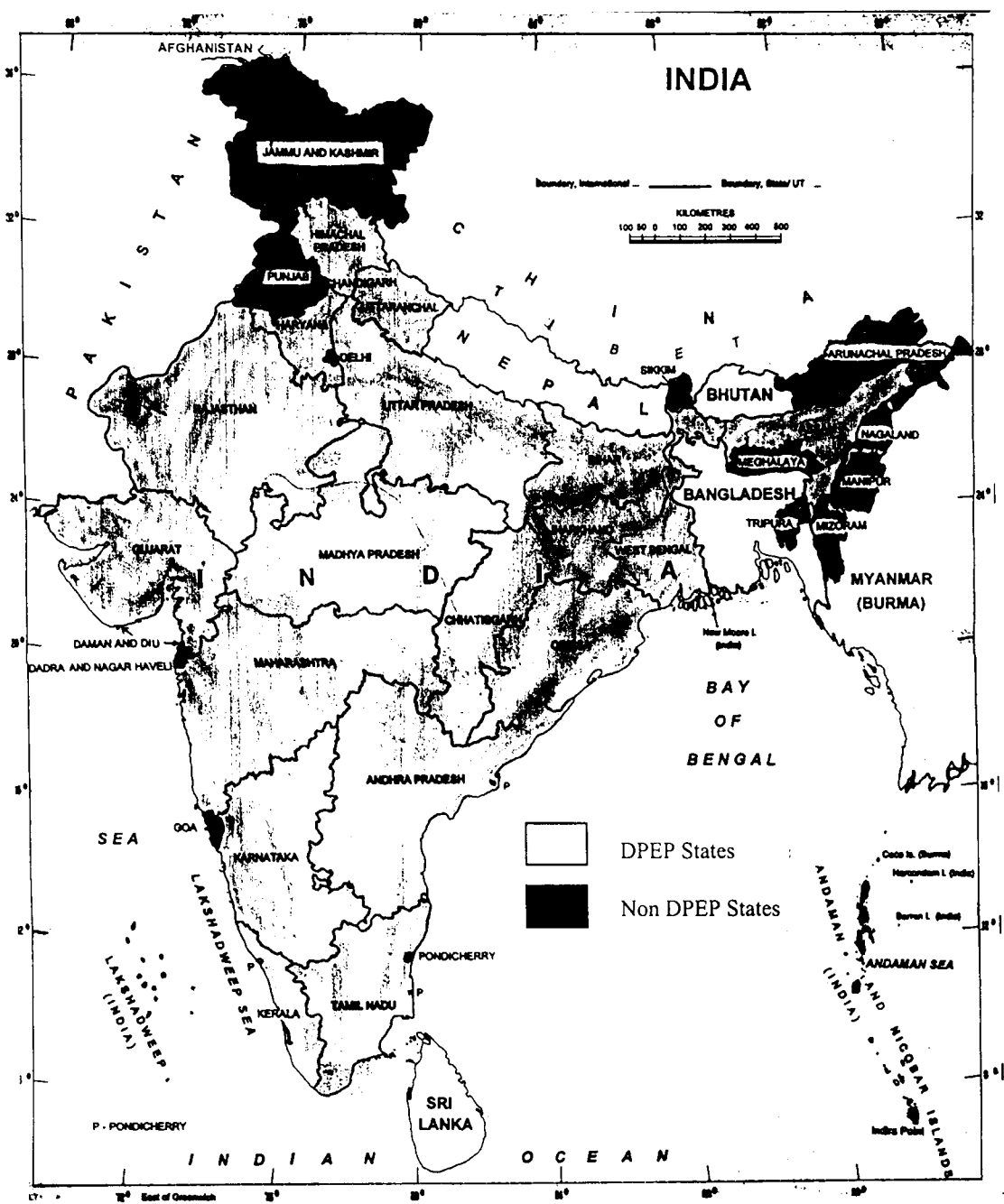
- **The activities undertaken after last Joint Review Mission have been presented in bold script.**
- **The Progress Overview is upto December 31<sup>st</sup>, 2001. However, the latest information has been provided wherever possible.**



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## Progress under DPEP

Sl. No.	Project State	Expenditure (Rs. in crores)	No. of new schools opened	No. of Additional Teachers Appointed		No. of Alternative Schooling/ EGS Centres Opened
				Regular Teachers	Para Teachers	
		A	B	C	D	E
1.	Andhra Pradesh	447.12	5150	6291	8914	1332
2.	Assam	215.62	--	--	2332	3027
3.	Bihar/ Jharkhand	204.26	2053	804	1803	3440
4.	Gujarat	99	295	--	10876	2452
5.	Haryana	181.42	15	--	3450	1080
6.	Himachal Pradesh	90.33	808	1589	339	25
7.	Karnataka	407.43	1250	5018	--	--
8.	Kerala	154.51	58	--	297	325
9.	Madhya Pradesh/ Chattisgarh	842.59	5405	--	40659	29576
10.	Maharashtra	270.66	867	3062	3294	3337
11.	Orissa	124.54	720	1440	2573	5892*
12.	Tamil Nadu	211.68	406	1771	--	932
13.	Uttar Pradesh/ Uttaranchal	808.84	4167	6467	37837	5384
14.	West Bengal	131.72	--	--	847	11077
15.	Rajasthan	106.29	132	--	752	8760
16.	Natnl. Component	47.24				
	<b>TOTAL</b>	<b>4343.25</b>	<b>21326</b>	<b>26572</b>	<b>126451</b>	<b>76639</b>

\*this includes 4211 EGS centres for which enrolment figure has been averaged @ 20 learners/ centres.

Sl. No.	Project State	No. of Block Resource Centres	No. of Cluster Resource Centres	No. of New School Buildings Constructed	No. of Additional Classrooms Constructed	Toilet facilities provided	Drinking Water facilities provided.
1.	Andhra Pradesh	990	5664	8438	14031	803	963
2.	Assam	56	1002	819	800	1335	1742
3.	Bihar/ Jharkhand	207	2457	596	1191	1157	1242
4.	Gujarat	23	482	253	341	859	90
5.	Haryana	55	544	272	1187	3369	1414
6.	Himachal Pradesh	21	230	749	21	474	388
7.	Karnataka	112	1206	1017	178	1350	1350
8.	Kerala	55	627	262	996	445	326
9.	Madhya Pradesh/ Chattisgarh	370	6274	17757	5209	--	--
10.	Maharashtra	73	189	841	1506	3775	1981
11.	Orissa	84	885	895	682	1203	281
12.	Tamil Nadu	106	1023	0	1777	2014	2082
13.	Uttar Pradesh/ Uttaranchal	681	6636	6413	10168	20586	3520
14.	West Bengal	--	324	569	1413	--	--
15.	Rajasthan	49	1041	395	401	1892	495
	<b>TOTAL</b>	<b>2882</b>	<b>28584</b>	<b>39276</b>	<b>39901</b>	<b>39262</b>	<b>15874</b>

**Districts covered under DPEP**

<b>State</b>	<b>Total no. of districts</b>	<b>No. of DPEP districts</b>	<b>No. of DPEP districts including bifurcated districts</b>
Andhra Pradesh	23	19	19
Assam	23	9	9
Bihar	37	20	20
Chhattisgarh	16	6	15
Gujarat	25	9	11
Haryana	19	7	7
Himachal Pradesh	12	4	4
Jharkhand	18	7	9
Karnataka	27	11	16
Kerala	14	6	6
Madhya Pradesh	45	28	33
Maharashtra	35	9	11
Orissa	30	16	16
Rajasthan	32	19	19
Tamil Nadu	30	6	8
Uttar Pradesh	70	50	54
Uttranchal	13	6	6
West Bengal	18	10	10
<b>TOTAL</b>	<b>487</b>	<b>242</b>	<b>273</b>

### Background

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

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

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

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



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

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

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

### **Improving capacities for formulation of annual work plan and budget**

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

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

It has been observed that, some of the states have chosen to follow a more rigorous process of planning. The processes of planning have been presented in detail by Andhra Pradesh, Assam, Himachal Pradesh and Kerala in the workshop (January, 2001). In these presentations it has been observed that greater involvement of grassroot functionaries and habitation specific planning have been attempted. Information about similar attempts have been received from West Bengal, Uttar Pradesh and Karnataka also.

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

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

#### National Workshop on Issues in Planning

January 8-12<sup>th</sup> January, 2001, Hyderabad, Andhra Pradesh.

- Use of house to house survey and micro planning data for preparation of AWP&B.
- Sharing of inter-state experiences in micro planning.
- Sharing of experience of study on "Towards Participatory Planning" conducted on sample districts identified from 8 DPEP states.
- Universalisation of access and need for habitation based information.
- Issues related to use of habitation level data for preparation of AWP&Bs.
- Concept of School Improvement Plan and its relevance.
- Financing and budgeting for Elementary Education.
- Convergence of centrally sponsored schemes and programmes in planning process under DPEP/SSA.

#### **Improving appraisal capacities**

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

## **Special initiatives for micro planning and institutional development**

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

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

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

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

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

**habitation/ village education plans. This may be because habitation level plans were mandatory under Sarva Shiksha Abhiyan**

### **Institutional Development Plan**

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

### **Emerging Issues**

The thrust in planning has been to strengthen capacities at the state and district levels to plan and implement activities as per needs. However, in a field based programme like DPEP, where new situations are encountered continuously, formalised training programmes conducted by training institutes are of limited use. In fact, much of the expertise or knowledge that has emerged in this area is based on experiences in the field. A great deal of learning has taken place in many states. The strategy for capacity building therefore has been to foster sharing of experiences among states by organising workshops where emerging issues can be deliberated. In the forthcoming year there is a proposal to continue the dialogue on this issue with state and district level teams to provide greater focus to the planning process and preparation of need based plans.

States have been encouraged to form state resource group which can provide guidance to the states in planning and capacity building of functionaries at different levels. It is expected that if states continue to undertake processes and activities for improving planning and management, they will be better able to visualise their own institutional needs and move towards addressing those needs. The states which have already developed SIEMAT as an independent institution, need to focus on providing necessary infrastructure facilities as well as appointment of staffs and building their capacities so that this institution can fulfil its expected role in DPEP.

Many states have conducted house to house surveys and micro planning on an extensive scale but have not used the information fully at the time of plan preparation. The states will be facilitated in making better use of these surveys in the future.

A major issue that has emerged is the adoption of some of the processes, evolved under DPEP by the main stream of Education. The positive features of planning and management practices that have emerged out of DPEP now need to be consolidated and integrated with the mainstream. This is being considered by several states.

**TABLE-A : Status of Capacity Building**

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

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

Activities	States	Year
A training programme on Community Participation in micro planning, NSDART, LBSNAA, Mussorie	Andhra Pradesh - Conducted at Mumbai	7-9 <sup>th</sup> February, 2002
Worksho on indicators of the project	Rajasthan	25-27 <sup>th</sup> February, 2002.
Teleconferencing techniques/ training	Maharashtra	19-21 <sup>st</sup> December, 2001
Programme on implementation, monitoring and evaluation	Maharashtra	7-9 <sup>th</sup> January, 2002.
Quality Issues in Primary Education	Maharashtra	11-15 <sup>th</sup> February, 2002.
MHRD : An orientation in issues related to pedagogy at upper primary level.	Maharashtra	11-14 <sup>th</sup> December, 2001.

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

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



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

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

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

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

S.No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Andhra Pradesh – I&II	73	10	484	120
2.	Assam - I&II	64	11	313	36
3.	Bihar	66	15	226	65
4.	Gujarat	56	8	98	15
5.	Haryana – I&II	55	5	175	56
6.	Himachal Pradesh	45	6	168	7
7.	Jharkhand	30	30	125	37
8.	Karnataka	53	10	320	191
9.	Kerala – I&II	50	5	160	15
10.	Madhya Pradesh - I&II	67	2	588	86
11.	Maharashtra I&II	71	16	332	69
12.	Orissa	50	9	240	64
13.	Rajasthan I & II	55	8	543	143
14.	Tamil Nadu	72	0	101	16
15.	Uttar Pradesh – II&III	102	9	615	98
16.	Uttaranchal	30	21	60	5
17.	West Bengal	57	0	75+70*	5
18.	Chattisgarh	30	24	N.A.	N.A.

\* This includes DPEP III.

TABLE - E : Present status of SIEMAT.

STATE	STATUS OF SIEMAT	TOTAL	
		No. of Post Sanctioned	Staff in Position
<b>DPEP-I</b>			
ASSAM	SIEMAT is an independent institution. Decision taken to shift SIEMAT from Jorhat to Guwahati under Society Regulation Act in January, 1999.	16	Yet to be appointed
HARYANA	SIEMAT is established as an independent institution in Bhiwani district.	41	25
KARNATAKA	Planning and Management wing working under DSERT.	34	Yet to be filled up.
KERALA	SIEMAT is a part of SCERT.		Staffs are yet to be appointed.
MADHYA PRADESH	SIEMAT is working as a separate cell in SPO		Information not available.
MAHARASHTRA	An independent institution has been established called MIEPA in Aurangabad.	14	11
TAMIL NADU	SIEMAT, is a separate autonomous body within the ambit of SPO.	15	13
<b>DPEP-II</b>			
ANDHRA PRADESH	It has been decided to set up SIEMAT as an independent institute. SIEMAT is a part of SCERT.		Staffs are yet to be appointed.
GUJARAT	SIEMAT has been proposed to be established		
HIMACHAL PRADESH	SIEMAT approved by the EC in March, 2000. it is functioning as a wing of SPO for time being.	27	7
ORISSA	SIEMAT is functioning as part of SPO, Orissa.	18	14
WEST BENGAL	Proposal has been passed to establish SIEMAT.		
<b>DPEP-III</b>			
UTTAR PRADESH	Working as an Independent institution	49	41
BIHAR	Working as an Independent institution located in SCERT.	21	11 (excluding Director)
RAJASTHAN	It has been decided by State Govt. to establish a "Centre for Education Management" to coordinate educational activities.		
CHATTISGARH	Formation of SIEMAT yet to be decided.		

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

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Coverage of micro planning.</i>	<ul style="list-style-type: none"> <li>Micro planning has been extended to all the DPEP districts except Karbi Anglongs. More than 400 villages have been covered and the micro planning is being carried out on an ongoing basis in selected clusters and it would be extended to the remaining clusters on a priority basis.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration in preparation of Village education Plans in the district of Hissar, Bhiwani, Mahindrar, Training in Survey Work.</li> </ul>	<ul style="list-style-type: none"> <li>Phase-I: Microplanning has been conducted in 141 villages during 1999-2000. The total number of villages covered by micro planning is 879. This benefitted 7202 children.</li> <li>Phase-II: Microplanning has been conducted in 349 villages during 1999-2000 and total number of villages covered by microplanning is 1008.</li> </ul>	<ul style="list-style-type: none"> <li>In Palakkad 90 Gram Panchayats, and in Idukki district 51 Gram Panchayats and Block Panchayats have been covered by micro-planning.</li> <li>Micro-planning has been conducted in Edappal block of Malappuram district - for IED; Coastal and tribal areas (Kaniapuram) - for ECCE.</li> <li>School Development Plan is prepared for each school in all the DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>In all the 33 DPEP districts of MP, Lok Sampark Abhiyan-II, a participatory microplanning exercise was carried out in 2000-2001.</li> </ul>	<ul style="list-style-type: none"> <li>9 DPEP districts were covered excluding Municipality Corporation and 'A' class Municipal areas</li> <li>All information generated through HHS have been computerised.</li> <li>Yearly updation of information is going on and based on this information cluster and block plans are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Phase I</li> <li>Dharmapuri</li> <li>Thiruvannamalai</li> <li>Cuddalore</li> <li>Villupuram</li> <li>Phase II</li> <li>Pudukottai</li> <li>Ramananthapuram</li> <li>Perambalur</li> </ul>
<i>Details of activities undertaken and methodologies used along with current status in each.</i>	<ul style="list-style-type: none"> <li>Identification of villages with low enrollment, low female literacy, etc.</li> <li>Training of resource groups to function as animators.</li> <li>Conducting PRA exercise with the help of VEC and community.</li> <li>Identification of key issues and priorities.</li> <li>Development and implementation of village Education Plan and School Development Plans.</li> <li>Incorporation of key issues and action points in AWP&amp;B.</li> <li>A two day workshop was organised for District Programme officers/ Consultants/ BRCCs &amp; CRCCs/ selected DRP and SRG members to shoot the problems in needy villages which are comparatively poorer in children and enrolment</li> </ul>	<ul style="list-style-type: none"> <li>33 blocks spread over all the DPEP districts have been covered by microplanning.</li> <li>Microplanning with gender focus completed in specific blocks.</li> <li>46 experience sharing workshops were conducted.</li> <li>The micro planning process is the basis of identifying the places to open NFE and appoint VTMs (Village Teacher Motivators).</li> <li>20 workshops with the core groups at district level, were conducted.</li> <li>House to house survey was conducted in January, 2001 to assess the school age child population, out of school children which include the non-enrants and dropouts, and also children with disabilities.</li> <li>SRGs, DRGs and BRGs have been constituted.</li> <li>'Children Census' conducted during 14-16 February, 2002 to assess the school age child population, out of school children, including non-</li> </ul>	<ul style="list-style-type: none"> <li>Data from House to house survey was used for enrolment.</li> <li>School Development Plans have been prepared to develop self sustained school, by 2001 A.D.</li> <li>School development plans began in Jan '98 &amp; was completed in March '98.</li> <li>These plans are updated each year.</li> <li>Based on these School Plans, Plans are prepared at cluster, block and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>Three rounds of Shiksha panchayats in 6296 clusters have been conducted</li> <li>Based on the data generated through Lok Sampark Abhiyan (LSA), the mission came out with the EGS for providing schools in accessible habitations.</li> <li>LSA-II has been conducted to develop school education plan that are being consolidated at cluster, block and at district level to form the district education plans. This will form the basis to plan for UEE.</li> <li>A workshop was held in March, 2000 on participatory micro planning or LSA and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences. Training modules for VEC, training materials and revised formats for VERs were finalised in this workshop.</li> <li>Based on this material the DRG were trained at the state level. The DRG in turn have trained the VEC members, teachers, Janshikshak who were involved in LSA.</li> <li>Along with LSA-II Bal mela and Pravesh Utsav were conducted at the village and school level.</li> <li>Door to door survey was done. A computerised software has enabled</li> </ul>	<ul style="list-style-type: none"> <li>State level sharing workshop was conducted from 1<sup>st</sup> to 3<sup>rd</sup> June. 98.</li> <li>Survey formats were revised thoroughly.</li> <li>Format A: family data</li> <li>Format B: Family wise compilation</li> <li>Format C: village wise compilation</li> <li>Format A,B, C were printed at state level</li> <li>State level workshop to prepare an action plan was organised from 22<sup>nd</sup> to 24<sup>th</sup> December. 98 workshops have been conducted at district, block and cluster level.</li> <li>House to house data collection was done using format 'A' through teachers, VEC members in 2 phases in 1999.</li> <li>Compilation of house to house data at village, cluster and blocks has been done in 1999.</li> <li>Survey conducted in Municipal area for identification of out of school children in March, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Using household survey, DISE and information and Cohort Study, School Development Plans are prepared by the respective schools.</li> <li>Consolidation is being done at the cluster and block levels.</li> </ul>	

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	retention.		entrants, dropouts and disabled. • Based on this survey, Chionara Angala - a bridge course programme has been developed.		a large volume of village level data to be handled at the district and state level. VER being maintained and constantly updated for enrolment. LSA data has been further updated. • The mission has provided 100% access through EGS schools to all accessible habitations.	• Household survey conducted in DPEP-II districts in December, 2001 and for DPEP-II proposed in April, 2002.	
<i>Agency Institution/ NGO/ Individual responsible</i>	• Resource groups are formed and trained to conduct microplanning.	• SIEMAT has taken the responsibility of training.	• Resource persons are trained from each district to conduct micro planning.	• SPO, DIET, DPO, BRC, Education Department are involved in micro-planning. • The school level plans were prepared by school Support Groups	• DRG, VEC members, teachers Janshikshak. • School Management Committee, Village Education Committee, Gram Panchayat, Jan Shikshaks and EGS Gurujis.	• District/block/cluster level resource persons: Block Education Officers, ADEIS, cluster heads, BRC personnel, VEC members. • Teachers, VEC members, ECCE workers, PTA members, Mahila Mandal members in HHS.	• BRC personnel are supported by State Project Office and SIEMAT wings.
<i>Future Plans</i>	• Analysis of collected data & integrating the data from different sources. • Capacity building at various levels. • Expansion of resource team & constitution of a core team at district level • Involvement of NGOs. • Establishment of linkage with other development agencies to develop comprehensive action plan. • Starting regular activities for monitoring & implementing action plans through cluster level resource groups. • Orientation for the functionaries of proposed PRIs on UEE. • Reconstitution of VECs and implementation of DPEP activities in unserved areas and relief camps.				• Data generated by LSA-II will be used to plan for UEE.	• Verification of micro planning data undertaken to assess need for EGS-AIS centres.	• School and cluster specific interventions will be included in AWP&B.

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
<p><i>Coverage of microplanning</i></p>	<ul style="list-style-type: none"> <li>As a part of Micro Planning exercise a comprehensive database is being developed by way of undertaking a massive exercise of conduct of Family Survey in all the habitations of DPEP I and II districts. The data have been collected and at present it are being cross-checked. Further, the data will be computerized so as to provide all the information on education aspects of the children for all the habitations.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning in 2221 villages in district Panchmahal, 32 in Dangs and 48 in Banaskantha district has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>HHS was conducted in Sirmour, Chamba, Kullu, Lahaul-Spiti in 1997-98.</li> <li>Preparation of SJP has been initiated in Banikhet block of Chamba district in 1999. This work is now being expanded in other districts.</li> <li>Micro planning is being continued in Sirmour, Chamba, Kullu, Lahaul-Spiti districts.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been completed in all DPEP districts. A similar sort of programme with the same objective has also been updated. Now more emphasis is on utilising this information for planning.</li> <li>Village and habitation specific agewise and classwise out of school children are collected through child tracking system and Anusandhan Operation. AWP&amp;B for 2002-2003 will be based on need based assessment of Educational Profiles of cluster/GPs.</li> </ul>
<p><i>Details of Activities undertaken</i></p>	<ul style="list-style-type: none"> <li>Two-day training programme conducted at SPO level in June, 2000 for district staff on Family Survey. Further two-day training programmes conducted to Mandal Resource Person at district level and one-day non-monetary programme for all the teachers conducted at TC level during June, 2000.</li> <li>A detailed micro planning exercise has been taken up in the habitations of alternative schools as well as unserved habitations to plan for education to all children 5-14 years age group.</li> <li>To develop habitation specific education plan, the validation of data base has been developed through family survey during 6-12 March, 2001 by involvement of district, mandal and habitation level core teams.</li> <li>Training programme on "Using Indicators for Planning in Primary Education" held from 19-24 February, 2001.</li> <li>Selected programmes has been taken up in certain identified mandals for taking up of concerted steps to achieve UEE in all the habitations. The interventions taken up in these mandals are as follows: <ul style="list-style-type: none"> <li>Community mobilisation sensitisation of parents, DWCRAs,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>State level orientation workshop for micro-planning</li> <li>Selection of villages in which MP is to be carried out</li> <li>Development of material for micro-planning</li> <li>Training of MTs for micro-planning at district level</li> <li>Formation of village core group for micro-planning</li> <li>Demonstration of school and village mapping by RPs</li> <li>Training to village core group for micro-planning</li> <li>Micro-planning exercise at village level</li> <li>Preparation of VEP by village core group</li> <li>Review workshops at district level.</li> <li>A two day workshop on concepts, approaches and methodology of micro planning held in all districts for orientation of BRC, Addl. BRC, CRCs, OICs and personnels of P&amp;M from GCERT, DIET.</li> <li>Micro planning in 500 villages has already been started.</li> <li>Data generated at school,</li> </ul>	<ul style="list-style-type: none"> <li>16998 children between 6-11 years age were reported to be out of school as per household survey conducted earlier. These children were enrolled in the schools subsequently.</li> <li>The state level workshop on educational planning conducted on August 7-11, 2000 at SPO; devoted six sessions for Edu-cation Planning. This workshop also discussed the issues of Village Education Register and utilization of VEP data for AWP&amp;B preparation.</li> <li>Chamba district initiated the work on identifying the indicators of school development and preparation of school profiles at block level in June, 1999 with the help of TSG, NIEPA &amp; MHRD. A cluster level resource group was identified who would support the teachers and Head Masters in making the schools profiles. The resource group met again to discuss the process of making school improvement plans after making the school profiles (26-27 August, 1999). The school profiles were further discussed in a two days workshop at Banikhet on 7-8 March, 2000. The resource group includes teachers, CRC, BPEOs and PRI members from Bnikhet education block. Chamba district further trained 109 CRCCs in preparation of school profiles leading to school improvement planning during November, December, 1999 and January, 2000. The Banikhet experience in school improvement planning was shared with other districts at SPO level during State Level workshop conducted on August 7-11, 2000.</li> <li>Workshop on micro planning for BRCCs/ CRCCs of Kullu district was organised at DIET Kullu w.e.f. 24-26 May, 2001.</li> <li>Five 2-3 days workshops on School Development Planning were conducted in different clusters in the month of July, 2001.</li> <li>A state level orientation of DPEOs, Principal DIETs and DPOs on EGS and SSA was organised at SPO on 28<sup>th</sup> July, 2001. 29 participants were present in this workshop.</li> <li>Review meeting cum workshop on capacity building of CRCCs and BRCCs of Kullu district in micro planning was held w.e.f. 24-26 May, 2001.</li> <li>VEC and CRCCs were trained regarding micro planning activity in Kullu district on 4<sup>th</sup> May, 2001.</li> <li>Workshop on School Development Plan for BRCCs, CRCCs and primary teachers of Dalash cluster of Ani Block and Dadahu block Education block held between November and December, 2001.</li> <li>Cohort analysis and AWP&amp;B in December, 2001.</li> <li>DPEP districts SSA developed and sent to GOI.</li> </ul>	<ul style="list-style-type: none"> <li>Village Education Registers have been upgraded. There has been emphasis on preparation of block and cluster level plans in all DPEP districts.</li> <li>The districts are planning to produce block level of action plans where the information will be put to use along with findings of NINAD and DJSE report, New schools and Alternative Schooling centres have been identified on the basis of the findings of the micro planning as well as public demand.</li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
	<p>Youth and other SHG.</p> <ul style="list-style-type: none"> <li>• Formation of Mandal Level, Cluster Level and Habitation level core committees with active involvement of community mobilisers youth, teachers etc.</li> <li>• Generation of list out of school children and the nature of work they involved in.</li> <li>• Opening of Residential and Non-Residential Bridge Course Camps for their mainstreaming.</li> <li>• Monitoring the retention of in school children with involvement of local community groups.</li> <li>• Tracking of the children who are mainstreamed.</li> </ul>	<p>village, CRC, BRC and district level and have been consolidated and computerised.</p> <ul style="list-style-type: none"> <li>• A National level workshop on Participation and microplanning held in Mumbai.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on Planning for SSA in December, 2001.</li> <li>• Two workshops have been conducted in SPO and Solan districts in December, 2001.</li> <li>• Development and appraisal Shimla, Kangra and Mandi.</li> <li>• Development and appraisal of SSA plans for DPEP districts.</li> <li>• Workshop on School Mapping at State Project Office on 5<sup>th</sup> January, 2002.</li> </ul>	
<p>Agency/ Institution/ NGO/ Individual responsible</p>	<ul style="list-style-type: none"> <li>• State Resource Group &amp; Mandal Resource Group</li> <li>• Education Department of A.P. Hyderabad is involved in the family survey.</li> </ul>	<ul style="list-style-type: none"> <li>• State Project Office &amp; GCERT at state level</li> <li>• District Project Office &amp; DIET at district level</li> <li>• CRC coordinator (MT) &amp; Village core group at village level.</li> <li>• A core group formed at village level consisting of members of VECs, local Youth Mandal. Bhajan Mandals/ CRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Door to Door survey and school mapping was conducted by education department functionaries with the help of community.</li> <li>• Micro planning is being conducted by VEC members / community with the resource support from BRC/CRC and DIET facilities.</li> <li>• School profiles are being developed by Teachers, CHTs, CRCCs, BPEO's and PRIs.</li> </ul>	
<p>Future Plans</p>	<ul style="list-style-type: none"> <li>• Micro-planning exercise will be carried out in the selected villages of all the mandals of DPEP districts for effective educational planning &amp; management. Necessary training would be provided to the School Education Committee Members on PRA techniques to enable them to involve in the Village Education Planning Process. It is further proposed to update the school wise database of 0-14 year age group children along with information on the school and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• To cover all villages under micro-planning</li> <li>• To regularize micro-planning exercise every year.</li> <li>• Upscaling of micro planning.</li> <li>• Use of VEP and SIP.</li> <li>• Data to be consolidated at district level and incorporated in AWP&amp;B.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity of Cimba and Lahul Spiti districts to be built in the preparation of Village Education Plans.</li> <li>• The work on village education planning to be strengthened in Kulu and Sirmour district so that the VEPs could find reflection in the district plans.</li> <li>• Village Education Registers are to be introduced in Chamba, Kulu and Lahaul-Spiti districts.</li> <li>• Work on institutional planning to be initiated in Kullu, Sirmour and Lahaul Spiti districts.</li> <li>• Feed back from periodical school inspections introduced by the department of Primary Education to be analysed and utilised for AWP&amp;B preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• The state is planning to promote educational development. Plans at the level of few selected Panchayats to start with. Since, the CRC coordinators are already in place, this project will take shape in near future.</li> </ul>



DETAILS <i>Future Plans</i>	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
<ul style="list-style-type: none"> <li>The data of Family Survey will be computerized and output reports on various indicators of educational status of children, gender-wise, social group-wise etc. along with education status of children with special needs will be generated habitation-wise, mandal-wise and district-wise. The data will be used for the planning of following aspects.</li> <li>Strategies for the schooling of out of school children, children with special educational needs and over-aged children.</li> <li>Empower the local groups, field staff on participatory planning process and for the development of habitation education plan for the age group, simultaneously and improve the quality of delivery mechanism and children learning.</li> <li>Development of Habitation level Education Plans for preparation of District EE Plans (both perspective and AWP&amp;B by involving community participatory microplanning exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Submission of draft plan for new districts (Jamnagar, Junagadh, Sabar-kantha, Kutchh, Bhavnagar and Surend-ranagar). Plan proposals have used participatory plan-ning process &amp; docu-mentation method. Prep-aration of State Plan and distt. plans involved an elaborate sequence of activities, involving both data gathering/ analysis and wide scale consultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and DPE Officers. The reflection of the findings of both BAS &amp; SAS are also evident in the State and district plan.</li> <li><b>Data to be consolidated at district level and incorporated in AWP&amp;B.</b></li> <li><b>Starting of microplanning exercises in six phase II districts.</b></li> </ul>			

DETAILS of Coverage micropanning	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
<ul style="list-style-type: none"> <li>Consultative planning process has been initiated in Birbhum, Cooch Behar, Murshidabad, South 24 Parganas, Bankura and Jalpaiguri. House to house survey has been conducted in all DPEP and non-DPEP districts. Computerization of these data is going on.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been conducted in 17676 villages of DPEP districts. It is under process in 4 expansion districts of DPEP II VECs have been trained for this.</li> </ul>	<ul style="list-style-type: none"> <li>Altogether 3176 villages covered under microplanning in 10 districts.</li> </ul>	<ul style="list-style-type: none"> <li>It has been planning to conduct a school mapping and micro planning exercises in every village.</li> <li>It is planned to update the school mapping data in every village between 1-14<sup>th</sup> July of every year.</li> </ul>	<ul style="list-style-type: none"> <li>Chatra (2), Dumka (5), East Singhbhum (2), Hazaribagh (2), Ranchi (2), West Singhbhum (3).</li> <li>Altogether 3823 villages covered under Micro Planning in 6 districts.</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey has been conducted in all DPEP &amp; non DPEP districts.</li> <li>PRA techniques is used to supervise microplanning process at village level.</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey has been conducted in all DPEP &amp; non DPEP districts.</li> <li>PRA techniques is used to supervise microplanning process at village level.</li> </ul>
<ul style="list-style-type: none"> <li>Planning, based on analysis of DISE &amp; House to House Survey Data for Identification of requirement for Universal Access, Enrolment &amp; Retention.</li> <li>To develop a primary database on UPE planning a House to House survey was taken up in DPEP (non DPEP too) districts.</li> <li>Trainings have been conducted by SPO personnel at the district level for resource persons. These resource persons trained the survey workers subsequently.</li> <li>House to house survey has been conducted.</li> <li>Computerisation has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>District resource groups were formed and trained.</li> <li>BRG was trained by DRG.</li> <li>VECs (13856 out of 14659) have been trained by BRG.</li> <li>Microplanning alongwith household survey was conducted and village education plan and school mapping have been prepared.</li> <li>House hold survey has been kept in village education register which is updated every six months. VEPs have been completed for 15074 villages in DPEP-II districts.</li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhipreraks/ Prerak developed.</li> <li>In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.</li> </ul>	<ul style="list-style-type: none"> <li>Survey planned to conduct in the month of May-June and microplanning in the month of July.17116 SMCs constituted and 58990 have been trained.</li> <li>3500 BNS members have been trained.</li> <li>Shiksha Darpan Survey of 6-14 age group children and school facility conducted.</li> <li>19913 SMCs have been constituted and 103848 have been trained.</li> <li>Non School going children have been identified.</li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhipreraks/ Prerak developed.</li> <li>In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.</li> </ul>	<ul style="list-style-type: none"> <li>Groups of individuals identified and trained by DLOs of BEP, namely Abhiprerak &amp; Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC.</li> <li>Preraks are drawn from the members of VEC.</li> </ul>	<ul style="list-style-type: none"> <li>Groups of individuals identified and trained by DLOs of BEP, namely Abhiprerak &amp; Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC.</li> <li>Preraks are drawn from the members of VEC.</li> </ul>
<ul style="list-style-type: none"> <li>Agency Institution/ Individual responsible</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>

DETAILS <i>Future Plans</i>	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
	<ul style="list-style-type: none"> <li>• Opening of formal schools and SSKs will be done on the basis of house to house survey data.</li> <li>• Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries.</li> <li>• Workshops will be conducted to identify the district specific needs on the basis of VEPs and school plans.</li> </ul>	<ul style="list-style-type: none"> <li>• In DPEP II districts where microplanning have been completed, the VECs have already shown great enthusiasm in sending the identified out of school children into schools, built additional classrooms and new school where necessary, as well as recruiting Shiksha Mitras where enrolment has gone up. In these districts the data on out of school children is being compiled for review at the state level.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise quarterly trainings to Resource Persons on microplanning.</li> <li>• Scale-up microplanning exercises in all districts.</li> <li>• Computerisation of data generated through microplanning exercises.</li> <li>• Monitoring of the implementation status of the SDP emerged at the end of microplanning.</li> <li>• Use of data of out of school children and data on enrolment in the private schools collected through microplanning exercises for UPE.</li> <li>• Cross checking EMIS data with the data generated by microplanning exercises.</li> <li>• People empowerment through microplanning exercises.</li> <li>• Mapping for ALS modalities through microplanning exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct school mapping and micro planning exercises in every village between 1 to 14<sup>th</sup> July every year.</li> <li>• House to house survey is being planned to conduct in the month May-June and micro planning in the month of July every year.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise quarterly trainings to Resource Persons on Micro Planning.</li> <li>• To scale up micro planning exercises in all districts.</li> <li>• Computerisation of data generated through micro planning exercises.</li> <li>• Monitoring of the implementation status of the school development plan emerged at the end of micro planning exercises.</li> <li>• Use out of school children data on enrolment of children in the private school collected through micro planning exercises for UPE.</li> <li>• People empowerment through micro planning exercises.</li> <li>• Mapping for ALS modalities through micro planning exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Data thus collected will be computerised and compiled and will be used for Planning.</li> </ul>



# COMMUNITY MOBILISATION AND PARTICIPATION

## Background

DPEP has emerged concrete strategy to accelerate the pace of UEE through decentralised and participatory approach. With the efforts of DPEP, progressively the following are the focal concerns of community for education with quality:

Understanding of the importance of primary education and its need, and assume the responsibility of educating its members.

Increased demand for primary education.

Working with government in partnership for better education in the form of participating in planning, implementation, monitoring etc.

Developing self-help capacity to sustain initiatives.

The strengthening of community participation at grassroots is being facilitated by initiation of processes and activities to promote community participation with the following two-fold approach:

To motivate communities through various advocacy measures for participation like campaigns and awareness generation activities

To empower communities to play an effective role in democratizing Primary Education through *Forming community organisations and facilitating capacity building of these organisations as well as other relevant entities.*

*Facilitating convergence of available resources and networking with various agencies*

## Advocacy Activities

A variety of activities such as enrolment drive, awareness campaigning, children's fair, participation in community fair, cultural programmes etc. have been carried out in all the States. Across the States, campaigns and mobilisation initiatives have been organised focusing on specific issues like enrolment, retention and also gender and disadvantaged groups also, particularly the SCs and the STs. Meena Campaign (*Assam, Uttar Pradesh, Himachal Pradesh, West Bengal*), *Maa-ji Mela (Andhra Pradesh, Assam, Bihar, Chattisgarh, Jharkhand, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Uttar Pradesh, Uttaranchal)*, *Balika/Kishori Mela (Bihar, Maharashtra)*, *Mahila Sammilans/Mela (Assam, Himachal Pradesh, Maharashtra)* are the initiatives mobilize the communities to ensure increased enrolment and reduced drop out of the girl children.

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

## Community Organisations

Keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendments) Act, 1992, National Education Policy (NPE) and recommendations of Committee on Decentralised

Management of Education, the Village Education Committees (VEC) have been constituted or they have been revitalized under DPEP (many States had VECs since long back lying dormant such as *UP, Orissa, Maharastra*). All DPEP States, by and large, have constituted VECs. Some States have constituted School Management Committees (SMC)/ School Committees (SC)/ School Education Committees in lieu of / in addition to VECs. The size and tenure of the VECs /SMCs vary from State to State. Gradually over the years, additional hands for VECs were felt necessary and thus the formation of forums like Parent Teacher Associations (PTA)/Mother Teacher Associations (MTA), Mothers' Groups, Women Motivator Groups (WMG) came up. While VEC functions as a over-all guide of the educational matters of the village, these bodies have taken up the job of looking into day-to-day affairs of primary education. The VECs/SCs are statutory bodies in certain DPEP States (*Andhra Pradesh, Bihar, Madhya Pradesh, Uttar Pradesh* while in others have been formed as per GOs. In most of the States, the PRI functionaries are ex-officio members while in some of the States, the Gram Pradhan is also the President of the VEC.

Manuals, handbooks and training materials on community mobilisation have been developed for master trainers and VECs, SMCs and MTAs/ PTAs in all the States. Some of the States like *Kerala* and *West Bengal*, have improved and revised their training package by development of self reading material for VECs and supplementary material on training. *Andhra Pradesh* and *Karnataka* have developed gender-focused module for VEC/SMC training while some others have conducted orientation and sensitization programmes on gender issue (*Maharashtra, Gujrat*). Some States have organized orientation sessions for PRI functionaries including *Sarpanches (Orissa, Bihar, Gujarat, Maharashtra)*. In *Karnataka, Kerala* and *Orissa*, community organisations have been given orientation on micro planning.

Apart from the Community Organisations, various functionaries at different levels, including the Master Trainers and Resource Persons, have been trained and oriented on community mobilisation and participation issues in all the States. The headmasters have also been provided orientation on community mobilization issues and also training on civil work issues (*Andhra Pradesh, Himachal Pradesh*).

**Table A: Status of VEC, SMC, MTA and PTA in the DPEP states.**

Sl.No	State	VECs	SMCs / SDMCs	PTAs / MTAs
1	Andhra Pradesh	10404	50884	
2	Assam	9384	3201	4050
3	Bihar	24856		1190
4	Chhatisgarh	20,728	5720	12507
5	Gujarat	3043		5699
6	Haryana	3867		3248
7	Himachal Pradesh	2944		5888
8	Jharkhand	10237		
9	Karnataka		28727	
10	Kerala	209	325	3556
11	Madhya Pradesh	43418	23856	
12	Maharashtra	15001		13430
13	Orissa	12683		
14	Rajasthan		19913	17116
15	Tamil Nadu	10730		10670
16	Uttar Pradesh	39,441		9711
17	Uttranchal	2674		1310
18	West Bengal	21308		1806
	<b>Total</b>	<b>230927</b>	<b>132626</b>	<b>90,190</b>

part from these structures (shown in the table A), Mothers Associations (*Andhra Pradesh*), Mata Samitees (*Bihar*), Mothers' Groups (*Assam*), Bhawan Nirman Samitis/Village Construction Committees (*Haryana, Orissa, West Bengal, Rajasthan, Uttar Pradesh*) and Women Motivators Groups (*Uttar Pradesh, Uttaranchal*) have been constituted.

### Areas and Instances of Participation

As DPEP is being implemented in different stages in different States, naturally one cannot expect a uniform level of performance in all the States. It has also been observed that the process of community participation has not been uniform across the States and regions as well. Variations have been observed within the districts too.

A number of activities have been carried out to facilitate participation of the local community. The PO, DPO, BRCs and CRCs have been providing support to VECs and other community organisations through orientation programmes, workshops, seminars, dissemination of materials (magazines, booklets, reading materials etc.) and are also involving these organisations as well as the community at large in activities in regard to strategy formulation, environment building, awareness campaigns and creation of demand for education, convergence and networking.

In addition to the common activities such as enrolment drive, awareness campaigning, children's fair, participation in community fair, cultural programmes etc., the communities are also involved in certain significant areas like planning, civil works and classroom processes. These activities are pursued by individuals and formalized local level groups such as Mothers' Groups, Women Motivator Groups, Self Help Groups etc. Following are some of the instances.

The VECs are playing a significant role in the endeavors to achieve universal enrolment. Majority of the States have involved the VECs in survey works and subsequent micro-planning exercises. Such involvement has further ensured the participation of the community organisations in the development of Village Education Plan and School Improvement Plans (*Uttar Pradesh, Himachal Pradesh, Madhya Pradesh, Tamil Nadu*) to ensure universal enrolment bringing the identified out of school children to school or alternative centres. In *Madhya Pradesh*, Village Education Registers are being prepared which would help in planning necessary interventions at village level to deal with the issues in regard to out of school and drop out children.

Village Education Committees across DPEP States are actively involved in activities related to the civil works. Some of the States (*Haryana, Orissa, West Bengal, Uttar Pradesh and Rajasthan*) have constituted Village Construction Committees (VCC) / Bhawan Nirman Samitees (BNS) and have developed training modules to orient the members on various issues related to civil works. It includes construction and supervision of civil works of CRC, BRC and new school buildings, additional classrooms, major and minor repairs and maintenance of school buildings. In some States like *Rajasthan*, separate trainings are being imparted to BNS members on major and minor repairs. Up to some extent, this has enhanced a sense of school ownership among local communities. In States like *Bihar*, apart from construction of new school buildings, BRC and CRC, the community is also involved in temporary constructions for ALS and ECE centres. In *Tamil Nadu*, construction of 91 classroom buildings using cost effective technology and conventional method with community participation have been planned. Out of them, 37 (16 under innovation theme and thirteen under conventional type) have been completed. It has been recently observed

during the evaluation of damage occurred as a result of recent earthquake that most of the school buildings built with community involvement in Banaskantha, were unaffected by the tremors in *Gujarat*. The local communities in DPEP districts are not only involved on construction works but are playing an important role to maintain school buildings and premises. In *Assam*, VECs and community members are involved in school decoration and improvement of physical infrastructure whereas in *Jharkhand*, the local communities are protecting school buildings. VECs, SMCs and community members in *Assam, Andhra Pradesh, Bihar* and *Madhya Pradesh* are also maintaining AS/ EGS and ECE centres. It is really heartening to find reports of community including panchayats providing lands for school buildings/AS/EGS centres (*Himachal Pradesh, Madhya Pradesh, Maharashtra*) and also physical labour during school construction (*Gujarat*).

Community based structures have been actively involved on quality issues. In *Assam*, VEC has been playing supportive role by helping teachers to manage classroom where required, monitoring of teacher and students attendance and teaching of co-curricular subjects like agriculture, local folklore and items of wood and cane craft. The community is directly involved in the process of TLM development by contributing no-cost materials like miniature form of agriculture implements, fishing implements; birds' nest, various kinds of seeds, old scriptures etc. In *Kerala*, the parents and local community play a central role in classroom transactions. Parents extend support to school by taking classes, organising field trips and attending CRC meetings. Preparation of *School Plan* is a crucial exercise, which takes place every year with involvement of the parents, trainers and teachers. The plan broadly lists out the main academic and non-academic activities as well as tasks for PTA and Gram Panchayat. The same plan is executed after intensive discussions among teachers, PTA and MTA members. On the basis of this plan, monthly, weekly and daily planning is done by the teachers and school resource groups. Since it is a jointly developed plan, the teachers, parents and local community equally own it. VECs along with the Panchayat Monitoring Committee regularly monitor all the activities of school including academic activities. PTAs are regularly organised to discuss the progress of children. Help of PTAs has also been sought in many schools in preparation of TLM. In some places of *Assam*, public evaluation of children's performance is done through the help of community. In *Uttar Pradesh*, **26,900 Village Education Plans (VEP)** have been developed with involvement of VEC members and community support while 35 VEPs have been prepared in *Himachal Pradesh*. Some instances are also reported where VEC presidents are involved in CRC level meetings on the issue of learners' achievements. Though *Himachal Pradesh* has initiated the preparation of VEPs on experimental basis, the results are quite positive. In *Madhya Pradesh*, Siksha Panchayats undertake social audit of village education. Several 'activity centres' have also been developed by the community in EGS schools of *Chhatisgarh* and *Madhya Pradesh*. Many VECs with the help of local communities have managed teaching learning process in schools during teachers' strike in *Bihar* (Gaya district) and *Jharkhand* (Chatra district). Some VEC presidents are also involved in CRC meetings and Ujala training in Bihar. These are very encouraging trends in the direction of direct or indirect involvement of the community on quality improvement in primary education.

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



**Table B: Some of the concrete instances of community contribution**

States	Contribution
Andhra Pradesh	VECs mobilized physical and financial resources for construction of school building/ additional classrooms. The contribution of villagers in all districts put together is about 2.19 lakhs. This has enhanced the sense of community ownership.
Gujarat	<ul style="list-style-type: none"> <li>• In Panchmahal a contribution of land worth Rs 34.6 lakhs community made.</li> <li>• In Banaskantha a contribution of land worth Rs.3.10 lakhs was made for new schools.</li> </ul>
Himachal Pradesh	Land for construction of about 700 schools out of a total of 808 donated by community free of cost.
West Bengal	Community contribution to support school construction stood about Rs 21,95,564.00
Maharashtra	<ul style="list-style-type: none"> <li>• VECs contribute Rs. 500 to receive Rs. 2000 as School improvement grant from DPEP.</li> <li>• VECs in Nanded district have contributed Rs. 14 lakhs for school development</li> <li>• Local communities have contributed about Rs. 7.5 crores.</li> </ul>
Orissa	<ul style="list-style-type: none"> <li>• Some School Committee members of Kalahandi District have developed corpus fund of Rs. 5 lakhs for infrastructure development.</li> <li>• Whitewashing and wall painting in all primary and UP schools have been completed by voluntary contribution of the villagers in Sonepur district.</li> </ul>

**Friends emerging**

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

Based on the experience of DPEP, VECs are being considered as an effective agent in the overall development scenario. In Assam, communities are taking up micro-projects like sanitation and health awareness programmes. A Self Help Group movement is being promoted both in Assam and Chattisgarh. Such happenings would help in widening the horizon of the community participation scenario in the States.

Moreover, local people are being involved in documenting /compiling indigenous elements like traditional knowledge, oral traditions etc that would have a positive effect in the long run (*Assam, Karnataka*). These are not only coming up as much sought for *local specific resource-bank* for the teachers, but also are catering to preservation of the indigenous elements of the country. DPEP thus can be regarded as the instrumental in these processes as such happenings have taken place through the capacity built up through DPEP efforts.

- The attempt to integrate the PRIs with the community-based organisations, particularly the VECs, is a significant move that is visible in majority of the States. In Kerala, PRIs are taking interest in school matters including in non-DPEP districts. That DPEP initiatives in ensuring school effectiveness have been well understood by the PRIs is reflected in spending of crores of rupees from People's Plan Funds towards school improvement measures similar to DPEP activities. Similarly, panchayats are diverting funds toward constructiin of boundary walls, urinals, storage tanks for drinking water etc in *Gujarat*. In *Maharashtra*, the Vastishalas are being managed by Gram Panchayats. **The VECs have not only been made statutory, but have been made one of the standing committees of the Gram Sabha in *Madhya Pradesh*.** In the States like *Assam, Karnataka, Jharkahand*, ground works to establish an effective linkage with the PRIs have been started. It has been envisaged that the panchayats, VECs/School Committees, PTAs/MTAs and other community forums complement each other creating a strong base at the grassroots level for community participation in the educational scenario.
- What is encouraging further that across the States, there has been a lot of thinking going on in regard to the issue of sustaining the efforts being made under DPEP. Though networks are being established with other agencies, largely NGOs, such involvements have been broadly in the areas of mobilization and capacity building. Of course, efforts have been made to involve the Corporate Sector in the grass roots educational scenario (*Madhya Pradesh, Chattisgarh, Karnataka*).

#### **The National Component Activities since 14<sup>th</sup> JRM**

- **The Community Participation and VEC Development Unit is in the process of developing indicators to monitor the nature and extent of community participation. Two rounds of consultations have already been carried out – one with the other component units of TSG (DPEP) while the other with a group of Resource Persons. As per recommendations of the Consultations, a diagnostic study is being designed to capture the activities carried out in every state before getting into the process of development of the indicators.**
- **The Unit has also carried out a longitudinal study to document the process of community participation in West Bengal over a year (2001-2002). The last slag of fieldwork is over and the draft report is being prepared.**
- **The State Coordinators' Meeting was organised at Kolkata on 7-9 January 2002.**
- **A decision has been taken up in consultation with the States to organise State Coordinators' Meetings on zonal basis in the coming year to facilitate more focused and intensive interactions among cluster of States. A final Review Session will be held at national level after the zonal meetings.**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Administrative Arrangements</b> <ul style="list-style-type: none"> <li>• PO in SPO looks after community mobilisation and participation.</li> <li>• Community mobilisation &amp; participation in DPO looked after by Programme Officer.</li> <li>• Resource Groups constituted at state and district levels for training of VECs and community based bodies like women groups, mother groups, self help groups etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Director (Media) in SPO looks after community mobilisation and participation.</li> <li>• APC, community mobilisation in DPO, in place.</li> <li>• Media Resource Group at State and district levels constituted to advise on Community Mobilisation and VECs also.</li> <li>• SRG for VEC training formed.</li> </ul>	<ul style="list-style-type: none"> <li>• At the SPO level, PO (Pedagogy and Training) monitors training for VEC members and PO (Media and Documentation) handles development of materials for community mobilisation.</li> <li>• At the district level, Asstt. Project Coordinators monitors VEC programmes.</li> <li>• SRG at the state level in place.</li> <li>• DRGs are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel at state and district level in place to look after community mobilisation.</li> <li>• Block Advisory Committee with people's representatives constituted.</li> <li>• SRG, DRG &amp; BRG are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Media in-charge in SPO looks after community participation.</li> <li>• SRG, DRG and BRG formed.</li> <li>• DPC and Gender coordinator at district level, BRCC and BEO at block level, Jan Shikshaks at cluster level and Gurujis at village level ensure community mobilisation and participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Under Mahila Prabodhan Programme Sanchalikas at district and block levels appointed.</li> <li>• Media officer at state &amp; district level look after community mobilisation.</li> <li>• District and Taluka Mahila Sanchalika look after community mobilisation through Kendra pramukh..</li> </ul>	<ul style="list-style-type: none"> <li>• Media and documentation Officers of the State and District are in charge of the activities.</li> <li>• BRC personnel and AEOs at Block level carry out community mobilisation.</li> <li>• SRG for the state and DRGs for the districts have been formed.</li> </ul>	<b>Community mobilisation - Material Development</b> <ul style="list-style-type: none"> <li>• Meena comic books and Meena video and audiocassettes in local languages developed.</li> <li>• Campaign materials in local languages and dialects prepared.</li> <li>• Film on community participation prepared.</li> <li>• Leaflet for awareness on Self Help concepts and Resource Persons on guidelines.</li> <li>• Leaflet and guidebook developed on formation and organizing of women groups.</li> </ul>
<b>Community mobilisation - Material Development</b>	<ul style="list-style-type: none"> <li>• Training modules and materials developed for community mobilisation and awareness creation.</li> <li>• 7 module training film produced for training of teachers and VEC members.</li> <li>• Material for SATCOM with respect to the role of PRIs in achieving UEE has been developed.</li> <li>• Material developed to orient teachers.</li> <li>• <i>Calendars, posters and brochures</i></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlet on new pedagogy given to all parents.</li> <li>• <i>Developed and distributed Parents Hand Book "Amma Ariyan" (Mother to know) to equip/empower parents in helping their children in internalizing the new child centred and activity based primary school curriculum.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Publication of Bulletin on achievements of DPEP published.</li> <li>• Panchayat Gazette, a weekly bulletin, is regularly published and distributed.</li> <li>• Media document based on the success stories of community participation is published.</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, planners, calendars printed. A folder prepared for the use of VEC and MTA members.</li> <li>• Hand books and audio cassettes developed. Hand book for Balwaditai printed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, posters and handbills printed and distributed.</li> <li>• State Project office developed six modules</li> <li>• Recently an SIM on modules on community development has been developed and sample of 500 copies were printed.</li> <li>• Monthly New letters published by DPEP in all the seven Districts</li> </ul>		

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>• Posters prepared.</li> <li>• Publication of VEC Newsletter.</li> <li>• A Health Awareness Material has been developed with the help of Voluntary Health Association of Assam.</li> <li>• <i>Development of Directories on VEC, Community Resource Person, Community Groups i.e. Mother Group, Self Help Group etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Five types of books on DPEP and civil works in Haryana have been prepared, printed and circulated in the field.</li> </ul>	<p><i>Printed.</i></p>				
<p>Campaign and other mobilisational activities</p>	<ul style="list-style-type: none"> <li>• Conventions for women members of VECs, Mahila Samitees, NGOs, etc. organised at cluster level.</li> <li>• Mass campaign by VEC against social evils launched.</li> <li>• Motivational programme for Tea Garden Area.</li> <li>• Health awareness programme conducted.</li> <li>• VEC week celebrated.</li> <li>• Contact programmes in char, tribal and tea garden areas conducted.</li> <li>• Drop out prevention drive organised.</li> <li>• Meena Campaign intensified to mobilize all sections of the society.</li> </ul>	<ul style="list-style-type: none"> <li>• 125 cycle rallies organised.</li> <li>• 275 puppet shows arranged.</li> <li>• Nukkad Natak, Prabhat Pheris and Kala jathas organised.</li> <li>• Jhankies in all the DPEP district on Republic day.</li> <li>• Enrolment drive launched with the help of mothers to conduct 'on the spot' admissions.</li> <li>• 400 Maa-Beti melas organised in DPEP-II districts.</li> <li>• A state level function organised</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1541 Chinnara and 95 Metric melas organised conducted with focus on girl child and SC/ST children.</b></li> <li>• <b>Kalajathas covered 7965 villages/ habitations.</b></li> <li>• <b>610 VEC meals conducted</b></li> <li>• <b>95 Maa-beti melas conducted.</b></li> <li>• <b>Awareness programmes conducted, Enrment drives organised.</b></li> </ul>	<ul style="list-style-type: none"> <li>• House-to-house campaign conducted by volunteers.</li> <li>• Micro planning used as an effective mobilisation activity.</li> <li>• Tribal volunteers and instructors activity involved in community mobilisation.</li> <li>• PRIs have taken keen interest in conducting Pravesanotsavan (School Entry Festival).</li> </ul>	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Natak, folk songs and folk dances.</li> <li>• Slogans and wall writing undertaken</li> <li>• Door-to-door contact organised.</li> <li>• 'School chalo Abhiyan' organised with emphasis on tribal children</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats are being organised in Panch/ Sarpanch is done through reading of</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Melas, Kishori Melas organised in all the districts.</li> <li>• Pravesh Prachar Dindi organised.</li> <li>• Kala jathas and Bal Anand Melas organised.</li> <li>• Slogans and banners developed for community mobilisation.</li> <li>• PadYatras and Prabhat Pheries were undertaken.</li> <li>• MTA meetings are being organised monthly at school level.</li> <li>• Street Plays staged on</li> </ul>	<ul style="list-style-type: none"> <li>• Metric melas organised in all the districts to mobilise people.</li> <li>• BRC supervisors conducted meetings with Panchayat president, PTAs, VLCs, NGOs.</li> <li>• DPEP stalls put up in all local festivals.</li> <li>• Programmes broadcast in local AIR.</li> <li>• Local newspapers are extensively used to communicate DPEP achievements.</li> <li>• Multi-Media campaign launched in Dharna Puri district.</li> <li>• Mass rallies organised at districts level in which deputy collector took</li> </ul>

<p><b>Enrolment week,</b> Procession and Rallies organized.</p> <ul style="list-style-type: none"> <li>• Puppet shows, Kalajatras organized.</li> <li>• Hoardings and wall writing done, DPEP stalls put up in local festivals.</li> <li>• Special plantation programme in schools organized.</li> <li>• <i>Sishu Melas at cluster levels conducted.</i></li> <li>• <i>Meeting of district and block VEC forums.</i></li> <li>• <i>Village and hamlet level awareness programmes and interactive programmes held for organizing rural communities particularly women.</i></li> <li>• <i>First phase activities for orientation of VECs and other grassroots level bodies on preparing village and school development plans initiated.</i></li> </ul>	<p>children; and it was covered and relayed by ZEE, STAR,JAIN and DDI TVs.</p>	<p>educational centre resulting in the development of sense of responsibility among the community.</p> <ul style="list-style-type: none"> <li>• Make the school green &amp; clean campaign undertaken with VEC participation.</li> <li>• A participatory micro planning exercise conducted to develop school education plan which was consolidate at cluster, block and at district level to form the district education plans in all 33 districts.</li> <li>• Enrolment drive launched in July, 2000 which was followed by Pravesh Utsav and Bai mela.</li> <li>• Gram Sampark Abhiyan completed by the state, district and block level functionaries in February, 2001.</li> </ul>	<p><b>Vasushala &amp; MAHEGS schemes.</b></p>	<p><b>part.</b></p> <ul style="list-style-type: none"> <li>• Elementary Education Movement launched by Chief Minister to Achieve Education for all.</li> <li>• Enrolment drive conducted in schools where enrolment is low and drop out is high.</li> </ul>
<p><b>Progress Report to their</b></p>	<p>Mahila Padma Badna Andolan has been launched in 2001 in all the districts of MP for community based initiatives to tackle issues involving quality of teaching and learning, social discrimination and physical safety.</p>	<p>Gram Sampark Abhiyan completed by the state, district and block level functionaries in February, 2001.</p>	<p>Mahila Padma Badna Andolan has been launched in 2001 in all the districts of MP for community based initiatives to tackle issues involving quality of teaching and learning, social discrimination and physical safety.</p>	<p>community based initiatives to tackle issues involving quality of teaching and learning, social discrimination and physical safety.</p>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>Community Participation Organisations</p>	<ul style="list-style-type: none"> <li>9384 VECs constituted.</li> <li>VECs reconstituted in 3 DPEP-I district and integrated with MCs.</li> <li>Existing MC merged with VECs to avoid conflicts.</li> <li>VEC forum at block and district levels constituted</li> <li>Organising the formation and revival of village level women bodies like Mahila Samities and traditional women groups.</li> <li><i>Formation of mothers' forums in tea garden area.</i></li> </ul>	<ul style="list-style-type: none"> <li>3867 VECs formed.</li> <li>VCCs constituted for civil works with women as head.</li> <li>Mahila Mandals and MTAs formed.</li> </ul>	<ul style="list-style-type: none"> <li>School Development &amp; Monitoring Committees (SDMCs) are in place in lieu of VECs.</li> </ul>	<ul style="list-style-type: none"> <li>209 VECs constituted.</li> <li>1778 MTAs and equal number of PTAs formed.</li> <li>325 SMCs formed.</li> <li>Panchayat, Block and District level Monitoring Committees formed with representation from PRI.</li> <li>School Support Group (SSG) have begun to function in many schools and made functional especially during Kinginikkootam.</li> </ul>	<ul style="list-style-type: none"> <li>VECs in all DPEP-II districts constituted. 43418 VECs constituted.</li> <li>23856 SMCs have formed in DPEP-I &amp; II districts in order to over see proper functioning of the EGS schools.</li> <li>Parents Teacher Associations at school level are being formed to closely monitor regular functioning and day-to-day activities and of the schools.</li> </ul>	<ul style="list-style-type: none"> <li>15001 VECs formed.</li> <li>Mata- Palak Sanghs formed on experimental basis at village level for girl's education.</li> <li>At village level - MTA formed for formal school will help in formulating MTAs for Vastishala.</li> </ul>	<ul style="list-style-type: none"> <li>10730 VECs constituted in all districts.</li> <li>PTAs have been formed in all the schools.</li> </ul>
<p>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.) Material development</p>	<ul style="list-style-type: none"> <li>Training module for VEC developed in Cooperation with VHAI &amp; NEIBM.</li> <li>Awareness materials developed and distributed on environment awareness.</li> <li>A training module has been developed for reorientation of VEC members.</li> <li><i>Training module for VECs on Need Based Training.</i></li> </ul>	<ul style="list-style-type: none"> <li>Booklet for VEC developed.</li> <li>Data relating to girls' education distributed to VECs and Mahila Mandals.</li> <li><i>A training module "Abhiyan" for VEC has been developed through BRCs, CRCs, NGOs, VECs.</i></li> <li><i>Abhiyan training module and its transactions have been imparted to master trainers and similar training is also being imparted to VECs in selected districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>Training modules and materials for VECs developed.</li> <li>Seven module training film for VECs prepared.</li> <li>Besides training module, a compendium for supervising civil works prepared.</li> <li>Gender focussed training module for VEC developed.</li> <li>Besides 4-day training package 3 self reading materials have been developed for VECs.</li> </ul>	<ul style="list-style-type: none"> <li>Community construction manual for VECs developed.</li> <li>Developed and distributed Parents Hand Book "Amma Ariyan" (Mother to know) to equip/empower parents in helping their children in internalizing the new child centred and activity based primary school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Training manual and posters prepared for VECs.</li> <li>Training module "Neev" prepared for BNS and VNS training.</li> <li>Booklet on the 'Development of Activity Centers' prepared and training programmes for VNSs have been organised.</li> <li>LSA II booklet at district level for training of different functionaries and VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>Training modules for VEC and Mahila Prabodhan Programme developed.</li> <li>Teachers handbook on MPP includes the module on how to conduct MTA meeting.</li> <li>Teachers handbook on Bal Anand Melas produced.</li> </ul>	<ul style="list-style-type: none"> <li>A revised training module on community mobilisation was developed at district level for VEC/PTA/ Panchayat representatives.</li> <li>A quarterly magazine Sudan is being published.</li> <li>One training module has been developed on the role of society on school development.</li> </ul>

<p><b>Orientation/ Training/ workshops for Community Organisations</b></p>	<ul style="list-style-type: none"> <li>• 3-day training for all VEC members organised in all districts.</li> <li>• Workshops for VEC forums on TL practices and opportunities for community participation.</li> <li>• Regular interactive sessions with VECs and communities through Resource Group on school development.</li> <li>• First phase activities for orientation of VECs and other grassroots level bodies on preparing village and school development plans initiated.</li> <li>• Reorientation of VEC members has been started in three districts.</li> <li>• Monthly review meeting with DSG and PRs and Mothers Forum is continued.</li> <li>• Training on Health Awareness for Resource persons, VECs and women groups. Follow up support through convergence with district department of Health and Family Welfare.</li> <li>• <i>Need based training has been conducted in 9 DPEP Phase I districts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and gender Sensitisation programme for VECs conducted.</li> <li>• Training at BRC level on wall Newsletter for VEC in one district conducted.</li> <li>• Five-day training to VECs conducted in five districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro planning organised.</li> <li>• Workshops organised to identify issues at the village level for micro planning.</li> <li>• Field visits of VECs to other districts organised.</li> <li>• 4- day training for VEC members organised at BRC level.</li> <li>• <i>7320 SDMC members have been trained.</i></li> <li>• <i>As the School Development and Monitoring Committees (SDMCs) have been constituted in lieu of VECs, 7320 SDMC members have been provided training since the visit of last JRM.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Systematic orientation programmes organised for VECs.</li> <li>• Regular PTA/MPTA meetings held to orient community on new pedagogy.</li> <li>• Oriented the newly constituted VECs after the new PRIs come into being.</li> <li>• Conducted training to school support Group members in all schools of DPEP districts.</li> <li>• Training of VECs on VIPP techniques of micro planning.</li> <li>• Orientation on gender issues was given to PTAs in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of VECs members organised.</li> <li>• Training programmes for VNSs have also been organized.</li> </ul>	<ul style="list-style-type: none"> <li>• Training has been given to VEC, MTA members regarding Vastishala – Enrollment and retention</li> <li>• Training of VEC/ Panchayat members.</li> <li>• Workshop held for VECs/MTA members on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for VLC on micro- planning conducted.</li> <li>• Orientation training of VLCs conducted in all districts.</li> <li>• 16491 VLC members teleconferencing on community mobilisation conducted.</li> <li>• <b>One- day training was given to 31,210 VLC members.</b></li> <li>• Members of the VLCs and PTAs at the rate of 5 per school have been oriented at the CRCs.</li> </ul>
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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Orientation/ Training/work shop for staff/Master Trainers</b></p>	<ul style="list-style-type: none"> <li>• Orientation Workshop for newly inducted District Programme Officers (community Participation &amp; VEC) organised.</li> <li>• Workshop to fine tune training framework &amp; monitoring mechanism for the VEC organised.</li> <li>• Orientation for BLRG / CRCC on community participation organised in all the districts.</li> <li>• Reinforcement TOT organised for SRG.</li> <li>• Training on Health and SHGs for SRG and DRG members.</li> <li>• Workshops on strategies for preparation of module on School Development Plan organised.</li> <li>• Regular orientation of SRGs, and Programme Officers on Programme Monitoring and activity analysis.</li> <li>• Orientation of BRCCs, ABRCCs on aspects of organizing communities, like communications, awareness generation, networking and situational analysis.</li> <li>• Training of SRG and DRG members on SHGs, micro-credit and accounting procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Master trainers for VECs have been trained in four districts.</li> <li>• State level workshop held on Mass Mobilisation &amp; Community Participation.</li> <li>• Teleconference held on 29th-30th Jan, 2000 to highlight the conceptual changes in strengthening of VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers oriented at BRC level.</li> <li>• Training on micro planning organised.</li> <li>• A state level seminar on "Gram Sabha and Primary Education" conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of staff on VIPP techniques for micro-planning</li> <li>• Workshop organised to develop materials targeting parents, public and opinion makers.</li> <li>• Workshop conducted for module development of master trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting organised at the state level with SRG for Shiksha Panchayats.</li> <li>• Sahayoginies given training at state level.</li> <li>• Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning Material.</li> <li>• MTs have been given 12 days training at district level on Sikhna Sikhana Package of class V.</li> <li>• RSK, ZSK JPSU and JSK oriented on "Activity Diary".</li> <li>• District Co-ordinators/ Staff are given regular monthly training-cum-orientation at state level.</li> </ul>	<ul style="list-style-type: none"> <li>• Five Resource Persons from each district given training at state level for VEC training.</li> <li>• Workshop for launching Mother Parent Teacher Association in all districts held in June '99 at IIE, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro-planning conducted for staff trainers.</li> <li>• First review meeting of Media and Documentation officers was held.</li> <li>• State Level workshop on Community Mobilisation and Participation conducted and Action Plan developed.</li> <li>• SRG meets regularly to share plan and monitor progress.</li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Areas and instances of Participation</b></p>	<ul style="list-style-type: none"> <li>Community members (resource persons) involved in classroom transactions as volunteer teacher who participate in teaching children in the school on various co-curricular subjects that community perceives to be crucial learning inputs. These include agriculture, local folklore, items of culture like wood and cane craft, etc.</li> <li>Community taking up micro-projects like sanitation and health awareness programmes.</li> <li>VEC members involved in TLM preparation and House to House survey.</li> <li>All civil works related to school buildings and CRCs is being carried out through VECs.</li> <li>Women groups in Tea garden areas involved in negotiating with management for improving school condition.</li> <li>Regular supervision of NFE &amp; ECE center by VEC members and community.</li> <li>Community involved in school decoration and development.</li> <li><i>Community providing and contributing infrastructure including sheds, thatched houses, buildings, space for AS centres, NFE centres, ECE centres and schools.</i></li> </ul>	<ul style="list-style-type: none"> <li>Door-to-door survey by teachers and VECs conducted.</li> <li>VECs are involved in construction of school building, toilets, repairing and water supply.</li> <li>VECs involved in micro planning.</li> <li>VECs and MTAs have implemented the ECE programme.</li> </ul>	<ul style="list-style-type: none"> <li>VEC has taken decision for opening of NFE centres based on micro planning.</li> <li>VEC involved in micro planning and civil works.</li> <li>VEC has ensured proper utilisation of grant for school development.</li> <li>VEC involved in organising activities for community mobilisation including Kalajathas, Chinnara melas.</li> <li>VEC involved in community mobilisation on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>VECs involved in door-to-door survey.</li> <li>VECs involved in micro planning through VIPP technique.</li> <li>VECs involved in monitoring and functioning of ECCE centers.</li> <li>VECs involved in school monitoring as well as academic monitoring.</li> <li>MPTA involved in TLM preparation.</li> <li>Conducted monthly class PTA in all the DPEP schools.</li> </ul>	<ul style="list-style-type: none"> <li>VECs participated in Lok Sampark Abhiyan</li> <li>VECs involved in the selection of teachers in both SSKs and ASs.</li> <li>The Gram Shiksha Sabha undertook social audit of village education.</li> <li>SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>SMCs including members from local community frequently visit/monitor schools of their area.</li> <li>VECs are involved in micro planning and development of VEP/SIP.</li> <li>Community is involved in construction of primary school buildings and additional classrooms.</li> <li>Members of VECs/SMCs participated in Mahila Shiksha Abhiyan.</li> <li>Panchayati Raj institutions actively involved in DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>VECs are involved in doing micro-planning and school mapping.</li> <li>VECs participating in Civil Works</li> <li>Local communities have contributed about Rs. 7.5 crores. VECs contributed Rs. 14 lakhs in Nanded district for school development.</li> <li>VEC/Gram Panchayat runs Vastishala.</li> <li>MTAs in some places providing nutritional inputs to children in ECCE centers.</li> </ul>	<ul style="list-style-type: none"> <li>VECs mobilised local contribution the form of cash, land and labour etc. also provided additional buildings for school.</li> <li>For the first time, children from "Rurels community" traditional snake catchers have started going to the school.</li> <li>NFE teachers appointed with VLC consultation.</li> <li>Parents helping teachers in the survey work and in the stoppage of dropout.</li> <li>17 class room construction works completed by community using cost effective technology.</li> <li>School development plans are prepared with community participation.</li> <li>ALS centers conducted in villages with community support and assistance. Building, lights and other facilities are extended by the community for running the centers.</li> <li>AL instructors and supervisors appointed through the VLC.</li> </ul>

**DPEP - I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Other activities to promote Participation and Innovations</b></p> <ul style="list-style-type: none"> <li>• In selected clusters in Tribal villages, community is involved in documenting on the subjects, e.g. environment, traditional health practices, folk art, folklore and culture.</li> <li>• Community based school health programme is experimented on pilot basis.</li> <li>• Focus on Community Participation in TL activities and Children Participation.</li> <li>• VEC involved in developing secondary learning materials.</li> <li>• VEC awards given.</li> <li>• Health programme on the road. Health awareness programme in inaccessible areas have been followed by intensive follow-up activities by the communities. This includes sanitation programmes.</li> <li>• A Self Help Group movement is being promoted in conjunction with other organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• A grant of Rs.11.5 lakhs has been released to the districts as health check up grant.</li> <li>• Media Resource Groups at state and district levels, constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• Micro planning outcomes used as basic decision making tools for VECs to identify places to open NFE centres and overseeing their functioning.</li> <li>• In Bellary district children get the camp from village households for evening classes.</li> <li>• In Raichur district VEC members pooled their TA/DA for purchasing of a durri (carpet) for BRC.</li> <li>• 'Samudayadatta Shale' - a community owned school programme has been launched through out the state.</li> <li>• Micro planning conducted in 888 and 1104 villages of DPEP I and II.</li> <li>• <i>Experience sharing workshops on Chinnara Melas and VEC melas wer organised at the State level.</i></li> <li>• Rural folk tales and stories collected for parents and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Village level monitoring system involving VECs and Panchayat developed.</li> <li>• Volunteers from tribal communities appointed to mobilise these communities.</li> <li>• Living together camps (Sahavasa Camp) for students, teachers and parents for three days conducted with the help of PTAs and School Support Group (SSG).</li> <li>• Distance mode of education has been employed to empower people with regard to the new primary school curriculum.</li> <li>• Convergence meeting with PRIs conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Teacher felicitated on Guru Purnima.</li> <li>• Gram Shiksha Sabha and Shiksha Chaupals held.</li> <li>• Activity centres in EGS schools have been developed by community participation.</li> <li>• Library Movement: Librarians have been established at 982 JSKs and 8582 EGS Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Information dissemination through leading news papers on "Vastishala; and Mahatma Phule Shikshan Hami Yojana on 2<sup>nd</sup> July &amp; 5<sup>th</sup> Sept. Posters on DPEP Scheme for display in exhibition.</li> <li>• MTA and PTA meetings organised.</li> </ul>	<ul style="list-style-type: none"> <li>• School grants spent by Head Master jointly with involvement of VLC/ PTA.</li> <li>• Documentation of objectives and achievements of VLCs undertaken by DPC, Dharmapuri highlighting the role of VLCs in school activities. Likewise Pudukkottai has documented ECE and pre-school activity for effective convergence of ECE centers and schools.</li> <li>• Teleconferencing conducted on the role of community in school development during September 1999.</li> </ul>	

<p><b>Networking</b></p>	<ul style="list-style-type: none"> <li>Steering Group at the state level provides support.</li> <li>Steering Groups at the district level provide support.</li> <li>A number of NGOs from Assam &amp; outside as well as NEIBM are involved, namely National Alliance Mission, Voluntary Health Association of Assam, Department of health Services, Bosco Reach out, etc.</li> <li>Establishment of networks of SHGs and Women Groups.</li> <li>PEACE, a Delhi based NGO in involved in training SRG.</li> </ul>	<ul style="list-style-type: none"> <li>NGO involved in providing training on micro planning.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with local NGOs, such as Rangayana, BGVs, Mahila Samakshya etc.</li> <li>AIR, Doordarshan and DAVP are roped in.</li> <li>NGOs are involved for awareness generation programmes.</li> </ul>	<ul style="list-style-type: none"> <li>NGOs are involved along with PTA and</li> <li>Strong linkages with PRIs.</li> <li><i>Panchayat Monitoring Committees (PMC) consisting of people's representatives regularly monitor all the activities of the school including academic activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>NGOs are involved.</li> <li>UNICEF is involved in teachers empowerment programme.</li> <li>PTAs are being formed at school level.</li> <li>VEC and PRIs have been assigned important roles.</li> </ul>	<ul style="list-style-type: none"> <li>IIE, Pune conducted training of DRG for VEC.</li> <li>SCERT developed VEC training module.</li> </ul>	<ul style="list-style-type: none"> <li>Various local bodies, NGOs and voluntary organisations are participating in the campaign.</li> <li>MYRADA, an NGOs is helping the SPO in VEC training.</li> <li>Six Voluntary Agencies involved in the implementation of IED.</li> </ul>
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**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan								
<p><b>Administrative Arrangements</b></p> <ul style="list-style-type: none"> <li>Community Mobilisation and participation has been looking after by Community Mobilisation Officers under the Supervision of DPCs at District level and under the Supervision of State Project Director at State Level.</li> <li>At present, 19 Community Mobilisation Officers have been working at Districts and 2- community mobilisation Officers have been working in State Project Office.</li> </ul>	<ul style="list-style-type: none"> <li>Community Mobilisation is looked after by OIC (Teachers' Training) at the State level.</li> <li>Project coordinator is in-charge of Community mobilisation at DPO.</li> <li>BRC &amp; CRC Coordinators provides Block and cluster levels support.</li> </ul>	<ul style="list-style-type: none"> <li>SPD assisted by Media officer looks after community mobilisation.</li> <li>Deputy Project officer in the district looks after community mobilisation</li> <li>SRG and DRG have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>At state level core Group is formed to advise on community mobilisation.</li> <li>DRG and BRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>State and district coordinators in place.</li> <li>DRG formed in the district.</li> <li>One Deputy DPO looks after community mobilisation activities in the district.</li> <li>Senior Professional at the SPO looks after the functional area.</li> <li>DRG, BRG and VECs constituted.</li> <li><b>SRG on CM in formed.</b></li> </ul>	<ul style="list-style-type: none"> <li>Senior professional at the SPO looks after the functional area.</li> <li>District Community Mobilisation Coordinators appointed.</li> <li>SRG, DRG, BRG and VECs constituted.</li> </ul>	<ul style="list-style-type: none"> <li>Media/Community Mobilisation coordinators in place at SLO and DLOS.</li> <li>Core team on community mobilisation &amp; VEC functional in every DLO.</li> <li>SRG/DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Director community mobilisation looks after the works</li> <li>At DPO, one of the core team members assigned the work of community mobilisation.</li> <li>State and district level Resource Groups constituted.</li> </ul>	<p><b>Community Mobilisation Material Development</b></p> <ul style="list-style-type: none"> <li>Posters, Brochures, Desk calendars highlighting DPEP objectives and role of VECs published.</li> <li>DPEP Newsletter brought out by SPO.</li> <li>Preparation &amp; production of Audio Cassettes in tribal dialect in process.</li> </ul>	<ul style="list-style-type: none"> <li>Posters developed in every DLO/SLO/VEE. Booklets/ brochures on DPEP published and distributed.</li> <li>A set of 5 books (related to VEC, micro planning, training manual, micro planning)</li> <li>operational manual) developed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>Posters developed.</li> <li>Folders printed on School Improvement Grant.</li> <li>Audio-video kit to mobilise child laborers under preparation.</li> <li><b>School Chalo Abhiyan geet</b></li> </ul>	<ul style="list-style-type: none"> <li>Hand book "Sangathakd er Prati" on community participation and primary education for grass root functionaries including VEC members developed.</li> </ul>	<ul style="list-style-type: none"> <li>Brochure on DPEP published.</li> <li>Leaflets printed and distributed to all primary schools of DPEP.</li> <li>News letter published and circulated.</li> </ul>	<ul style="list-style-type: none"> <li>DPEP posters and leaflets prepared and distributed.</li> <li>Wall calendars depicting DPEP activities prepared and distributed to the schools and PRIs by Sirmour, Chamba and Kullu districts.</li> <li>Kullu district developed two posters, cut outs</li> </ul>	<ul style="list-style-type: none"> <li>Brochures, booklets, pamphlets, prepared and distributed to teachers, VEC members, PRI members and others.</li> <li>Audio cassettes developed.</li> <li>Development of posters, cut outs</li> </ul>	<ul style="list-style-type: none"> <li>Brochures on DPEP published.</li> <li>Leaflets printed and distributed to all primary schools of DPEP.</li> <li>News letter published and circulated.</li> </ul>	<ul style="list-style-type: none"> <li>DPEP posters and leaflets prepared and distributed.</li> <li>Wall calendars depicting DPEP activities prepared and distributed to the schools and PRIs by Sirmour, Chamba and Kullu districts.</li> <li>Kullu district developed two posters, cut outs</li> </ul>

Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	developed.	Meetings and public functions organised.	
	<ul style="list-style-type: none"> <li>• A booklet on containing success stories printed and distributed.</li> </ul>	<p>and folders.</p>	<ul style="list-style-type: none"> <li>• audio cassettes based on folk and Hindi songs focusing on the importance of education.</li> <li>• Workshops were held in Chamba and Sirmour districts wherein teachers developed slogans relating to education for community mobilisation.</li> <li>• Introductory handbook on DPEP prepared and circulated in the districts.</li> <li>• Audio material script namely "Gramin Shiksha Samiti Ki Bhumika, Akikrit Shiksha Awam Biklang Bachhche, Hema Padhai Me Aage Badhi" developed by SPO under DEP component.</li> </ul>	<ul style="list-style-type: none"> <li>• DPEP message disseminated on textbooks distributed.</li> <li>• Audio-video cassettes developed in connection with "Ninad".</li> <li>• A monthly newsletter "Paribartan" is being published and circulated to all primary schools, CRCs, BRCs, DIETs, D.Is. of schools and DPCs.</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Posters (teachers role, community contribution towards school infrastructure and role of community in UEE) developed, printed and distributed.</li> <li>• Reading material "Prathamik Shikshar Unnayane Jana Sadharaner Bhumika" for community mobilisation developed.</li> <li>• One audio cassette developed with 9 folk songs and distributed to the districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Magazine BEP Ahwan published by SPO.</li> <li>• 5 audio cassettes (Abhiyan geet, Shiksha geet mala, Munia beti padhti jaye,) distributed in every district Two more cassettes on Women Economic Empowerment and Shiksha Geetmala developed.</li> <li>• 5 Video films/documentaries produced on themes like teachers' training, civil works and alternative schooling and community mobilisation.</li> <li>• 2 Lok Chetna and Dut Lok Sampark Abhiyan module on micro planning and rapid survey developed.</li> <li>• Material for capacity building through Distance mode developed and distributed in different languages.</li> <li>• plays developed printed and distributed.</li> </ul>	

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Campaign and other mobilisation activities</b></p>	<ul style="list-style-type: none"> <li>Electronic and print media utilized to spread the message of importance of girl child education.</li> <li>Regional Sadassu and Vijayawada. Held at Kurmool.</li> <li>State district and mandal level seminars were conducted.</li> <li>Melas, Ma-Beti melas, rallies, Kalajathas and enrolment drives conducted in 475 model approach villages of 19 DPEP district.</li> <li>Literacy Week "Chaduvukundam" conducted in July, 2000.</li> <li>Janmabhoomi Programme conducted to spread awareness on education among women.</li> <li>District and Mandal level seminars on "Education For All" were conducted in</li> </ul>	<ul style="list-style-type: none"> <li>Bal Mahotsava, Prabhath Pheris, Mashal Yattras, praveshotavas undertaken.</li> <li>District level awareness meeting held to discuss strategies.</li> <li>Special campaign launched for girls' enrolment in tribal areas.</li> <li>Chaudhary Community Sammellan organised in Banaskantha.</li> <li>Thematic drama and folk theatre (Bhavai) used during awareness campaigns.</li> <li>Special campaign like Mahila Jagruti Shivir, Ma-beti sammelans organised in 'Gender Focus Areas'.</li> <li>Special VEC, MTA/PTA meetings organised before enrolment drive.</li> </ul>	<ul style="list-style-type: none"> <li>Maa-beti melas, bal-melas Balika melas organised.</li> <li>Exhibitions in DPEP put up in local festivals.</li> <li>Bal Parvash Mela (children enrolment drives) organised with the help of banks and other organisations.</li> <li>Meena week celebrations in September focussed on the education of girl child.</li> <li>Block level mahila and PRI sammelans to sensitise the community.</li> <li>Kalajatha movement in the district with focus on universal enrolment and importance of education in convergence with TLC and Public Relation Department.</li> <li>Rallies were taken out in the villages by school children, such rallies were also organised at block and cluster level.</li> <li>June 5, 2000 was celebrated through</li> </ul>	<ul style="list-style-type: none"> <li>Hoarding put up at strategic places.</li> <li>Sishu melas organised at block level.</li> <li>Women's conventions, Matru Sammelans are being organised.</li> <li>Wall writings undertaken in some districts.</li> <li>Enrolment drives organised in all the districts.</li> <li>District block and cluster level conventions organised.</li> <li>A village level intensive awareness campaign "Nina d" organised in July, 2000.</li> <li>A wide publicity made through AIR, Doordarshan and newspapers in the month of January and February.</li> </ul>	<ul style="list-style-type: none"> <li>Posters and hoarding displayed.</li> <li>SPO organised folk festivals with the help of folk artists from Calcutta.</li> <li>Districts organised rallies, meetings, padayatras, cultural competitions</li> <li>CLRCs book fairs organised at 108 circles of 5 DPEP districts.</li> <li>Districts completed at least one wall writing in every school.</li> <li>33 teams of 349 folk artists performed folk songs and plays disseminating DPEP</li> </ul>	<ul style="list-style-type: none"> <li>Ma-beti and Baap-beti melas organised.</li> <li>Meena campaign for girls education organised.</li> <li>Cultural activities organised.</li> <li>'School Chalo' campaign organised state-wide with high public and media participation.</li> <li>Poster competition organised.</li> <li>District/block and village level rallies were organized.</li> <li>Relay of Radio jingles &amp; TV spots on girls education.</li> <li>Buses of UPSRTC carried the logo &amp; messages of primary education.</li> <li>Model Cluster approach, areas have intensive trainings for</li> </ul>	<ul style="list-style-type: none"> <li>Intensive campaigns of three types launched for VEC formation. This involved house-to-house contact for VEC formation.</li> <li>Munia Beti campaign launched.</li> <li>Wall writing, Padyatras, Bal melas, sports meet, Ma-Beti melas, Audio-video campaign, enrolment drive, Prabhath Pheries, street play etc. organised in every district.</li> <li>State level Maa-Beti melas Bal melas, organised.</li> <li>Exhibitions on UPE being put up on 26<sup>th</sup> January &amp; local fairs.</li> <li>Innovative wall paintings done in East Singhbhum district.</li> <li>Jhankhis on UPE being put up the occasion of Republic Day/Independence Day celebrations at the state and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>Advt. and News in various local and National papers published.</li> <li>Programme on AIR is being broadcasted regularly.</li> <li>Mobilisation through Gram Sabha.</li> <li>Balmela, Kala jatha, Mahila Meetings are being held at cluster and village level.</li> <li>State Level Bal Mela and Mahila meetings organized at Jaipur.</li> <li>Meetings and public functions organised.</li> <li>AID and NEWS in various local and national papers published.</li> <li>A film for children</li> </ul>

<p>all the districts inviting school committees members, Mandal and ZPTC members, office bearers of teacher association, Ministers, MLAs etc.</p> <ul style="list-style-type: none"> <li>• <i>Habitatation-level and Mandal-level mobilisation campaigns have been taken up to bring the "Out of School children" into Residential/Non-Residential Bridge Courses.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Stalls set up in local popular fairs.</li> <li>• TLM exhibitions for local communities organized.</li> </ul>	<p>schools in the state.</p> <ul style="list-style-type: none"> <li>• Kullu district put up a DPEP exhibition during Buddi Diwali local fair at Nirmand in November, 2000</li> <li>• Chamba district organised MTA meetings at GPS Manjir and GPS Khadet in November, 2000.</li> <li>• Chamba district organised one day Mahila Mandal Camps. Sirmour district organised block level Mahila Sammelan.</li> <li>• Kullu district put up hoarding depicting DPEP objectives. Sirmour district used signboards for DPEP intervention.</li> <li>• Kullu district organized and participated in cultural programme focussing on education during Dusshera festival, 1999.</li> <li>• <i>Sirmoure district organised block level mahila and PRI sammellans to sensitize the community.</i></li> </ul>	<p>2001.</p> <ul style="list-style-type: none"> <li>• <i>Vidyalaya Pravech Utshav are organised to encourage enrollment of eligible school age children.</i></li> <li>• <i>Sharing workshops in the shape of women convention, Tribal Convention, Jati Mahasava are organised at District and Sub-district level to promote community participation.</i></li> </ul>	<p>message. They performed 973 shows in 10 districts.</p> <ul style="list-style-type: none"> <li>• Observing enrolment week at district level.</li> <li>• Grassroots level meetings with PRI functionaries and community leaders organised.</li> <li>• <i>Developed poster &amp; hoarding and displayed.</i></li> </ul>	<p><i>motivator groups, VECs &amp; PTA.</i></p> <ul style="list-style-type: none"> <li>• <i>Kala Jathas targeted to block with lowfemale literacy.</i></li> <li>• <i>School Chalo Abhiyan organized in 2001 with Retention issue as the focus issue.</i></li> </ul>	<ul style="list-style-type: none"> <li>• A state level conference on Sarva Shiksha Abhiyan organised.</li> <li>• A national seminar on UPE organised.</li> <li>• Kalajathas performed in Gaya, Bhojpur, Mujaffarpur, Rohtas, Sitamarhi, Vaishali, Darbhanga and Bhagalpur districts.</li> <li>• State level Balika Mela organized.</li> <li>• Praveshotsavas organized in every district.</li> <li>• Innovative wall paintings done in Bhagalpur district.</li> <li>• Mahila Day organised at DLO level.</li> <li>• <i>Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</i></li> </ul>	<p><i>organised in the all district of Rajasthan and motivated to non going school children.</i></p> <ul style="list-style-type: none"> <li>• <i>1136 Balmela, 1128 Kala Jatha, 1133 Mahila Meetings are being held at cluster and village level.</i></li> </ul>
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DPEP - II, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<ul style="list-style-type: none"> <li>10404 VECs constituted in all the districts.</li> <li>Special teams organised at Mandal level for educating community.</li> <li>PTA meetings being organised in all the schools through out the state</li> <li>50884 school committees at primary and 6495 at upper primary level constituted.</li> <li>School Education Committee at the School-level, Panchayat Education Committees, Mandal Education Committees, District Education Committees are formed.</li> </ul>	<ul style="list-style-type: none"> <li>3043 VEC formed in all villages.</li> <li>MTA, PTA and Mahila Mandals have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>2944 VECs and equal number of PTAs and MTAs constituted.</li> <li>VECs re-organised with the change of Presidents on account of Panchayati Raj elections in the State.</li> </ul>	<ul style="list-style-type: none"> <li>12683 VECs constituted.</li> <li>MTAs and PTAs are constituted.</li> <li>VCCs formed.</li> <li>School Committee (VECS) are in place in all the districts.</li> <li>The Resource Groups have been formed at states, districts and sub district level and Media and Community Mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>In 5 DPEP districts 12812 out of 14738 VECs, &amp; VECs have already been formed. No. of VEC formed in Expansion district is 6992.</li> <li>VCCs formed for civil works.</li> <li>1806 MTAs formed in Cooch Behar district.</li> <li>2000-01, 21308 VECs constituted.</li> <li>2000-01, 5603 No. of VECs holding Meetings upto 3 times a year.</li> <li>1999-2000 15705 No. of VECs Holding Meetings more than 3 times a year.</li> </ul>	<ul style="list-style-type: none"> <li>VECs are constituted.</li> <li>MTAs/ PTAs and WMGs (Women Motivator Group) formed.</li> <li>Basic Shiksha Parishad decides to form PTA's in all govt. schools</li> </ul>	<ul style="list-style-type: none"> <li>24856 VECs constituted.</li> <li>Each VEC usually meets ones in a month.</li> <li>Mata Samities formed to run ALS and ECE centres.</li> <li>Mata Samitie, Formation of 2765 VEC including 200 VEC for New DPEP Schools.</li> <li>VEC formed in 72 DPEP schools.</li> <li>Mata Samiti formed for LAS/ECE Resource support.</li> <li>ALS centres opened in singhware block on the basis of data of MLP, ECE centres are going to be opened on basis of Micro Planning data.</li> <li>VEC, MS for ALS, ECE construction committee and mata Samiti.</li> <li>All VECs constituted/Reconstituted through a will-orchestrated &amp; process-oriented mobilisation campaign in all districts. The campaign is process-based in which community is at the fore.</li> </ul>	<ul style="list-style-type: none"> <li>3500 BNS have been constituted.</li> <li>19913 SMCs have been constituted.</li> </ul>	



<p><b>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</b></p> <p><b>Material development</b></p>	<ul style="list-style-type: none"> <li>• Training module for VEC training prepared and printed.</li> <li>• A booklet containing guidelines for enrolment, retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation.</li> <li>• Hand book for School Committee Chairpersons along with school committee calendar was printed and supplied to all the School Committee Chairman.</li> <li>• A gender focused training module for School Committee members developed.</li> <li>• School Committee Calendars indicating the month-wise activities of School Committees was prepared, printed and supplied to all schools for implementation of various activities indicated therein. This calendar also serves for self-assessment of School Committees about their performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Gujarati version of Manual for VCWC members are prepared and distributed.</li> <li>• VEC Manual developed and distributed among VEC and VCWC members.</li> <li>• Training module developed at the state Project Office and distributed to Chairmen of VEC/MTA/ PTA.</li> </ul>	<ul style="list-style-type: none"> <li>• A two-day training module for training of resource persons for VEC training developed.</li> <li>• A VEC manual prepared at the SPO and distributed by the districts for the guidance of VECs.</li> <li>• Chamba, Kullu and Sirmour districts developed and distributed printed brochures among the VEC members highlighting the role responsibilities of VEC.</li> <li>• Module on micro planning developed by NIEPA and adopted locally also used to sensitise the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Manual for VEC training prepared by SIEMT.</li> <li>• Community Mobilisation manual prepared by the SPO.</li> <li>• Module on training VEC has been prepared.</li> <li>• Improved training modules on VEC developed.</li> <li>• Revised Module on composition and function of VECs has been prepared and sent for printing.</li> <li>• <i>A new training module for the members of school committee have been prepared in order to train the newly constituted School Committee.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Development of training module for VEC training.</li> <li>• Development of training module for VEC training.</li> <li>• Construction manual developed for VCC training.</li> <li>• SPO developed handbook on community participation in primary education for grassroots-level functionaries including, VEC members.</li> <li>• Training module for MTAs developed in Cooch Behar district.</li> <li>• Developed Lesson Posters for participatory Training at VEC/WEC level.</li> <li>• Guidebook on organisation of training for VEC members developed.</li> <li>• <i>Developed 8 posters on Community</i></li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's handbook for training of VECs developed.</li> <li>• Trainer's hand book for MTA, PTA and WMG have been developed.</li> <li>• <i>A training module for VEC training and Gram Shiksha Yojna hand book have been developed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC and micro planning developed.</li> <li>• Training module on community construction process developed.</li> <li>• Training module for mata samitis developed.</li> <li>• Training module for PRI members developed.</li> <li>• <i>Training module of trainers on Lok Chetna &amp; Lok Sampark Abhiyan developed.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Module for SMC and BNS training has been prepared.</li> <li>• SMC training module finalised.</li> <li>• Various modules have been printed.</li> </ul>
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DPEP - II, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
					<p><i>Participation, on Civil Construction, restructuring Quality Education, Girls Education and Disabled Children.</i></p> <ul style="list-style-type: none"> <li>• <i>Book for the stake holder on SSA planning.</i></li> <li>• Module of VEC training "Prashikshan Sahayika" published.</li> </ul>			
<p><b>Orientation/ Training/ workshops for Community Organisation</b></p>	<ul style="list-style-type: none"> <li>• Gender Sensitisation programme for VECs conducted.</li> <li>• An eight- day orientation workshop for all VEC members organised.</li> <li>• State level sharing workshop organised for VEC chairmen, NGOs. &amp; Mahila Mandal presidents.</li> <li>• Exposure tour of VEC members to M.P. organised.</li> <li>• Training to school Committee Chairperson organised at mandal level. Training programme at operational level held</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of VECs, PTA &amp; MTAs were organised at school level.</li> <li>• Workshops for women sarpanches and Anganwadi workers organised.</li> <li>• MTA/PTA members have been trained during 2000-1.</li> <li>• Orientation and training workshops of VEC members at the CRC level organised. During 2000-01.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Groups orientation taken up by State Project Office in 2000.</li> <li>• VEC/MTA Members have been orientated</li> <li>• VEC members trained by Sirmour and Kullu districts to take up the work on Village Education Plans.</li> <li>• Kullu district trained 96 VEC members for preparation of village Education Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of VEC on Civil works organised.</li> <li>• Training on Micro-planning and school mapping organised.</li> <li>• Training of VECs completed in 7 districts.</li> <li>• 1500 Sarpanches have been trained.</li> <li>• In VEC interaction programmes, there oriented in the new rules, roles and responsibilities.</li> <li>• A state level workshop</li> </ul>	<ul style="list-style-type: none"> <li>• 3- day training for VEC members (7 VECs) is over in all the districts.</li> <li>• MTA training has been started in Cooch Behar district.</li> <li>• 2- day workshop on street corner plays organised.</li> <li>• Organised one day workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Regular VEC meetings held.</li> <li>• VECs, MTAs, PTAs and WMGs have been trained.</li> <li>• Orientation programme held for newly elected Pradhars and members of VECs.</li> <li>• 2 rounds of training of VEC's for micro-planning &amp; household contact.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days training to VEC members initiated.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organized and Mukhiyas initiated</li> <li>• 1 day training to PRI members initiated.</li> <li>• Quarterly Reflections of VEC President</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation programme organised by DPO.</li> <li>• 1-day orientation programme for BNS members organised by DPO in all the ten districts.</li> <li>• 12434 BNS members have been trained.</li> <li>• 3-day training of SMC has been planned.</li> <li>• 58990 SMC and 3500 BNS members have</li> </ul>

<p>in 7 districts.</p> <ul style="list-style-type: none"> <li>• Training cum orientation to women members of local bodies in educational issues organised.</li> <li>• <i>School Committee Members have visited the Residential Camps of MV Foundation.</i></li> </ul>	<p>cum training to 12885 VECs, MTAs, PTAs members in Banaskantha and Dangs on enrollment drive (June-August 2001).</p> <ul style="list-style-type: none"> <li>• Meetings of Sarpanches of Panchayats organised.</li> <li>• Several MTAs meeting held for enhancing retention of girls.</li> </ul>	<p>development of audio cassettes, slogans and posters on community mobilisation in August and September 2000.</p> <ul style="list-style-type: none"> <li>• <i>VEC members are trained in two rounds on effective school management and on different activities like construction, community mobilisation etc.</i></li> <li>• <i>Selected members of PTA, MTA are trained.</i></li> <li>• <i>School Committee members of DPEP districts are trained about their duties and responsibilities through Tele-conferencing programme. This programme was conducted for a period of 12 days through Gramsat Pilot Project.</i></li> <li>• <i>Village meeting on the line of Gram Sabha and Panch Sabha are initiated to educate people for owning the village school.</i></li> </ul>	<p><b>President of VEC (Murshidabad and Uttar Dinajpur)</b></p>	<p>block level organized.</p>	<ul style="list-style-type: none"> <li>• <i>Module for SMC and BNS training prepared.</i></li> <li>• <i>103848 SMC members have been trained.</i></li> </ul>
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**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>• 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT.</p> <p>• SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons.</p> <p>• Head Masters attended the School Committee training Programmes</p> <p>• District team of Mandal Officers and two other Resource Persons were given training for 3 days on community mobilisation for UPE. This included one day exposure visit to MVF, an NGO.</p> <p>• CMO of SPO &amp; CMO of Chittoor attended National Workshop on Community ownership in DPEP.</p> <p>• Workshop for preparation of training module for training of newly elected School Committee Chairpersons was conducted on 24-25-4-01.</p>	<p>• Orientation of DRG organised.</p> <p>• Training Programmes for MT organised in Dung.</p> <p>• Training includes orientation on girl child, IED, AS and village mapping and school improvement support provided by local CRC.</p> <p>• 30- day intensive training programme conducted for Master Trainers on English workbook for Std. V.</p> <p>• 5-day re-orientation training to MTs for std. I completed in July, 2000.</p> <p>• Re-orientation training to MTs for Vidya Sahayaks held in July- Aug. 2000.</p> <p>• 5 days training imparted to BRC, CRC Coordinators and primary</p>	<p>• All the CRCCs trained initially to act as MTs for VEC training.</p> <p>• BRCs and Engineers trained in dealing with community.</p> <p>• State level workshop for the orientation of BRCCs and Assistant Engineers in community mobilisation organised at Shimla in March, 1999.</p> <p>• State level training to head teachers and engineers for Saraswati Bai Vidya Sankalp Yojana.</p> <p>• Resource Persons for VEC training given training.</p> <p>• State level workshop on community mobilisation and participation organised.</p> <p>• 93 RPS trained in Kullu district.</p> <p>• CRCCs were trained regarding</p>	<p>• Training of SRG for VEC organised at State level.</p> <p>• Workshop on role of media in community mobilisation organised.</p> <p>• Training of BRG (Media) on mass mobilisation in the districts organised.</p> <p>• Workshop on Community Participation held in October 1999.</p> <p>• DRG training conducted in Dec. 1999.</p> <p>• A chapter relating to Community Mobilisation and mobilising resource support form community on Pedagogical issues is included in the Teachers' Training module in order to train the teachers in</p>	<p>• State level workshop on community mobilisation for district functionaries held.</p> <p>• State level workshop with folk artists conducted.</p> <p>• State level Workshop with Group Theaters organised.</p> <p>• Organized KRP reorientation Training of three districts.</p> <p>• No. KRPs- 1783</p> <p>• Organised workshop with Teachers organisation- 67</p>	<p>• Training workshop organised by SPO for SRG.</p> <p>• 5-day PLA/PRA training organised for SRG and BRG.</p> <p>• PLA training given to district coordinators and NGOs.</p> <p>• DRG trained in all DPEP III districts.</p> <p>• Training workshops organised by DIET for BRG in DPEP II districts.</p> <p>• 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation in DPEP III.</p> <p>• Visioning workshops for district coordinators organised and a 3-day orientation programme for DPEP III districts</p>	<p>• Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised.</p> <p>• State level workshop organised to review the process of VEC formation.</p> <p>• Training for Utpretraks organised.</p> <p>• Monthly reflection of VEC coordinators at state level.</p> <p>• State level workshop on different strategies of VEC organised.</p> <p>• Workshop to monitor progress of VEC formation organised at different levels.</p> <p>• State level workshop on Vidyalaya Shiksha Samiti.</p> <p>• State level workshop on different strategies of VEC formation and its implementation</p>	<p>• 1050 KRPs and RPs have been trained for SMC training.</p>	

	<ul style="list-style-type: none"> <li>• Training course to the DRG was conducted at State level on 4.5.01 and 5.5.01.</li> <li>• Workshop for preparation of School Committee Calendars was conducted from 10.5.01 to 14.5.01.</li> <li>• Workshop on Participatory Rural Appraisal organised.</li> <li>• <i>MRPs have visited the Residential Camps of MV Foundation.</i></li> </ul>	<p>teachers in Dangs in Std. V English.</p> <ul style="list-style-type: none"> <li>• Resource Persons comprising DIET personnel, CRC Co-ordinators and primary teachers were trained on Std. V English for achieving proficiency in English language and teaching skills.</li> <li>• 1 day training of BRC and CRC Co-ordinators for launching enrollment drive.</li> </ul>	<p>activity in Kullu district.</p> <ul style="list-style-type: none"> <li>• <i>State level workshop for the orientation of BRCCs and Assistant Engineers in community mobilisation organised at shimla in March, 1999.</i></li> <li>• <i>One day orientation workshop for district and State Project Office functionaries and September, 1999 to clarify the role of community.</i></li> <li>• <i>Community mobilisation dealt specifically during district Resource Group orientation taken up by State Project Office in Sirmour (Jan.2000) and Chamba (March,2000)</i></li> </ul>		<ul style="list-style-type: none"> <li>• SRG and BRG given training.</li> </ul>	<p><i>organised.</i></p>	
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DPEP - II, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Areas and instance of participation</b></p> <ul style="list-style-type: none"> <li>• VECs involved in door to door surveys.</li> <li>• VECs involved in monitoring the programme and micro planning.</li> <li>• Construction of school buildings done with active involvement of VECs.</li> <li>• VECs involved in enrolment drives.</li> <li>• VECs of remote villages provide free accommodation facilities to the teachers.</li> <li>• Local committees participated in whitewashing of school buildings and keeping the premises clean and green.</li> <li>• Village committees in some cases organised community lunch for children and parents.</li> <li>• The contribution of villagers in all districts put together is about Rs. 2,19,20,857 lakhs.</li> <li>• This has enhanced the sense of community ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door surveys, village and school mapping.</li> <li>• VECs actively involved in enrolment drive organising Praveshotshavs and Prabhat Pheries etc.</li> <li>• Community contribution for school building and repairing, both in cash and kind.</li> <li>• School construction, repairing and monitoring is done through the active involvement of VECs &amp; VCWCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation in enrolment and micro planning activities.</li> <li>• Mother Teachers Association has shown overwhelming response towards their role in primary schools.</li> <li>• All the new schools running in the community donated rent-free accommodation till the construction of school buildings.</li> <li>• Land for construction of about 700 schools out of a total of 808 donated by community free of cost. The response has been overwhelming in Kullu district (211/250).</li> </ul>	<ul style="list-style-type: none"> <li>• 442 AS instructors have been engaged by VECs.</li> <li>• <i>VECs have been participating in</i> <ul style="list-style-type: none"> <li>- <i>Micro planning and School mapping, to develop school improvement plan and village education plan.</i></li> <li>- <i>Civil Works e.g. construction of New School Buildings, Additional Classrooms, toilets etc.</i></li> <li>- <i>Improving School environment</i></li> <li>- <i>Mobilising Community for enrolment and retention and facilitating school management.</i></li> </ul> </li> <li>• VECs across the districts under DPEP, Orissa</li> </ul>	<ul style="list-style-type: none"> <li>• Community contributions towards building support reported from districts.</li> <li>• Community mobilisation for enrolment of out of school children done through RPs at GP level.</li> <li>• Rs. 2000/- school improvement grant utilized by VEC.</li> <li>• <b>Organised noon workshop on enrolment, retention and school beautification</b></li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in micro-planning.</li> <li>• VECs involved in school improvement maintenance and repairs.</li> <li>• 2068 schools provided with boundary walls and 79 with additional classrooms.</li> <li>• Appointment of para-teachers/achary aji is being done through VECs.</li> <li>• <i>VECs involved in survey.</i></li> <li>• <i>VECs involved in facilitation, enrolment and retention of children especially girls &amp; SC/ST.</i></li> <li>• 20796 VEP completed in DPEP-II districts.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participating in micro-planning.</li> <li>• VEC participating in school improvement and community mobilisation.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.</li> <li>• VEC participation in Lok Chetna.</li> <li>• VEC participation in distribution of textbook.</li> <li>• <i>VECs motivated to run schools during teachers strike in Bihar.</i></li> </ul>	<ul style="list-style-type: none"> <li>• PRIs are involved in Para teacher selection.</li> <li>• Pradhan, Sarpanch and Ward Panch are Chairperson of various committees and play lead roles.</li> </ul>	

Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Jharkhand	Kerala	Madhya Pradesh	Maharashtra	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<ul style="list-style-type: none"> <li>• With community involvement, 178 villages have achieved 100% girl child enrolment and retention.</li> <li>• VECs entrusted with supervising effective functioning of ECE centres.</li> </ul>			<ul style="list-style-type: none"> <li>• 18 village education plans prepared by Kullu district while Sirmour district completed 17 village education plans involving VECs.</li> <li>• New Schools being constructed with the participation of community through VECs.</li> </ul>	<p>varied degrees in –</p> <ul style="list-style-type: none"> <li>– Raising voluntary contribution for schools,</li> <li>– Appointment of Para-teachers, Education Volunteers.</li> <li>– Conducting house-to-house surveys for AS/EGS.</li> <li>– Utilisation of School Improvement Grant provided by DPEP.</li> <li>– Day-to-day management of Primary Schools, Upper Primary Schools, AS/EGS Centres and ECCE Centres.</li> <li>– Involvement in schooling process i.e. Planning, Management, Monitoring, Supervision, Accountability, Utilisation of existing resources,</li> </ul>			<ul style="list-style-type: none"> <li>• Community providing resource support at grass root levels.</li> </ul>					

DPEP - II, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Other activities to promote Participation and Innovations</b></p>	<ul style="list-style-type: none"> <li>• Region-wise School Committee Sadarsulu organised at six places.</li> <li>• Bio-data particulars of school committee members (total 48709) have been collected and computerized for training purpose.</li> <li>• School monitoring information system, which has provisions to monitor the functioning of school committees, is being operationalised.</li> <li>• Out of 48506 School Committees at primary and upper primary level, 46553 joint accounts opened.</li> <li>• Local artists from village used for folk performances.</li> <li>• <i>At the habitation - level core teams are formed for the cause of Education for All with special reference to 6-14 age group.</i></li> <li>• In UEE mandals, 10 mobilisers are place in each Mandal to take the responsibility of motivating the children as well as parents for educating them through</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural talent search activities organised.</li> </ul>	<ul style="list-style-type: none"> <li>• The state govt. has proposed to appoint 1000 para teachers through Panchayats.</li> <li>• State sponsored scheme of Saraswati Bal Vidya Sankalpa Yojna also envisages formation of school committees.</li> <li>• A study on community participation in Himachal Pradesh was conducted through an NGO.</li> </ul>	<p><i>mobilisation of Additional Resources.</i></p> <ul style="list-style-type: none"> <li>• <i>Traditional cultural groups are trained and oriented to deliver the message of primary education and its utility</i></li> <li>• <i>To reduce the gender disparity in education in some specific pockets of the following districts, District Authority of DPEP have engaged Community Mobiliser (specifically educated and dedicated lady) at gram panchayat level to promote girls education.</i></li> <li>• <i>Ten-point rating scales have been developed in order to assess the activities of VECs frequently and strengthening their participating in schooling process.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Children Registers prepared in all the DPEP districts.</li> <li>• <i>Organised MTA (Cooch Behar)</i></li> <li>• <i>Involvement of Folk artists, Folk theater etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Moulvies sensitised to mobilise the minority community.</li> <li>• Media used to change mindsets towards new pedagogy.</li> <li>• Kalajathas organised, focussing on girls education.</li> <li>• Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness.</li> <li>• 342 model clusters have been developed.</li> <li>• In School Chalo Abhiyan 2001- role of Kalajathas redefined and located in blocks with low girls enrolment &amp; high dropouts.</li> <li>• <i>TV spots &amp;</i></li> </ul>	<ul style="list-style-type: none"> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</li> <li>• Innovative usage of local folk forms to spread the message of DPEP.</li> <li>• District-wise identification of UTPRERAKS and ABIPRERAKS held.</li> <li>• <i>Mata Samities to run ALS and ECE centres.</i></li> </ul>	



Interventions	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Residential / Non-Residential Bridge Courses.</p> <p>Local NGOs, Mahila Mandals, youth organisations and social guilds associated with capacity building and implementation of DPEP activities.</p> <p>A.P. Housing corporation conducting training programme for VEC members and masons on low cost construction technique.</p> <p>VECs working with podupu laxmi groups to tackle problem of child labour.</p> <p><b>Monthly Review Meetings of School Committees, Community Mobilisers, Residential Bridge Course Camp incharge and instructors of Non-Residential Bridge Courses have been organised by DPOs/CMOs.</b></p>	<ul style="list-style-type: none"> <li>Lok Jumbish assisting in Micro Planning.</li> <li>Various local bodies and NGOs participating in the campaign.</li> <li>Ahmedabad Study Action Group (ASAG) to help in community based civil works.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Mandals, Yuvak Mandals, Saksharata Samities and NGOs participating in community mobilisation activities.</li> <li>A study on community participation in Himachal Pradesh conducted through an NGO.</li> <li>Bal Parvesh Mela (children enrolment drives) organised with the help of banks and other organisations.</li> </ul>	<ul style="list-style-type: none"> <li>NGO members and other PRI members and Sarpanches are also trained through Televised programme in Gramsat Pilot project about their roles in mobilizing community members to make primary education universal.</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, youth clubs and other groups involved in the community mobilisation programme.</li> <li>Network developed during TLC and PLC being reviewed and activated.</li> </ul>	<ul style="list-style-type: none"> <li>NGO workshop at the state level for their strategic involvement in community mobilisation and capacity building of VECs organised.</li> <li>Proposal of NGOs are invited through advertisement.</li> <li>Selection process is going on through test and field appraisal.</li> <li>Desk top appraisal has completed &amp; field appraisal is going on.</li> <li>With electronic &amp; print media.</li> <li>With SIET, Doordarshan &amp; AIR.</li> <li>With Mahila Samakhya.</li> </ul>	<ul style="list-style-type: none"> <li>Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities.</li> <li>Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.</li> </ul>	<ul style="list-style-type: none"> <li>A strong inter-linkage envisaged at every level with Panchayati Raj Institutions.</li> <li>PRIs are involved in Para Teacher Selection.</li> <li>PRIs are active members of Bhawan Nirman Samiti &amp; SMC.</li> <li>Pradhan, Sarpanch &amp; Ward Panch are Chairman of various committees and play leading role.</li> </ul>

New States		Uttarakhand
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand
Administrative Arrangements	<ul style="list-style-type: none"> <li>• Presently formation of SPO is in progress.</li> <li>• SRG Formed. DRGs and BRGs are working.</li> <li>• DPC and GC at district level, BRC and BEO at block level, CAC at cluster level and guruji at village level ensure community mobilisation and participation.</li> <li>• <i>SPO has been formed &amp; fully functional.</i></li> <li>• <i>Jun Bhagidari Samities in each villages are in progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>• District Level Media community mobilisation coordinators in place.</li> <li>• Media/ Community Mobilisation coordinator in place at SLO and DLOs.</li> <li>• Core team on Community Mobilisation &amp; VEC functional in every DLO, DRG formed.</li> </ul>
Community Mobilisation Material Development	<ul style="list-style-type: none"> <li>• Publication of Bulletin on achievements of DPEP.</li> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Development of IEC material such as posters, handouts, brochures, newspapers and advertisements for mobilisation of community for girls education and UPE.</li> <li>• Training modules for VEC, training module for involving community and VEC in participatory micro planning, training materials, revised formats for Village Education Registers finalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, posters, brochures, Pamphlets developed and distributed.</li> <li>• Audio and Video cassettes developed.</li> <li>• Handbooks in Nagpuri, Mudari and Kurukh prepared.</li> <li>• Posters in Nagpuri, Hindi, Mundari and Kurukh prepared.</li> <li>• <i>Community mobilisation through use of publicity materials like pamphlets, folders, posters, newsletters, calendars, audio cassettes of songs developed in local dialects.</i></li> </ul>
Campaign and other mobilisational activities	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Natak, folk songs and folk dances.</li> <li>• Slogans and wall writings undertaken.</li> <li>• Door-to-door contact organised.</li> <li>• Posters developed in local tribal dialects.</li> <li>• School Chalo Abhiyan' organised with emphasis on tribal children.</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats organised at cluster level.</li> <li>• Bal Melas, Bal Panchayats, Maa-beti Melas, sports and cultural competitions carried out.</li> <li>• Make the School Green &amp; Clean campaign undertaken with VEC participation.</li> <li>• Lok Sampark Abhiyan-II, a participatory micro planning exercise conducted to develop School Education Plan has been consolidated at cluster, block and district level to form the district education plans.</li> <li>• Orientation of PRIs, VECs and community for making habitation level Education plans.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Ma-beti and Baap-beti melas organised at 35 places in 06 districts.</i></li> <li>• Meena campaign for girls education organised.</li> <li>• At the start of academic session 2001-2002, School Chalo Abhiyan was organized in the state from July 1-15,01. Prabhat Pharies were organized.</li> <li>• Banners/Posters and wall writing undertaken in all the districts of DPEP-III.</li> <li>• Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.</li> <li>• <i>Nukad-Natak arranged in 25 villages.</i></li> <li>• <i>District, Block &amp; village level meeting arranged before enrolment drive.</i></li> <li>• <i>State &amp; district level conferences on Sarva Shiksha Abhiyan organised.</i></li> <li>• <i>DPEP Exhibition in Magha Mela, Uttarkashi.</i></li> </ul>

<ul style="list-style-type: none"> <li>• Padhbo padhobo School Jabo Abhiyaan initiated on 2-7-2001, to encourage school going habits and retention. Under the direct supervision of Hon Chief Minister and Governor of state.</li> <li>• MSA was taken up in 97-98&amp;99 to encourage out of school and unenrolled girls to come to school.</li> <li>• <i>During the habitation level planning for SSA, several Nukkad Nataks were arranged to create awareness among the community.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 20,728 VECs constituted.</li> <li>• 5720 SMCs formed in DPEP-I&amp;II district.</li> <li>• Formation of library in every village through "Rajiv Gyanodaya Yojana".</li> <li>• Formation of Mahila self help group in villages.</li> </ul>	<ul style="list-style-type: none"> <li>• 10237 VECs constituted.</li> <li>• Mata Samities are also formed for ALS as per need &amp; ECE centers. In fact, DPEP is facilitator, &amp; Mata Samities are the de-facto agencies to run AL-S/ECE.</li> <li>• Community providing resources support at grass root levels.</li> <li>• <i>SCST &amp; Women well represented in the VECs. (1/3 SCST, 1/3 Women)</i></li> <li>• <i>VECs organised through a process driven intense campaign.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 2674 VECs constituted.</li> <li>• <i>1310 MTAs, PTAs &amp; 335 WMG are formed and trained.</i></li> <li>• <i>Draft for the constitution of school management committee (SMC) submitted to the state government for approval.</i></li> </ul>
<p><b>Community Participation</b> Community Organisations</p>	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• Activity Diary developed.</li> <li>• VEC diary printed and distributed.</li> <li>• Training Module "NEEV" developed for the training of VNS &amp;BNS.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC, Mata Samities and micro planning are being used that were developed by the parent state- Bihar.</li> <li>• Training modules for VEC &amp; Micro-Planning developed.</li> <li>• Training module on community construction process developed.</li> <li>• VEC manual and guidelines for School Development Grant developed.</li> <li>• <i>Module on VECs developed &amp; capacity building of the campaigners completed before the actual launch of the campaign.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's handbook for MTA, PTA and WMG have been developed.</li> <li>• Trainer's handbook for VEC training developed.</li> <li>• A training module for VEC training and Gram Shiksha Yojana hand book printed.</li> <li>• <i>School grading &amp; student achievement format developed for the use of community.</i></li> </ul>
<p><b>Empowering Community Organisations</b> (VEC, MTA, PTA, Panchayats etc.) Material development</p>	<ul style="list-style-type: none"> <li>• Orientation programmes for VECs members organised.</li> <li>• A workshop was organised in March 2000 in which experts from state and district participated.</li> <li>• The strategy for participatory micro planning or Lok Sampark Abhiyan (LSA) and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• A 1-day orientation imparted to all VECs.</li> <li>• Regular meeting of VEC held at school.</li> <li>• Construction training organised for VECs.</li> <li>• A 5-day training has been completed in chatra and the same is being organised in other districts under DPEP.</li> <li>• Workshops organised for identification of Upreraks/ Abhipreraks.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organised.</li> </ul>	<ul style="list-style-type: none"> <li>• 24500 members of 1200 VECs have been trained.</li> <li>• <i>03 days training for VEC members conducted at village level.</i></li> <li>• <i>Monthly meetings of VECs were organized at school level.</i></li> <li>• <i>2371 VECs trained.</i></li> </ul>
<p><b>Orientation/ Training/ workshops for Community Organisations</b></p>			

New States			
	Chhattisgarh	Jharkhand	Uttaranchal
Community Mobilisation & VEC Interventions	<ul style="list-style-type: none"> <li>• <i>Training Module for VEC, training module for involving community and VEC in participatory Micro planning, training materials, revised formats for VEC finalised.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Five days training to VEC member initiated.</li> <li>• <i>Community construction process in place, training before start of construction-training of the Masons/lady masons.</i></li> </ul>	
Orientation/Training/workshop for staff/Master Trainers	<ul style="list-style-type: none"> <li>• Master Trainers identified at the Block level and trained at DIET.</li> <li>• Meeting organised at the state level with SRG for Shiksha Panchayat.</li> <li>• Sahayoginies given training at state level.</li> <li>• Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning material.</li> <li>• MTs have been 12 days training at district level on Seeking Sikshana Package of class V.</li> <li>• Schooling packages of Madhya Pradesh is adopted.</li> <li>• RSK, ZSK JPSU and JSK orientation has been planned.</li> <li>• <i>Staff from SPO attended a workshop on Community mobilisation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• DLO staff and two master trainers from Chatra, two APO, two ARP and one DRP from Dumka and two master trainers from Hazaribagh have been trained through state level workshops.</li> <li>• Workshops to monitor progress of VEC formation organised at different levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by DIET for BRG for SRG.</li> <li>• DRG trained in all DPEP districts.</li> <li>• Orientation programmes held for newly elected Pradhans, members of VECs at the Nyaya Panchayat level.</li> <li>• A 4-day workshop (sate level) organised to orient district coordinators on community mobilisation and participation.</li> <li>• Visioning workshops for district coordinators organised.</li> <li>• 162 trainers have been trained.</li> <li>• 3 days training programme for District Coordinator (C.M.) held regarding community participation and PRA etc.</li> <li>• <b>Orientation programme for SRG, DRGs &amp; BRGs organized.</b></li> <li>• <b>Training programme for MTs for MTA/WMG training organised at SPO, Lucknow &amp; SPO, Dehradun.</b></li> <li>• <b>District coordinators participated in national level workshop held at NSDART, Mussoorie.</b></li> <li>• <b>Orientation workshop for DRGs and BRGs organised at DIET level.</b></li> <li>• <b>Master trainers for WMG/MTA training trained at the SPO level.</b></li> <li>• <b>Training on microplanning &amp; school mapping organised at NSDART, Mussoorie.</b></li> <li>• <b>Training on data capture format (Survey format) for district level functionaries organised at SPO level.</b></li> </ul>

<p><b>Areas and instances of Participation</b></p> <ul style="list-style-type: none"> <li>• VECs participated in Lok Sampark Abhiyan.</li> <li>• VECs involved in the selection of para-teachers in both SSKs and Ass.</li> <li>• The Gram Shiksha Sabha undertook social audit of village education.</li> <li>• SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>• Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>• Joint account of local panch/sarpanch with EGS teacher and CAC.</li> <li>• SMCs including members from local community frequently visit/ monitor schools of their area.</li> <li>• VECs are involved in micro planning and development of VEP.</li> <li>• Panchayati Raj institutions actively involved in DPEP.</li> <li>• Active participation of community in construction of PS Buildings through VNS &amp; BNS.</li> <li>• Active community participation in Padhbo Padhobo School Jobo abhiyaan.</li> <li>• Community involved in construction of PS Buildings and additional classroom.</li> <li>• <i>Community participation is ensured while appointing gurujis in EGS schools and through monitoring.</i></li> <li>• <i>Community involved in construction of PS Buildings and additional class room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• VECs are helping teachers in distribution of books.</li> <li>• VECs involved in maintenance, minor repairs and plantation within school premises.</li> <li>• VECs involved in environment building, awareness generation, enrolment drive, micro-planning and construction activities.</li> <li>• Community has provided para teachers where teachers are not sufficient in number.</li> <li>• Participation of VEC presidents in CRC meetings.</li> <li>• VECs have organised special campaign, rallies and mahil Sammelans.</li> <li>• Donation of land for school building has been reported from Hazaribagh.</li> <li>• VECs participating in micro-planning school improvement and community mobilisation.</li> <li>• VECs were motivated to run schools during teachers strike in Jharkhand.</li> <li>• All Civil Works including construction of BRC entrusted to community through Community Construction procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in survey and micro planning.</li> <li>• VECs involved in facilitation, enrolment and retention of children.</li> <li>• VECs involved in school improvement, maintenance and repairs.</li> <li>• Appointment of para-teachers/acharyajis and AS workers is being done through VECs.</li> <li>• <i>Construction &amp; repairs of school buildings, additional rooms &amp; toilets done with active involvement of VEC.</i></li> <li>• <i>VEC provide place &amp; drinking water for AS &amp; EGS centres.</i></li> <li>• <i>VEC purchase educational material for AS, EGS &amp; ECCE centres.</i></li> <li>• <i>Free text book distribution in formal schools.</i></li> </ul>
<p><b>Other activities to promote Participation and Innovations</b></p> <ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Shiksha panchayats are being organised in which social audit of Panch/Sarpanch is done through reading of progress report of their educational centres. It has resulted in the development of sense of responsibility among the community.</li> <li>• Mobilisation through various Radio programmes.</li> <li>• Activity centres in EGS schools have been developed.</li> <li>• Orientation of Teachers, Guruji, CAC and MTs through teleconferencing mode.</li> <li>• <i>In the school Improvement programme, ranking is given on the basis of the involvement of Community in the matter of School activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Mata Samities formed to run ALS and ECE centers.</li> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zone held.</li> <li>• Innovative usage of local folk forms to spread the message of DPEP.</li> <li>• <i>Creative use of drama forms through identifying &amp; training of the local theatre groups for dissemination of the content of education in the community.</i></li> <li>• <i>Habitat level planning to trace out the out of school children &amp; their enrolment/retention in schools/ Alternative schools.</i></li> <li>• <i>Micro-planning initiated in selected blocks- PRA technique adopted.</i></li> </ul>	<ul style="list-style-type: none"> <li>• 80 Model cluster have been formed.</li> <li>• <i>Student tracking in schools of model clusters with the help of MTA/WMG.</i></li> <li>• <i>Participation of VEC &amp; community "study on class room culture &amp; processes-gender perspective".</i></li> <li>• DRG, BRG for VECs constituted.</li> </ul>

New States		Uttaranchal
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand
	<ul style="list-style-type: none"> <li>• <i>Institutional reforms of school management are to be considered by the state government of Chhattisgarh.</i></li> <li>• NGOs are involved in various activities of community mobilisation and participation.</li> <li>• <i>PRI actively involved in DPEP.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Water /sanitary facilities being created in schools.</i></li> </ul>
Networking		<ul style="list-style-type: none"> <li>• <i>NGO, Youth clubs, Mahila Mandals, yovak mandals &amp; mahila Samakhyu participating in community mobilisation.</i></li> <li>• <i>Networking with NGOs in different areas such as enrolment drive campaign, local specific need based curriculum development &amp; VEC/MTA/ W/MG training.</i></li> </ul>

# **PEDAGOGICAL IMPROVEMENT**

## **A Background**

### *Overview*

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

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

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

### *Textbooks*

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

textbook development, e.g., Kerala and Haryana also made efforts to improve the capacities of the writers.

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

### *Teaching learning materials*

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

### *Training*

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

During this period many states also began to appoint para teachers on a large scale to bring down PTRs and to provide teachers in remote, inaccessible areas. The training of para teachers posed a new and different kind of challenge than the training of regular government school teachers. Training programs designed for them had to be for longer duration and more intensive. Briefly, teacher training improved radically, in qualitative as well as quantitative terms.



## *Resource Groups*

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

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

## *Resource Centres*

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

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

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

emphasis is being placed on BRCs and CRCs taking responsibility of schools in their area for their overall improvement.

### ***Institutional Development of DIETs***

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

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

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

### **Current Concerns**

#### ***Capacity Building***

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

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

This scheme aims to:

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

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

### *Resource Enhancement Programme*

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

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

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

A meeting was then held in November 2000 to conceptualise and plan the second workshop. Readings (selected excerpts from books on education) to be used in this workshop were short

listed and transcreated. The second workshop was held from 30<sup>th</sup> January to 10<sup>th</sup> February, 2001. A repeat workshop was organised in August for those who could not attend the above mentioned workshop. Home tasks were assigned to state level resource persons at the end of each workshop. **The third and final workshop was organised from 25<sup>th</sup> December, 2001 to 5<sup>th</sup> January, 2002 at V.V. Giri National Labour Institute, Noida.**

**The follow up activities of Resource Enrichment Programme include the following:**

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

### ***School-based Quality Improvement Programs***

In the past few years four school improvement programs have been initiated by TSG, namely, 'Vikalp' in Uttar Pradesh; School Improvement Program in Himachal Pradesh; and FLIP (Falta Learning Improvement Programme) in West Bengal. These programs were of different types. For instance, the program in Chamba concentrated initially on the physical and functional aspects of the school, which in due course threw up a demand for improvement in learning aspects as well; 'Vikalp' and FLIP were started as learning improvement programs focussing more on the classroom organisation & teaching learning aspects. To achieve these, however, intervention in the physical and functional aspects also became imperative in these cases.

Each of these programs was supported intensively by TSG for about a year, after which they were taken over by the respective states with reduced support from this end. Each of these programs has now entered the expansion phase. Vikalp is running in 73 schools in 2 districts (Hardoi & Barabanki). The program in Chamba has now expanded to cover 84 schools of the initial block, plus it has been introduced in selected clusters in other districts. FLIP led to a much larger program called SLIP (School based Learning Improvement Program) in West Bengal covering 435 schools in six districts.

The fourth school based quality improvement program was initiated in the Shankarpally mandal of Rangareddy district (Andhra Pradesh) in 2001-2002. It is being supported by MV Foundation.

The main aspects covered under this program are :

- School performance indicators (i.e. enrolment, attendance, retention, transition etc.
- Internal organisation of the school
- Classroom practices

- Teaching learning process
- Learning outcomes
- Setting up of class libraries & their use
- Monitoring and support by the mandal
- Home school linkages and community's role in academic aspects of the school

The process in Rangareddy district in Andhra Pradesh was begun in eight schools in the first phase and is to be expanded to the entire mandal in the next phase. The training and other preparatory activities for the remaining 25 schools are already completed. In addition, the process has been initiated in one more mandal in each Rangareddy and Nalgonda districts covering 80-90 schools. Many of the issues raised during the course of this work are being taken up simultaneously with the larger DPEP program in the state.

### *Sharing workshop on 'School Based Quality Improvement Programs'*

A 2-day sharing workshop on School-based Quality Improvement programs was held in the first week of March in New Delhi. The four states UP, WB, HP & AP where such programs are going on were invited. In addition four new states Bihar, Uttaranchal, Chattisgarh & Maharashtra were also invited who have shown keenness in initiating similar programs (Bihar and Maharashtra had to drop out at the last minute because of disturbed train routes due to the communal riots in Gujarat)

### Main discussions in the workshop:

1. Each of the four states presented their programs in detail with the help of school-based data, records, excerpts from teacher diaries and teaching plans, learning materials prepared by teachers at school & cluster level and children's work.
2. The main achievements of each program were described in terms of improvement in school environment & facilities, teachers' changed attitude towards their work, improved participation and learning levels of children, and greater involvement of community.
3. During discussions the different programs were compared and contrasted with respect to their commonalities and specific features. For e.g.
  - a. The main emphasis in SLIP is on the *learning of every child*;
  - b. Vikalp has concentrated mainly on classroom processes
  - c. In Shankarpally the emphasis is on overall development of school in terms of regular attendance of children, more efficient school organization, improved teaching strategies, a clear definition of the role of the HMs, and academic monitoring of schools on part of community. The main goal of the program is that *schools should provide learning guarantee to every child*.
  - d. In Chamba the initial focus was on improvement of physical facilities as the schools were in quite bad condition. The approach adopted was to help teachers prepare school profiles, followed by school development plans. Gradually the attention is shifting to classroom issues.

4. Participants deliberated on the differing approaches to quality improvement adopted in the different programs, which were highly contextualised and based on the ground realities of the field, as well as the local needs and capacity.
5. Older states learnt new approaches/strategies from each other. New states tried to understand how they can initiate similar programs in their areas.
6. Experts present at the workshop helped the state personnel to clarify conceptual issues and chart out directions for future.
7. States showed interest in visiting each other's programs in the coming session.

### ***School Libraries Programme***

This program has picked up momentum in several states. Almost all states now budget regularly for purchase of books for school libraries. Several states are undertaking measures for improved use of books in schools. Mobile book van tours have been conducted in three states - West Bengal, Maharashtra and Andhra Pradesh - so far. These have been done in collaboration with National Book Trust. Tamil Nadu and Uttaranchal are likely to be the next ones to take on these tours. As a result of the interest shown by DPEP states in the book van tours, some new vans have been funded by the MHRD for NBT and one has already been purchased.

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

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

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

### ***Workshop on "Effective use of Library Books to develop Reading and Writing Abilities of Children in Primary Classes"***

Over the past few years some of the DPEP states have taken up the School Library Program in earnest, with the purpose of providing a better literacy environment in schools. From the national level, through mobile book van tours, workshops, publication and state level interactions an attempt has been made not only to expose children, teacher and community to good quality children's literature, but also to bring about a shift in the conventional image of a library (its "extra-curricular" status, books kept under lock and key, strict rules with respect to loss and damage, a weekly issue system, and so on). The effort has been to encourage a far more free and active use of books in schools through the concept of "class libraries", with an open display system,

free reading time, and use of books in curricular transaction and so on. The objective is not only to improve the reading and writing abilities of children, but also enrich content learning.

In some of the states this shift is already becoming visible in classrooms. But a strong need has emerged from the field for further inputs in this area.

West Bengal, Maharashtra, Andhra Pradesh, Kerala, Himachal Pradesh & Uttar Pradesh were invited to participate in the workshop. These states, are already in the process of developing their school library programs. Each state sent teams of 4-8 persons from selected districts (1-2) where they would like to initiate an intensive pilot project on the use of library books to improve the reading/writing and overall learning levels of children. About 15-16 districts were represented.

### **Main discussion of the Workshop**

- 1. The current status of literacy skills amongst children in primary classes was discussed in detail. By and large it was agreed that children at class V level have literacy skills of class II or III level. Participants shared the strategies they are adopting to address this problem. Inadequate utilization of library books was also focussed.**
- 2. Participants were exposed to theoretical foundations of early literacy i.e. how do children first begin to read and write. Related reading and reference material was also distributed.**
- 3. Practical aspects of how to organise and run a class incorporating elements of the above theories was also demonstrated and discussed.**
- 4. Participants were exposed to a variety of children's literature classified according to genre and age.**
- 5. Finally, some time was spent on how this understanding would be translated into action in the districts/states. It was broadly agreed that these are fairly complex issues and need to be taken upon a small scale initially to be fully understood and adapted in the local context. Therefore it was felt that it would be appropriate to take up 25-50 schools to begin in each state/district. These schools would be carefully monitored and supported by the CRC which in turn would receive the support of block, district and state. In 3-6 months as some results start becoming visible the program can be expanded in the same district and other districts.**
- 6. Pedagogy Unit, TSG would provide support to states that initiate small projects of this sort with respect to planning, training, book selection & monitoring.**

### ***Documentation, dissemination and discussion***

From the national level, the pedagogy unit has continuously sought to focus on emerging issues by documenting and disseminating. In the year 1999-2000 two publications – Meeting Challenges: Documentation of Positive Practices in four DIETs and Glimpses from the Grassroots: Positive Practices in subdistrict resource centres. Apart from the documentation of good practices in DIETs and sub district resource centres, mentioned above, reports of important workshops, such as the school libraries workshop, the national resource camp etc. have been circulated widely. Last year, eight case studies, to study the classroom processes

were also taken up. These case studies were planned, coordinated and later shared and synthesised by the pedagogy unit, resulting in a document "Inside the School".

### *Pupil Evaluation Study*

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

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

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

Preliminary study reports were shared and discussed in the group of researchers. Since in some of the states only one of the two processes, either formal evaluation or continuous and comprehensive evaluation could be captured in the first visit, another round of field visits were made in some states.

**The studies were shared in national level workshop organised from 27<sup>th</sup> February to 1<sup>st</sup> March, 2002 with all DPEP states. This workshop not only served as a forum for sharing these studies but provided an opportunity to reflect on the what? how? and why of evaluation. One of the major concerns expressed was that the present evaluation system rarely feeds into the teaching learning process and is at times contradictory to activity based teaching methodology adopted in daily classroom transactions. Some of the preliminary follow up steps of this workshop include:**

- (a) Initiating small scale projects at cluster level on pupil evaluation for which support can be extended by TSG and other identified resource persons. This project would involve intensive work on evaluation issue in the context of teaching learning process along with teachers, parents, centre coordinators and DIET faculty in a few identified schools. Developing a sound student evaluation system at the school level is essential before changes are made in the whole system.**
- (b) Sharing the key findings of the workshop at the level of SRG.**
- (c) Undertaking a more indepth study in the state to assess the status of pupil evaluation.**
- (d) Visiting programmes to get a feel of different evaluation systems. Some of programmes that could be visited include: Kerala DPEP, Digantar (Jaipur), Active Schools (Maharashtra) and Nalli Kalli (Karnataka).**

**A synthesis report of the case studies is under preparation.**



### *MGT Workshop at Rishi Valley (5<sup>th</sup>-9<sup>th</sup> March, 2002)*

Keeping in view the acute MGT condition in more than half of the schools of all states except Kerala a workshop on Multi-grade Teaching was organized at Rishi Valley, Andhra Pradesh from 5<sup>th</sup> to 9<sup>th</sup> March 2002. The communal riots forced Gujarat, Bihar and Haryana to drop out in the last minute. Eight-member teams from six states, viz., Uttranchal, Himachal Pradesh, Madhya Pradesh, Chattisgarh, Orissa and Maharashtra turned up for the workshop with their tentative plans for pilot MGT projects. They were exposed to the schools, materials and curriculum of the Rishi Valley Institute for Educational Resources for more than 2 days. After this resource persons from concerned agencies narrated their approach to multi-grade/level teaching by sharing the pedagogy, curriculum and materials of Nali Kali (Karnataka), Eklavya (M.P.), Active Schools (Maharashtra), Digantar (Rajasthan). Finally the state teams finalized their state plans in consultation with the resource persons. All these states are expected to initiate small scale pilot MGT projects soon. A second workshop in the series is scheduled to be organised in September 2002 to assess the progress in each state and strengthen the weak areas.

### *Issues in Primary Education*

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

The 9<sup>th</sup> issue has been released in October 2001.

The theme of this issue is “Exploring Science in Primary Years”. This issue highlights five important aspects of primary level science teaching (EVS). They are : EVS – what and why?, EVS – a process or information?, Problems and possibilities in EVS teaching; Role of drawing in learning science; selected good practices in EVS teaching. Besides the issue also exposes its readers to some important journals of science education and science resource centre across the country which states may like to collaborate with.

The Hindi translation of the previous issue “Reading, Learning and School Libraries” has also been published.

The 10<sup>th</sup> issue will focus on Aims of Education. This issue will draw upon the discussion of Resource Enhancement Programme and would bring in a range of articles from different educationist in the country.

### *Support to new states*

The new states Chattisgarh & Uttranchal are being visited regularly and helped in setting up & orienting their State Resource Groups, in identification of their thrust areas and planning of activities over the next 1-2 years. Field visits to the districts have been made in both states. A visioning workshop for the Uttranchal SRG was supported by the TSG in October 2001. A similar workshop with DIETs is planned in Chattisgarh in November.

## ***Final Evaluation of Pedagogical Interventions in Phase I DPEP districts***

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

The agency which undertake the study:

<b>States</b>	<b>Agencies</b>
Kerala	Digantar
Karnataka	Vidya Bhawan Society
Tamil Nadu	Deptt. of Linguistics + Vidya Bhawan
Maharashtra	Bodh
Haryana	CIE
Madhya Pradesh/Chattisgarh	Sambhav
Assam	RIE, Bhubaneswar

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

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

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

The specific areas to be focussed upon were:

- a) Textbooks and teaching learning materials,

- b) Teacher-capacity building, i.e. teacher training, academic resource support and other strategies adopted.

The field work have been completed in most of the states. Analysis and report writing is in progress. Sharing the findings of study with each state where the study was undertaken is scheduled for May 2002.

### *Agenda for the future*

- The school based quality improvement programs have proved to be important learning grounds for the states in terms of identifying factors which affect quality at the ground level. They have also demonstrated what works in practice. The current programs will be supported and helped to further expand. New initiatives of this kind will be encouraged in other states.
- Final evaluation of pedagogical interventions in phase I states was initiated in 2001. Field visits for the study are over. State level sharing workshops planned in Mid May.
- A major thrust for the future will be capacity building of persons working at the state and district level, particularly in SCERTs and DIETs. The third and final workshop of the series of the resource enhancement programme was conducted in December, 2001. A repeat workshop for participants who could not attend scheduled in the near future. A number of activities are planned post Resource Enhancement Programme. These include a series of seminars to be hosted by participating states on issues like learning process, philosophy of education and so on. In addition to these seminars, based on the proceeding of the workshops 4 newsletters are planned. These would focus on Aims of Education, Learning Process, Capacity Building and Reading and Counting.
- As a fall out of the resource enhancement programme a wide range of reading material on educational and pedagogy issues was identified, developed and used. This material will be compiled, transcreated and edited in both English and Hindi.
- Through the School Libraries Program effort will be made to improve the use of books in the classroom so as to improve literacy levels of children. Book Van Tours will be undertaken in more states.
- Pupil evaluation will be taken up as another focus area. As a follow up of the national workshop small scale pilot projects will be taken up by the states. In addition to this exposure visits to innovative programmes, undertaking indepth research on pupil evaluation issues may also be undertaken.
- The pedagogy unit will continue to provide resource support to states as per need and demand.
- States will be supported in the multigrade projects they have planned in the national workshop.
- Continue to bring out “Issues in Primary Education”.

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

Coverage/Rounds/Cascade  
DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase I &amp; Phase II</i></p> <ul style="list-style-type: none"> <li>Block level need-based training of teachers (residential) is underway.</li> <li>Need-based teachers training 9-11 days in all districts.</li> <li>4 day in-service training provided to all the teachers (30,000) in all the nine DPEP districts.</li> <li>10537 teachers were given need based district specific training in phase I 19521 teachers have been trained for 7-9 days on 'nature and implication' and 'whole school approach' in classroom transaction.</li> </ul> <p><i>Phase I</i></p> <ul style="list-style-type: none"> <li>5 days training on sikon pothi</li> <li>3 days training on TLM in multigrade schools.</li> <li>District and block level training on multigrade teaching organized.</li> <li>Training organized on samal sambhar focusing on content of textbooks and activity based methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Series of training programmes conducted to orient teachers about development and use of Teaching Learning Materials. CRC, BRC, District &amp; state level TLM exhibition melas organised.</li> <li>20,000 teachers trained in 2001-02 in 8 days programme focussing on competencies and skills.</li> <li>Series of workshops conducted to review, revise and upgrade existing textbooks.</li> <li>Three workshops conducted on Quality education to evolve school curriculum, school performance index, constitution of VEC, VCC, PTMA etc.</li> <li>14202 teachers have been trained for 10 days on class I and class II textbooks (Tarang II).</li> <li>9000 teachers have been trained for 10 days on class III, IV, V textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>6-day activity based training was provided to the DIET faculty covering all the DPEP districts.</li> <li>UNICEF has evaluated 'Nali Kali'; The report is shared with districts and others for feedback.</li> <li>A 5-day training programme for the headmasters/headmistress es conducted. So far 2329 in phase I and 10864 in phase II have been trained.</li> <li>Multi level and Multi-grade teaching approach on the basis of 'Nali Kali' experience extended to one block each in 4 DPEP-I districts. 4152 and 6616 teachers have been trained in the DPEP-1 and II districts respectively.</li> <li>35700 teachers in phase I and 59246 teachers in phase II have undergone 6 days of training.</li> <li>3 days training based on the 7 films developed on gender, VEC, pedagogy etc. given to 12708 teachers in phase I and 22402 teachers in phase II districts.</li> </ul>	<ul style="list-style-type: none"> <li>6 day Teacher Training Programme during April-May for all 30,000 teachers.</li> <li>Monthly cluster training to 30,000 teachers.</li> <li>Preparation of module for training to take place in a decentralised manner at district level.</li> <li>Trained headmasters for leadership qualities.</li> <li>Conducted study of classroom processes to identify training needs of teachers for the teacher training during 2001-2002.</li> </ul>	<ul style="list-style-type: none"> <li>162868 teachers given training on Integrated Learning Material (ILM).</li> <li>In 2000-01 23246 EGS gurujits and AS teachers trained in 33 districts.</li> </ul>	<ul style="list-style-type: none"> <li>Training of teachers of class II in teaching of English during May 2002 through convergence.</li> <li>4-day workshop on universalisation of Activity Based Learning conducted.</li> <li>Follow-up of SMART-PT program initiated by MSCERT</li> <li>30631 teachers trained through 12-day SMART-PT training (on English) organised by MSCERT.</li> </ul>	<ul style="list-style-type: none"> <li>Training on Evaluation Strategies to all teachers.</li> <li>Three days training to 3632 teachers in phase I and 672 teachers in phase II districts for class I new textbook.</li> <li>Five days training to 2806 teachers in Phase I and 239 in phase II for English in Std. III, IV &amp; V.</li> <li>Five days Booster training to 2378 teachers handling Std. II in phase I.</li> <li>One day training in Activity Based Teaching for 195 teachers phase I and 802 teachers phase II.</li> <li>Orientation training to newly appointed 480 teachers phase I and 191 phase II.</li> <li>Four days training to HMs on administration.</li> </ul>

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>The focus of 4 day training was on evaluation strategies.</li> </ul>		<p><i>Kingnikkootam</i></p> <ul style="list-style-type: none"> <li>Kingnikkootam's focus varied from district to district (ranging from EVS project to planning of My own teaching manual)</li> </ul> <p><i>Evaluation training</i></p> <ul style="list-style-type: none"> <li>Training on revised grading indices at the time of terminal evaluation.</li> </ul> <p><i>H.M training</i></p> <ul style="list-style-type: none"> <li>Orientation to all heads of primary schools on school management and better coordination with AEOs.</li> </ul>	<ul style="list-style-type: none"> <li>Education of girl child, Learners Evaluation and Research &amp; Studies through teachers, DIETs and external agencies.</li> <li>Based on Baseline Evaluation results every district developed its own training module to address local specific problems in classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>Three workshops under BRC Strengthening Programme.</li> <li>Workshop on Mathematics held at BARC, Mumbai on 26-29<sup>th</sup> Nov. 01.</li> <li>Teleconference on 29<sup>th</sup> Dec, 2001.</li> <li>Meetings of BRC subject experts and CRCC held twice to plan and review monthly Gat Sammelans.</li> <li>Booklet on active school being circulated to all DPEP schools (20,000 copies).</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Evaluation</li> <li>Content training in new class I textbooks.</li> <li>English for class III, IV &amp; V.</li> <li>Activity based teaching.</li> <li>Special coaching classes SC/ST.</li> <li>Health Education</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>A workshop to finalise the multi level training package.</li> <li>A workshop in collaboration with Centre for Environmental Education (CEE), Hyderabad organised to develop a training package about environmental issues. A teachers' manual also developed.</li> <li>A series of twelve orientation programmes (each of 3-day duration) to all the DRPs in the state.</li> <li>DRPs are to visit schools of the mandal 3 or 4 days a week for providing guidance/support to teachers.</li> <li>Out of 1150 DRPs, 1040 have been oriented in the above programmes.</li> <li>A two-day training programme for all the members of the Research forum conducted.</li> <li>Workshops to analyse UEE formats, (given to teachers during April/May 2001) organised. A state report titled "An</li> </ul>	<p><i>Textbook training</i></p> <ul style="list-style-type: none"> <li>977 Sahayaks trained for 1 day in tribal areas.</li> <li>6 days training programmes organized for teachers on std 3 textbooks.</li> <li>5 days training programme organised for vidya sahayaks</li> <li>5600 teachers have received 5-day training on new textbooks for class II.</li> </ul> <p><i>Multigrade training</i></p> <ul style="list-style-type: none"> <li>120 teachers from 50 multigrade pilot project schools trained through 6 days training programme.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>8 day residential training for English teachers of class V held under which 4786 teachers from all three districts were trained.</li> </ul>	<ul style="list-style-type: none"> <li>Training on multigrade issues initiated at cluster level.</li> <li>Vidya upasaks (para teachers) trained through 21 days on training module.</li> <li>District specific training conducted on hard spots identified in different content areas, science kits, SIM for maths.</li> <li>37 RPs and 1643 teachers trained on school readiness and use of library books.</li> <li>About 7500 teachers have undergone atleast 15 days of training.</li> <li>Volunteer teachers (now regularised) were given a condensed course of 90 days.</li> <li>Training of RPs and MTs on new class I textbooks initiated.</li> </ul>	<ul style="list-style-type: none"> <li>All the S.I.s of schools, Headmasters of UP schools of 16 DPEP districts have been trained about educational management, focussing on method of classroom transaction, learners' evaluation, school visit programme, onsite academic support, cluster/block level sharing meetings and community participation.</li> <li>Six members of CTT have been exposed to National Resource Enrichment Programme of TSG.</li> <li>Six members from CTT, DRG, BRG attended TSG's workshop on Multigrade teaching at Rishi Valley Pilot Projects formulated to be carried out in Solangir, Gajapati and Kalahandi districts.</li> <li>Training module for transacting tribal primer has been finalised for three languages (i.e. Saora, Kuvi &amp; Juang)</li> <li>Training package for training of teachers in</li> </ul>	<ul style="list-style-type: none"> <li>Four round of teacher training in DPEP-II and second round in DPEP-III has been further decentralised to cluster level. Series of one day trainings has started in Feb. 2002. Focus is on use of teacher handbooks &amp; multigrade techniques in live school/classroom environment.</li> <li>In the first round of motivational training 'Shikshakodaya' 51236 teachers are trained in 18 districts.</li> <li>In second round residential trainings 'Sabal' 53160 teachers were trained in 22 districts.</li> <li>The third round training 'Saadhan' 106324 teachers of 54 districts were trained. Cascade model followed for training: SRG to MTs to TOTs who conducted</li> </ul>	<ul style="list-style-type: none"> <li>KRP training on Module - I in phase II districts.</li> <li>Training of teachers on Module I for phase II districts</li> <li>Teachers training on 2<sup>nd</sup> Module (6 days) for phase I districts.</li> </ul>	<ul style="list-style-type: none"> <li>47603 teachers have been trained through the second round of 10 days training programme (Ujala II)</li> <li>5 days subject specific training started.</li> <li>Till date 61274 teachers have been trained through the first round of 10-day training programme (Ujala I).</li> </ul>	<ul style="list-style-type: none"> <li>9 days induction training given to 29782 teachers.</li> <li>Training modules primary school teachers finalized.</li> <li>Training need assessment study for primary school teachers completed.</li> <li>Workshop organised to assess/finalise the training needs for DPC, BRCF, RPs at BRC and CRCF.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p>analysis by teachers on the factors influencing parents and children in achieving UEE in Andhra Pradesh" shared with DRGs.</p> <ul style="list-style-type: none"> <li>• During 2001-02 Training Programme on UEE has been conducted.</li> <li>• 112 of Key Resource Persons Trained.</li> <li>• 2280 District Resource Persons Trained</li> <li>• 138147 teachers Trained</li> <li>• Workshops for development of module on UEE</li> <li>• KRP Training on "Role of Teacher in achieving UEE"</li> <li>• Review meeting on UEE Training</li> <li>• Analysis of UEE formats</li> </ul>			<p>the expansion districts has been developed.</p> <ul style="list-style-type: none"> <li>• Almost all categories of primary school teachers, S.I. of schools, CRC coordinators, headmasters have been exposed to the four rounds of teacher training programme.</li> </ul> <p>1<sup>st</sup> round: 23,602 trs.  2<sup>nd</sup> round: 28,243 trs.  3<sup>rd</sup> round: 29,530 trs.  4<sup>th</sup> round : 29, 850 trs.</p>	<p>training at BRC.</p> <ul style="list-style-type: none"> <li>• In DPEP III the first round of teacher training (non-residential in nature) 80482 out of 110164 teachers have been trained.</li> </ul>			

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• Issues for DRP orientation :</li> <li>• Improving quality in schools.</li> <li>• Reducing the dropout rate</li> <li>• Improving classroom practices</li> <li>• Lang. &amp; Math teaching etc.</li> <li>• The components of module on UEE are:               <ul style="list-style-type: none"> <li>• Achieving UEE</li> <li>• Approaches to Telugu,</li> <li>• Maths, EVS</li> <li>• All round development of the child</li> <li>• Songs of Primary level</li> </ul> </li> </ul>	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> <li>• The training focuses on the transaction of the newly developed competency based textbooks for class III.</li> </ul> <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> <li>• Orientation on pronunciation of local words and also on local glossary.</li> <li>• To acquaint them with MLLs and activity based joyful method of teaching.</li> </ul> <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> <li>• Focuses on methods and techniques related to Multigrade Teaching.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>• Acquiring proficiency in English language.</li> </ul>	<p><i>Vidya sahayak training</i></p> <ul style="list-style-type: none"> <li>• The 21 days training addresses context, multigrade classroom demonstration.</li> <li>• Training on school readiness</li> <li>• Focus was on school readiness, activity based teaching and use of TLM.</li> </ul>		<ul style="list-style-type: none"> <li>• The second round of training focuses on 'pedagogy'. The training module 'Sabal' is development and used.</li> <li>• The third round of training in DPEP-II focussed on effective use of new textbooks in proving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. Training module 'Saadhan' has been used.</li> <li>• An independent feedback study of teacher training inputs under DPEP-II has been conducted. Its findings have been used to improve the IV round of teacher training in DPEP-II &amp; second round in UPDPEP-III.</li> <li>• In DPEP-II &amp; III, fourth and second rounds of trainings are in continuity to the earlier rounds of teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning process and psychology of learning.</li> <li>• The universal grammar already in children</li> <li>• What is meant by science. what is Mathematics and its learning process.</li> <li>• Ensure understanding and growing skill through repeated and improved application of knowledge.</li> <li>• New pedagogy of child centered, activity based and joyful teaching learning process.</li> <li>• Understanding the immense potential children.</li> <li>• Place of error in the process of learning.</li> <li>• How Language is learnt by children.</li> <li>• The power of observation and experiencing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days training focuses on different subject areas i.e. Hindi, Maths and EVS.</li> <li>• In the second round special focus was on classes 3-5.</li> <li>• The focus is on the following- motivational aspects, attitudinal change, school management, MLL, Lang. Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</li> </ul>



ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>Advisory committee and editorial board constituted for class 4 textbook. 4 books in all will be printed.</li> <li>Review of class 1 &amp; 2 textbooks initiated.</li> <li>Mobile library programme initiated at block level.</li> <li>Resource materials to supplement class 1 integrated textbooks distributed to all schools.</li> <li>Learning book 'Sikan Pathi' for MGT schools for all primary classes and all subjects (part I) ready for printing. The second part of class II is also ready for printing.</li> <li>Resource material for activity based teaching for all subjects in class III&amp;IV has been developed (in two parts) to supplement the existing textbooks.</li> </ul> <p><i>Emerging issues</i> The teacher training and textbook development processes have not been in tandem. There is too much focus</p>	<ul style="list-style-type: none"> <li>Textbooks of class I, II &amp; IV have been reviewed, revised and enlarged wherever necessary.</li> <li>Textbooks for class V developed a fresh and introduced.</li> <li>Teachers handbook class II for English developed.</li> <li>A module on Teaching Learning Materials has been prepared for the benefit of teachers and educational supervisors.</li> <li>Class V book introduced in DPEP districts.</li> <li>English textbooks for classes I + II introduced in all schools of DPEP districts.</li> <li>Class IV textbooks introduced in all the schools.</li> <li>Teacher's handbook for class IV has been published.</li> <li>Three day's teleconferencing on use of textbooks was organised in collaboration with IGNOU and ISRO.</li> </ul>	<ul style="list-style-type: none"> <li>Draft books developed for class V and are being trialled in a block in Mandya district.</li> <li>Activity based textbooks cum workbooks and teachers guides introduced for class I-IV in Kannada, Urdu, Telugu, Tamil and Marathi.</li> <li>'Kali Nali' bi-monthly teachers magazine and a monthly wall paper for children is being published by the SPO. Districts have initiated processes to develop similar materials.</li> <li>Seven module film for training teachers, VEC members and administrators has been completed, and also training conducted using these films at the BRC level with cascade mode and also by SATCOM.</li> <li>Printing and supply of Activity cum work books for children of Standards I to IV in Kannada, Urdu,</li> </ul>	<ul style="list-style-type: none"> <li>Developed printed and distributed to all schools pedagogically designed Visitors Book for schools called 'School/Saw'.</li> <li>Developed, printed and distributed Headmasters Planners to all headmasters.</li> <li>Developed 'Ente Kuttikal' a track report for recording continuous and comprehensive evaluation for std I -IV.</li> <li>Developed a resource book for Pedagogic park.</li> <li>Class specific parents handbook developed and distributed to all parents.</li> <li>District level book exhibitions organised with support from NBT.</li> <li>Headmasters selected and purchased books from the 2000/- library grant.</li> <li>The project districts have developed some reading materials for Arabic children to be used in Reading corners.</li> <li>Developed 3 monographs on pedagogical interventions of DPEP, based on the new primary pedagogy.</li> <li>DPEP developed teacher's handbooks and self-learning materials for students as part of SLAP. The material has been</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks for classes I to V on Integrated Learning Material (ILM) developed and implemented in 2001-02.</li> <li>All textbooks translated into Urdu, English &amp; Marathi.</li> <li>Books on English for classes I to VI developed for session 2002-2003.</li> <li>Booklet on Quality Education, Evaluation process and monthly division of curriculum developed.</li> <li>All 8 series of textbooks of AS approach revised for 2000-01.</li> <li>Supplementary material for tribal students of Jhabna prepared.</li> <li>Action initiated for developing SLM for better classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of English introduced from Class I from June, 2000.</li> <li>'SARAS 2000' is the programme undertaken by TBB to improve the textbooks and make them more effective, attractive, life and activity oriented. Revised editions for class 1,2,3 textbooks have been published. Feedback being collected on class 4 &amp; 5 textbooks.</li> <li>The textbooks for std. II and III being revised on the basis of feedback in the previous year.</li> <li>Teachers handbook on SLM in Language and Maths for Std. I developed by SCERT, Pune distributed to all DPEP districts.</li> <li>Work for Std. II SLM is completed by SCERT, Pune.</li> <li>First edition of textbooks for std IV and V has been published. Feedback being collected.</li> <li>Compendium of Self-Learning Activities for lang and maths for class II has been developed and tried out by MSCERT. The process of printing has been initiated.</li> </ul>	<ul style="list-style-type: none"> <li>Revised textbooks for std II &amp; III introduced during 2001-2002</li> <li>Minority language textbooks in Telugu, Urdu, Malayalam &amp; Kannada prepared for stds. II, III, IV, V.</li> <li>Audio video cassettes prepared by DPEP on classroom teaching and learning materials have been distributed to all the schools and BRCs.</li> </ul>

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>on developing resource materials and workbooks. Need and efficacy for such material needs to be tested.</p>	<p><i>Emerging issues</i> Though new integrated textbooks with a holistic approach have been introduced more efforts are needed to sustain it in the field.</p>	<p><b>Tamil and Marathi medium has been completed.</b></p>	<p>introduced on trial, in two schools of gram panchayat and schools of municipality.</p> <ul style="list-style-type: none"> <li>• Developed school visit diary.</li> </ul> <p><i>Library</i></p> <ul style="list-style-type: none"> <li>• <b>Conducted an exhibition of child-friendly books in all districts for utilising library grant.</b></li> <li>• <b>TLM guidelines have been given to all.</b></li> </ul>			

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<ul style="list-style-type: none"> <li>Academic calendar has been printed and distributed to schools.</li> <li>Workshop to edit &amp; finalise class III Mathematics textbook</li> <li>DTP copy of class III Maths is ready</li> <li>Induction workshop to revise Urdu textbooks Class-I and II Maths Class III, IV and V Urdu Readers</li> <li>DTP copy of class II Mathematics (Urdu medium) ready</li> <li>Revision of class III, IV &amp; V Urdu readers complete and under editing</li> </ul>	<ul style="list-style-type: none"> <li>Content based supplementary material distributed to schools in tribal areas.</li> <li>Textbooks for class 1, 2 &amp; 3 introduced in all schools of DPEP districts.</li> <li>English work books 1, 2 introduced in all schools of DPEP districts.</li> <li>Awareness materials on MGT developed for the pilot project.</li> <li>Production of audio/video under way.</li> <li>Teleconferencing on TLM held for over 1500 teachers, BRCs, CRCs. A similar exercise undertaken on use of flash cards and English workbooks of class V.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for classes I, II &amp; III has been developed.</li> <li>Training on new class II textbooks for trialling underway.</li> <li>Math class III textbooks has been finalised. Other class III textbooks are at different stages of development.</li> <li>Orientation for class V textbook writers held.</li> <li>Final editing workshop for class I teacher's guide organized.</li> <li>Process initiated for selecting library books.</li> <li>Curriculum for classes IV - V in final stages.</li> <li>Trialling of new maths workbook containing supplementary (class I) material is over.</li> <li>Textbook banks and school libraries established in Kullu, Sirmour and Chamba.</li> </ul> <p><i>Emerging issues:</i></p> <ul style="list-style-type: none"> <li>Close linkage needs to be established between the process of teacher training programs (activity based</li> </ul>	<ul style="list-style-type: none"> <li>Eight new textbooks on activity-based approach for classes IV-V have been developed.</li> <li>The six textbooks developed for class I to II have been reviewed and are being introduced in the state from the next session.</li> <li>Self-learning materials in Saora language and Tribal-Oriya conversation charts have been developed for non-tribal teachers.</li> <li>Six bi-lingual primers for tribal children (in Saora, Bonda, Koya, Kuvi, Juang &amp; Kui) have been developed and are being introduced in tribal dominated schools.</li> <li>Teachers handbooks on tribal primers have been developed.</li> <li>Six teachers' handbooks (one for each textbook)</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for primary classes (I-V) has been revised, printed and distributed to all primary schools, CRCs, BRCs and DIETs.</li> <li>Teacher guides based on these new textbooks were developed, printed &amp; distributed, one set each to all primary schools, BRCs &amp; DIETs for use of teachers.</li> <li>Textbooks in English for class III-V are being developed by English Language Teaching Institute (ELTI), Allahabad of SCERT in the bilingual approach of teaching English</li> </ul>	<ul style="list-style-type: none"> <li>Process initiated to set up libraries in schools under the link library programme.</li> <li>Class I &amp; II textbooks on language and mathematics revised and distributed to each student of class I</li> <li>Draft text books of class III &amp; IV are being reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I &amp; II language books in Hindi, Urdu &amp; Bangla, class I, II, III, IV &amp; V, Maths in Hindi, Urdu &amp; Bangla, EVS Social Science class III and EVS Science class III in Hindi, Urdu &amp; Bangla)</li> <li>Manuscripts developed and sent for print, language class IV &amp; V in Hindi, Urdu &amp; Bangla, EVS Social Science &amp; Natural Science Class IV &amp; V in Hindi, Urdu &amp; Bangla.</li> <li>Manuscripts have been developed of the following and are under print; <ul style="list-style-type: none"> <li>Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption.</li> </ul> </li> <li>Three textbooks developed and printed and are under trial. These are : Hindi III, Urdu-III &amp; Bangla-III.</li> <li>A teacher guide TLM by the name of "Sikhana Asan Hai" - developed, printed &amp; distributed to every teacher in the project districts for use.</li> </ul>	<ul style="list-style-type: none"> <li>Workbook for class I &amp; II under print.</li> <li>Bal sahitya published by CBI, NBT circulated to identified schools and centres.</li> <li>Teacher guide (Prabhat), teacher support material (Sankalan) developed and circulated among all teachers.</li> <li>Newly developed curriculum by SCERT being circulated to schools.</li> <li>Shivam - book on TLM circulated to all the schools.</li> <li>New textbooks for classes I &amp; II introduced in: July 2001.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
		<p>classroom practices) and the writing of textbooks.</p>	<p>have been developed for activity oriented classroom transactions.</p> <ul style="list-style-type: none"> <li>An user-friendly handbook on learners' evaluation 'MULYAYANA' has been developed for teachers.</li> <li>Supplementary reading materials for children and teacher in kind of 223 books have been developed &amp; circulated.</li> <li>The periodical newsletter 'Aroha' is being regularly printed regularly.</li> </ul>	<p>language.</p> <ul style="list-style-type: none"> <li>Textbooks for classes 1-5 have been revised and introduced in primary schools across state.</li> <li>'Indradhanush' (supplementary reading material) developed in UP BEP distributed to 2 DPEP II &amp; III districts school distribution going on.</li> </ul>			

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>Block level core group draws up monthly plan for monitoring support to teachers.</li> <li>Two state level resource groups formed for textbook development and teacher training at SCERT. District and block level resource groups have been formed.</li> <li>State Resource Group re-structured by State Academic Resource Centre.</li> <li>Block level Resource Group and Cluster Level Resource Group have been formed in nine DPEP districts to provide support to the teachers in preparation of TLM, making field visits and guiding the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>A state resource group was constituted for textbook development, includes teachers selected through a test, block and district personnel and NGO representatives.</li> <li>State resource group was constituted to facilitate the state level TLM workshop. There are plans to constitute district teams for the follow-up activities of this workshop.</li> </ul>	<ul style="list-style-type: none"> <li>SRG has been constituted.</li> </ul>	<ul style="list-style-type: none"> <li>Conducted SRG training in story telling.</li> <li>DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principal of DIET and regularly undertakes the academic monitoring and planning.</li> <li>Conducted orientation for SRGs of SLAP for conducting teacher training.</li> <li>New state resource group consisting of 79 members has been constituted with representation from all 14 district.</li> <li>At the district level DIET faculty is a permanent feature of DRG. Other teachers, BRC coordinators are identified and come as members as per need.</li> <li>School resource groups have been constituted. They meet regularly. The School Resource Group convenors have been trained.</li> </ul>	<ul style="list-style-type: none"> <li>SRG have 55 members, DRG 328 while Master Trainers in the districts to give academic support at the block level are 7904.</li> <li>SRG, DRGs and MTs have been oriented from time to time for giving academic support at the district, block and cluster level.</li> <li>State Academic Coordinator in place.</li> <li>SRG and DRGs have been formed in all districts under 'Quality Watch'</li> <li>SRG &amp; DRGs responsible for textbooks &amp; SLM.</li> </ul>	<ul style="list-style-type: none"> <li>The textbook bureau has state resource groups called "Vidya Samiti" and "Vishay Samitee". These committees are involved in textbook development and quality control through feedback on basis of which textbook are revised.</li> <li>Need based SRG constituted on MGT, IED etc.</li> <li>DRGs have been constituted.</li> <li>Resource groups at state and district level are involved in policy formulation, material development and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>An SRG consisting of teachers, DIET faculty, members from DTERT and SPO and BRC and CRC faculty had been formed for textbook development</li> <li>At the state level there is a resource group for multigrade teaching and district level resource groups have been formed for the same.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>Resource Groups formed in place of academic groups.</li> <li>SRG comprises SPO/SCERT/SIET/IASE/CTE/experts from other institutes 35 members.</li> <li>DRG has 50 members.</li> <li>MRG has 8 members.</li> <li>All resource group will provide training in all areas – TT, SC, ECE, VV etc.</li> <li>A training of DRG &amp; MRG conducted at district level.</li> <li>Activity bank prepared by SRG circulated upto MRP level.</li> <li>Academic support schedule developed at state level implemented in 19 districts. This schedule serves as an observation tool for MRPs in monitoring classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>The SRG constituted for textbook renewal process consists of NGO representatives, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya.</li> <li>District Resource Groups have been constituted for multigrade teaching and for providing academic support.</li> <li>Constitution of BRG and CRG is underway.</li> </ul>	<ul style="list-style-type: none"> <li>Capacity building of DRG &amp; BRG on classroom processes initiated.</li> <li>DRGs have been established.</li> <li>Capacity building of CRG initiated.</li> <li>An SRG for pedagogy exists but it is being redefined. It is proposed to include DIET and SCERT faculty members, representatives from NGOs, persons from outside the state.</li> <li>A cluster resource group has been constituted of identified primary school teachers having expertise in language, maths or EVS.</li> </ul>	<ul style="list-style-type: none"> <li>A team of resourceful members drawn from DIETs, Primary Schools and Resource Coordinators have been identified at the State level as Core Trainer Team(CTT).</li> <li>District Resource Groups drawn from DIETs &amp; teachers from primary schools (10 to 15 members in each district) have been formed to conduct training, monitoring and sharing activities.</li> <li>Block Resource Groups (8 to 10 members) with resourceful teachers in each of the 87 blocks have been functioning in the areas of teacher training, monitoring, providing onsite support .</li> <li>A special intensive monitoring programme 'AHWAN' conducted in two phases during 2000-2001.</li> </ul>	<ul style="list-style-type: none"> <li>District &amp; Block level MT's developed over each round of teacher training (totaling about 20-25 persons per block) are being used for training of teachers in IVth / IIInd round in live school situations.</li> <li>SRG (about 1300 in all) are supervising &amp; monitoring the decentralized process of teacher training in clusters.</li> <li>SRG has developed IIIrd round of teacher training &amp; trained MTs.</li> <li>Zonal workshops for capacity building were organised for district teams who in turn, oriented the block level functionaries towards academic support and supervision system.</li> <li>Academic Resource Groups of DIETs have been strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>State working group on pedagogy in position</li> <li>SWG visiting districts to support DRGs and CLRCs.</li> <li>DRG on Pedagogy developed in each District</li> <li>DRG meeting held regularly, undertaking follow-up of programs.</li> </ul>	<ul style="list-style-type: none"> <li>Pedagogical Improvement unit at SPO is working in close association with SCERT.</li> <li>Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit.</li> <li>The DRG are functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc.</li> <li>Block and cluster resource groups have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>State Resource Group formed for all programs.</li> <li>Orientation meeting of SRG organised.</li> <li>DRG constituted in districts.</li> <li>Quarterly meetings being held.</li> </ul>

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 27 BRC coordinators and 414 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 29 BRC coordinators and 562 CRC coordinators are in position. 23 CRC positions vacant.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 28 BRC Co-ordinators and 235 CRC Co-ordinators are in position. 31 CRC positions vacant.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 20 BRC ( BEOs) &amp; 221 CRC Co-ordinators are in position.</li> </ul> <p>5 BRC position vacant &amp; 56 CRC position vacant.</p> <p><i>Emerging issue</i></p> <p>No separate full time person has been appointed as a BRC coordinator in Phase II due to which it becomes difficult to initiate academic activities in the block.</p>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Out of 40 BRC coordinators 32 are in position.</li> <li>• Out of 200 BRC faculty, 103 are in position in DPEP - I.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 56 BRC coordinators in position out of 56.</li> <li>• Out of 360 BRC faculty, 239 are in position in case of DPEP-II.</li> <li>• 798 CRC co-ordinators are in position.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientated Educational Officers and BRCs &amp; DPCs in new pedagogy and monitor classroom/school activities.</li> <li>• Distributed a trainer's bag to all trainers of the BRCs.</li> </ul> <p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Out of 476 planned, 439 BRC staff in position.</li> <li>• 368 CRC secretaries are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• Out of 492 planned 442 BRC staff in position.</li> <li>• 322 CRC secretaries are in position.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Against 120 posts of BRC coordinators 114 are filled.</li> <li>• Against 120 posts of BRC accountants, 97 are filled.</li> <li>• All 2109 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• Against 116 BRC coordinator positions, 114 are filled.</li> <li>• Against 116 posts of BRC Accountants 108 are filled.</li> <li>• All 2216CRC coordinators are in position.</li> </ul>	<ul style="list-style-type: none"> <li>• All BRCs are functional with coordinators in position in all districts.</li> <li>• Appointment of BRCs subject experts in Phase II districts completed.</li> <li>• The role of BRC coordinators has been defined.</li> <li>• All 639 CRCs with coordinators are functional and monthly meetings held regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared BRC Manual.</li> <li>• Prepared CRC Manual.</li> <li>• Prepared Module for school based training.</li> <li>• Documentary films on Training of CRC &amp; BRC prepared.</li> <li>• Satellite based interactive training program given to 700 CRC staff.</li> <li>• 48 BRC coordinators and 180 teacher educators are in position 702 CRCs coordinators and assistant coordinators have been nominated. There are 60 vacancies in the BRCs in phase I.</li> <li>• 29 BRC coordinators and 92 teachers educators are in position. 321 CRC coordinators and assistance coordinator have been nominated. There are 15 vacancies in BRCs.</li> </ul>

*Selection Procedure and Capacity Building*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Recruitment was done from among the primary school teachers through open selection process including tests and workshops</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Phase II BRC Co-ordinators have been given orientation training of 6 days at state level. CRC Co-ordinators were given 5 day orientation at state level and 5 day at district level</li> <li>All CRC coordinators and Headmasters of the identified model school underwent a five day training at the district level on the concept &amp; nature of activities that can be initiated in a model school.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Mostly, secondary school teachers have been appointed as BRC Co-ordinators in phase-I districts. In phase II, BEOs are working as BRC Co-ordinators.</li> <li>Selection of CRC Co-ordinators in phase-II was done through an open test cum workshop</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>All the CRCs of phase-I &amp; II recently underwent a 5 days training programme. The focus of the training programme was on the roles and functions of CRCs besides also orienting them on the new textbooks of classes I and II.</li> <li>The state plans to hold quarterly training programmes for the CRC coordinators on different pedagogical issues depending upon the emerging need.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>BRC co-ordinators oriented to their role.</li> <li>40 BRCs in phase I were identified and trained to orient the new faculty of second phase.</li> <li>Material on 'Multigrade Teaching' has been developed for SATCOM.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>137 Resource Persons from the North-East region of Karnataka were trained at Regional Institute of English (RIE), Bangalore in English Teaching.</li> <li>'CHAITHANYA' – a new package developed for training of teachers, which is being used in BRCs, with funding from the Department of Public Instruction.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>High school head masters as coordinators &amp; high school teachers as resource persons were appointed at the BRC.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Meeting held between state project office and trainers at BRC.</li> <li>Conducted orientation of Educational Officers &amp; BRC coordinators in two project districts.</li> <li>Each BRC is conceptualising its own pedagogic park. Rs. 50,000/- have been sanctioned to each BRC for this purpose.</li> <li>Nature of school visits by trainers has changed. Instead of an one-day visit the trainer will provide continuous support for 3-4 days to identify needy schools.</li> <li>10 days school placement programme "Kalari" for all trainers in identified needy schools organised.</li> <li>BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation of TLM in a series of workshops organised by SPO.</li> </ul>	<p><i>Selection Procedure</i></p> <p>BRC coordinators selected from the education tribal department and also on contract basis. CRC coordinators are being identified as per approval of DIETs, from primary school teachers only.</p> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>A 3 days "Jagrook Jan Shikshak" training held.</li> <li>A 20 day training on ILM given to Jan Shikshaks of all DPEP phase I and II districts.</li> <li>One day Quality Watch-II training on methodology of monitoring Evaluation &amp; Research (MER) given to DPCs, BRCCs &amp; Jan Shikshaks.</li> </ul>	<p><i>Selection Procedure</i></p> <p>Coordinators and resource persons are recruited on seniority basis from graduate teachers. <i>Capacity building</i> BRC personnel has been trained on their job charts. Comprehensive capacity building strategy for BRCs &amp; CRCs has been chalked out to strengthen their networking with schools.</p>	<p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Training to BRC supervisors and AEOs in 7 DPEP phase I/phase II districts.</li> <li>One day training for all the CRC coordinators in phase I and II districts.</li> </ul>



ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• Out of 508 posts of MRPs in 5 phase I districts 448 have been filled. In 14 phase - II districts, out of 1468 posts, 1441 have been filled.</li> <li>• 1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional</li> <li>• 199 Mandal Education Officers (MEO) trained in phase I districts.</li> <li>• 503 MEOs trained in phase II districts.</li> </ul>	<ul style="list-style-type: none"> <li>• 23 BRCs and 482 full-time CRCs are in position in all the DPEP districts.</li> <li>• 23 Additional BRCs (ABRCs) are in position (in all districts)</li> <li>• 32 CRCs are not working full-time in Banaskantha district; additional charge has been given to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Full time 32 BRC coordinators and 230 CRC coordinators (on deputation) are in position.</li> <li>• 1 BRC &amp; 169 CRC positions still vacant.</li> </ul>	<ul style="list-style-type: none"> <li>• 890 CRC coordinators are in position.</li> <li>• 87 BRC coordinators are in position</li> </ul>	<ul style="list-style-type: none"> <li>• SIEMAT has developed &amp; disseminated a financial handbook for BRCs &amp; NPRCs. It has also developed a ready reckoner for BRCs on their role in line with Academic Support System &amp; Govt. orders.</li> <li>• 253 BRCs and 250 ABRCs position in DPEP-II.</li> <li>• 2411 NPRCs are in position in DPEP-II.</li> <li>• In DPEP-III districts 371 BRC coordinators 736 Asstt. Coordinators and 3529 NPRC coordinators have been selected.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up.</li> <li>• 3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. All RTs are in position.</li> <li>• SI of schools of the concerned circle are the Circle Project Coordinators (CPC).</li> </ul>	<ul style="list-style-type: none"> <li>• 466 Block Resource persons are in position. (3 at each centre)</li> <li>The BEO is the BRC Co-ordinator.</li> <li>• 1895 CRCs(not full time) in position.</li> </ul>	<ul style="list-style-type: none"> <li>• 84 BRCs and 1041 CRCs are in position in phase I.</li> <li>• 49 BRCs and 678 CRCs established in phase II.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• Training module developed for MEOs for the first time.</li> <li>• Experienced Primary/Secondary teachers are recruited through a test followed by an interview at district level.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc.</li> <li>• These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• For ABRC, candidates were selected in response to an open advertisement; a merit list was prepared for each district, and personal interviews were held.</li> </ul> <p><i>Orientation:</i></p> <ul style="list-style-type: none"> <li>• Training on use of telematerial for English teaching.</li> <li>• Achievement test conducted for 90 CRCs based on which future interventions were planned.</li> <li>• 3 day state level media and documentation workshop to develop the communication skills of BRCs, Addl. BRCs and CRCs.</li> <li>• For BRCs and CRCs, each district had conducted a 3-day workshop where a review of their work was undertaken; ideas regarding their strengthening were also discussed.</li> <li>• 3 day capacity building workshop for BRC-CRC coordinator on video script writing of hardspot in language, maths and EVS.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity building of centre coordinators on child centred activity based pedagogy.</li> <li>• JBT teachers with five years of teaching experience were selected on the basis of BPEO (Block Primary Education officer) recommendation.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• Identified BRC-CRC coordinators participated in the national level resource enrichment programme</li> <li>• No separate training for CRCs. However a teleconferencing on roles and functions of CRCs was done in Feb 2000.</li> <li>• Capacity building programme for CRC &amp; BRC coordinators to develop school improvement plans with teachers has been initiated in one block of Chamba.</li> </ul> <p><i>Emerging Issues</i></p> <ul style="list-style-type: none"> <li>• There has been a large turn over of BRC and CRC personnel in the past six months.</li> <li>• While CRCs are undertaking school visits the system of monthly meetings with teachers has not been operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary school teachers were recruited as BRC co-ordinators through an open selection procedure. The participants underwent a written and situational test.</li> <li>• Matriculate teachers with a minimum of 10 years of experience have been recruited as CRC coordinators.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• All newly appointed BRC-CRC coordinators &amp; SIs have been trained.</li> <li>• All BRCs have already received orientation. The focus was on roles and functions of BRCs sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc.</li> </ul>	<ul style="list-style-type: none"> <li>• BRC, NPRC-coordinators are being imparted training on financial management of resource centres by SIEMAT/DIETs.</li> <li>• In all districts primary school head teachers recruited as NPRCCs and BRCs through an open test cum workshop at the DIET.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• Three rounds of teacher training conducted for teachers, ABSAs, NPRCCs &amp; BRCs.</li> <li>• A publication named 'Samvet' is circulated to BRC &amp; CRC.</li> <li>• To strengthen DIET-BRC-CRC linkages, 3 day trainer's workshops have been organised for district team comprising of BRC, CRCC and DIET faculty members.</li> </ul>	<ul style="list-style-type: none"> <li>• The SI/S had been identified in circle project coordinators for CLRCs.</li> <li>• Three primary teachers have been selected as resource teachers at CLRC.</li> <li>• Each VEC covered twice a month by Noon time Workshop and each teacher is covered twice a month by afternoon Workshop.</li> <li>• The RTs had been selected on experience, performance and quality basis.</li> </ul> <p><i>Major Activities of CLRC</i></p> <ul style="list-style-type: none"> <li>• Noon workshops are for VEC members</li> <li>• Afternoon workshops are for teachers to work on pedagogical issues including classroom transaction and development of activities and TLM of new kinds.</li> <li>• Each VEC covered twice a month by noon time workshop and each teacher is covered twice a</li> </ul>	<ul style="list-style-type: none"> <li>• 10-15 good primary school teachers were identified in each block, during the programmes of teacher training.</li> <li>• Resource persons were short listed for appointment as BRC resource persons. CRC Co-ordinators are selected during teacher training programmes by teachers.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• 3322 CRCs have already been trained.</li> </ul> <p><i>Emerging issues</i></p> <ul style="list-style-type: none"> <li>• The CRC coordinator is not a full time person due to which regular onsite academic support to teachers becomes difficult.</li> </ul>

				<ul style="list-style-type: none"> <li>• A seven day training has been organised for BRC-NPRC coordinators in DPEP III.</li> </ul>	<ul style="list-style-type: none"> <li>• Each school and each VEC are being monitored by RTs/CPCs once in a month. School visit is being held regularly.</li> <li>• Field level data are being compiled at CLRC level and being used for planning &amp; monitoring.</li> <li>• RTs are holding Afternoon Workshops.</li> </ul>	
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Strengthening of DIETs

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
			<p><b>Strengthening of DIETs</b></p> <ul style="list-style-type: none"> <li>• DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principal of DIET and regularly undertakes the academic monitoring and planning.</li> </ul> <p><b>DIET Capacity Building</b></p> <ul style="list-style-type: none"> <li>• Developed three monographs on pedagogical interventions of DPEP, two of which were on theoretical basis of the new primary pedagogy. Trainers and faculty members of DIETs will be trained using this materials during this year.</li> </ul>	<p><b>DIET Capacity Building</b></p> <ul style="list-style-type: none"> <li>• One day Quality Watch-II training on methodology of monitoring Evaluation &amp; Research (MER) given to DIET personnel.</li> </ul>		

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p><i>Institutional Development</i></p> <ul style="list-style-type: none"> <li>Rs. 25,000/- released to each DIET towards purchase of Library books.</li> <li>The amounts allocated in AWP &amp; B of 2001-02 for strengthening of DIETs is being released.</li> </ul> <p><i>Involvement of DIET staff</i></p> <ul style="list-style-type: none"> <li>DIET faculty members monitoring all the Primary Schools in two mandals in each districts and providing on job support to teachers.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>Methodologies of teacher training</li> <li>Action Research Methods</li> <li>Problems and issues of gender and tribal child education.</li> <li>Training programmes/exposure visits to other states for DIET staff is planned.</li> <li>Organization of Teleconferences</li> <li>Pedagogy</li> <li>Institutional Planning</li> <li>Micro planning, Using Audio Visual Equipment</li> <li>Training of newly appointed DIET Lecturers conducted on child-centred pedagogy.</li> </ul>			<p><i>Institutional Development</i></p> <ul style="list-style-type: none"> <li>Rs. 4.70 lakhs provided to each of the 5 DIETs in DPEP districts for development of Library, Laboratory, Documentation system.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>All 165 faculty members of all 13 DIETs have been trained in collaboration with SCERT, Orissa,</li> <li>DIET faculty members have also been oriented on educational management, conducting action research and organisation of tele-conference.</li> </ul> <p><i>DIET involvement</i></p> <ul style="list-style-type: none"> <li>Faculty members of DIETs are involved in DPEP in the areas of Teacher training, Monitoring programme, development of AWP &amp; B and action research.</li> </ul>				

## Phase-I

## Staffing Position of DIETs, BRC &amp; CRC

State	DIET			BRC resource persons / Co-ordinators			CRC		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	77	48	62	27	26	96.3	418	414	99
Haryana	55 + 21	43 + 15	78	28	25	89.2	266	235	88
Karnataka	100	78	78	240	135	56	339	339	100
Kerala	59	53	90	476	439		380	368	
Madhya Pradesh	1802*	1293*	72	240	211**	88	2109	2109	100
Maharashtra	130	115	88.4	238	223	93.70	639	634	99.21
Tamil Nadu**	88	72	82	288	262	91	-	702	-

\* includes both academic and non-academic posts of MP which are not funded under DPEP.

\*\*only 2 BRCC posts vacant in phase II districts. Alternative arrangements have been made by the districts on the vacant posts.

Note - Planned column shows the number of posts sanctioned.

**Staffing Position of DIETs, BRC & CRC**

State	DIET staff			BRC resource persons / Co-ordinators			CRC Staff		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	104	81	78	29	26	89.6	585	562	96
Haryana****	86 + 18	70 + 15	82	27	20	74	277	221	80
Karnataka	175	150	85.71	432	295	68	798	798	100
Kerala	63	55	87	492	442	90	384	322	84
Madhya Pradesh	1802*	1293	72	232	222***	95	2216	2216	100
Maharashtra	104	90	86.5	312	291	93.26	561	541	96.43
Tamil Nadu**	66	57	86	136	120	88	-	321	-
Andhra Pradesh - I	136	91	67	508	448 MRPs	88			
II Expansion	397	206	52	MRPs***	1441 MRPs	98	Listed under BRC		
Districts				1468 MRPs					
Gujarat**	108	81	75	23	23	100	482	482	100
Himachal Pradesh	88 + 12	62 + 7	69.0	33	32	97	399	230	57.6
Orissa	125 + 10	91 + 10	75	87	87	100	1132	886	78
Uttar Pradesh Phase - II	425	184	43.3	510	503	98	2510	2411	96
Phase - III	650	322	49.09	1164	1107	95	3852	3529	91
West Bengal	NIL	NIL	NIL	NIL	NIL	NIL	650	-	
							CLRCs****		
							CPCs- 325	297	91.3
							RTs - 965	877	91
Bihar**	-	-	-	630	630	100	2476	2476	100
Rajasthan	28	28	100	84			1041		
Jharkhand				-	55(BRCC)	-	-	660	-
					170 (BRC RPs)				
Uttranchal	140	97	69	114	114	100	280	280	100

\* includes both academic and non-academic posts of MP which are not funded under DPEP.

\*\* only 2 BRCC posts vacant in phase II districts. Alternative arrangements have been made by the districts on the vacant posts. Note - Planned column shows the number of posts sanctioned.

**Teachers Appointment  
(Phase- I)**

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Assam	21,125	21,125	100.00	NIL	NIL	NIL
Haryana	8269	-	0.00	660	-	-
Tamil Nadu	28719	25708	91	1614	1606	95.5
Kerala	15690	15702	97	NIL	NIL	NIL
Maharashtra	62708*	58400*	93.13*	1899	1876	98.47
Karnataka	82815	78058	94.26	2270	2246	98.94
Madhya Pradesh	84650**	84650**	100.00**	-	-	-

\* Cumulative figures (Both for Phase I and Phase II)

\*\* Regular teachers + Para teachers



State	Number of teachers (Non-DPEP fund)		Percentage		Number of teachers appointed through DPEP funds		
	Planned	In position	Planned	In position	Planned	In position	Percentage
Assam	16740	10,492	NIL	NIL	NIL	NIL	NIL
Haryana	7596	7210	NIL	NIL	NIL	NIL	NIL
Tamil Nadu	12280	11436	157	153	157	153	98
Kerala	14788	14317	NIL	NIL	NIL	NIL	NIL
Maharashtra*	62708	58400	1487	1435	1487	1435	97
Karnataka	67784	63533	2867	2245	2867	2245	78.30
Madhya Pradesh**	68065	68065	-	-	-	-	-
Orissa	NA	31872	761	761	761	761	100
Himachal Pradesh	8495	7422	1616	1589	1616	1589	98
Gujarat	26308	21286	378	378	378	378	100
Andhra Pradesh	3316	3019	NIL	NIL	NIL	NIL	NIL
Phase-I	3969	612	88.94				
Phase-II			83.08				
Uttar Pradesh	75402	55692	4311	4311	4311	4311	100
DPEP-II	121739	103482	2156	2156	2156	2156	100
DPEP-III			85				
West Bengal	52134	47644	800***	NIL	800***	NIL	NIL
Bihar	5690	NA	100	100	100	100	100
Uttanchal	10603	8543	251	251	251	251	100
DPEP - III			80.5				

\* Cumulative figures (Both for Phase I and Phase II)

\*\* Regular teacher + para teacher

\*\*\* Proposed

**Para Teachers (Phase-I)**

State	Number of para teachers (Non-DPEP fund)			Percentage
	Planned	In position		
Assam (Phase I & II)	3143	3143		100.00
Haryana	3 1184*	- 0		0.00 0.00
Kerala	NIL	(Only temporary adjustment to fill up short term vacancies)		65.0
Madhya Pradesh	8798*	7482*		85*

\* Teachers appointed through DPEP funds

State	Number of para teachers (Non-DPEP fund)			
	Planned	In position		Percentage
Haryana	100	89		89.00
Madhya Pradesh	6704*	5713*		85
Himachal Pradesh	744	670		90.05
Gujarat	-	3391*		-
Andhra Pradesh	3514			0.00
	10021	8962		89.43
Uttar Pradesh	16776* (Shiksha Mitras)	9882 (Shiksha Mitras) recruited;		
	10231 (Shiksha Mitras)	3543 (Shiksha Mitras) recruited; (The rest are going to be recruited by VEC)		
Uttanchal	648	623 (Shiksha Mitras)		96

\* Teachers appointed through DPEP fund

**NEW STATES**

Coverage/Rounds/Cascade  
Phase IV

<b>PEDAGOGICAL IMPROVEMENT UNIT</b> <i>Teacher Training and Support Activities</i>	<b>CHHATTISGARH</b>	<b>JHARKHAND</b>	<b>UTTARANCHAL</b>
	<ul style="list-style-type: none"> <li>• <b>Training of Practitioners on the Action Research has been planned.</b></li> <li>• After the introduction of English from class I, one teacher from each school has been given one week's training based on the books and teachers guide prepared by Chhattisgarh SCERT.</li> <li>• Very soon training in English is proposed for all BRCC &amp; CACs to monitor the teaching properly.</li> <li>• State Academic group has been formed and had a meeting to discuss on academic issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No. of teachers trained in Ujala – I 25128</b></li> <li>• <b>Ujala-II 18402</b></li> <li>• <b>237 teachers have been imparted Ujala training in 2001-2002.</b></li> <li>• The overall plan and initiatives resemble those of Bihar, Teachers of Jharkhand were part of the training programme Ujala – I and Ujala – II of Bihar.</li> <li>• Ujala – I is a 10 days residential training teacher training programme focussing on children of class I and II.</li> <li>• Ujala – II is a 10 days residential training and covers the need of students of class III to V.</li> </ul> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <b>The focus is on the following-motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SRG &amp; DRGs have been constituted. District coordinators (Trg.) in place. All have been oriented and trained.</b></li> <li>• <b>The Principal, Vice principal, Senior Lecturer, Lecturer of DIETs, staff of SPO &amp; DPO were trained in ATI, Nainital under the training programme of DTS.</b></li> <li>• <b>Visioning and planning workshop for SRG was held in DIETs Roor-key and Bhimtal.</b></li> <li>• <b>Training on need identification of DIET &amp; district level functionaries on management issues conducted by NIEPA.</b></li> <li>• <b>Training programme on management development for DIET faculty &amp; district level functionaries.</b></li> <li>• <b>Conducted at Academy of Administration Nainital by NIEPA.</b></li> <li>• <b>8 days foundation training for BRCs &amp; NPRCc organised.</b></li> <li>• <b>State team oriented for pilot MGT project.</b></li> <li>• <b>190 master trainers trained for training for BRCs &amp; NPRCc.</b></li> <li>• <b>Mass in service teacher training programme included 8197 teachers. They were trained in the 1<sup>st</sup> round teacher training programme. It mainly focussed on new textbook (class I to V) developed under UPDPEP.</b></li> <li>• <b>Tools developed to monitor the achievement level and all round development of child administered in Pithoragarh district.</b></li> </ul>

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<p>Curriculum, Textbooks and TLM</p> <p><i>Classes covered / Nature of material &amp; process</i></p>	<ul style="list-style-type: none"> <li>Textbooks for class 1 &amp; 2, teachers guide for the same has been developed by the SCERT.</li> <li>TLM of EGS has been made state specific.</li> <li>To make children aware of the state, a special supplementary book in which lessons on the history, personalities and culture of state will be depicted.</li> <li>Modification on Textbooks has been carried out by the SCERT of Chhattisgarh state.</li> <li>Teacher's guide have been developed for class V.</li> <li>All textbooks and teacher handbooks have been translated into Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>No. of teachers who have received TLM grant Ujala 1 24367 Ujala 2 15137</li> <li>No. of textbooks distributed in 2001-2002 557518</li> <li>Pedagogical Improvement unit to be set up for revision of curriculum textbooks.</li> <li>The present curriculum, textbooks and TLMs are similar to those of Bihar.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum of the UPEFA reviewed and revised through curriculum development workshops at Almorah and Dehradun.</li> <li>The workshop for developing the curriculum tried an integrated approach to combine language, Mathematics and EVS in one textbook for class I &amp; for class 3, 4, 5 science and social studies are combined in one text book.</li> <li>Textbooks for classes I-V have been revised by UPEFA and introduced in primary schools across state.</li> <li>Training package literature development workshops organised to develop the training package on the hard spots in Maths, Language &amp; Social Science and the techniques were also developed to come out the Hard spots.</li> <li>Workshop conducted to develop need based, local low cost, self-development TLMs.</li> <li>To identify the hard spots in pedagogy and to deal with them a training package prepared in workshop held at DIET Dehradun in Jan - 2002.</li> </ul>
<p><i>State Resource Group &amp; District Resource Group</i></p>	<ul style="list-style-type: none"> <li>On the suggestion of the SRG, a meeting was arranged with the DIET principals &amp; a programme on School Improvement was initiated in the state.</li> <li>From each block 5-5 active teachers were identified as the Block Resource Group for future activities.</li> <li>SRG &amp; DRG for different subjects are being formed. State Academic Group has already started functioning.</li> </ul>	<ul style="list-style-type: none"> <li>SRG to be constituted.</li> <li>DRGs are already functional school/college teachers, NGOs, community members constitute the DRG.</li> </ul>	<ul style="list-style-type: none"> <li>SRG, DRGs &amp; BRGs have been constituted. Visioning and planning of workshops organised. Specialists of various fields of pedagogy are included in these group, who will assist in training programmers, curriculum revision &amp; developing training packages and monitoring.</li> <li>Regular meeting of these groups at different levels are held quarterly.</li> </ul>

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<p><i>Block Centre/Cluster Resource Centre</i></p> <p><i>Resource Resource</i></p>	<p><i>In phase I &amp; II</i></p> <ul style="list-style-type: none"> <li>• 132 BRCCs out of 134 are in position.</li> <li>• 1935 CRCCs out of 1941 are in position.</li> <li>• In non-DPEP district BRC buildings are proposed to be constructed.</li> </ul>	<p><i>Status and Staffing</i></p> <ul style="list-style-type: none"> <li>• No. of functional BRCs 55</li> <li>• No. of functional CRCCs 663</li> <li>• No. of CRCCs appointed and trained 624</li> <li>• Reflection meeting of CRCC at BRC 243</li> <li>• Subject Specific Trg. 330</li> <li>• BRCC meeting at DIET/DLO 33</li> <li>• 121 BRC resource persons in position</li> <li>• 655 CRCCs in position.</li> </ul>	<ul style="list-style-type: none"> <li>• In DPEP-III districts 38 BRC coordinators, 76 Asst. BRC Coordinators and 280 NPRC Coordinators have been selected.</li> </ul>
<p><b>Selection Procedure and Capacity Building</b></p>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>• Some of the BRCCs has been taken on deputation from Education department and rest are on the contact basis.</li> <li>• All CRCCs has been taken on deputation from Education department as identified by the DIETs.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>• Regular monthly meeting-cum-orientation of CACs held at block level.</li> <li>• Block academic groups have been constituted and oriented on academic monitoring, learner evaluation, giving academic support to teachers to overcome hard spots. The BAG includes BRCC, BEO, 2-3 MTs and supervisors, 1-2 good teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Area Education Officer/Block Education Extn. Officer has been chosen jointly by DPC &amp; DSE as BRCC.</li> <li>• Identified good teachers are provided training of Master trainers and deputed to BRC as RP.</li> <li>• CRCC is chosen by teachers of the cluster.</li> <li>• BRCC &amp; BRC RPs are being oriented at SCERT and CRCC at DLO level.</li> </ul>	<ul style="list-style-type: none"> <li>• In all DPEP-III district primary school head teachers have been recruited as NPRC co-ordinators and BRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy.</li> <li>• Under DPEP-III trainers of training and orientation of BRC &amp; NPRC Coordinators have been trained.</li> </ul>

## **DISTANCE EDUCATION PROGRAMME**

The Distance Education Programme (DEP) has been envisaged as a national component and a major area of intervention under the District Primary Education Programme (DPEP) to strengthen the on-going training programmes for teachers and other personnel in the primary education sector. This is likely to result in evolving a sustainable system of in-service education linked to improving effectiveness of the teaching learning process in primary schools.

Among the proposed DEP activities in the AWP&B of 2001-02, many have been completed; following are the details about the activities at national and state levels. Attempts have also been made to provide pedagogic inputs in the training programmes developed, organised and conducted by different states and in the documentation of good practices/success stories for wider circulation.

The activities initiated at the National Level are given below, while State Level initiated activities with the support of core faculty of DEP during the period from April, 1997 to March 2002 are listed in the Table No.1. Activities organised from **Nov, 2001 to March, 2001-2002** are given in **bold letters**.

### **Activities Initiated at the National Level**

#### *Organisation and Management*

- The Distance Education Coordinators (DECs) are in position in fifteen states i.e. Haryana, Maharashtra, Tamil Nadu, Uttar Pradesh, West Bengal, Assam, Madhya Pradesh, Himachal Pradesh, Bihar, Karnataka, Kerala, Orissa, Gujarat, Andhra Pradesh and Rajasthan.
- Selection for the vacant posts of one Sr. Programme Officer, **two Programme Officers and two Junior Programme Officers has been done and all the new incumbents have joined the DEP Office except one Junior Programme Officer who will be joining shortly.**

#### *Procurement of DR Sets*

The DEP has so far installed 133-DR Sets {31-Analog and 102-Digital) in 11-DPEP states as per the break-up given here: (22-DR sets (14 by the state support) in the state of Tamil Nadu, 17 in Orissa, 10 in Assam, 3+4 in Haryana, 22 in Andhra Pradesh, 12 in Karnataka, 6 in Kerala, 5 in Himachal Pradesh, 10 in Maharashtra, 11 in Rajasthan and 11 in Bihar.. Installation of DR sets for Uttar Pradesh has been done by the SPO. **Up-gradation of analog sets to digital has been done in most of the States. Process of Upgrading the DR Sets in the State of Haryana, Himachal Pradesh and Assam has been initiated. Training was provided to DIET faculty on Technical aspects and maintenance of DR sets in some states.**

#### *Planning*

Two National Technical Workshops, one at Mumbai and the other at New Delhi, has been held to conceptualize and concretize DEP interventions in various states in consonance with the on going teacher training programmes in the states. Following these, State Level

Planning Workshops were held in each of the states to evolve action plans for DEP activities in the state. **Planning meetings have been held to finalise the DEP activities and AWP&B for the year 2002-03 in different states.**

### *Material Development*

- A two-day workshop was organised at the DEP for developing reading materials (print) in the areas of Maths, EVS and Language for training the EGS Gurujis of Madhya Pradesh. These materials were edited and finalised in a one-day workshop. These materials were printed in 8000 copies and were distributed to the Gurujis.
- Eight audio scripts were developed for Uttar Pradesh and Bihar in a national level workshop organised at the DEP office. These scripts have been tried out in DPEP districts of Bihar. They have been produced under the title 'SAVERA' and 5060 copies have been sent to the DPEP functionaries of the states of Bihar, Uttar Pradesh and Rajasthan.
- A series of Video training package on ECE has been planned. Four draft scripts were edited in the workshop organised at the DEP office. The package will go for production now.
- A series of Video Programmes (13) in the areas of Mathematics, EVS, and Language have been recorded at the EMPC, IGNOU for training the EGS Gurujis of Madhya Pradesh.
- Print material on self-learning for teleconference has been printed and 1000 copies have been distributed to the teachers in Maharashtra.

### *National/International Workshops/Meetings*

- A three-day International Workshop on 'Information and Communication Technology (ICT) for Professional Development of Primary Education Personnel' was organised on 14-16 February, 2001 at New Delhi. 189 experts in the area of distance education/teacher education and field functionaries of DPEP states including 11 international delegates attended the workshop. The workshop comes out with a number of recommendations for effective use of ICT for the professional development of primary education personnel.
- Meetings were also held from time to time to discuss the various aspects of DR sets and the conduct of Teleconference with ISRO/EMPC and others.
- A demonstration of INTERNET ACCESS DEVICE (MAGNET) was organised for DEP-IGNOU faculty on June 12, 2001 at DEP-IGNOU, New Delhi.
- Demonstration of computer software (E learning, an SGI perspective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU, New Delhi.
- A one day meeting with the officials of Government of Uttaranchal and the DEP faculty was organised on August 2, 2001 to discuss about DEP intervention in the state.
- DEP organised a two day discussion-cum-demonstration meeting one for training coordinators and Distance Education Coordinators at Bangalore on 13-14<sup>th</sup> Aug 2001 and another at New Delhi on 20-21<sup>st</sup> Aug 2001 for developing an understanding of the potential and uses of Internet Access Device ( IAD) for enhancing effective interaction and communication among teachers and teacher educators of different DPEP districts and states. The DEP has taken initiative to distribute "IAD" sets to few selected DIETs of DPEP states namely Haryana, Kerala, Karnataka, Tamilnadu, Andhra Pradesh and Maharashtra. DEP started giving training in different spells to the DIET faculty of these



states for effective use of IAD. The first spell of training is completed for the states of Karnataka and Tamilnadu on 26-27<sup>th</sup> March 2002.

- A meeting was conducted on 13<sup>th</sup> March 2001 at DEP office to discuss about Distance Learning Interventions in "Sarva Shiksha Abhiyaan".

### *Strategy*

#### National Level Meetings:

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

#### *Documentation of Activities and DL Materials*

About 14 video programmes produced by the CIET and RGF have been selected for distribution among DPEP states for immediate use in the teacher training programmes. The DEP has procured 1050 sets (each set consisting of six cassettes) of the 14 programmes and distributed to the states of Rajasthan, Haryana, Uttar Pradesh, Himachal Pradesh, Bihar and Madhya Pradesh along with a user manual. **Eighteen video programmes produced by SIET, Pune and CASP-PLAN, Mumbai were selected for teacher's training in Maharashtra. These have been duplicated and distributed.**

#### *Website and Newsletter*

A website of the DEP has been developed and launched on 15<sup>th</sup> November, 2000 under the name (URL) [www.depdpdp.org](http://www.depdpdp.org) in order to share and disseminate the activities of DEP. It is updated quarterly and the last updation was done in March,2001. DEP News letter was uploaded in June 2001.

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

#### **Emerging Issues**

- The DIET should be properly equipped with facilities for teleconferencing, computers with Internet connections. These facilities should be gradually be made available at block level.
- The maintenance of Direct Reception Sets (DRSs), which have been provided by the DEP to DIETs in DPEP districts, may be taken over by the State Project Office for speedy removal of technical faults.
- SIETs may consider to offer their services on priority basis if there is requisition for documentation of innovative practices from the DEP.
- There is need to disseminate the Distance Learning Materials to teachers and teacher educators. The DEP does it on a limited scale, the states may help in wider dissemination of the same.

- It is important to know the utility of the materials by users and/ or by the resource persons. Studies are to be planned to access the utility of the Distance Learning material in which the states as well as Ed. CIL's intervention will be of great help.
- There is a need to address the requirements of para-teachers separately as they need continuous and vigorous training not only in the content upgradation and skill development but also in understanding the system and the factors influencing the system.
- The training personnel should have proper understanding of the information and communication technology and should be well verse in the use of the same.
- The entire faculty needs to be trained in the use of internet for updating themselves and using the same in the training programme.

### ***Future Challenges***

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

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

Radio has a wider reach and is economical. DEP is utilizing this medium now in four states viz., Himachal Pradesh, Uttar Pradesh, Karnataka and Andhra Pradesh to train/orient the teachers and other personnel on DPEP and also for classroom instruction. DPEP, Assam has already been engaged in broadcasting Radio programmes for orienting district level functionaries. DEP will focus more on this medium and will replicate the same in other DPEP states such as Orissa, Maharashtra and Tamil Nadu.

Major focus of the DEP has been teacher training though other functionaries like VEC, Supervisory Staff, BRCCs, CRCCs, DIET Faculty have also been taken care of in some states. The DEP will also strive to address the contextual issues through DL interventions and continue with the documentation of innovative practices in the states.

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

### **Radio Project**

After success of the Karnataka and Himachal Pradesh Radio Project, large scale Radio Class room project is to be started in Andhra Pradesh soon. Use of Radio for training of teachers, supervisory Staff and BRC coordinators will also be started in Uttar Pradesh, Maharashtra and

Madhya Pradesh in near future for which states have expressed desire and plans are being formulated .

### **National WorkShop on Radio Broadcast**

For experience sharing among the states, a National workshop will be organized by DEP-DPEP by mid 2002. A variety of ways of using Radio for primary education (Class room and teacher training) will be discussed with a view to evolve several models for states to choose from.

### **Training of State Functionaries in Teleconferencing**

As Teleconferencing is being used in almost all states for large scale training, the DPEP staff involved in it should be trained to handle the teaching and learning ends of teleconferencing programmes with ease and confidence . The teleconferencing Resource teams have already been trained in most of the states with DEP-DPEP initiative and ISRO collaboration. More such trainings will be organized to cover the staff functionaries of the 3 New States - Uttaranchal, Jharkhand and Chattisgarh. Besides this, more DIET staff will be trained with an attempt to cover all DIETS in all DPEP states. For this 5-6 programmes, of 20 participants each, will be organized in the year 2002-2003.

### **National workshop on teleconferencing**

The DEP, since its inception, has been using teleconferencing mode for interacting with field functionaries. This has generated lot of data at state level. Moreover, the different ways are being used by the states for teleconferencing. This workshop will give an opportunity of experience sharing and developing model(s) suited to our requirements.

### **Websites of States**

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

### **Training through Internet/Computer**

DPEP functionaries/DIET staff/BRC staff/Teachers on use of computers is proposed by a State and DEP collaboration. This has been done in Karnataka with success.

This capacity building exercise will ultimately lead to use of internet for on-line teacher training and more experience sharing through frequently used e-mails and web sites. Use of IAD (Internet Access Device) is also envisaged under this programme.

#### **Video Documentation of Success Stories**

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

The highlights of various successful DL programmes and success stories of various states in using DEP for teaching, training, communicating and learning needs to be documented. A series of short video films will be made on these, which will be used to motivate the states lagging behind and also used for Gyan Darshan. C.D. version of these films/presentation will be distributed for frequent viewing at DIET/BRC level to inspire replication of successful experiments. Innovative programmes in states will also be taken up under this activity.

#### **National Experience Sharing (Workshop/Exhibition)**

To bring all the DPEP states together to showcase their various distance education initiatives (SIM/Video/Audio/Computer learning), an Exhibition is proposed around mid 2002 followed by an experience sharing workshop. Some National Resource institutions will also participate in this workshop to provide further insight and guidance.

#### **Pilot projects of Computers in Primary Classes**

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

DEP will provide training support, software development, multiplication and distribution support in this project. The hardware will be provided by the state concerned.

#### **International Workshop on “Use of Story Telling in Primary Education”**

DEP-DPEP is particularly in the MIT-Media Lab (USA/Asia) and New Media – NID (Ahmedabad) Collaborating International Workshop on “Story Telling in the Digital Age”. The DEP-DPEP is organizing a workshop in this event on “Use of Story Telling in Primary Education” in which DPEP states' innovative experiences will be shared with the international and well known faculty members and professional story tellers and researchers. A pre-workshop symposium will also provide an experience sharing opportunity and use of New-media in education.

**Table-1: Activities Initiated at the State Level**

Activities	Progress
<p><b>Planning:</b></p> <p>a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> <li>• Development of Perspective Plan for DEP</li> <li>• Finalisation of activities for the current year</li> </ul> <p>b) Preparation of AWP&amp;B for 2002-03.</p>	<p>Activity has been completed in 15 DPEP states.</p> <p>Activity has been completed in 15 DPEP states.</p> <p>Activity has been taken-up in 15 DPEP states. Action is being taken in the three new states also for the year 2002-2003.</p>
<p><b>Capacity Building:</b></p> <ul style="list-style-type: none"> <li>• Development of Content Briefs for DL Materials</li> <li>• Training and Development Workshop for Self-Instructional Materials</li> <li>• Editing of Self-Instructional Materials</li> <li>• Training-cum-Development Workshop for Audio Script Writing</li> </ul>	<p>Activity has been completed in 11 DPEP states except in Haryana, Kerala, Karnataka , Rajasthan, Uttaranchal, Jharkhand and Chattisgarh.</p> <p>Activity has been completed in 13 states namely Assam, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Gujarat, Uttar Pradesh, Maharashtra, Kerala, Haryana, Madhya Pradesh and Bihar.</p> <p>Activity has been completed in 13 states namely Assam, Gujarat, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Uttar Pradesh, Kerala, Maharashtra, Haryana, Madhya Pradesh and Bihar.</p> <p>Activity has been completed in 10 states namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh, West Bengal, Himachal Pradesh, Assam and Karnataka.</p>

<ul style="list-style-type: none"> <li>• Preparation of Production Script for Audio Programmes</li> <li>• Training-cum-Development Workshop for Video Script Writing</li> <li>• Preparation of Production Script for Video Programmes</li> <li>• Training on use of Video Programmes in Teacher Training</li> <li>• Editing of Radio scripts</li> </ul>	<p>Activity has been completed in 9 States namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh, West Bengal, Himachal Pradesh and Assam.</p> <p>Activity has been completed in 6 states of Maharashtra, Tamil Nadu, Assam, Andhra Pradesh, Bihar and Gujarat.</p> <p>Activity has been completed in the states of Maharashtra, Tamil Nadu, Assam Andhra Pradesh and Bihar.</p> <p>Activity has been completed in the states of Gujarat, Andhra Pradesh, Maharashtra, Orissa, Bihar and Rajasthan.</p> <p>Activity has been completed in Karnataka, Andhra Pradesh and Himachal Pradesh.</p>
<p><b>Production and Distribution of DL Materials:</b></p> <ul style="list-style-type: none"> <li>• Self-Instructional Materials (SIMs) /Print Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Activity has been completed in 12 states of Tamil Nadu, Orissa (<i>Ekalavya in three Volumes</i>), Andhra Pradesh, Uttar Pradesh, Kerala, Madhya Pradesh, Himachal Pradesh (<i>Sambiridhi</i>), Assam (<i>Abhigyan</i>), West Bengal (<i>Pari Parai Anande</i>), Maharashtra and Gujarat. SIMs are in the process of printing in the states of Bihar and Haryana. Produced a Folder of 'Maa Beti Mela' for Haryana and distributed among 900 teachers\teacher educators participated in teleconferencing programme on 'Gender Issues'. Further, reading materials in the form of SIMs/Handouts were also prepared and distributed among the participants of the various teleconferencing programmes in the areas of Action Research, IED, Teaching of English, Teaching of Tamil, Textbooks, Alternative Schooling, Self-learning, Academic Support, Issues of DPEP/UEE Teaching of EVS-II,Activities in Primary Science for the states of Andhra Pradesh, Karnataka, Assam, Orissa, Himachal Pradesh, Haryana, Kerala, Tamil Nadu, and Maharashtra. SIMs on 'Hard spots in Mathematics' in Uttar Pradesh have been distributed to ToTs. One SIM module developed for Uttar Pradesh has been distributed to Rajasthan under the title 'Shikshakodaya'. Seven thousand copies of DEP pamphlets have been distributed in Gujarat.</li> </ul>

- Production has been completed in the States of Maharashtra, Gujarat, West Bengal, Himachal Pradesh, Assam and Tamil Nadu. Audio programmes are in the process of production in the states of Orissa, and Andhra Pradesh. Two sets of audio programmes to support the manual on Joyful Learning have been developed and distributed in Tamil Nadu. An audio package has been prepared for Haryana containing 9 Rhymes related to teaching of English at Class-1 and distributed to teleconferencing training centers. 60 audio programmes, 20 each in the areas of Maths, EVS and Language have been produced and used in the Radio Broadcast in Karnataka and 12 programmes 4 each in the subjects of Telugu, Maths and EVS have been produced and broadcast in Andhra Pradesh. Audio programmes were also produced for Radio Broadcast in the states of Himachal Pradesh, Uttar Pradesh and Assam. **In Gujarat audio programmes alongwith manual has been distributed to BRC / CRC / Teachers.**
  - 3 audio programmes were produced on sample basis in M.P during the workshop organised for Training-cum-Development Workshop for Audio.
  - A preparatory workshop was organised at Hyderabad to produce audio programmes for children on the Rhymes available in class III & Class IV Telugu Readers. Seventeen programmes in draft form were recorded for review and finalisation.
  - Audio-cassettes have been prepared to demystify 'Hanste Gatte, and 'Tarang' in Haryana.
  - A workshop has been conducted for the development of educational songs and poems and 225 songs and poems/rhymes have been developed and 113 were finalized. It has to be produced in print form titled ' Sursangam'. Audio program development on 'Sursangam' is also in progress.
  - Audio books are proposed to be developed in Uttar Pradesh in the form of Audio Cassette Set/Class text book to make the classrooms more joyful. These will also assist in the multigrade teaching and will be useful for Visually Challenged children. Sample audio lessons have already been developed in Jan 2002 and are being field tested.
- Video Programmes
- Eight Video Programmes each of 15-18 minutes duration has been produced in the area of Mathematics such as Mathematics Teaching—A Scenario, Place Value (2 Programmes), Addition, Sub-traction, Multiplication, Division, and Fraction for Tamil Nadu and used in the Teleconferencing programme.
  - Five video programmes have been produced by SIET, Patna in Bihar. Action has been initiated for production of video programmes in the states of Maharashtra, Assam, Andhra Pradesh and Gujarat.

- Four video programmes have been produced in Gujarat this year on Science, Mathematics, Gender and Tribal.
- A series of Video programmes (13) in the areas of Language, Mathematics and EVS has been recorded from the EMPC, IGNOU for training the EGS Gurujis of Madhya Pradesh. The video prepared is named as " Shikshak Sathi" and shall be used in teacher training programmes for Language, Maths and EVS teachers.
- Produced three video programmes on Resource Materials and one on Alternative Schooling in Assam and two programmes on Teaching of English in Haryana and Teaching of Tamil in Tamil Nadu for teleconferencing. Three Video Clippings on Issues related to Tribal Education, Five video clippings on the pedagogy of Activity Based Teaching and Learning in Orissa, five video clippings in Kerala and video programmes/clippings on Girls' education, VECs etc., in Haryana were produced and used in the teleconferencing programmes. Produced six programmes on content and contextual issues in UP. Action has been initiated for the production of the following video programmes: Five Programmes to address contextual issues for Orissa, one programme on Pocket Board in West Bengal.
- In Andhra Pradesh capsuling of some video programmes on primary education has been done for teleconferencing through 'MANA TV'.
- A video package on the themes transacted and questions and answers provided during the teleconferencing programme organised for primary school teachers of Tamil Nadu in Mathematics have been prepared and sent to the DPEP districts. Similar packages are being prepared in the states of Assam and Orissa. Five video programmes have been duplicated and distributed in Assam to be used during training programmes in BRG/DIETs/DPOs. A Video package on teleconferencing has been developed in Andhra Pradesh.

• Video Package

**Documentation:**

- a) Documentation and Selection of DL Materials for Distribution for immediate use in the Teacher Training programmes.

- More than 100 Video Programmes have been identified from among the films developed/available at the State Institutes of Educational Technology (SIETs) at Bhubaneswar, Ahmedabad, Lucknow, Hyderabad, Pune and Bihar and other institutions. Video Programmes are on content enrichment, activity based teaching-learning, contextual issues. Films produced by GIET, Ahmedabad, and SIET, Orissa has been distributed to training centres (DIET/BRCs) along with user manuals. In Maharashtra, the video programmes produced by CASP-PLAN, Mumbai have been distributed to BRCs and DIETs. In Bihar 2 BEP programmes have been duplicated and sent for distribution uo to



copies) and distributed to DIETs and BRCs. 10 SIET, Pune video programmes have been duplicated in 150 copies and distributed to the field functionaries in Maharashtra. Action has been initiated for duplication of 9 GIET, Ahmedabad programmes. The video cassette 'VIKALP' has been duplicated in Uttar Pradesh.

- Video Documentation of the Training Workshop for Pre-Primary and Primary Education Personnel on developing educational materials for school readiness and activity based teaching was carried out in Gujarat.
- Video Documentation of 'Multi-grade Teaching' being practiced in Mysore district of Karnataka was under taken.
- Produced two-video programme in the context of MGT and preparation of Low-cost, No-cost Teaching Learning Materials for the state of Assam. These programmes essentially focus on the documentation of good practices in the DPEP districts of the state. They have been duplicated and distributed among the field functionaries.
- Video documentation of 3 programmes; one on 'Koshish' and two on 'Activity Based Teaching' in UP.
- A video documentation of the events of Community Mobilisation and Awareness programme through Folkform was carried out in the state of West Bengal.
- Documentation of four video programmes on i) Civil Works, ii) Alternative School Systems, iii) Village Education Committees: Constitution and Functions, and iv) Teacher Training & Innovative Teaching Practices have been completed in Bihar.
- Video coverage of the 'Sandila Project' on Quality Development in Classroom Process is being under taken in the state of Uttar Pradesh.
- Documentation of the innovative teaching practices in 'the School for Creative Learning' has been taken-up in the state of Bihar.
- Scripts are finalized for the Video documentation of good practices on Community Mobilisation in the state of Assam.
- Action has been initiated by Distance Education Coordinators for documenting the existing Distance Education Materials.

**Feedback on Usefulness of Video Programmes**

- Feedback has been obtained from the teachers of Haryana, and Uttar Pradesh (On a sample basis) on the selected video programmes of SIET, Lucknow, and Maths' programme of ET&T regarding the relevance and usefulness of the programme.

	<ul style="list-style-type: none"> <li>Feedback has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.</li> <li>Feedback on effectiveness of SIMs has been obtained from the BLRG members and teachers in Orissa. Feedback on SIMs distributed in the field has also been obtained from teachers and MRPs of 3 districts in Andhra Pradesh.</li> <li>DEP has obtained the feedback on the usefulness of the SIM distributed in the state of Assam. <ul style="list-style-type: none"> <li>i) In all, more than 60 programmes have been conducted (3 by DEP support) through teleconferencing mode.</li> <li>ii) About 30,000 primary education personnel (including Village Education Committee members and parents) of 12 states were oriented/trained on different themes/areas through teleconferencing.</li> <li>iii) More than 500 DIET faculty/BRC personnel were trained to act as facilitators in the training programme.</li> <li>iv) More than 200 persons were oriented and trained to act as panelists in the training programme.</li> <li>v) Self-instructional Materials, Video programmes, Video clippings, Activity Sheets, and Evaluation Tools were developed for use in different teleconferencing programmes.</li> </ul> </li> <li>A two-day teleconferencing programme was organised for the BRGs and DIET faculty (about 400) of Orissa state on 14-15 January, 2000 on Pedagogy of activity based teaching learning process.</li> <li>One-day interaction with primary school teachers (about 600) of Haryana on new pedagogy and TLM through teleconferencing mode was organised on 29<sup>th</sup> January, 2000.</li> <li>One-day interaction with Village Education Committee members (about 350) of Haryana on their roles, functions and contribution to school development through teleconferencing mode was organised on 30<sup>th</sup> January, 2000.</li> <li>A two-day orientation programme through teleconferencing mode was organised for the CRCCs/BRCCs &amp; DIET faculty (about 300) of Himachal Pradesh on their roles and functions for DPEP on 16-17 February, 2000.</li> <li>Three-day orientation programme was organised for primary school teachers and parents (one-day) (about 833) of Tamil Nadu on Integrated Education of Hearing impaired Children from 29<sup>th</sup> February to 2<sup>nd</sup> March, 2000.</li> <li>Two-day teleconferencing programme was organised for the Primary School Teachers of Haryana (about 700) on Action Research from 3-4 August, 2000.</li> </ul>
<p><b>Feedback on Effectiveness of SIMs distributed to Districts</b></p>	
<p><b>Training of Teachers and Teacher Educators through Teleconferencing Mode.</b></p>	

- A teleconferencing programme was organised for the ToTs and Teachers of Uttar Pradesh (about 900) on Activity Based Teaching and Use of TLM Grant on 1<sup>st</sup> September, 2000.
- A two-day teleconferencing programme was organised for the Alternative School Instructors and Supervisors of Assam (about 800) on Alternative Schooling and MGT from 4-5 September, 2000.
- One-day teleconferencing programme was organised for the DIET faculty and MEOs of Andhra Pradesh (about 800) on key issues of DPEP on 8<sup>th</sup> September, 2000.
- Two-day teleconferencing programme was organised for DIET faculty and Secondary School Teachers teaching English of Haryana (about 350) on 18-19 September, 2000 to act as facilitators during the teleconferencing programme on 'Teaching of English at Class I level.
- In continuation to the above, a series of 7 teleconferencing programmes of one day duration each was organised on 30<sup>th</sup> September, 13<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, and 30<sup>th</sup> October, 30<sup>th</sup> November and 4<sup>th</sup> December, 2000 to provide training to teachers (about 8500) of Haryana in teaching of English at Class-1 level.
- A three-day teleconferencing programme was organised on 17-19 October, 2000 on Teaching of Maths for the Primary School Teachers (about 400) of Himachal Pradesh. Five self-instructional modules have been developed on difficult concept of mathematics and used during the teleconferencing programme.
- A two-day teleconferencing programme was organised for CRCC members of Orissa on 31<sup>st</sup> October and 1<sup>st</sup> November, 2000 on Academic Support.
- A one-day teleconferencing programme was organised for primary school teachers of Tamil Nadu on 6<sup>th</sup> November, 2000 on Teaching of Tamil.
- A three-day teleconferencing programme was organised on 11-13 December, 2000 to orient the Key Resource Persons, Resource Persons, Panchayati Raj members and parents (about 500) of Kerala on issues related to Primary Education/DPEP and Parental Education.
- A two-day teleconferencing programme was organised from 18-19 December, 2000 to orient the primary school teachers, BRC/CRC coordinators and parents on Integrated Education of the Disabled (IED) in Haryana.
- A one-day teleconferencing programme was organised on 22<sup>nd</sup> January, 2001 for the primary school teachers (about 800) of Orissa on New textbooks.
- A three-day teleconferencing programme was organised from 15-17 March, 2001 to orient the primary school teachers (about 1000) of Maharashtra on Self-Learning at Primary stage. *On 15<sup>th</sup> March, two-way audio and two-way video was successfully experimented between Mumbai and Gandhinagar for the first time.*

- A teleconferencing programme was organised on 21-22 March, 2001 to orient the Tribal leaders, SIs and BRCCs/CRCCs on issues related Tribal Education in Orissa.
- A teleconferencing programme was organised for the BRC Coordinators of Kerala on 26th April, 2001 on theoretical basis for primary curriculum and approaches to language teaching.
- Two teleconferencing programmes were organised on Alternative Schooling and Mid-term Assessment Survey in the state of Orissa on 26<sup>th</sup> and 27<sup>th</sup> April, 2001 respectively.
- An interaction with Cluster RPs and CRCs on Chinnara Angala programme through teleconference on 30<sup>th</sup> April, 2001 for the state of Karnataka.
- A two-day teleconferencing programme on IED was organised for the state of Orissa from 27-28 May, 2001.
- Interaction with D. Ed students and the faculty of DIETs on D. Ed curriculum was organised from 30-31<sup>st</sup> May, 2001 through teleconference for the state of Andhra Pradesh.
- Interaction with Teachers and Teacher Educators on face-to-face Teacher Training was organised through teleconference on 5<sup>th</sup> and 21<sup>st</sup> June, 2001 for the state of Haryana.
- Interaction with field functionaries through teleconferencing regarding Chinnara Angala and SDMC was organised on 6-7 July, 2001 for the state of Karnataka.
- Interaction with teachers and teacher educators regarding the issues covered in the seven day face to face training programmes through teleconferencing was organised on July 9, 2001 for the state of Haryana.
- A discussion on teleconferencing and orientation of DIET Faculty regarding the functioning of digital receiver was organised on August 10, 2001 for the state of Tamilnadu.
- A teleconferencing programme was organised on 25<sup>th</sup> Aug 2001 on "Radio Projects" for Karnataka.
- A teleconferencing programme on management information system for effective planning and progress monitoring was organised on August 28-29, 2001 for the state of Orissa.
- A teleconferencing programme for teachers on teaching of English language for class vth was organised on September 27-28, 2001 for the state of Gujarat.
- A teleconferencing programme on 'Teaching of EVS -II to MRPs, DIET faculty and D.Ed students was organised on September 12-13, 2001 for the state of Andhra Pradesh.
- A teleconferencing programme on " Alternative Schooling and Education Guarantee Scheme" was organised on 14<sup>th</sup> Sept 2001 for the state of Maharashtra.

• A teleconferencing programme on the teaching of English at twenty five centers was organised on September 24-28, 2001 for the state of Andhra Pradesh.

- A teleconferencing programme on 'NINAD-II' ( Community Participation ) on state level was organised on September 18, 2001 for the state of Orissa.
- A teleconferencing programme on " DISE" in DPEP and expansion districts of Orissa on October 15, 2001 for the state of Orissa.
- A teleconferencing programme on "EGS and AIE in Orissa" was organized on 18-20 Oct,2001 for the state of Orissa.
- A teleconferencing programme on "Language Education at Primary School Level" was organised on 24<sup>th</sup> Oct, 2001 from ISRO for the state of Maharashtra.
- A teleconferencing programme on " Role and Responsibilities of Village Education Committee Members" was organised from 16-29<sup>th</sup> Nov 2001 for the state of Orissa.
- A teleconferencing programme was organised from 19-21<sup>st</sup> Dec 2001 On "Activities in Primary Science" for the state of Andhra Pradesh.
- A teleconferencing programme was organized on "Language Education at Primary School Level" from 29-31<sup>st</sup> Oct and 1-3<sup>rd</sup> Nov 2001 and on "BRC strengthening and Implementation of finding of Cohort study" from 28-29 Dec 2001 for the state of Maharashtra.
- A teleconferencing programme was organized on 16<sup>th</sup> Jan 2002 on "Integrated Education for Disabled" for the state of Gujarat.
- Training has been given to resource persons for house to house survey "Chinnara Angala" through teleconference on 24-25<sup>th</sup> Jan 2002 for Karnataka.

DEP Supported and State Initiated Programmes

- DEP provided all support to the State Project Office in Orientation of BRC/CRC Coordinators and DIET faculty (128) on 'the Role of BRC/CRC Coordinators in the use of TLM' through teleconferencing held on 16 February, 1999, for the state of Gujarat. About 450 persons from DPEP and non-DPEP districts were benefited from this programme.
- DEP also provided support to SCERT, Haryana for organising a one day teleconferencing on 5 May '99 for the primary school teachers (more than 500) on Action Research and issues related to the Competency Based and Committed oriented Teacher Education.

- A teleconferencing programme was organised on 2-4 August '99 for primary School Teachers of Karnataka (about 600) on topics like mathematics, my school, syllabus, etc. Primary school teachers from eleven districts participated. The programme was initiated by the state DPEP, DEP provided all the technical support.
- State initiated teleconferencing programme for EGS Gurujis was organised on 24-25 January, 2000 in Madhya Pradesh.
- At the state level, the DPEP, Gujarat has organised 10 teleconferencing programmes (covering DPEP and Non-DPEP districts) for different target groups such as teachers, Head Teachers DIET faculty, BRC/CRC coordinators, VECs, PTA members, VCWC members, District OIs and AS supervisors. The topics covered includes Alternative Schooling System; Roles and Responsibilities of VEC, MTA and PTA members under DPEP; Village Civil Works Committee; Tribal Education; School Health and Sanitation; DISE Report; Preparation and Use of TLM in Classroom Teaching; Village Civil Works Committee and Alternative Schooling; Use of Flashcards in English for Std. V and Action Research.

State Initiated Video Conference

- By using the Andhra Pradesh state Wide Area Network (APSWAN), an attempt was made to train/orient the Mandal Resource Persons, DIET Lectures and DPOs on the topics Fractions and Integrated Education of Disabled (IED) through two-way video interaction at each district head quarter on 14-15<sup>th</sup> March, 2001 in the state of Andhra Pradesh.

- In the state of Uttar Pradesh, the SPO and DEP have planned to utilise the 'Air Time' provided by the AIR, Lucknow as well as 13 other AIR Stations. An orientation workshop on 'Audio/Radio medium' was organised at SIET, Lucknow to orient teachers, teacher educators and SRG on audio formats. Some audio jingles on DPEP issues were produced. The capacity built is being utilised to cater to the two slots provided by AIR on primary education to be used for radio talks/discussions on DPEP issues.

**Radio Broadcast**

- The DEP in collaboration with the State Project Office, Himachal Pradesh has launched the Radio Broadcast programme called 'Gyan Kalash' (Radio Pratikshah Pathashala) for training primary teachers in the subject areas using 'Air Time' of AIR, Shimla. The programme was first broadcast on 5<sup>th</sup> October, 2000. The programme is based on the integrated teacher-training module developed by the DPEP, H. P. for teachers of DPEP and non-DPEP districts. The programme is aired at 19.05 hours of fifteen minutes duration by AIR, Shimla station on MW and SW frequencies on every Thursday and Saturday. A comprehensive plan has been drawn to assess the

12.30 pm to 1.00 pm for three days in a week. the programmes included among other topics, teaching of English for class-I.

• The state project office of DPEP, Kamataka and the DEP have utilising the 'Airtime' of AIR Gulberga and Raichur for broadcasting of lessons on EVS, Maths and Kannada for Class-III children and teachers. The broadcast began on 14<sup>th</sup> November, 2000. 60 Radio programmes were developed (20 each in Maths, EVS and Kannada) and 3 episodes per week in November and December and 4 episodes per week from January, 2001 to 16<sup>th</sup> March, 2001 were broadcast. Feedback has been obtained through Phone-in programme organised on 3<sup>rd</sup> April, 2001. Preparation are being made to broadcast lessons on EVS, Maths and Kannada for Class-IV children and teachers of Gulberga, Raichur and Dharwad Districts.

During 2001-2002, Radio Broadcast was extended for Class-IV covering all the districts of North Karnataka as the broadcast had been arranged from AIR stations of Dharwad and Gulberga. In all five lakh class-IV children of 15,000 schools are being benefited. 68 programmes of 30 minutes duration covering hard spots of the content areas of Kannada, Mathematics and EVS are being broadcast on Mondays, Wednesdays and Fridays. as part of this radio broadcast, a comprehensive booklet has been brought out which provides information on the date and the lessons being covered, objectives of the lesson and pre and post broadcast activities to be organised by the teachers. Since Aug 2001 till Oct 2001, AIR Gulberga has received more than 14,000 letters from children/teachers/parents.

**Planning meetings have been organised for developing the proposals for Radio Broadcast in the state for broadcasting lessons from 8 AIR stations for classes III, IV and V to cover all the children under DPEPs "Sarva Shiksha Abhiyaan". About 270 episodes are proposed to be broadcast. An achievement test ( 50 items in each subject Kannada, Maths, and EVS) based on Radio lessons for class-IV has been developed. Two forms ( 25 items each) have been administered to children of two schools ( form A to one school and form B to another school) of each one of the districts for assessing the impact of radio lessons on children.**

The State Project office of DPEP, Andhra Pradesh and the DEP will be utilizing the 'Airtime' of AIR, Visakhapatnam for broadcasting the lessons on Telugu, Maths and EVS for class-III children and teachers during 2001-2002. A team consisting of 25 persons developed and edited the audio scripts and finalized 12 scripts ( 4 each in Telugu, Maths and EVS ) for production. Based on these scripts, AIR, Vizag produced the programmes which are being broadcast from 18<sup>th</sup> March to 10<sup>th</sup> April 2002. All the class-III children and teachers of 173 Mandals of four districts ( Vizianagaram, Visakhapatnam, East Godavari and Srikakulam)

	<p>will have access to the Radio broadcast. One day training was given to the MEOs, MRPs and teachers on the Radio Programme in Feb/March 2002.</p> <p><u>State initiated programme</u> DPEP, Assam has been engaged in broadcasting Radio programmes using AIR, Guwahati titled 'Abhigyan' for orienting district level functionaries on issues related to DPEP intervention. The programme has been well received in the field.</p> <ul style="list-style-type: none"> <li>• Taken up in the states of Himachal Pradesh, Karnataka and Andhra Pradesh.</li> </ul>
<p><b>Feedback/Impact Study</b></p>	<p>As per the requirement of the state of Orissa, a need survey for content up-gradation of Primary School Teachers was under taken. Deficient competencies in the areas of Maths, EVS, and Language (Oriya) were identified through administering diagnostic tests among the primary school teachers in 6 DPEP districts. The report has been prepared and hard spots have been identified and finalised through interacting with the state and district level personnel. About 32 SIMs were developed to address these areas and 75,000 copies ( 25,000 in each subject) have been distributed to teachers.</p>
<p><b>Other Activities At The Center</b></p>	<ul style="list-style-type: none"> <li>• A demonstration of INTERNET ACCESS DEVICE (MAGNET) was organised on June 12, 2001 at DEP-IGNOU, New Delhi.</li> <li>• Printing and distribution of the first issue of the 'DEP Newsletter' in the month of June- July 2001.</li> <li>• Demonstration of computer software (E learning, an SGI perspective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU New Delhi.</li> <li>• A workshop on the potentials of INTERNET ACCESS DEVICE (IAD) for teacher training was organised for DEC of Haryana, Himachal Pradesh, Assam, Orissa, U.P. and Uttaranchal on August 21-22, 2001 at DEP-IGNOU, New Delhi.</li> <li>• A training programme was organised in Dec 2001/ Jan/Feb 2002 by DEP-DPEP in collaboration with DECU/ISRO ( Ahmedabad) to train state functionaries in organising teleconferencing programmes. A total of 59 persons representing 15 DPEP states participated in the training programmes. The DIET/SPO staff members were trained to act as facilitators/ anchor persons/ resource persons and to plan and execute the teleconference programmes. This 'State Resource Group on Teleconferencing' will further train facilitators/ anchor persons at the state level. As a result of this training, the state will be using the facility of teleconferencing, through its network of DRS, more frequently for training and communication.</li> </ul>



# ALTERNATIVE SCHOOLING

## An Overview

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

## Coverage under AS

Currently there are 71,241 Alternative Schools of different types covering 31,43,950 children in the DPEP states. 209 residential bridge courses are also in operation in the states of Andhra Pradesh and Rajasthan. These residential camps run on a permanent basis as long as children continue joining these camps. As and when children acquire appropriate competencies they are mainstreamed. About 500 *Ashramshalas* and *Residential Hostels* in tribal areas are operational in co-ordination with Tribal Welfare Department in Madhya Pradesh, Chattisgarh, Orissa and Gujarat, which also cover around 20,000 children. **During the period between October 2001 to March 2002 a total of 8,930 Alternative Schools have been started. A total of 632 Alternative Schools have been closed down for various reasons, due to which the actual increase in the number of Alternative Schools during this period has been to the tune of 6,310 only. The increase in enrollment of children has been to the tune of 6,87,722.**

State-wise analysis shows that the increase in the Alternative Schools has been reported from the state of Orissa, Rajasthan, Uttar Pradesh, Chattisgarh, Uttaranchal and West Bengal

Orissa has registered the highest increase of 4,261 followed by Rajasthan 2,672, West Bengal 2521, Uttar Pradesh 474, Gujarat 170, Chhatisgarh 133 and Uttaranchal 114 respectively. These increases are mainly due to opening of EGS type of schools in unserved habitations to ensure universal physical access.

A total of 632 centres have closed down. In Maharashtra, Prerana Centres have been closed down due to completion of the cycle and also many of these habitations have been covered under new schemes of Vastishala and Mahatma Phule EGS.

Similarly in Tamil Nadu centres have been closed down due to non-availability of children after they have completed required grades or they have been mainstreamed in the formal schools. Reasons for closure of centres in Haryana is not known.

Increase in enrollment is mainly reported from the states of Rajasthan (3,14,758), West Bengal (1,57,310), Chhatisgarh (89,588), Uttar Pradesh (32,279), Orissa (91,135), Maharashtra (36,322) and Gujarat (2,588).

In Orissa 369 Girls Hostels with capacity of 40 seats in each hostel has been started in collaboration with the SC/ ST Development Department. Through these hostels 11,320 girls from SC/ST communities have been brought in the fold of primary education.

**COVERAGE DURING THE PERIOD (SEPTEMBER 2001 - MARCH 2002)**

Sl.No.	Name of State	Total No. of Centres			Increase	Total No. of Children			Increase
		15 <sup>th</sup> JRM	14 <sup>th</sup> JRM	15 <sup>th</sup> JRM		14 <sup>th</sup> JRM	15 <sup>th</sup> JRM	14 <sup>th</sup> JRM	
1.	Madhya Pradesh	23,856	23,856			(old figure) 11,30,219	11,30,219	0	
2.	Chhatisgarh	5,720	5,587	133		3,04,451	2,14,863	89,588	
3.	Tamil Nadu	932	960	-28		18,956	19,765	-809	
4.	Kerala	325	325	0		(old figure) 7,108	7,108	0	
5.	Karnataka	<b>The state has adopted single track strategy of mainstreaming through Bridge Courses</b>							
6.	Haryana	1,080	1,550	-470		25,000 (approx.)	35,000	-10,000	
7.	Maharashtra	3,337	3,471	-134		83,095	46,773	36,322	
8.	Assam	3,138	3,138	0		1,29,622	1,29,622	0	
9.	Himachal Pradesh	25		25		352 (approx.)	0	352	
10.	Orissa	5,892*	1,631	4,261		1,35,662	44,527	91,135	
11.	Andhra Pradesh	1,332	1,332	0		35,183 (approx.)	35,183 (approx.)	0	
12.	Gujarat	2,452	2,282	170		52,010	49,422	2,588	
13.	Uttar Pradesh	5,034	4,560	474		1,61,602	1,29,323	32,279	
14.	Uttaranchal	350	236	114		7,418	6,490	928	
15.	Bihar	2,251	2,251	0		57,804	57,804	0	
16.	Jharkhand	1,189	1,165	24		3,319	30,048	-26,729	
17.	West Bengal	5,568	8,556** 4,511 (DPEP)	1,057		4,31,741(DPEP)	2,74,431	1,57,310	
18.	Rajasthan	8,760	6,088	2,672		5,60,408	2,45,650 (approx.)	3,14,758	
	<b>Total</b>	<b>71,241</b>	<b>66,988</b>	<b>6,310</b>		<b>31,43,950</b>	<b>24,56,228</b>	<b>6,87,722</b>	

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

### **Intervention in Makhtabs and Madrasas**

There has been significant effort to improve functioning of Madrasas in Madhya Pradesh, Uttar Pradesh and Rajasthan. **Currently under DPEP 1,202 Madrasas have been adopted. During the intervening period work has started in 188 new Madrasas in Uttar Pradesh.**

#### **State-wise break up of Madrasas undertaken for Improvement**

	<b>Madhya Pradesh</b>	<b>Uttar Pradesh</b>	<b>Assam</b>	<b>Rajasthan</b>	<b>Total</b>
Last year	547	271	111	132	1061
Current year	547	412	111	132	1202

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

### **Children who migrate with their families**

Andhra Pradesh, Maharashtra, Gujarat and Orissa are the DPEP states, which have undertaken work with this category of children. Maharashtra and Gujarat are two states where work in this area has been going on for last many years. Andhra Pradesh started work with this category in Nalgonda district last year. Orissa and West Bengal are the two other states which have started work in this area recently. West Bengal has decided to provide Green Cards to migratory children which will entitle them to join formal schools wherever they go during the course of their migration. Keeping in view the magnitude of the problem of migration, work in this area need to be upscaled after a detailed review of the ongoing efforts.

Efforts made in Bolangir district of Orissa are significant. Based on the information collected during 'Ninad' (House to house survey), comprehensive planning for families which migrate has been made. Migrant labourers are entitled to receive facilities like life insurance and crèche facilities for their children etc. Labour societies in villages have been formed and registered. Parents have been persuaded to leave their children behind while they migrate. 28 residential schools were stated to cover these children. DPEP provided fund for dinner, breakfast, TLM and teachers' honorarium. Lunch was provided from MDM scheme.

Similarly with the help of Action Aid, DPEP Bolangir has set up schools in the vicinity of Hyderabad for children who have migrated to brick kiln sites with their parents. Teachers honorarium is being shared by the DPEP and the brick kiln management.

In the last AS Coordinators' meeting Bolangir experience was shared in detail. It was felt that similar efforts and convergence is required in most of the states, specially Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana, Maharashtra and Gujarat where inter-state migration take place on a very large scale.

It was decided that different DPEP states should finalise concrete course of action in this regard after discussing this issue in their State Resource Groups.

**A national level workshop has been planned to discuss the issue of strategies for covering children of migrating families. This workshop is likely to take place in May- June 2002 in Orissa.**

### **Deprived Urban Children**

The DPEP states of West Bengal, Kerala, Andhra Pradesh, Assam, Bihar, Maharashtra and Uttar Pradesh have been working for the education of the Deprived Urban Children. While Andhra Pradesh has started work with platform and street children, Maharashtra have been working with the children working in slaughterhouses in the Parbhani district. Bihar has been working with the children of *beedi* workers and also of sex workers. Kerala has started work with children who work in restaurants.

All these efforts are significant even though these are on a small scale. Efforts in this area need to be upscaled. Urban areas have special problems. Many slums lack facilities of schools. EGS centres can be started in slums. Lack of proper space for running schools is one of the difficulties. EGS scheme does not provide for rent for building. Finding space for running of schools in slums in most cases is almost an impossible task. Similarly many slums (non-) lack basic facilities. There has been problem related to the lack of data of out of school children for urban areas. Planning for UEE in urban area require special efforts and focus. Survey work has been undertaken by most of the states. It has been decided in the last co-ordinators' meet that within the next six months survey work must be completed for all the urban areas. Greater involvement of NGOs, which have presence in the urban areas and also have expertise of working with the difficult groups of children is required.

Subsequently certain flexibility need to be introduced in the EGS & AIE scheme to accommodate special problem which exist in the urban slums, like provision of rent etc.

### **Adolescent Girls**

The DPEP states of Andhra Pradesh, Bihar, Uttar Pradesh, Assam, Rajasthan, Orissa and Gujarat have initiated strategies for bringing adolescent girls in the ambit of primary education. Bihar and Jharkhand have a sizeable programme (Agna Vidyalaya) specially meant for the adolescent girls. The DPEP states of Andhra Pradesh, Uttar Pradesh, Orissa and Rajasthan have adopted strategies of long duration residential camps for covering adolescent girls. Assam and Gujarat, like Bihar has part time centres for the adolescent girls. Other states are yet to initiate work in this area.

**151 Residential Bridge Courses are operational in Andhra Pradesh and 69 in Rajasthan. 15 out of these 69 Bridge courses are being run by the NGOs. Andhra Pradesh Camps are continuous and children are allowed to stay as long as they complete grades relevant to their ages. In Rajasthan it is like a period of 90 days for each grade.**

Orissa started 38 residential camps for 9+ age group girls. But after three months these were closed. The learning levels achieved by the children may not be sufficient. There is a need to have a relook regarding the duration of these camps.

### **EGS for Unserved Habitation**

Almost all the states have made concerted efforts to provide schooling facilities in the pattern of EGS for unserved habitation which do not have schools or do not qualify for formal schools under the state governments' norms. The states of Uttar Pradesh, Maharashtra, Uttaranchal & Orissa have operationalised EGS schemes in line with the provisions of EGS / AIE schemes of the central government. Bihar, Jharkhand, Karnataka, Tamil Nadu has also proposed EGS centres for unserved habitations. DPEP states of Chattisgarh, Rajasthan, Uttar Pradesh, Orissa and Uttaranchal have added a large number of EGS centres during the intervening period. Many states have been able to universalise access to primary education by opening EGS schools. Within a period of six months rest of the unserved habitations are likely to be covered by EGS centres in all the DPEP states. With the opening of EGS centres in unserved habitations, DPEP states will be able to universalise access to primary education for all the habitations with minimum of 15 children.

There are many urban slums for which EGS centers are required but community can not provide suitable space for running of EGS, as is the provision in EGS scheme. Some provision for rent has to be made to address this specific problem of urban area in the EGS scheme.

### **Mainstreaming**

Most of the DPEP states have initiated activities for mainstreaming children through bridge courses of different duration. In Andhra Pradesh this has been going on at a very large scale for the past few years. The DPEP states of Karnataka, Uttar Pradesh, Orissa, Maharashtra, West Bengal, Rajasthan and Gujarat have also initiated large campaigns for mainstreaming through bridge courses. Tamil Nadu has also planned for Bridge Courses to cover children who have still remained out of school. *In this context it is important to note that DPEP states of Madhya Pradesh, Chhattisgarh and Rajasthan have opened community run schools in all the unserved habitations which would continue permanently. These schools are treated as mainstream schools. So mainstreaming does not remain an issue for these states. Mainstreaming through bridge courses of different duration is becoming a major activity in many DPEP states.*

Follow up of children after they are mainstreamed has been one of the important tasks. In the last state coordinators' meet this issue was reviewed. Most of the states have developed mechanism for follow up mainstreamed children. Mechanism adopted by different DPEP states were shared in the meeting. It was felt that wherever required remedial teaching for these children could be started. Most of them lack home support because of being first generation learners.

It was discussed that the states need to make assessment of the requirements of remedial support and plan for the same. A detail report on the follow up of mainstreamed children could be available by the time of the next JRM.

## Support to Formal Schools

While defining scope of AS programme in DPEP, it has been clearly articulated that one of the important aim of the AS programme is to strengthen the formal system. All the strategies under AS have been designed with this focus in view. *Mainstreaming and support to formal schools by appointing volunteer teachers are two very important aspects in this regard. The new EGS&AIE guidelines also allow for such provision.*

DPEP Andhra Pradesh has been running remedial classes in large numbers to arrest the drop out as well as to ensure detention of children in classes II and I. The DPEP Tamilnadu has made provisions for coaching classes for SC/ST children. Gujarat organised 2,816 remedial bridge courses, covering 58,403 children during the preceding year. After 90 days remedial coaching, students were tested and successful students were mainstreamed.

## Quality issues in AS

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

### a) TLM Grants to AS Teachers

All the DPEP states except Jharkhand and Bihar are providing TLM grants (though the amount ranges between Rs. 200 to 500 / annum) to Alternative School teachers for preparation of TLM. It has been decided that all AS teachers should be given TLM grants of Rs. 500 per annum, as is the case with formal schoolteachers.

The mechanism to ensure proper use of the TLM grant was also discussed in detail in the last meeting of AS coordinators. The current practices in various states were shared with the participants. Tamil Nadu has been giving cash or material worth Rs. 50 / month which is being used by the instructors to prepare necessary TLM. These TLM prepared by individual teachers are shared during the monthly meetings. Teachers are also given training for the use of the TLMs during the monthly meeting. This has resulted in preparation of innovative TLM by the instructors. The availability of TLM has helped teachers in organising activity-based learning. It was decided that a review of the utilisation of TLM grants would be undertaken by the states and in the light of the experiences shared during the meeting necessary changes be made wherever necessary to ensure effective utilisation of TLM grants.

### b) School Improvement Grants and other facilities in AS

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

The DPEP states of Kerala, Madhya Pradesh, Chattisgarh, Rajasthan and West Bengal has extended schemes like, Mid-day meal, scholarships and other facilities which are available for children of formal schools to SC/ST children and girls in AS also.

School improvement grant is also being provided for Alternative Schools in many states. Bihar and Jharkhand have kept provision of School Grant in this year's budget.

Kerala and Tamil Nadu has provided library books (worth Rs.1000 per school in Kerala) to all the Alternative Schools.

Kerala is also providing grants of Rs 30,000 to the community for construction of suitable school building for its' multigrade centres. Rajasthan, Andhra Pradesh, Bihar and Jharkhand have kept provisions of such grants, ranging between Rs. 3,000 to 10,000 for arranging suitable space for Alternative Schools.

**In the coordinators meetings held at Pune it has been decided to provide school improvement grant of Rs. 2000 to VECs / SMCs for all Alternative Schools. The ASs are facing problem of not having adequate and suitable space for organising classrooms. The annual grant can be made use for improving this situation. Wherever school building is available the same may be utilised for procuring basic equipments.**

**CEB has written to the states that children in ASs should be provided with all the facilities, which are available to their counter parts in FS.**

**During the review of quality inputs undertaken in the Coordinators' meeting it was felt that apart from ensuring the above mentioned aspects, quality of training inputs for improving learning needs special attention. It was unanimously decided to organise a national level workshop on quality improvement.**

#### **Creating MIS for EGS Types of Schools under AS**

Formats for collecting information has been finalised after making suitable modifications in the DCF which has been in use for Formal Schools. This has been put to field-test in three states. Based on these formats information will be collected from September 2002. The format was circulated to all the states. Issues related to the MIS were discussed in the National Coordinators meeting following aspects were undertaken for discussion --

Review of the DCF and instructions whether the instructions are clear enough for teacher to fill up the formats.

In certain items, space has been left for state specific variables. Identifying possible state specific variables in different states.

Reviewing the source of information available in schools / centres, CRC, BRC, DPO etc. for supplying these information.

In case certain information do not exist, how to generate them and what system need to be created for keeping records of these information etc.

Base month for collecting this information, has been decide as 30th September 2002. What kind of preparation / orientation of teachers, CRCs, BRCs will be required that they would be able to fulfill this responsibility?

Review of the current staff strength in the MIS cell in the state office, and district offices. Whether the current strength is sufficient for undertaking this additional responsibility and also the hardware (computers etc.) currently available are sufficient etc.

Certain modifications in the DCF and attached instruction sheets were suggested by the participants, which have been incorporated. Each state has been advised to prepare an action plan to ensure setting up of MIS for AS.

### **Evaluation of AS Strategies**

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

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

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

The 13<sup>th</sup> JRM also recommended the evaluation of the AS strategies and suggested concrete aspects of evaluation. These aspects are following;

*How the Alternative school teachers teach, how the training and support given to these teachers effects their teaching, what the quality of textbooks and learning materials are, how long they meet, and what the form and quality of the space provided is?*

*Certain strategies in some states have been evaluated in the past. Makhtab intervention of Assam, EGS of Madhya Pradesh and Chhattisgarh has been evaluated. It was felt that a comprehensive evaluation of AS strategies in DPEP need to be undertaken.*

*A Research Advisory Group, consisting experts from national institutes /universities has been constituted to guide this evaluation.* Prof. A.K. Jalaluddin an educationist of international repute, Dr. R. Govinda, Senior Fellow NIEPA, Prof. Jean Dre'z, DSE, Delhi University,,Prof. Shyam Menon and Dr. Poonam Batra,CIE, Delhi University, Prof. Anita Dighe, IGNOU' Dr. Geeta Nambishan, JNU and Dr. Janaki Rajan, Director, SCER, Delhi are the members of Research Advisory Group.

RAG has finalised the objectives and Research design for the evaluation.

The following are the main objectives:

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

- a) the context in which the need for such interventions arose
- b) the manner in which these were conceived / conceptualised / envisaged (at apex /state levels)
- c) the extent to which they are fulfilling the stated objectives



- d) the actual functioning of these schools within the overall context in which they were conceived
- e) implications of these interventions for Alternative Schooling as an educational strategy as well as for the formal schooling system.

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

It was decided that for assessing learning achievement of children class II and class V would be covered.

AS strategies of 7 DPEP states Andhra Pradesh, Kerala, Madhya Pradesh, Chattisgarh, West Bengal Rajasthan and Gujarat which covers about 75% of the Alternative Schools are being covered in the evaluation.

The States have identified agencies for evaluation. The CIE, Delhi University would work as central agency for this evaluation.

In the meanwhile DPEP Uttar Pradesh has completed the evaluation of AS strategies operational in the state. The findings of the evaluation will be made available to the JRM.

Evaluation of "Chinar Angala", bridge course has also been completed.

## **Sustainability**

The question of sustainability of various initiatives after completion of DPEP had been a constraining factor for expanding the AS programme, as well as for making better academic and financial inputs to ensure quality of education provided through different strategies under AS. Initiating suitable strategies for specific groups of children like, children of migrating families, wage earning child labour, and some other deprived groups of children was restricted to a large extent by the lack of flexibility in the earlier scheme.

The new scheme of EGS & AIE makes provision for diversified strategies and has flexible financial parameters. This new scheme has drawn heavily from the experiences of Alternative schooling programme under DPEP. The improved provisions of the new scheme have helped DPEP states in overcoming the hesitation over the expansion and diversification of the AS strategies. *Many DPEP states have made changes in the existing strategies and large number of EGS types schools have been proposed and opened for unserved habitations.*

Maharashtra has reviewed the existing AS strategies in the light of the provisions of the centrally sponsored EGS & AIE scheme. Currently Tamil Nadu, Bihar and Jharkhand have also introduced changes in their existing AS programmes. EGS & AIE scheme has been extended to all the DPEP districts under SSA.

## **Looking Ahead**

- In the coming period, establishing MIS will be an important task before the programme in different states.
- Bringing quality improvements in Alternative Schools and diversification of strategies to cover children in difficult circumstances are going to be the two major challenges.
- The magnitude of migration has been increasing constantly. Up scaling of strategies covering migrating children and other difficult categories of children still is an important task.
- Evaluation AS strategies has been initiated. During the next few months' support to this evaluation exercise and incorporating recommendations of the evaluation, for further improving the programme will remain one of the most important task.

State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
<b>Coverage</b>				
Current status	i. 23,856 All the Alternative schools have been merged with EGS.	5,720 All AS have been merged with EGS.	932	325 multi-grade centres.
No. of AS				
Children Covered	Enrolment for AS and EGS Total -- 11,30,219 B-5,96,727 G-5,13,492 ST- 4,92,372	3,04,451	18,956	7,108
<b>ADMINISTRATIVE ARRANGEMENT</b>				
Appointment of AS co-ordinator (State and district)	AS co-ordinator in place at state and district levels. EGS incharge, DPC, BRCC, BEO-- take care of EGS/AS School at district & block level.	AS Coordinator is in place at state & district level EGS incharge, DPC, BRCC, BEO take care of EGS / AS school at district & block level.	State AS co-ordinator appointed, Consultants as co-ordinators at district level.	AS co-ordinator appointed.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG, DRG formed.	DRGs at district level is formed. SRG is not formed.	SRG, DRG formed; SRG meeting every alternate month.	State advisory group (S.A.G) consisting of 24 member constituted & First meeting held.
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation done and meetings regularly held.	Previously done, As in Madhya Pradesh by Digantar, Jaipur. 3 day orientation of SRG was	Orientation of SRG, completed. Orientation of DRG completed. DRG & SRG meetings – bimonthly.	Approach paper on AS for tribal & coastal communities developed by SAG through workshop .

State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
		arranged for the state by Ed.CIL.		
Exposure visit for SRG/ DRG	Regularly being done.		Exposure visits to Digantar, Bodh, Lok Jumbish, MV Foundation, DDS & Rishi Valley, Loreto Sealdah.	<ul style="list-style-type: none"> <li>Visit to HD Kotte, Karnataka.</li> </ul>
Visioning and Strategy planning workshop	Workshop held at RIE, Bhopal and DIET Raisen.	Workshop held at RIE, Bhopal and DIET Raisen.	Completed.	Completed.
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>Schoolless habitations.</li> <li>Working children from rural as ell as urban areas.</li> <li>Tribal children with special focus on girls.</li> </ul>	<ul style="list-style-type: none"> <li>Schoolless habitations.</li> <li>Working children from rural as well as urban areas.</li> <li>Tribal children with special focus on girls.</li> <li>Children of migratory parents.</li> <li>Children of workers on brick kiln sites.</li> </ul>	<ul style="list-style-type: none"> <li>Dropouts &amp; non- starters. Emphasis on covering child labourers.</li> <li>Day schools for Children from schoolless habitations.</li> <li>Girls doing domestic work.</li> <li>Boys doing petty jobs.</li> <li>Casual labour children.</li> <li>Children helping their parents.</li> </ul>	<ul style="list-style-type: none"> <li>For children of schoolless tribal habitations.</li> <li>Children of Fishermen communities.</li> <li>Children employed in plantations and restaurants.</li> </ul>
Duration of the programme	5 years.	5 years.	5 years	4 years



State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
Expenditure per school / per year (Rs.)	i. 30,200 (two teacher school) ii. 14,860	i. 30,500 (two teachers school). ii. 14,860	8,650	25,200 30,000 contribution to community for construction of semi-pucca structure.
Expenditure/child/yr .(Rs)	i. 826 ii. 424	i. 826 ii. 424	For stage I children 300 for stage II children 560.	768
Academic Support and Supervision	i. AS incharge in DIET. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and Jan Shikshak are responsible.	i. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and Janshikshak are responsible.	I supervisor for every 8-10 schools in addition to BRC / CRC supervisor / coordinator on site academic support.	Supported by DIET.
Honorarium of Supervisor (Rs.)	i. 1,500 ii. Not applicable.	i. 1,500 p.m. ii. Not applicable.	Part – time supervisor 700+100 (T.A.) • Decision to raise it to (900+100)	Not applicable.
Material being used	Prepared in collaboration with Digantar. Now integrated text book have been developed at state level with active participation of teachers.	Prepared in collaboration with Digantar.	Formal school text books and workbooks. A set of literacy books has been provided to AS centres.	Adapted self learning material of Rishi Valley School Translation of MGLC material into Tamil. TLM for std. III being prepared.
Collaboration with NGOs	Digantar, Rupantar, Abhivaykiti, Apana School.	Digantar, Rupantar, Abhivaykiti & Eklavya (As in M.P).	Tamil Nadu Science Forum, SFRD, Myrada, Kalvi Kendra, Kalaimangel, Bless.	Rishi Valley.

<b>Coverage</b>				
Current status	1. Closed (only bridging strategy)	1,080 centres	i. MPEGS DPEP-I -- 1,113 DPEP-II -- 584 ii. Vastishala -- 1,640 iii. Sugar schools (10) iv. Condensed course (0). v. Group residential school (10).	i. Amar Kendra (695). ii. Intervention in Makhtabs (111). iii. Amar Parhasali (2,332).
Total Children Covered Through AS	1. 13,734 2. 2,130 3. 67,242 4. 15,600 5. 1,05,050 projected to be enrolled	25,000	i. 47,032 ii. 36,063 iii. 1,452 iv. NIL v. 320	i. 23,795 ii. 4,877 iii. 1,00,950

<b>ADMINISTRATIVE ARRANGEMENTS</b>				
Appointment of AS co-ordinator (State and District)	Consultant microplanning is appointed incharge. He is supported by an Asst. Programme Officer.	State Co-ordinator appointed (Part-time).	Tribal co-ordinator looks after AS. State co-ordinator in place. District co-ordinators are in place.	State and District co-ordinators' in place.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRGs. DRGs constituted.	SRG & DRG constituted.	SRG & DRG constituted.	SRG & DRG constituted.

<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation of DRGs completed.	Preliminary orientation conducted for SRGs & DRGs. SRG meetings - monthly.	Orientation of AS functionaries completed. SRG members attend DRG	6 days, orientation of all functionaries completed. SRG functional.

State	Karnataka	Haryana	Maharashtra	Assam
		Six meeting of SRG held. 4 meeting of DRG held in these meetings 20-50 AS volunteers also participated.	meetings. SRG & DRG meet regularly. 10 meetings of SRG conducted up till now. Workshop organised at State level for District functionaries. SRG (ALS) tenth meeting held on 22 <sup>nd</sup> June, 2001. State level workshop in ALS for all district and Taluka Mahila Sanchalika was conducted at J.P. Naik Centre, Pune for mobilization of MTA and VECs.	
Exposure visit by SRG/ DRG	Visited Rishi Valley Schools.	Some members of SRG visited Digantar. Further exposure visits for entire SRG to Bodh, Digantar, Lok Jumbish, Maya, SKCV, MV Foundation & CWC.	Some AS functionaries visited IIE Pune. District level personnel visited MVF.	Some SRG & DRG members have visited IIE Pune. Inter district Exposure visit by AS workers, supervisors, and selected resource group persons.
Visioning and Strategy planning workshop	Completed.	Completed.	Completed.	Completed.
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>▪ Children who are engaged in household chores in habitation</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters.</li> </ul>	<ul style="list-style-type: none"> <li>i. Out of school children &amp; child labour (6-14).</li> <li>ii. Children of school less</li> </ul>	<ul style="list-style-type: none"> <li>i. Amar Kendra (NFE Centres) -- out of school children particularly of 9-</li> </ul>



			<p>habitations.(6-14) std. I &amp; IV.</p> <p>iii. Children of migratory labour. Std. I to V</p> <p>iv. Migratory children after return to their native places.</p> <p>v. Schoolless habitations where Vastishala / contract schools cannot be opened as per norms.</p>	<p>14 age group</p> <p>ii. Maqtabs -- Out of school children of Minority Community of 6-14 age group particularly girl child.</p> <p>iii. Amar Parhasali (AS centres) -- Out of school children of 6-14 age group.</p>
Duration of the programme	60 days	2 years (some of the centres which have completed 2 years duration have been given extension).	<p>i. 2 years</p> <p>ii. Regular school</p> <p>iii. 6 months</p> <p>iv. 75-100 days in a year.</p> <p>v. Regular school</p>	<p>▪ 4 years</p>
School Hours	Dawn to Dusk	3-4 hours	<p>i. 4 hours</p> <p>ii. 6 hours</p> <p>iii. 6 hours</p> <p>iv. 2 hours</p> <p>v. 6 hours</p>	<p>▪ Minimum 3 hours in one shift (in case of large number of children centres run in two shift)</p> <p>▪ As per the 12<sup>th</sup> JRM recommendation the AS centres are now functioning from 10 a.m. to 3 p.m.</p>

State	Karnataka	Haryana	Maharashtra	Assam
No. of learners per centre	30	20-30	i. 20 children or 17 girls ii. Upto 15 children iii. About 40 iv. 10 v. About 30	▪ 15 to 40 learners in one shift.
Teachers qualification	SSLC	Matriculate	i. XII pass ii. HSC, D.Ed. iii. Regular school teacher iv. Matriculate v. D.Ed.	i. H.S.S.L.C. ii. H.S.L.C. iii. H.S.S.L.C.
Honorarium for Teachers Per Month (Rs.)	1,000	1,000	i. 1,000 ii. 1,000 iii. Teacher on deputation iv. 30 per day. v. Teacher on deputation	▪ 900 ▪ 500 ▪ 900
Duration of training of teachers	10 days	<ul style="list-style-type: none"> <li>• 11 days initial + 10 days every 6 months.</li> <li>• Training module has been developed for AS teacher &amp; supervisors. Final draft ready for printing.</li> </ul>	i. 30 day pre-service & 2 day orientation per month. ii. 30 day pre service & 2 day orientation per month	i. 3 day induction training. ii. 7 day content based training iii. 10 day refresher training. Shiksha Mitra's of Amar Parhasali ▪ 3 day induction training ▪ 21 day content based training ▪ 7 day refresher (need based) training.
Expenditure per school / per year (Rs.)	20,000	22,000	i. 18,625 ii. 13,000 iii. Teacher on deputation. iv. 4,000	32,900

Expenditure/cn/lt/yr (Rs)	500	760	i. 845 ii. 600 iii. 750 (approximate) iv. 400	824
Academic Support and Supervision	By BRC, BEO & CRC.	Being supported by DIET. DRU, BRC, CRCs supervisors being appointed. In the 3 districts process of appointment in progress. In 2 districts test for selection of supervisors is conducted. Activity of Pathak Manch is started in one clusters of one block.	CRC & BRC	<ul style="list-style-type: none"> <li>▪ 1 supervisor for 10 centres.</li> <li>▪ Regular academic support by Supervisor, BRCC, CRCC, DLRG &amp; SLRGs.</li> <li>▪ Monthly meeting of workers and supervisor at BRC level.</li> </ul>
Honarium of Supervisor (Rs.)	Not applicable.	1,500+500 (T.A.)	Not applicable	1,500

State	Karnataka	Haryana	Maharashtra	Assam
Material being used	<ul style="list-style-type: none"> <li>▪ An instructional manual developed.</li> <li>▪ An integrated work book for children has been developed.</li> <li>▪ Workbooks have been revised and developed adding English to cover children who dropped out from higher primary sections.</li> <li>▪ Training package has been revised fro 2 day trg. for Master Trainers, 6-days for DRPs and 15-day for instructions at sub-district levels.</li> <li>▪ 100 Master trainers have been trained during 1-2 March 2002 and training conducted for DRPs during 14-19<sup>th</sup> March 2002 and trg. primar for 21<sup>st</sup> March 2002 to 4<sup>th</sup> April 2002.</li> <li>▪ Documentation of Chinnara Angala (2001) has been done by State Resource Centre (SRC), Mysore and the same is shared with MHRD.</li> </ul>	<p>Formal school books (new) used in class 1 &amp; 2. Workbooks have been prepared to be used along with these textbooks.</p>	<p>i. TLM prepared by IIE, Pune. ALS kit as per regular school -- SLM and TLM.</p>	<p>For class I and II learners of Amar Kendras and Maqtabs textbook based on condensed curriculum.  For class III and IV learners formal school textbooks.  For learners of Amar Parhasali formal school textbook from class I to IV  Supplementary books like book on good hand writing, drawing are also given to learners.  One set of teachers supporting materials have been developed and dsitributed to the workers of Amar Kendras to minimise the gap between the condensed curriculum and formal school curriculum.</p>
Collaboration with NGOs	Rishi Valley	Digantar, NSS.	IIE Pune, Janan Prabodhini, MAHEGS are started by NGOs.	Srujonika, IIE Pune, Bodh, Assam Gyan Vigyan Samiti.

State	Himaachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	<ul style="list-style-type: none"> <li>• 378 proposal in perspective plans.</li> <li>• EC has approved 125.</li> <li>• State cabinet created 75 posts of ALS instructors.</li> <li>• 25 has been operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>• 1,631 AS Centres opened in un-served habitations.</li> <li>• 36 camps for adolescent girls.</li> </ul>	<ol style="list-style-type: none"> <li>ALS Centres (1,332)</li> <li>Residential bridge courses - 151</li> <li>Transitional classes -- 564</li> </ol>	<ol style="list-style-type: none"> <li>Back to School (2282) <ul style="list-style-type: none"> <li>• AS Centre</li> <li>• Alternative School</li> <li>• Education Camp (yet to start)</li> </ul> </li> <li>Bridge courses(2816) <ul style="list-style-type: none"> <li>• Vacation course</li> <li>• Tent school (4)</li> <li>• Night class</li> <li>• Premative course</li> <li>• Farm school</li> <li>• Agaria school</li> <li>• Mobile school</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Shikshaghar – 1110</li> <li>Balshala – 175</li> <li>Prehar Pathshala – 88</li> <li>Makhtabs / Madarasas – 412</li> <li>Rishi Valley – 168</li> <li>Camp – 1 (90 days) + 9 camp 60 days bridge course.</li> <li>2770 EGS courses &amp; 311 AS is operational in DPEP II and DPEP III.</li> </ol> <p>An independent evaluation of DPEP-II commissioned.</p>
Total children covered through AS	352	<ul style="list-style-type: none"> <li>▪ 44,527</li> <li>▪ 600</li> </ul>	i. 35,183	<ol style="list-style-type: none"> <li>Back to School – 49,422</li> <li>Bridge Course – 58,403</li> </ol>	<p>1,61,602</p> <p>B-70,645</p> <p>G-58,678</p>

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)	AS coordinator not in position (probably not required).	State AS co-ordinators in place. In district tribal co-ordinators in-charge for AS.	AS co-ordinator at districts & state levels are in place excepting two districts. In DPEP II districts, CMOs are monitoring the programme.	Tribal coordinator incharge of AS in state whereas in district separate posts for AS Co-ordinators have been created.	State & district coordinators in place in DPEP - II. All district coordinators in place DPEP III. Orientation programme for DPEP-III AS coordinators organized at SPO level in two batches. 13 coordinators were trained during 13-16 Sept. 2000 and 21 coordinators were training during 12-15 Feb. 2001. An experienced consultant appointed for AS at SPO.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG/DRG not constituted.	SRG constituted but does not meet regularly. DRG constituted by member drawn from DIET / BRG.	SRG & DRG constituted. Training for 10 days for SRG members (by Rishi Valley Education Society, Chittoor A.P.) at Panderu. Instructor Pupil Ratio is 1:20.	In place	Functional SRG which meet regularly. Last meeting of SRG(AS) held on 19-20 Sept. 2001.
<b>CAPACITY BUILDING</b>					
SRG/DRG orientation & meeting		DRG oriented for 20 days training module.	No separate SRG, DRG exist for AS.		Functional SRG meets regularly.
Exposure visits by SRG/DRG		Visited M.V. Foundation, Hyderabad.			

Visioning & strategy building workshop	Conducted.	Orientation of functionaries by MVF, RangaReddy dist. AP	Orientation of functionaries by MVF Ranga Reddy district AP.	Visioning done. Ten days training on strategy building to AS co-ordinator at AS training centre imparted every month.	<ul style="list-style-type: none"> <li>• Conducted a 6-day workshop to orient AS functionaries in DPEP-II.</li> <li>• 4 days workshop to orient AS functionaries about EGS &amp; AS (13-16 September 2000).</li> <li>• 4 days programme overview workshop organised (20-23 September, 2000)</li> <li>• 1 day District Coordinator (AS) review meeting held on 2.12.2000.</li> <li>• Training of MT for refresher training programme for instructors of AS (26-29<sup>th</sup> September, 2000).</li> <li>• RVEC grade-2 material finalisation programme (18-23 November, 2000)</li> <li>• 4 days visioning workshop of district coordinators (AS) organised during 12-15 February, 2001.</li> <li>• 3 days visioning workshop of newly appointed district coordinators (AS) organised during 28-30 December, 2001.</li> <li>• Supervision formats for NPRC coordinators developed &amp; distributed.</li> <li>• Training of supervisors BRC / NPRC coordinators for 3 days in 32 districts.</li> </ul>
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State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
<b>ISSUE OF EQUIVALENCE</b>					
Strategy (Profile of the group)	Children from habitations where access is denied due to physical barriers like rivulets, glaciers, steep slopes etc.	ALS : same as formal schools <i>Bridge Course</i> : Same as formal schools In all Alternative Schools Community instructors are positioned.	<ul style="list-style-type: none"> <li>Children out of school: potential child labourers &amp; child labourers.</li> </ul>	<ul style="list-style-type: none"> <li>Children migrating to sugar factories from Dangs class I – IV.</li> <li>Children of migrating labourers working in Dangs (class I-IV).</li> <li>Children of Sugarcane workers in Surat district (Class I-IV).</li> <li>Children of sugarcane workers left at home.</li> <li>Children of families migrating to salt pans.</li> <li>Children engaged in some seasonal activity like cotton plucking etc.</li> </ul>	<ul style="list-style-type: none"> <li>Children out of school 6-11 yrs.</li> <li>Children from minority community (6-11 yrs.)</li> <li>Children engaged in sibling care (3-11 yrs.)</li> <li>Girls 9+age group.</li> <li>Out of school children engaged in labour (9-14 yrs.)</li> <li>Children of scattered population 6-14 yrs.</li> <li>Out of school children 6-11 yrs. (Grade-I &amp; II).</li> </ul>
Duration of the programme	Same as formal school.	Same as formal school	<ul style="list-style-type: none"> <li>Same as formal schools.</li> </ul>	<ul style="list-style-type: none"> <li>90 days</li> <li>6 months</li> <li>30-60 days</li> <li>6 months</li> <li>4 months</li> <li>1-2 months</li> </ul>	5 years - induction to format schools as & when desirable.



State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
School hours	Full time (5 hours) school.	Full time (5 hours) schools.	i. Full time (same as formal schools).	i. 3-4 hours ii. Full time iii. 3-4 hours iv. Full time v. 3-4 hours vi. 1-2 hours	i - iv. 4 hours (inclusive of the time for lesson planning & community contact.) v. Residential vi. - vii 4 hours
No. of learners / centre	Minimum 15.	Minimum of 25 learners.	i. 20 to 80.	i. 5-20 per centre ii. 9-10 seats per school iii. 5-20 children. iv. -- v. 5-20 children vi. 5-20 children	i-iv. 30 v. 75 vi. 30 vii. 30 (Hill region - 20)
Teacher qualification	Matriculate.	Trained matriculate not available than candidates with 8 <sup>th</sup> pass qualification can be engaged).	i. Minimum Senior school certificate (SSC).	i. SSC ii. Educated person.	High School, Preference will be given to women candidates. (50% of instructor would be women).
Honorarium Per Month (Rs.)	800	800	i. 1,000 per month.	i. Rs. 50/- per pupil per month. Rs. 1000/- per month for a maximum of 20 pupil.	i-ii. Rs. 1000 iii. Rs. 1000+ Rs.300 for additional child care worker. iv. Rs. 1000 & additional 3 craft teachers @ Rs. 100 per month. v. Rs. 1200 instructor vi-vii. Rs. 1000

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Training Duration	N.A.	Induction training of 12 days, followed by 30 days training for Instructors.	<ol style="list-style-type: none"> <li>3 days initial orientation + 10 days every year.</li> <li>Same as above &amp; monthly review cum meeting of volunteers at the district level.</li> <li>7 days</li> <li>15 days + 7 days (after six months)</li> <li>15 days training has been given in the month of May 2000.</li> <li>7 days training will be given after six months i.e., in the month of December 2000.</li> </ol>	<ul style="list-style-type: none"> <li>▪ 45 days pre-service training.</li> <li>▪ 15 days in-service training thrice after every 6 months.</li> </ul>	<ul style="list-style-type: none"> <li>• 30 days for instructors / Acharya ji.</li> <li>• 30+10 days for supervisor.</li> <li>• Regular in-service training instructors for alongwith monthly meeting at NPRC.</li> <li>• 30 day training for instructor in child labour endemic districts.</li> <li>• Training of instructors in NCLP schools also being undertaken.</li> </ul>
Expenditure Per School/Per Year (Rs)	N.A.	<ol style="list-style-type: none"> <li>15,725 per centre.</li> </ol>	<ol style="list-style-type: none"> <li>15,000</li> <li>9,000</li> <li>9,000</li> </ol> <p>15,000 per each Alternative school is planned for the construction of semi-Pucca building. Community will provide worth of Rs. 500 either cash or kind.</p>	Around Rs. 3,500.	<ol style="list-style-type: none"> <li>20,270 per centre.</li> <li>20,270 per centre.</li> <li>26,470 per centre.</li> <li>24,970 per centre.</li> <li>43,000 per camp.</li> <li>19,220 per centre.</li> <li>14,350 per centre.</li> </ol>

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Exp. / Child / Yr. (Rs.)	N.A.	i. 629	i. 375 ii. 257 iii. 1,921	Rs. 1000 the expenditure includes purchase of reading and writing materials.	i-ii 675 iii. 880 iv. 810 iv. 640 v. 540 vi. 478
Academic Support	By CRC and HT of nearest school.	CRC co-ordinator. Incase there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support. ii. Same as above.		i. NPRC Co-ordinators are supervising the AS centres, training by DIETs & select NGO's. ii. 5 days training of supervisors / NPRC coordinators conducted in DPEP-II districts. iii. TLM grants being made available iv. Training modules for Shiksha Ghar, Balshala, under revision by SRG. v. SRG members visit and monitor AS centres in districts.
Honorarium of Supervisor (Rs.)	Supervise by BRC / CRC	1,500 incase an additional supervisor is appointed.	Not applicable.		Not applicable

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Material used	<p>Formal school textbooks.</p>	<ul style="list-style-type: none"> <li>▪ Formal school textbooks will be used at AS centres</li> <li>▪ A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for AS</li> </ul> <p>Instructors has been developed and distributed to all districts.</p> <ul style="list-style-type: none"> <li>▪ An activity bank, subject wise and topic wise entitled SAMBHARA for class -I has been prepared and distributed to all DPEP districts.</li> <li>▪ TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to AS centres.</li> </ul>	<ol style="list-style-type: none"> <li>i. ALS: Formal school textbooks and MGSL kits.</li> <li>ii. Bridge course: Bridge course material and textbooks.</li> </ol>	<ol style="list-style-type: none"> <li>i. Books</li> <li>ii. Pamphlets</li> <li>iii. Charts</li> <li>iv. Pictures</li> <li>v. Geometrical Shapes</li> <li>vi. Globe, Compass box</li> <li>vii. Roll-up board</li> <li>viii. Cards (lesson card, activity card, progress card and evaluation.</li> <li>ix. Balmandir and Prathmik Shikshan Saravani for continuous academic support.</li> </ol>	<ol style="list-style-type: none"> <li>i. Formal school textbooks / RVEC multigrade materials.</li> <li>ii. Multigrade self learning kits for RVEC centres</li> <li>iii. Teacher Guide also distributed.</li> <li>iv. Additional reading material -- Indradhanush and local specific materials made available to centres.</li> </ol>
Collaboration with NGOs / Agencies	None	<ul style="list-style-type: none"> <li>▪ Aagramee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF, West Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gantar, Ahmedabad, Astha, Parivartan, Lok Swasthya Seva Sanstha (Panchmahal), Pratham (Baroda).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, RVEC, Pratham Mumbai.</li> </ul>

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Current Status	<ul style="list-style-type: none"> <li>i. 34 AS Centres opened.</li> <li>ii. 316 EGS are in operation.</li> </ul> 316 Acharyaji & 34 Anudeshaka selected 242 Acharyaji & Anudeshaka trained	Apna Vidyalaya (1122) Angana Vidyalaya - (1406)	Apana Vidyalaya -- (813) Angana Vidyalaya -- (376)	Child Education Centre - 5,568 (DPEP I & II)	<ul style="list-style-type: none"> <li>i. Rajiv Gandhi pathshala-8,760</li> <li>ii. 6 hourly AS -1,743</li> <li>iii. 4 hourly AS - 712</li> <li>iv. Condensed Course - 556</li> <li>v. Migratory Hostel - 145</li> <li>vi. Madrasas-160</li> </ul>
Total children covered through AS	7,418	57,804 approx.	3319	4,31,741	21,927
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)	<ul style="list-style-type: none"> <li>▪ Senior professional looks after the programme</li> <li>▪ District Coordinators (AS) are in place</li> <li>▪ District Coordinators (AS) have been oriented &amp; trained.</li> </ul>	AS coordinator at state level & district level in place.	AS coordinator in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	SRG, DRG have been formed.	DRG constituted.	Most of the places 5 members DRG constituted.	DRG in phase I districts, constituted,	SRG & DRG constituted.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
<b>CAPACITY BUILDING</b>					
SRG/DRG orientations & meeting	SRG is oriented and monthly meeting of SRG is held regularly.				Orientation of SRG/DRG is completed.
Exposure visits by SRG/DRG	SRG visited Rishi Valley Education Resource Centre, Andhra Pradesh				
Visioning & strategy building workshop	<p>i. 4 day workshop to orient AS functionaries about EGS &amp; AS organized.</p> <p>ii. 4 day visioning workshop of Distt. Coordinators (AS) organised during 12-15<sup>th</sup> February, 2001.</p> <p>iii. SRG meeting held on 12 September, 2001.</p> <p>iv. Workshop on TLM preparation organized on 28-30<sup>th</sup> September, 2001.</p>	Completed. 23 facilitate the age specific diagnostic / remedial teaching learning process in the classroom. ASRGs have been imparted training to provide Resource and Academic Support to the ALS instructors.		A 2 day orientation was organised for district AS coordinators. 3 Convergence meeting held with various departments.	Orientation workshop proposed.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
<b>ISSUE OF EQUIVALENCE</b>					
Strategy (Profile of the group)	<ul style="list-style-type: none"> <li>i. Children from small schoolless &amp; scattered habitations.</li> <li>ii. Children engaged in sibling case.</li> <li>iii. Children from minority community</li> <li>iv. Children engaged in domestic &amp; seasonal activities</li> </ul>	<ul style="list-style-type: none"> <li>• 9+ age girls.</li> <li>• Children of SC/ST. going to school .</li> <li>• Children helping their parents.</li> <li>• Dropouts &amp; children highly from marginalised communities children.</li> <li>• Children of schoolless habitations.</li> <li>• Working children and children of migrant levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 9+ age girls.</li> <li>• Children of SC/ST. going to school .</li> <li>• Children helping their parents.</li> <li>• Dropouts &amp; children highly from marginalised communities children.</li> <li>• Children of schoolless habitations.</li> <li>• Working children and children of migrant levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Children of school less habitations.</li> <li>• Drop out and un-enrolled children in habitations where school exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for target group</li> <li>• Duration -- 5 years for bridge course -- 4 months packages</li> </ul>
Duration of the programme	5 years	<ul style="list-style-type: none"> <li>i. 2 yrs (for 9+ age children)</li> <li>ii. 3 yrs (for 6-8 yrs. children).</li> <li>iii. In four semesters.</li> </ul>	<ul style="list-style-type: none"> <li>i. Apna-3 years</li> <li>ii. Angana-2 years</li> </ul>	Same as formal schools (4 years).	Same as formal schools (5 years). For bridge course (3-6 months)
School hours	4 hours	<ul style="list-style-type: none"> <li>i. 3 hrs. (Apna)</li> <li>ii. 3 hrs. (Angana)</li> <li>iii. Mata Samiti to decide school timings.</li> </ul>	Three hours a day.	3 hours daily & 200 days in a year.	<ul style="list-style-type: none"> <li>i. 6 hours</li> <li>ii. 4 hours</li> </ul>

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
No. of learners/centre	10-20 per centre	i. 15 – 25 (Apna) ii. 15 –25 (Angana) -- only girls.	25-30	Each SSK will have 100 children : 50 for class I & 50 for class II. Minimum 20 children required for opening SSK.	i. 6 hours - 30 ii. 4 hours - 15-20 iii. Bridge Course - 20 or more
Teacher qualification	i. High school	i. Minimum 8 <sup>th</sup> pass women (Mostly belonging to the disadvantaged section).	Class VIII or higher.	Class 12 <sup>th</sup> pass women minimum age of 40 years.	Minimum qualification XII passed, relaxed in case of female candidates upto X class. 843 para teachers are working in 826 AS.
Honorarium per month (Rs.)	1,000 per month	i. 400 ii. 400 iii. Decision to revise honorarium but not implemented.	Rs. 400 per month 1 <sup>st</sup> year Increment of Rs. 100 in subsequent year.	For 1 <sup>st</sup> teacher 1,000 for IIInd teacher 800.	i. 1,200 ii. 6,00 Per year increase of Rs.100.
Training Duration	i. 30 days induction training for instructors and Acharyaji. ii. 15 days refresher training	<ul style="list-style-type: none"> <li>30 days Induction training + 3 days recurring training (residential) every 3 months + 10 days of refresher training before every semester.</li> <li>1 day monthly meeting of ALS instructors.</li> <li>10 days training to MT's</li> <li>10 days training to ASRG.</li> </ul>	Foundation training - 30 days Refresher training - 10 days Recurrent training - 3 days	i. A 6 day induction training for SSK teachers. ii. 8 days pedagogy training planned. Yet to be implemented.	<ul style="list-style-type: none"> <li>41 days foundation training.</li> <li>Remedial training 10 days.</li> <li>Content based training 30 days.</li> </ul>



Expenditure per School /per Year (Rs)	EGS -- 15,190 AS -- 16,190	i. 9,250 (in the first year). ii. 7650 (in the following year).	9250 1 <sup>st</sup> year 7650 following year	<ul style="list-style-type: none"> <li>Honorarium of teachers @ 1000 / year 1,000 grant to each SSK centre every year &amp; 250 to Shiksha Sahayika for production of TLM.</li> <li>A minimum of Rs. 13,250</li> </ul>	<ul style="list-style-type: none"> <li>i. 35,620</li> <li>ii. 21,620</li> </ul>
Exp./Child /Yr. (Rs.)	i. EGS -- 760 ii. AS -- 810	i. 462 (in the first year). ii. 382 (in the following year).	Rs 426 1 <sup>st</sup> year Rs. 382 following year	Not yet worked out	<ul style="list-style-type: none"> <li>i. 1,187</li> <li>ii. 720</li> </ul>
Academic Support	<ul style="list-style-type: none"> <li>i. NPRC Coordinators are supervising the AS / EGS centres.</li> <li>ii. BRCC, NPRCC &amp; DIET functionaries giving academic support to Acharyaji &amp; Anudeshaka ..</li> </ul>	By ASRG who are retired primary school teacher or minimum matric passed local girls belonging to disadvantaged girls. One supervisor for FIVE to ten centres supervisor.	ASRG-14 members & programme personnel or BEP personnel & DRG's.	Retired official who has worked above the level of school inspector or PTTI trainer.  TLM grant for Shiksha Sahayika.	<ul style="list-style-type: none"> <li>CRCF-Twice a month.</li> <li>BRCF (BEE0) - Whenever visit the village.</li> <li>P.O., AS at DPO - 10 % AS per month.</li> <li>DPC - 5% AS per month.</li> </ul>
Honorarium of Supervisor (Rs.)	N.A.	500 p.m.	500 Rs. p.m.	2,000+TA/DA	N.A.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Material used	<ul style="list-style-type: none"> <li>▪ Formal school Textbooks</li> <li>▪ Teacher's guides</li> <li>▪ TLM developed with the help of DIETs.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum developed for ALS.</li> <li>• Books developed for semester (I) in Language, Mathematics and EVS printed &amp; distributed.</li> <li>• Books developed for semester (II) in Language, Mathematics and EVS printed &amp; distributed.</li> <li>• Books in Urdu for Satra-II Language, Maths &amp; EVS developed.</li> <li>• The Books so developed for Semester-I and II have been revised after first trialling on the ALS centres and through rigorous participatory workshops.</li> <li>• Additional reading writing material has been developed for Angna schools.</li> <li>• Books in Urdu for Language of Satra-I developed and EVS &amp; Math book of Satra-I translation in Urdu. Printing under process.</li> <li>• Books developed for Semester-III in Language, Math &amp; EVS printed &amp; distributed.</li> <li>• Books developed for Semester-IV in Language, Math &amp; EVS printing under process.</li> </ul>	Local TLM, Printed Books-language Math, EVS, Action play, stories and songs preparing at DLO.	Formal school textbooks at SSKs.	Same textbooks will be used as in PFE. Extra material in the form of workbook and teacher guide will be developed.

<p>Collaboration with NGOs/agencies</p>	<p>SAMATA, BODH, SIDH, Divya Prem Sewa Mission, Haridwar</p>	<ul style="list-style-type: none"> <li>• In material development, collaboration with individual drawn from NGO's.</li> </ul>	<p>Some places with Zilla Saksharta Samiti.</p>	<p>Not yet worked out</p>	<ul style="list-style-type: none"> <li>▪ NGO's like IDS, Bodh and Digantar will be involved in policy framing, supervision and academic support.</li> <li>▪ Proposal invited from NGOs to run Bridge Courses.</li> </ul>
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# **GENDER**

## **Introductory Remarks**

The persistent educational backwardness of girls has been the prime factor that informed the thrust of the NPE 1986 and the POA 1992. This has been fully built into project planning and implementation under DPEP. Over the years of implementation significant changes are visible at the ground level. Gains recorded in girls' enrolment and narrowing of or even elimination of gender disparities in this regard are possibly the highpoints of the programme's outcomes.

## **Strategy**

In compliance with the programme's thrust on girls, implementation strategies have been designed to correct the adverse situation of girls in the context of primary education. Programmatic emphasis has been on countering the prevailing atmosphere against girls' education through widespread awareness and community mobilization efforts. This was complemented by activating village level formal and informal groups that began working as a collective force towards improving the status of girls' education.

In DPEP the strategy for Gender/'Girls' Education has been to address both the generic and specific issues. While the generic is expected to cover/benefit all girls in any district, the specific essentially counters the difficulties faced by girls of certain socio-economic groups, in particular pockets.

The generic seeks to integrate the gender perspective in the activities of various functional areas such as community mobilisation, alternative schooling, special focus groups (Tribal, IED, SC Minorities, etc.), teacher training, textbooks, VEC training, civil works, research . . . etc.

The Specific targets the resistant and disadvantaged groups, often dispersed in remote and difficult areas. This has entailed

- intensive and innovative efforts at micro level
- structural reinforcement at sub district level for continued focus on girls' education
- mobilisation of village women/women's groups to pursue issues of girls' education.

A clear shift from the generic to the specific emerged as necessary at a particular stage of programme implementation. This is when the programme begins targeting specific groups of girls, typically minorities, and Scheduled Castes- Scheduled Tribes and adolescent girls in areas of low enrolment or high repeaters/drop out. Addressing these, the National level along with the states has engaged in strategising to reach the 'hardest to reach'. More and more States are now adopting these approaches to increase the levels of participation in primary education.

What has been unique about these strategies is the way in which local level support has been mobilised to sustain the requisite vigil and pressure on the community and the school system on issues of enrolment, retention and also achievement levels. These interventions have been

characterised by efforts to build on available data and ensure flow of all possible inputs, either available within the programme or from external sources. In this way these states have been able to respond meaningfully to the situation on the ground and ensure very focused and sustained inputs that have effectively addressed the deterrents to girls' education in the local context.

*Improved access and enrolment to girls is being attempted through :*

1. setting up special models of AS exclusively for girls – angana vidyalaya, bal shalas, AS cum ECE centres
2. providing formal primary schooling facilities in centres of religious instruction viz., mokhtabs and madarassas
3. intensive mobilisation efforts, particularly among the resistant groups
4. working in close collaboration with community in specific identified pockets
5. using women's groups (both formed under the programme and those already existing), VECs, MTA, to follow up issues of girls' education
6. regular enrolment drives conducted in most states. In Uttar Pradesh a 23% increase has been recorded in girls' enrolment in 2000-2001 over last year's enrolment figures
7. conducting special camps and bridge courses for girls to mainstream them
8. follow up of cases of drop out girls to bring them back to school.
9. synchronised timings of formal primary school and AW/ECE centres.

*Retention of girls is being attempted through :*

1. Monitoring attendance has been adopted as a means of checking girls from dropping out of school. This has been high on the agenda in all states where micro initiatives for girls' education have been taken up. Community involvement is very visible in this process, particularly in mobilising parents for regular attendance of their children.
2. Retention drives are being held in some of the states to put a regular pressure on the parents and the school system to ensure retention of girls. These are not one time drives but are organised at regular intervals to sustain the pressure and take up corrective measures as may be necessary.
3. Tracking school wise cohorts has been another way of ensuring girls' retention.

*Improved Learning outcomes are being attempted through :*

1. special coaching classes/remedial classes for SC/ST girls
2. creation of a congenial learning environment for girls in the classroom where they are given the opportunity to learn. This is being done through special inputs to teachers – either in selected pockets or across the programme districts
3. remedial classes are being organised by VEC/MTA members for girls who are not faring too well at school.

Apart from these, States have begun working on ways of improving the classroom environment so that girls get an equitable learning environment. Most interventions in this respect have been through teacher sensitisation programmes.

## **Intervening for Equitable Classroom Processes and Affording a Congenial Learning Environment to Girls**

The national level initiative to examine the prevalent classroom environment in the DPEP states has led to the DPEP States conducting a study on *Classroom Culture and Processes from the Gender Perspective*. By nature exploratory and qualitative, a study of its kind is expected to provide the basis for planning interventions to address the issue of equitable learning environment in schools and classrooms in the States. Besides acquiring insight into the classroom environment and learning opportunities afforded to girls, the study targets at capacity building within the state to undertake studies of similar nature, as the field work for the study, data analysis and report writing will be undertaken by specially trained State Research Teams.

The study will cover 17 formal primary schools in each state. Of the 17 schools, 16 will be located in rural areas and one will be an urban school. Additionally, States having alternative schooling centres will cover four centres in the study. In order to facilitate the selection and representativeness of schools in the coverage, eight types of schools have been identified. Each state will select schools from areas with predominance of scheduled caste, minority, scheduled tribe, OBC, general caste, etc., and also ensure that the schools are located in geographic and topographical conditions peculiar to the states, such as riverine area, coastal area, desert area, hilly area, forest area, etc.

The study tools that were developed were field trailed and finalized.

Six Regional Training Workshops for all members of the State Research Teams have been completed. These workshops were hosted by DPEP in Orissa, Himachal Pradesh, Chennai, Uttaranchal, Bihar and Rajasthan. This five days training sought to cover all aspects related to data collection, data analysis and report writing. The training for field work concentrated on preparing the team for field work. Efforts were made to develop skills of carrying out observations of classrooms, assembly, lunch break and children's arrival at and departure from school. The team members were also trained on the use of the research tools developed for teachers, parents, community members, group discussions with children and collecting information about the school and classroom included in the study. A detailed manual developed for field work was used to train the State Research Teams.

Three out of the five days of training was devoted to hands on training in schools. Data collected in the process was discussed in classroom sessions to assess the work done and to refine skills. The data was also used to train the report writers on data analysis.

Before launching the study, states have organized local level training as final practice for the team members and also to assess their performance. This round of practice was found very useful as the schools used for the Regional Training Workshop were not only alien to the participating States but were also alien to DPEP and many of the details expected to be captured in the study were just not to be seen/found.

Field work has been completed in almost all states.

To discuss data analysis and report writing a five days National Workshop was held in Jaipur. Participants at this workshop were trained on analyzing data coming from the observations. With the help of data from the field the list of Core Categories, to be used by the States in analyzing their observations, was developed at this workshop. Following a similar process the code lists for the other research tools were discussed and a final draft prepared. A computerized package for data entry and analysis of data generated through interviews and group discussion has been developed with the help of a team of consultants. States have been provided detailed manual containing the code lists and guidelines for data entry. Data analysis has been begun. States have completed inter-rating the observations which have also been analysed. Based on the analysis structure of the State/National reports and tabulation plans have been drafted.

## Outcomes

### *Enrolment*

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

### *Learner Achievement*

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

While the decline in gender gaps has been encouraging, the overall achievement levels continue to merit attention, and the study on *Classroom Culture and Processes from the Gender Perspective* may provide valuable leads to impact on the achievement of girls.



GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Staffing Position State Gender Co-ordinator	<ul style="list-style-type: none"> <li>In Place -</li> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>SCERT - One each for gender &amp; ECE</li> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (Sr. P.O. for SFGs)</li> <li>In Place (APC in each district)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One each for Gender and ECE)</li> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (1)</li> <li>In Place (28)</li> <li>299 Sahyoginis at selected clusters</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>State Advisor in place at SPO</li> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One for Women Development &amp; one Assistant WDO for Gender &amp; ECE)</li> <li>In Place (One WDO per district)</li> </ul>
District Gender Co-ordinator	<ul style="list-style-type: none"> <li>SRG (Gender &amp; ECE)</li> <li>DRG (Gender &amp; ECE) in place.</li> </ul>	<ul style="list-style-type: none"> <li>State &amp; District Gender Resource groups constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG &amp; DRGs constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG for gender and ECE constituted</li> <li>District Resource Groups have been setup in Trivandrum and Palakkad districts</li> </ul>	<ul style="list-style-type: none"> <li>State and District Resource Groups for gender and ECCE in place.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Groups for Gender and ECE constituted at State and District levels</li> </ul>	<ul style="list-style-type: none"> <li>10 member SRG for Women's Development &amp; ECE in place. Meets every six months.</li> <li>12 member DRG for Women's Development &amp; ECE constituted. Meets twice a year</li> </ul>
Sub District							
Resource Groups (Gender & ECE)							
Community mobilisation Material Development	<ul style="list-style-type: none"> <li>Materials with gender focus in print, audio/video developed in 2/3 languages and distributed /used</li> <li>Songs and street plays on the need for educating girls &amp; women prepared</li> <li>Awareness materials developed</li> <li>Preparation of drama script on awareness for girls</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitive Poster, Brochure, Folders developed</li> <li>Gender specific brochures on - Girls' education empowerment through DPEP</li> <li>Laws for women - Agencies working for women</li> <li>Two folders for parents and teachers on the importance of educating girls</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective integrated in all training modules &amp; materials developed for community mobilisation and awareness creation</li> <li>Rural folk tales &amp; stories by elders collected to emphasise need for parents &amp; community to interact with the growing girl child.</li> <li>A 7 module training</li> </ul>	<ul style="list-style-type: none"> <li>A write up on gender issues included in the handbook developed for parents.</li> </ul>	<ul style="list-style-type: none"> <li>Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>Gender specific awareness material &amp; scripts prepared</li> <li>Brochures for Mahila Padma Badna Andolan developed and disseminated upto</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for Sahayogini, Taluka/Zila Mahila Sanchalika and project personnel distributed upto school level. The handbook explains how to establish communication with parents, VEC members, Panchayat members and community. It also covers formation of MTA,</li> </ul>	<ul style="list-style-type: none"> <li>Posters and stickers on girls' education developed and distributed to all schools.</li> <li>Video cassettes developed and screened in all districts.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Community mobilisation Material Development</i></p>	<p>in Bongaigaon district.</p>	<ul style="list-style-type: none"> <li>Material developed for celebration of girl child day, legal literacy, improving the health of women and children</li> </ul>	<p>film with in built gender focus produced for training of teachers and VEC members.</p>		<p>the grass root level to motivate parents to enroll girls in school.</p>	<p>their role in promoting girls' education</p>	
<p><i>Interaction at Sub-district level</i></p>	<ul style="list-style-type: none"> <li>Campaigns by special troupes in tea gardens, tribal and riverine area.</li> <li>Campaigns for SFGs including religious leaders,</li> <li>Meena campaign</li> <li>Awareness camps and follow up meetings</li> <li>Maa Beti melas, at block level.</li> </ul>	<ul style="list-style-type: none"> <li>Maa-Beti melas, cycle rallies, puppet shows, Kalajathas, etc.</li> <li>Mahila sashakti Karan Saptah</li> <li>Massive enrolment drive organised with the help of mothers &amp; women VEC members</li> <li>300 Maa-beti melas organised to promote enrolment of children to Anganwadis.</li> <li>Balika Saptah activities comprising Antakshari, Kavitanjali, Nukkad Natak, Prasha Manch, Vykhan Maha, Declamation contests painting &amp; quiz competition launched in all schools in DPEP districts to create awareness about girls' enrolment &amp; retention in school.</li> </ul>	<ul style="list-style-type: none"> <li>Micro Planning with gender focus completed in specific blocks</li> <li>Cultural troupes have performed kala jathas in 7965 villages/ habitations in the districts.</li> <li>VEC melas - 610</li> <li>95 Ma Beti melas</li> <li>1541 Chinnara melas at cluster level conducted with girl child &amp; SC/ST children focus</li> </ul>	<ul style="list-style-type: none"> <li>Campaign in coastal and tribal areas</li> <li>In Kasargod and Wayanad</li> <li>Female volunteers posted in the Muslim areas of District &amp; block meetings of religious leaders</li> <li>Grihasadas (10 -15 women per meeting) held with involve-ment of VEC &amp; volunteers</li> <li>Conduct of melas, rallies, Kalajathas, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Shiksha Abhiyan Phase II</li> <li>Shiksha Panchayat</li> <li>Conduct of melas, rallies, kalajathas, etc.</li> <li>Maa - Beti Melas organised in some districts</li> <li>Mahila Shiksha Abhiyan Phase III</li> <li>Shiksha Panchayats</li> <li>School Chalo abhiyan in all the districts</li> <li>Gram Sabhas organized regularly at village level.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct of melas, rallies, Kalajathas targeted mainly at women and girls</li> <li>Celebration of Balika Din</li> <li>Mahila and Kishori Melas organised at the time of enrolment drives.</li> <li>Separate retention drives for girls held</li> <li>International Women's Day celebrated in the districts on 8<sup>th</sup> March.</li> </ul>	<ul style="list-style-type: none"> <li>Mobilisation of VLCs and PTAs</li> <li>VLCs involved in enrolment of girls</li> <li>1027 Melas and campaigns were conducted during 1999-2000.</li> <li>Street plays about educating girls and elimination of gender bias enacted.</li> <li>Area specific intensive follow up for detection of out of school girls.</li> <li>Special enrolment drives conducted.</li> </ul>

GENDEK INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Community Participation	<ul style="list-style-type: none"> <li>• Mahila Jagaran Samitees in Darrang district, which focus on empowerment through economic activities</li> <li>• Training to 100 SFG groups of Darrang District by NABARD.</li> <li>• Cultural Programme on issues related to girls' education at Kathalguri in Morigaon District.</li> </ul>	<ul style="list-style-type: none"> <li>• Door to door campaign for girls' enrolment by women members of Panchayat</li> <li>• Celebration of special days for girls' education like Dholak Manjira.</li> </ul>	<ul style="list-style-type: none"> <li>• In Bellary district children get the lamp from the village house-holds for the evening classes as there is power breakdown.</li> <li>• In Raichur district VEC members pooled in their TA/DA for purchasing a durri (carpet) for the BRC.</li> <li>• <i>Samudayadatta Shale</i> - a community owned school programme - and a child adoption programme launched throughout the state</li> </ul>	<ul style="list-style-type: none"> <li>• PTAs in all schools</li> <li>• MPTAs in majority schools</li> <li>• Support from the community is being arranged for helping poor children to pursue studies</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan, Shiksha Panchayat and formation of Mahila Samoohs, thrift and credit groups.</li> <li>• <b>Formation of Prerak Samoohs, district and block core groups for Mahila Padna</b></li> <li>• <b>Badna Andolan</b></li> <li>• To promote community participation</li> <li>• <b>Gram Shiksha Sabhas, Bal Mela, Maa Beti Mela held regularly at block /cluster/village level.</b></li> <li>• <b>Regular orientation of Mahila Samoohs.</b></li> <li>• <b>Door to door contact under Mahila Padna</b></li> <li>• <b>Badna Andolan</b></li> <li>• <b>3 days training of Gender Coordinators &amp; Sahyoginis held to orient Self Help Groups.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 12593 MTAs in place in 9 districts</li> <li>• MTA has adopted 10 girls of migrant families in Bhokandhar village.</li> <li>• <b>Jalna district, provides them food etc. These girls have thus been retained in school.</b></li> <li>• <b>Some MTAs provide uniforms to girls</b></li> </ul>	<ul style="list-style-type: none"> <li>• Door to door campaign for girls' enrolment by women members of Panchayat.</li> <li>• Community support in getting scholarship for SC/ST girls, providing toilets &amp; furniture to schools.</li> <li>• In the Panchayat Union Middle schools of Chinthamani &amp; Pappanapatti, the Magair Mandram enrolled the dropouts girls.</li> <li>• Children from private schools attracted by the method of teaching in the panchayat union PS Namachivayapuram.</li> <li>• List of absentee girls provided to VEC by the HM of panchayat union primary school Sirakilan-dhannalur which tried to readmit them.</li> </ul>
VEC	<ul style="list-style-type: none"> <li>• VECs involved in home visits, teacher sensitisation, awareness campaigns for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>• VEC training addresses issues of girls' education &amp; women.</li> <li>• Both basic and refresher training of</li> </ul>	<ul style="list-style-type: none"> <li>• VECs are sensitising Mother and other community leaders</li> <li>• VEC meetings, VEC melas and Chinnara melas are used to</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs &amp; PTAs alongwith VECs are actively involved with education of the children</li> </ul>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh, Panchayat and MSA</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of MTAs are held for every class to follow up the progress of the children and their</li> </ul>	<ul style="list-style-type: none"> <li>• Three days training every year. to VEC and PTA members</li> <li>• VEC module focuses on importance of</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>VEC</i></p>	<ul style="list-style-type: none"> <li>• 2000 Mothers' groups and 1000 SiHG formed.</li> <li>• Women VEC members' convention held</li> <li>• MTAs constituted</li> <li>• Orientation of Mothers' Group on health &amp; development issues in all districts.</li> <li>• Adult Women's Literacy classes at Kapili Block of Morjigaon district</li> </ul>	<p>VEC members completed</p> <ul style="list-style-type: none"> <li>• VECs involved in motivating parents to educate girls &amp; re-examine the role of women in society</li> </ul>	<p>promote gender equity.</p> <ul style="list-style-type: none"> <li>• Basic training to VECs has been given. Gender focus is inbuilt.</li> <li>• VECs are being reconstituted in the form of School Development and Monitoring Committees (SDMC).</li> </ul>	<ul style="list-style-type: none"> <li>• PTAs in all schools oriented. Parents made aware of the fact that girls and boys need to be treated alike and given equal opportunities.</li> </ul>	<p>training, Shiksha Panchayat.</p> <ul style="list-style-type: none"> <li>• Special training for newly elected women panchayat members</li> <li>• VECs and SMCs functioning. MTAs &amp; PTAs are being formed.</li> <li>• One day gender specific MSA training completed in all districts.</li> </ul>	<p>participation in school activities.</p> <ul style="list-style-type: none"> <li>• Pursue enrolment and retention of girl children</li> <li>• VEC members participating in MTA meetings</li> <li>• Workshop for representatives of VECs held on 17<sup>th</sup> to 20<sup>th</sup> July 2001.</li> </ul>	<p>education, particularly girls. Covers issues of enrolment, retention and completion of Class V.</p> <ul style="list-style-type: none"> <li>• Involvement of women members of PTAs and local bodies increased in promoting girls education, mobilising resources, participation in school activities &amp; meetings</li> </ul>
<p><i>Pedagogy Training of academic staff</i></p>	<ul style="list-style-type: none"> <li>• Gender sensitisation integrated in training for teachers, SIs, DIs, BEOs, DIET personnel, principals &amp; Instructors of BTCs, BRCCs, CRCCs.</li> <li>• Sensitisation of teachers to reduce gender bias in classroom activities</li> <li>• Completed basic teachers training in DPEP II &amp; refresher training in DPEP I.</li> <li>• Package developed for training teachers of Ka Maan – the pre primary class in FPS. Includes modules.</li> <li>• KRPs trained at state on Ka man</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of 8969JBT teachers, 1582 VEC members, 63 Education Administrators &amp; DIET faculty, using the package Dasha and Disha</li> <li>• Gender training of district and sub district level functionaries, teachers &amp; grassroots level functionaries through tele-conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Gender concerns integrated in the in-service teachers training programme</li> <li>• The 6 day teacher training module has an inbuilt component of gender</li> </ul>	<ul style="list-style-type: none"> <li>• One day brainstorming session to discuss ways of sensitising teachers on gender issues</li> <li>• Study in 168 schools on classroom processes &amp; gender.</li> <li>• ½ day gender training to 28,000 teachers to minimise the biased outlook that prevails in primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> <li>• Gender sensitisation module integrated in teacher training</li> <li>• All the teachers, EGS Gurujis, Jan Shikshaks and Supervisors trained on the gender specific SLM developed.</li> <li>• Elimination of gender bias in the Integrated Learning Material (ILM) undertaken in workshop mode</li> </ul>	<ul style="list-style-type: none"> <li>• Gender module included in the in-service teachers' training programme – SMARTPT.</li> <li>• Training of all teachers on Sankalp '98</li> <li>• Gender perspective in classroom situations included in Sankalp 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Module prepared and distributed to all the schools.</li> <li>• Gender perspective integrated in training programmes for teachers, CRCC, BRCC, Educational Administrators. SCERT and DIET faculty and project personnel.</li> </ul>

INTERVENTIONS	ANDHRA PRADESH	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Material development	<ul style="list-style-type: none"> <li>Gender information kit to eliminate gender bias in textbooks &amp; their alternatives by SCERT</li> <li><i>Mujhe Padna Hain</i> (I Want to Study) – a gender module for the tele conferencing on girls' education</li> <li><i>Dholak Manjira, Abhibhavak Shala Sangam Samaroh</i> Packages relating to women's empowerment and promotion of girls' education distributed at BRC level.</li> </ul>	<ul style="list-style-type: none"> <li>Video recording of gender issues (role play) for use in tele-conferencing completed</li> <li>7 module video film produced is used for 3 days film based training</li> </ul>	<ul style="list-style-type: none"> <li>Module for MTs.</li> <li>Write up on gender issues for Parents handbook developed.</li> </ul>	<ul style="list-style-type: none"> <li>Gender Coordinators trained on strategies developed for Mahila Padna Badna Andolan.</li> </ul>	<ul style="list-style-type: none"> <li>Sankalap/Agenda 1998-10 commitments for the classroom to ensure girls' participation.</li> <li>Teachers handbook on MPP covers ways of conducting MTA meetings</li> <li>Compilation of 5 case studies per district on instances of girls in difficult circumstances being brought into schools into a handbook.</li> <li>OJAS – quarterly in house magazine on success stories.</li> <li>Folder on visit to Vastishala for MTA and VEC members, Gender and Cluster Co-ordinators.</li> </ul>	<ul style="list-style-type: none"> <li>A module on "girls' education and women empowerment" developed and distributed to all teachers</li> </ul>
Teacher support material	<ul style="list-style-type: none"> <li>2 booklets – on educating girls &amp; a compilation of stories of girl recipients of national bravery award</li> <li>Teacher sensitisation material on how to reduce gender bias in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Chiguru : Resource Book for teachers.</li> <li>Manthana : Resource Book for Trainers of teachers.</li> <li>Seven module film – "Before we begin the lesson..." alongwith 3 days training designed for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Short stories invited to sensitise teachers on gender discrimination, for compilation.</li> </ul>	<ul style="list-style-type: none"> <li>SLM has been developed on gender specific issues.</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for Sahayogini, CRCCs &amp; teachers finalised</li> <li>Handbook Marg-darshika for Sahayoginis &amp; project personnel.</li> <li>A booklet based on textbook focused gender issues "Samantechya whatever" (on the way to equality) developed</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Textbook developers provided with checklist of 'dos' &amp; 'don'ts'</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks for classes I-V reviewed to eliminate gender bias</li> </ul>	<ul style="list-style-type: none"> <li>All textbooks of standards I to IV in Kannada, Urdu, Marathi, Telegu and Tamil reviewed for elimination of gender bias. A gender resource person, associated with Text Book Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts made to use 'she' wherever 'he' has been used in the textbooks</li> <li>All textbooks for Classes I to IV reviewed for elimination of gender bias</li> </ul>	<ul style="list-style-type: none"> <li>SCERT has completed gender analysis of textbooks</li> <li>The Teaching Learning material prepared under the Seekhana Sikhana package and the AS pedagogy screened for gender sensitivity.</li> <li>The Integrated Learning Material (ILM) scrutinised for gender bias</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective built into the process of textbook development</li> <li>The process has been completed for all text books for Classes I – V</li> </ul>	<ul style="list-style-type: none"> <li>Gender neutral textbooks upto Class V – all subjects</li> </ul>
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>Separate chapter in AWPB detailing girl-child specific interventions</li> <li>On going efforts to sensitise the planning process</li> </ul>	<ul style="list-style-type: none"> <li>Gender analysis of EMIS data &amp; cohort studies used for planning</li> <li>Provision for educational incentives &amp; other support for girls in the AWPB.</li> </ul>	<ul style="list-style-type: none"> <li>On-going efforts to sensitise the planning process</li> <li>Interventions for girls integrated in the various activities proposed in the AWPB</li> </ul>	<ul style="list-style-type: none"> <li>Integration of the gender perspective being attempted</li> <li>Interventions for girls' education in the district plans</li> <li>Focussed interventions for girls included in the AWPB 1999-2000</li> </ul>	<ul style="list-style-type: none"> <li>Separate Chapter in AWPB spelling out interventions for women &amp; girls</li> <li>Sahyogini project for the blocks having lowest female literacy incorporated in the plan for the year 2001-02.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts being made to integrate the gender perspective.</li> <li>A chapter in the AWPB details strategies for girl children.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of gender concerns attempted</li> <li>AWPB includes a chapter on girl child specific interventions.</li> </ul>
<i>Capacity Building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>Modules developed for teachers, Educational Administrators, VEC members, etc</li> </ul>	<ul style="list-style-type: none"> <li>Gender Training manual &amp; package for educational administrators</li> <li>Section on girls' education and gender issues in the teacher training module <i>Tarang</i></li> </ul>	<ul style="list-style-type: none"> <li>Gender training modules for Head Teachers, Teachers, Educational Administrators &amp; VECs</li> <li>Social mapping in the VEC training module have a gender and caste focus. Separate sessions on inequality in access &amp; participation in schools</li> </ul>		<ul style="list-style-type: none"> <li>Gender sensitisation programme for teachers and educational managers</li> <li>Training module on Mahila Padna Badna Andolan prepared for the district functionaries.</li> </ul>	<ul style="list-style-type: none"> <li>Gender training module for DIET faculty &amp; Educational Administrators</li> <li>Gender Module incorporated in SMART PT.</li> <li>3 days gender module for CRCC/ BRCC developed</li> </ul>	
<i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> <li>Gender sensitisation built into the planning and introspection</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation program for district and sub district</li> </ul>	<ul style="list-style-type: none"> <li>Gender training of teacher, Head teachers, BRCC, CRCC and VEC</li> </ul>		<ul style="list-style-type: none"> <li>Gender sensitisation of district gender coordinators at SNDT University.</li> </ul>	<ul style="list-style-type: none"> <li>One day orientation of Sahayoginis.</li> <li>Inter district exposure visits</li> </ul>	<ul style="list-style-type: none"> <li>2 days Gender Sensitisation programme held for teachers BRCC Co-</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> <li>workshop for DPEP personnel</li> <li>Orientation of Gender SRG &amp; DRG</li> <li>SCERT faculty attended 40 days training on women's issues</li> <li>DPOs and DRG members visited Lok Jumbish</li> <li>Sensitisation of Teachers, CRC, BRC, DIET</li> <li>Administration for 3 days</li> </ul>	<ul style="list-style-type: none"> <li>project staff</li> <li>Training on girls' education of project personnel through tele conferencing</li> <li>Gender sensitisation of BRCs, CRCCs and administrators through the package Dasha and Disha.</li> <li>Teachers community and planners sensitized on education of girls and children of weaker sections</li> </ul>	<ul style="list-style-type: none"> <li>conducted</li> <li>Repeated focus in all review workshops involving BRC and project personnel.</li> <li>BRCs, BEOs and CRCs trained to use MIS data from gender and ECE perspective.</li> <li>State level workshop on use of MIS data</li> </ul>		<ul style="list-style-type: none"> <li>Gender sensitisation of BRCs</li> <li>Training for role clarification of Gender Co-ordinators.</li> <li>Sahayoginis undergone training on gender sensitisation</li> <li>Gender coordinators trained on thrift and credit groups</li> <li>Gender Coordinators and Sahyoginis trained on the training module of Mahila Padna Badna Andolan</li> </ul>	<ul style="list-style-type: none"> <li>Exposure visit to Gujarat for Block/District Mahila Sanchalikas</li> <li>3 days gender training of BRC, educational administrators, SCERT, DIET and project personnel</li> <li>Training of Sahayoginis</li> <li>Training for implementation of Sankalp 1998</li> <li>About 85 district / Taluka Mahila Sanchalikas visited Nanded district &amp; saw sugar school and met MTA.</li> </ul>	<ul style="list-style-type: none"> <li>ordinators and educational administrators</li> </ul>
<i>Workshops</i>	<ul style="list-style-type: none"> <li>Workshops on planning and review of progress held regularly at the State level</li> <li>3 day State level Seminar on Gender Equity Issues in March 2000</li> <li>Workshop for sharing of Evaluation Report and development of new Evaluation Programme to assess the achievement level of learners.</li> <li>One day state level</li> </ul>	<ul style="list-style-type: none"> <li>Material development workshop for teleconferencing on girls' education</li> </ul>		<ul style="list-style-type: none"> <li>Five days workshop on strategising and planning for girls' education and ECCE ( including fields visits to Idduki district).</li> <li>Regional seminar on Elimination of Gender Discrimination through Education.</li> </ul>	<ul style="list-style-type: none"> <li>2 day orientation of gender coordinators for Quality Watch.</li> <li>2 days workshop at SPO for text book analysis.</li> <li>2 days state level workshop to finalise Gender Development Index.</li> <li>2 days workshop held for gender work plan</li> <li>3 days workshop at SPO for preparing the module for VEC/PTA</li> <li>2 days workshop held at state on</li> </ul>	<ul style="list-style-type: none"> <li>Job chart for CRCCs to guide them to meet the objectives of MPP</li> <li>Mahila Prabodhan Programme-Casc Study workshop</li> <li>State level workshop for gender co-ordinators, MTA, VEC members and Cluster co-ordinators in July 2001.</li> <li>Workshop on MTAs for District functionaries from</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Workshops</i>	workshop to prepare district action plans on Girls Education for all the districts				classroom culture and process.	DPEP – I expansion districts	
<i>Processes for Review</i>					<ul style="list-style-type: none"> <li>Review – cum-orientation of all Sahyoginis at block level every month.</li> </ul>	<ul style="list-style-type: none"> <li>Review meeting of District and Block Gender Co-ordinator, and Cluster Co-ordinators</li> <li>Monthly review meeting of Taluka Mahila Sanchalika by District Mahila Sanchalika</li> <li>Monthly review meetings of Kendra Pramukha by Block Mahila Sanchalika.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly review meeting of District Women Development Officer by DPC and at state level by SPD</li> <li>Periodical visits to schools by DPO and SPO officials</li> </ul>
<i>Networking</i>	<ul style="list-style-type: none"> <li>Networking with NGOs, NEIBM, MS, Women's Studies Centre, Gauhati University</li> <li>Convergence with Social Welfare Depatt. for health check up involving PHC, Red Cross and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Persons for gender programmes drawn from DWS, NCERT, TSG Ed.CIL, &amp; NGOs</li> <li>Women's Education Cell in SCERT</li> </ul>	<ul style="list-style-type: none"> <li>MS, SRC, NIAS, CLR (Pune), CRY and BGVS have been involved in various activities</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with institutions of repute, Govt. Depts., experts of child development and child psychology</li> </ul>	<ul style="list-style-type: none"> <li>Networking planned with NGOs</li> <li>Convergence with TLC, SRC and Mahila Samakhya</li> </ul>	<ul style="list-style-type: none"> <li>TISS, SPARC, BMC, CLR Pune, SNTD University.</li> <li>Life skill enrichment programme for adolescent girls developed with the help of vocational training department of Govt. of Maharashtra &amp; SNTD College, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with the Social Welfare Department and voluntary agencies</li> <li>DTERT and DIET faculty assist in training programmes.</li> </ul>



INTERVENTIONS	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>MIS Availability of Gender Disaggregated data</i></p> <ul style="list-style-type: none"> <li>From EMIS &amp; VEC survey</li> <li>Development of Software for collection of information on Self Help Group and Mothers' Groups.</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through cohort study and house to house survey data</li> </ul>	<ul style="list-style-type: none"> <li>Through village mapping and EMIS</li> <li>Micro Planning data</li> <li>Gender disparity reports are generated for Districts, blocks and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> </ul>	<ul style="list-style-type: none"> <li>EMIS and Lok Sanpark Abhiyan</li> <li>Gender concerns integrated in IPMS</li> <li><b>Disaggregated data of Mahila Shiksha Abhiyan 2000-01.</b></li> <li><b>Data of Mahila Padna Badna Andolan for girls enrolment.</b></li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through Micro-Planning and House to House survey</li> </ul>	<ul style="list-style-type: none"> <li>EMIS &amp; compulsory registration of children in school going age (micro-planning)</li> <li>Through cohort study</li> </ul>
<p><i>Mahila Samakhya</i></p> <ul style="list-style-type: none"> <li>Operational in one block in 3 DPEP I districts</li> <li>Expanded to DPEP II districts</li> </ul>		<ul style="list-style-type: none"> <li>MS associated with microplanning and also with other DPEP interventions.</li> <li>MS resource book on gender, 'Kusuma' distributed to all BRCs and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>MS operational in 2 DPEP districts (with independent funding).</li> </ul>	<ul style="list-style-type: none"> <li>MS operational in 5 districts of Phase I &amp; II</li> <li>MS support drawn upon for conducting MSA &amp; Sahayogini training</li> <li><b>Formation and training of Mahila Samoohs &amp; SHG</b></li> </ul>	<ul style="list-style-type: none"> <li>MPP operationalised in line with MS</li> <li>The MPP has located functionaries at district, cluster and block level. Sahayogi/Sahayoginis work at school level.</li> </ul>	
<p><i>Innovations</i></p> <ul style="list-style-type: none"> <li>Shiksha Sevikas in 10 villages</li> <li>Moktabs as AS for girls' education</li> <li>Awareness campaigns on girls' education in 12 Tea Gardens of Sonitpur district.</li> </ul>	<ul style="list-style-type: none"> <li>Special coaching for girls' in urban slums</li> <li>Special interventions for girls working in brick kilns</li> <li>Flexible timings introduced to promote participation of girls.</li> <li><b>Gender sensitization programme launched.</b></li> <li><b>Through special project in Mewat area of Gurgaon and Faridabad districts to</b></li> </ul>		<ul style="list-style-type: none"> <li>Meetings with religious leaders, placement of volunteers in coastal &amp; muslim dominated areas in Kasargod, Malappuram and Wayanad. House visits made regularly by volunteers to motivate dropout children &amp; parents towards primary education</li> </ul>	<ul style="list-style-type: none"> <li>Providing primary school facilities under the scheme of "atrodernisation of Madarssas." within Madarssas.</li> <li>Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li><b>15 Ashram Schools in phase - I and 55 in Phase - II are functional for girls in tribal pockets.</b></li> <li><b>12 days training of 552 Madarsa teachers held in the year 2000-01. Also text books have</b></li> </ul>	<ul style="list-style-type: none"> <li>Life skill enrichment programme for out of school girls.</li> <li>Pre-vocational training to out of school girls</li> <li>Gender specific inputs provided in clusters selected for UPE.</li> </ul>	<ul style="list-style-type: none"> <li>To prevent dropouts and ensure regular attendance local escort system implemented in 3 blocks in 75 schools.</li> <li>BRC level awards to girls who complete Class V.</li> <li>No major disparity seen in achievement levels/ completion rate between boys and girls from Cohort study &amp; analysis of common evaluation test</li> <li>Special coaching classes for SC/ST</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Innovations</i>		<p>increase girls' enrolment and retention</p> <ul style="list-style-type: none"> <li>• Pilot project launched in Khol block of Rewari district to improve quality and equity among girls and other social groups</li> </ul>			<p>been distributed to the children of these 552 Madarsas.</p> <ul style="list-style-type: none"> <li>• In the year 2001-02, 523 Madarsas have been approved for modernization in the AWP &amp; B.</li> </ul>		<p>girls in 1892 centres in Phase I and 553 centres in Phase II districts. 48277 girls in Phase I and 13574 girls in phase II districts covered in these centres.</p>
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> <li>• Drop out girls and working girl children are benefiting</li> </ul>	<ul style="list-style-type: none"> <li>• Working girls, girls engaged in sibling care/ domestic chores, who are drop outs, who do not have access to schools mainly benefit from AS</li> </ul>	<ul style="list-style-type: none"> <li>• Dropout girls working girls &amp; girls engaged in sibling care/ domestic chores are the main beneficiaries of AS</li> <li>• Preference to appointment of female instructors</li> <li>• Against a target of 80,000 out of school children 71071 have been enrolled. 67242 children including 34563 girls have been mainstreamed.</li> </ul>	<ul style="list-style-type: none"> <li>• The multigrade centres in school-less habitations reach out to SC/ST and other girls in the 8-12 years age group.</li> </ul>	<ul style="list-style-type: none"> <li>• 3250 girls admitted in 15 Ashramshalas of Phase I and 55 in Phase II districts</li> <li>• 535758 (47%) girls being educated in 23,856 EGS schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls in Prerna Centres and Contract, Summer Sugar, Mobile, Ashram Schools</li> <li>• District/Block Mahila Sanchalika briefed about Vasti Shala and Mahtma Phule Shikshand Hami Yojana (EGS / AIE scheme)</li> <li>• Enrolment of girls Vastishala : 46% Sugar schools : 44% AIE : 50%</li> </ul>	<ul style="list-style-type: none"> <li>• Ten AS centres for muslim adolescent girls running in Ramanathan Puram district</li> <li>• One AS centre set up for girls engaged in beedi rolling in Dharma puri district</li> <li>• 131 AS centres being run exclusively for girls by lady instructors.</li> <li>• In the 960 AS centres 57.1% students enrolled are girls.</li> </ul>
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>• Survey on language and girl child issues</li> <li>• Open evaluation of NFE centres</li> <li>• Study on gender bias in classroom transaction</li> <li>• In the sample monitoring conducted in the last 5 months emphasis has been</li> </ul>	<ul style="list-style-type: none"> <li>• Study on Gender Disparities in District Kaithal, Department of Women's Studies, NCERT</li> <li>• Study in Sirsa, Hisar, Faithal and Jind to know the causes of non enrolment of girls. Based on the</li> </ul>	<ul style="list-style-type: none"> <li>• A study on observation of the use of new text book in Kolar district by Ms. Prerna Clarke.</li> <li>• A study on Classroom Processes on Gender Perspective in 18 schools is in progress in 8 districts of</li> </ul>	<ul style="list-style-type: none"> <li>• Report on girls education in Kerala</li> <li>• Evaluation study on the changes in attitudes of teachers towards children</li> <li>• Conducted district level Seminars / Workshops to empower women.</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of Bal Meela in bringing back children in school of village Dupada, Dist. Shajapur,</li> <li>• Impact of EGS, AS, NFE and SSK on girls' enrolment.</li> <li>• Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Rural Girls entangled in the chain of social customs.</li> <li>• School activities with reference to Gender.</li> <li>• Role of female members in VECs.</li> <li>• ST girls' participation in other activities in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Enrolment and retention of girls in primary schools in the coastal villages of Cuddalore.</li> <li>• Comparative study of learning achievement of SC/ST girls of Thiruvannamalai</li> <li>• Evaluation of the</li> </ul>

INTERVENTIONS <i>Research and Evaluation</i>	given to analysis of attendance, enrollment and drop out of girl students • <b>Inter rating of observations and data entry in progress for the Study on Classroom Culture and Processes from the Gender Perspective's</b> • <b>Study in progress I reasons for high dropout</b> • <b>Reports drafted for studies on reasons for low achievement in specific SFG areas.</b>	study steps initial in these districts to enhance and sustain their enrollment • <b>Study on Classroom Culture and Processes from the Gender Perspective in Progress.</b>	Karnataka.	KERALA • Exhibitions and Seminars at VEC level organized about the status of women in Kerala and Gender difference. • <b>National study on Classroom culture and processes from the gender perspective in process.</b>	MADHYA PRADESH	MAHARASHTRA • Education of retarded girl children. • Factors contributing towards enhancement of girls' attendance. • Action research on dropout & retention of girl students, Osmanabad district. • Study on enrollment attendance and retention • <b>National study on Classroom culture and processes from the gender perspective – inter-rating of observations and data entry in progress.</b>	TAMIL NADU Local Escort System • Study on functioning of special coaching centres for SC/ST girls • <b>National study on Classroom culture and processes from the gender perspective - inter rating of observations and data entry completed.</b>

## DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Staffing Position State Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place – Three co-ordinators for Gender and ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>Separate ECE Co-ordinator in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>Addl. Director (Planning) oversees Gender and ECE at the state level</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place in all 14 districts – position vacant in four districts</li> <li>411 mandal gender co-ordinators are in place</li> </ul>	<ul style="list-style-type: none"> <li>ECE/Gender Co-ordinators in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place in all the three districts</li> </ul>	<ul style="list-style-type: none"> <li>In place in 3 districts. Position is vacant in Lahaul Spiti.</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In place in all DPEP II and III districts</li> </ul>
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>Common Resource Groups for Gender &amp; ECE constituted at the state, district and mandal level.</li> <li>Andhra Mahila Sabha provides professional support</li> </ul>	<ul style="list-style-type: none"> <li>SRG and DRG under Mahila Samakhya (MS) formed and functional.</li> <li>State and district Core Teams of MS in place</li> <li>SRG and DRG for ECE constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG – Gender</li> <li>DRG – Gender</li> </ul>	<ul style="list-style-type: none"> <li>In place at state level</li> <li>In place at district level</li> </ul>	<ul style="list-style-type: none"> <li>SRG (gender) and SRG(ECE) in place.</li> <li>Gender DRG in place</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place meeting held every quarter.</li> <li>DRGs in place. Meetings held every month.</li> <li>BRGs in place meetings held as and when required</li> </ul>	<ul style="list-style-type: none"> <li>SRG for Gender &amp; ECE constituted. Members oriented.</li> <li>Members assist in mobilisation campaigns, material development, review &amp; planning, training. Help implement the Model Cluster Development Approach.</li> <li>DRG constituted and oriented</li> </ul>
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> <li>Posters, audio cassettes, magazines &amp; newsletters developed to sensitise the community on girls' education at the district level.</li> <li>Children's drawings have been used for</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti Padhti Jaye' audio cassettes and calendars developed and disseminated</li> <li>Quarterly newsletter being published</li> <li>Audio-Video cassettes on gender</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for gender awareness</li> <li>Posters on girls' education</li> <li>Brochure on girls' education</li> <li>Documentation of mobilisation programmes organised at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>Slogans high-lighting importance of girls education developed &amp; used</li> <li>Calendars focussing on girls' education developed by Chamba &amp; Sirmour district</li> <li>Audio Cassettes with</li> </ul>	<ul style="list-style-type: none"> <li>Printed materials produced &amp; distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week &amp; local festivals</li> <li>Posters and Audio cassettes</li> <li>Leaflets on MTA</li> </ul>	<ul style="list-style-type: none"> <li>Meena Cassettes used for awareness campaigns at GP &amp; VEC level in expansion districts.</li> <li>Ma-O-Meye Melas held at GP levels in Birbhum,</li> </ul>	<ul style="list-style-type: none"> <li>Posters, Audio Cassettes, Abhiyan Geet</li> <li>Meena Video Cassettes</li> <li>Mahila Samakhya Bulletins &amp; magazines made available to teachers and VECs.</li> <li>Kalajatha scripts developed for</li> </ul>

INTERVENTIONS	ANDHRA PRADESH	Bihar	GUJARAT	JHARKHAND PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p>Community mobilisation Material Development</p>	<p>developing posters.</p>	<p>developed/ disseminated</p> <ul style="list-style-type: none"> <li>Munia Beti campaign materials (calendar) developed &amp; disseminated.</li> <li>Special issue of the State level quarterly magazine 'BEP Ahwan' published on the issues of girls' education and women's empowerment.</li> </ul>		<p>songs on gender issues developed and used by Kullu district</p> <ul style="list-style-type: none"> <li>Pamphlets on role of MTAs printed by Chamba district.</li> </ul>	<ul style="list-style-type: none"> <li>Activities, enrolment drives, etc. have in built focus on education of girl children</li> <li>Women have been engaged on temporary basis in the clusters where girl enrolment and regular attendance of girl children are quite low</li> <li>Intensive Community mobilization campaign NINAD-II was conducted with focus on               <ul style="list-style-type: none"> <li>Dissemination of basic indicators</li> <li>Role of Community, particular MTA, on enrolment, retention and quality achievement of girls girls education</li> </ul> </li> <li>949 Balika Sanghas have been constituted (Kalahandi alone has formed 497) across the districts</li> <li>some of the activities are :               <ul style="list-style-type: none"> <li>331 Self-Help</li> </ul> </li> </ul>	<p>Mursh-dabad and Dakshin Dinajpur.</p>	<p>retention of girls in primary school</p>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p>Community mobilisation Material Development</p>					<p>Groups formed among MTA members and other women</p> <p>- 979 MTA meeting in Kalahandi during two months</p> <p>- 36 adolescent camps opened in Kalahandi and Bolangir and 38,3,45 and 30 centers are going to be operational</p> <p>- 1282 MTA meeting in Rayagada, 17472 dropout boys and girls and 921 disabled children enrolled in Schools/ASCs during NINAD-II.</p>		
<p>Interaction at Sub District level</p>	<ul style="list-style-type: none"> <li>• Balika Melas, Rallies meetings film shows, Ma-beti melas organised.</li> <li>• Meetings held with villagers, school committee chairpersons and teachers. Parents interviewed to elicit their attitude towards</li> </ul>	<ul style="list-style-type: none"> <li>• 'Munia Beti' Campaign in SC,ST OBC and minority areas</li> <li>• Prabhath Pheris, Padyatras, Bal Melas and Ma-Beti melas at block and district level.</li> </ul>	<ul style="list-style-type: none"> <li>• Rallies, Prabhath Pheries, publicity in Haats, Tamasha Party.</li> <li>• Meeting &amp; orientation of Mahila Sangam girls.</li> <li>• MTA meetings held for enhancing retention of girls in Gender Focus Areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Girl Child Week organised</li> <li>• Village rallies by school children focusing on girls education held.</li> <li>• Meena Week organised in the form of Ma-Beti Mela at the centre level in Chamba</li> </ul>	<ul style="list-style-type: none"> <li>• Community mobilisation with gender focus</li> <li>• Ma-Jheea (Mother daughter) Melas in tribal areas</li> <li>• Women's conventions, Pada Yatra &amp; rallies at block and cluster level organized with help</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive enrolment and retention drives conducted in gender focus blocks in all districts except Purulia</li> <li>• Awareness campaigns using Meena audios-</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of melas, rallies, Kalajathas</li> <li>• 1 day meeting of VEC, MTAs &amp; PTAs at village &amp; cluster level.</li> <li><i>DPEP II</i></li> <li>• Meena Campaigns - 779 in DPEP II and 664 in DPEP IH</li> <li>• Ma beti melas- 289 in DPEP II and 35 in</li> </ul>

INTERVENTIONS	PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Interaction at Sub District level</i>	girls' education. Reasons identified for girls lagging behind in education	Active MTAs shared problems, ideas, success stories and strategies to improve retention of girls. Each MTA given a list of irregular children to bring them back to school. • In the Maa-Beti Sammelans held in selected blocks of Panchmahal, mothers were urged to be sensitive towards needs of their daughters & give equal treatment to boys and girls • 20 women's group meetings held in Gender Focus Area in Panchmahal. • CRCC meeting of Gender Focus Area held in Dangs. • Muslim Nayak Sammellan organized in Banaskantha	district. Girls participated in different competitions and presented cultural shows. • <b>More than 260 Ma Beti melas held in Chamba and Sirmaur districts</b> • Celebration of International Women's Day on March 8 <sup>th</sup> . • Block level women's conference organised in Sirmour district • Mahila Sammelans held to mobilise women for education. • Bal Pravesh Melas to ensure enrolment of girls.	from Mahila Mandals, NGOs, ICDS functionaries • Special enrolment drive for girl children • Meena campaigns • Pali Sabha of PRI members • A comprehensive voluntary community mobilisation plan for girls' retention evolved through sensitisation of women at the grassroots. 1432 voluntary comm.-unity mobilisers trained. Master Trainers trained, community mobilisers • Material developed for mobilisation distributed at BRC / CRC level.	video material in Malda, Dakshin and Uttar Dinsajpur.	DPEP III. • Women's parliament—289 • School chalo abhiyan linked to girls' education. • 1094 retention marches • 2405 Summer camps for girls' retention (10 days) • Kalajata - 736 DPEP III • Meetings with community • Meena campaigns-664 • School Chalo Abhiyan for girls - 300 • Summer camps - 1127 • Maa Beti mela - 25
<i>Community Participation</i>	• Community has been donating land, cash and other building material • Community organised competitions for parents and even distributed prizes. • Motivated parents offer scholarships	• MTAs involved in issues concerning girls' education - ensure regular attendance • Several Mahila Sammelans organised.	• Mahila Mandals help in enrolment & retention of girls • Funds donated by MTAs for schools. • The Mahila Mandal exerted pressure for the selection of a school site in Chowari education block of Chamba	• MTAs & community contributing funds for school repair, boundary walls, etc. • Women trying to create awareness on ill effects of alcoholism and the importance of girls' education • In Dhenkanal, a lady		• Community provides materials for running various centres, local teacher, space, escorts and even in solving local level issues adversely impacting on education of girls. • Community run preparatory classes for out of school children &

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Community Participation</i></p>	<p>and incentives to facilitate girls' enrolment, retention and achievement.</p> <ul style="list-style-type: none"> <li>• Village Core Groups and MRP's interact with parents and sensitise them on girls' education and jointly evolve strategies to address problems.</li> <li>• Balika Melas, competitions for children focusing on girl child empowerment organised</li> <li>• Mothers Association members are enrolling children and monitoring their retention.</li> </ul>			<p>district which had remained undecided for long.</p> <ul style="list-style-type: none"> <li>• Primary school in Akahar Bazar, District Kullu sent an invitation for MTA meeting by writing a message on the blackboard which the children copied and shared with their mothers.</li> </ul> <p>On the fixed date, all mothers participated in the meeting &amp; offered to contribute funds for the MTA fund/school improvement.</p> <ul style="list-style-type: none"> <li>• Other examples are available in the form of resource mobilization for repair, provision of slates &amp; community teacher</li> <li>- donation of land for school construction</li> <li>- installation of hand pump</li> <li>- enrolling girls</li> </ul>	<p>VEC member provides 3 hours coaching to children of her village. She tracks their attendance.</p> <ul style="list-style-type: none"> <li>• VECs engage lady teachers by paying a honorarium of Rs.400/- per month.</li> <li>• Qualified girls are taking classes voluntarily in the nearest primary schools.</li> <li>• MTA members collected wood from nearby forest to construct a fence for their school.</li> </ul>		<p>provide escorts &amp; child care in villages with model cluster approach.</p> <ul style="list-style-type: none"> <li>• Community is actively involved in</li> <li>- Textbook distribution</li> <li>- Monitoring teachers' attendance</li> <li>- Children's health check up</li> </ul>
<p><i>VEC</i></p>	<ul style="list-style-type: none"> <li>• Statutory School Committees constituted with 50% women</li> <li>• Orientation of women VEC members and</li> </ul>	<ul style="list-style-type: none"> <li>• Women constitute one third of VEC members. The total membership of a VEC is 15/21 and women constitute 7/21 of the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings of VEC/MTA/PTA</li> <li>• VECs actively involved in improving girls' retention.</li> <li>• Gender Awareness Training Workshop at Dania. 140 women</li> </ul>	<ul style="list-style-type: none"> <li>• Women VEC members sensitised</li> <li>• Training module for MTAs developed</li> <li>• Second round of training to VEC members given</li> </ul>	<ul style="list-style-type: none"> <li>• Issues of girls' education built into VEC training package.</li> <li>• For NINAD MTAs worked towards mobilising villagers,</li> </ul>	<ul style="list-style-type: none"> <li>• Block gender committees formed. Meet-ings held every month.</li> <li>• GP level core teams formed in Cooch Behar in</li> </ul>	<ul style="list-style-type: none"> <li>• VEC training module focuses on girls' education (importance of educating girls, equity issues, girl friendly environment in school &amp; at home)</li> </ul>



INTERVENTIONS	PRADESH	BIHAR	GUJARATI	PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p>17C</p> <p>members of women's groups completed.</p> <ul style="list-style-type: none"> <li>Organised training of MTA members</li> <li>50% reservation for women for the position of School Committee Chairperson</li> <li>Management of centres entrusted to democratically elected committee members from among the parents under statutory APSE (CP) Act 1998. More than 90% of the members are former members of 'Mothers' Association.</li> </ul>	<ul style="list-style-type: none"> <li>One post of chairperson/Vice chairperson of VECs earmarked for women</li> <li>At least two women members from each VEC being imparted professional training.</li> <li>VEC women members take active part in orientation trainings</li> <li>The State Government has passed the Bihar State Vidyalyaya Shiksha Samiti Act 2000 on 16.12.2000. New VECs constituted as per the act.</li> </ul>	<p>from 3 block in Banaskantha oriented to tackle the problems of girls' irregular attendance &amp; dropouts. Later they trained VEC, MTA &amp; PTA members during Gram Sabha meetings.</p> <ul style="list-style-type: none"> <li>Cross visits arranged for MTAs in 22 CRCs of 4 blocks in Banaskatha. MTA members were exposed to best practices to encourage them to improve enrollment and retention of girls.</li> <li>In Panchmahal, 547 meetings of women's groups organized and attended by 32820 members on the issue of regular attend-ance &amp; retention of girls.</li> <li>Block level meetings of BRCC and CRCC held to train VECs, MTAs and PTAs on organizing enrollment drive.</li> </ul>	<p>included gender specific issues</p> <ul style="list-style-type: none"> <li>Monthly VEC meetings held in Kullu with active women's participation</li> <li>With women's representation in PRIs as pradhans / up-pradhans and members, they hold the position of Chairperson of VECs</li> <li>30% VEC members are women.</li> <li>Pamphlets on the role of MTA printed in Chamba district.</li> <li>2944 MTAs constituted</li> </ul>	<p>especially women for rallies, meetings and discussions.</p> <ul style="list-style-type: none"> <li>Involvement of MTA in enrolment, regular attendance/ retention of girls in school</li> <li>In the revised "Orissa School Education (Community Participation) Rules 2000" the School Education Committee (VEC) has 9 guardian members of which 3 are women with at least one from SC/ST community.</li> <li>MTA members and other women in villages of Kalahandi have formed 331 SHGs.</li> <li>979 MTA meetings held in Kalahandi and over 1500 meetings held in Raygada</li> <li>School Education Committee (VEC) has 9 guardian members of which 3 are women members with one from SC/ST community.</li> </ul>	<p>GPs with low girls' enrolment</p> <ul style="list-style-type: none"> <li>1806 MTA formed in Cooch Behar</li> <li>At least five members in each VEC are women</li> <li>Gender sensitization covered during VEC training</li> <li>Sensitisation of women Panchayat functionaries undertaken in gender focus blocks of Bankura, Birbhum and Murshidabad.</li> </ul>	<p>VECs pursue enrolment and retention of girls, ensure participation of women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women's groups.</p> <ul style="list-style-type: none"> <li>Women Motivator Groups : 2248 in DPEP II and 1108 in DPEP III - all have been trained</li> <li>Core Teams : 350 in DPEP II and 380 in DPEP III.</li> <li>46563 VECs in DPEP II and 12828 in DPEP III trained.</li> <li>3875 MTAs and 3341 PTAs formed in DPEP II. There are 2495 MTAs &amp; PTAs in DPEP III.</li> <li>Microplanning data compiled for DPEP - II districts. 937890 children identified as out of school. Reasons show 40% for domestic work and 21.5% for sibling care.</li> <li>2528 and 1039 women Motivator Groups found in DPEP II and DPEP III respectively.</li> </ul>	

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Pedagogy Training of academic staff</i></p>	<ul style="list-style-type: none"> <li>The integrated module for teacher training includes a gender component</li> <li>Two days training of MEOs – covered ECE &amp; girls' education</li> <li>All DGCDO's, SRGs given 2 days orientation on gender issues</li> <li>The revised integrated module of teacher training, includes 7 chapters on girls' education and a full session is allotted to it on the 1<sup>st</sup> day of the 7 days teacher training programme.</li> <li>One day orientation to Addl. Project Coordinators and Sectoral Officers of DPOs on the training module for Chairpersons of School Committees covering the importance of Girls' Education.</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training to teachers and programme personnel.</li> <li>Gender sensitisation forms part of all training modules.</li> <li>567 Jagiagi teachers trained</li> <li>1220 female ALS instructors trained.</li> <li>Training modules for BRC RPs, teachers, VECs, educational administrators and CRCCs include orientation gender sensitization.</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training for BRCCs and CRCCs</li> <li>Gender awareness training to 3897 female teachers of Panchmahal, 2699 of Banaskantha and 447 of Dangs</li> <li>Training of academic staff on issues such as enrolment status, retention and future mobilisation strategy.</li> <li>During State level workshop on "Classroom Transaction and TLM Preparation with Gender Perspective", Master Trainers from DIETs for content based training, DIET lecturers, OIC – TT and Gender from districts were trained</li> </ul>	<ul style="list-style-type: none"> <li>District level gender sensitisation of teachers conducted in all DPEP districts.</li> <li>Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, which focussed on: <ul style="list-style-type: none"> <li>Role, function &amp; responsibilities of MTA in school development.</li> <li>Re-orientation Programme for BRCC's at DIET.</li> <li>Orientation of BRCC/CRCC/ DPO/DIET faculty on selected pedagogical issues.</li> <li>Teleconferencing on Role of CRCCs</li> <li>Representation of female resource persons increased manifold.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In attitudinal training of teacher in tribal areas one day devoted to gender issues</li> <li>Orientation of BRCCs included one day for gender issues</li> <li>Gender equity is emphasized in general teacher training programme. Teachers have been sensitized on ways to remove gender discrimination in classroom situation</li> </ul>	<ul style="list-style-type: none"> <li>40 KRPs from the expansion districts trained for transacting the gender module</li> <li>Teacher sensitisation programme conducted in all the Phase I districts and the Gender Focus Blocks of Phase II districts</li> </ul>	<ul style="list-style-type: none"> <li>Shikshodaya, a 10 days module for teachers, provides one full day for girls' education</li> <li>Sabal, a 8 days module for teachers includes a chapter on inadvertent messages. (round two for teachers)</li> <li>150 BRCC and 250 NPRCC provided 3 days training on gender issues and classroom process in DPEP II</li> <li>Anant – A 3 days gender specific module to orient teacher on gender friendly classroom processes and other gender related issues. 8593 teachers imparted this 3 days exclusive training.</li> </ul>
<p><i>Teacher Support Material</i></p>	<ul style="list-style-type: none"> <li>Training module <i>Amma Nenu Badiki Potha</i>, exclusively on girls' education, developed and distributed among teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Book on TLM "Shikhana Asan Hai" developed, which addresses gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher support material on gender awareness, gender sensitive curriculum, and gender sensitive attitude of teachers in classroom transaction</li> </ul>	<ul style="list-style-type: none"> <li>Gender focused support material for Master trainers has been developed in workshop on "Development of Integrated Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>A hand book on gender issues has been printed for the KRPs and project personnel.</li> <li>Monthly workshop with</li> </ul>	<ul style="list-style-type: none"> <li>Handbook developed by USAID trailed in one cluster in Sitapur district</li> <li>Teacher training material (Model Cluster Approach) developed</li> </ul>

INTERVENTIONS	PRADESH	BIHAR	GUJARATI	PRADESH	GUJARATI	PRADESH	GUJARATI	PRADESH
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>KRP's trained on the module at state level to train DRG members</li> </ul>		<ul style="list-style-type: none"> <li>etc, distributed in every school.</li> <li>Teachers' training module on Gender equity in classroom transaction and use of TLM, printed and distributed to all schools of the project districts.</li> <li>A handbook and a set of 12 posters developed &amp; distributed to all schools of DPEP districts.</li> </ul>	<p>Training Module". This material is being used in the revised 21 days Integrated Teacher Training Module.</p>		<ul style="list-style-type: none"> <li>teachers being conducted at the CLRC with the help of this material.</li> <li><b>Reading material on gender issues with emphasis on girls' education developed in Bankura, Birbhums, Coockbehar, Jalpaiguri, Murshidabad and Uttar Dinajpur</b></li> </ul>	<ul style="list-style-type: none"> <li>Checklist of 'dos' and don'ts' developed for authors of textbooks to ensure gender neutrality</li> <li>2 district gender coordinators are members of the SRG for textbook development. -</li> <li>Workshop with teachers, illustrators, specialists &amp; gender experts for TLM development</li> <li>New textbooks reviewed by SRG Girls' education before finalisation</li> <li>Gender perspective and analysis of EMIS data inform planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Class V Telegu and Class II English and Mathematics and Class IV English textbooks reviewed for elimination of gender bias</li> <li>Elimination of gender bias being ensured in textbooks under development - Class IV Telegu, Class III textbooks, EVS I and II textbooks and Class V textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres</li> </ul>	<ul style="list-style-type: none"> <li>Removal of gender bias in the content of new textbooks for Standard I, II &amp; III.</li> </ul>	<ul style="list-style-type: none"> <li>Gender focus and elimination of bias ensured</li> <li>The teams working on curriculum and text book renewal were sensitised towards gender sensitive issues &amp; they were motivated to perform their tasks in a manner that the end products are bias free</li> </ul>	<ul style="list-style-type: none"> <li>Review of all textbooks for Classes I to III for elimination of gender bias has been undertaken</li> <li><b>Special care to remove gender bias from the activity-based textbooks developed for primary classes</b></li> </ul>	<ul style="list-style-type: none"> <li>Class I and II textbooks have been revised</li> <li>SRG looking into the revised textbooks for gender equity.</li> <li>SCERT carrying out similar activity for existing textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Checklist of 'dos' and don'ts' developed for authors of textbooks to ensure gender neutrality</li> <li>2 district gender coordinators are members of the SRG for textbook development. -</li> <li>Workshop with teachers, illustrators, specialists &amp; gender experts for TLM development</li> <li>New textbooks reviewed by SRG Girls' education before finalisation</li> <li>Gender perspective and analysis of EMIS data inform planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	
<i>Management Planning</i> <i>Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>Separate chapter on girls' education in AWPB</li> <li>Efforts made not to compartmentalise gender in all levels</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Separate budget for activities on girls education proposed in the current budget (2001-2002).</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Specific activities and allocations included in the AWPBs 2002 - 2003</li> <li>Sensitisation of</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective and analysis of EMIS data inform planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Management Planning</i> <i>Integration of gender perspective in plan formulation</i></p>	<p>of the programme</p> <ul style="list-style-type: none"> <li>• A women's convention held on 12 – 14 February, 2002 to debate issues on girls' education and to develop a plan of action.</li> </ul>	<p>and MS</p>				<p>planners taken up during planning workshop</p> <ul style="list-style-type: none"> <li>• Two blocks identified in Phase II districts for special intervention. In Phase I districts, gender interventions extended to 19 blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• All strategies and activities under Up DPEP ensure integration of the gender perspective.</li> </ul>
<p><i>Capacity building</i> <i>Preparation of gender training module</i></p>	<ul style="list-style-type: none"> <li>• Teachers' training included gender sensitisation – modules developed</li> <li>• Gender strategy paper in place modified in September 1999</li> <li>• DGCDs exposed to Residential Bridge Camps (exclusively for girls), in villages with 100% enrollment and where there are 'A' grade schools etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Training Modules of BRC Resource persons, teachers, VECs Educational Administrators and CRC Co-ordinators include orientation on gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training modules for teachers, Master Trainers and BRCCs/CRCCs developed. Training of teachers and vidhyasahayaks have been conducted using the module.</li> <li>• MTA formation and training module has been developed and distributed to all BRCs</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for personnel have a gender focus</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training Modules for teachers developed</li> <li>• Gender component integrated in training module for BRCCs &amp; CRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district coordinators being held regularly</li> </ul>	<ul style="list-style-type: none"> <li>• School placement of SRG – Pedagogy – to observe girls' participation in classrooms</li> <li>• Two days gender sensitisation of Educational Administrators, DIET &amp; project personnel by MS</li> <li>• 5 day training on PRA to District Coordinators, for Girls' Education, Comm-unity Mobilisation &amp; AS.</li> <li>• 3 training packages namely Anant, Muktakash and Assem for teachers, MTAs and Women Motivator Groups developed, respectively. 264 Master Trainers from DPEP II trained by SPO. Training of 320 Master Trainers from DPEP III in progress</li> <li>• 7696 teachers trained in gender sensitization module in DPEP – II.</li> </ul>

INTERVENTIONS	UPPRADESH	GUJARATI	PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>• District GCDOs imparted 8 days training to MRPs &amp; went on exposure visit to Kerala.</li> <li>• Refresher training to SRG on gender in January 1999</li> <li>• DRG trained at state level, who in turn trained MGCDs and ECE instructors</li> <li>• Two days training organised for SRG of DPEP I and II districts on the Model Village Approach</li> <li>• One day orientation to all APCs and sectoral officers of DPO on transaction of the topic "Girls' Education" to school Committee Chairpersons</li> <li>• 6 posters on "Girl Child friendly atmosphere in the schools" printed and displayed in TCs and villages to sensitise teachers and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of BRCCs &amp; CRCCs</li> <li>• 'Gender Awareness Workshop' for Gender OICs, BRCCs and CRCCs</li> <li>• SRG, DRG review meetings and training are held regularly.</li> <li>• Gender sensitisation training of 613 male teachers held in district Dangs.</li> </ul>	<ul style="list-style-type: none"> <li>• Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, focussing on functioning of MTAs, involving community in girl child issues, and involving more female RPs</li> <li>• Training module and material for MTA developed and edited now ready for printing, 13 - DRG (Gender) re-oriented in Kullu and Chamba districts Module for their re-orientation developed at SPO.</li> </ul>	<ul style="list-style-type: none"> <li>• State level training to DRG members for training of community mobilisers.</li> <li>• 5 days district level training to community mobilisers to enroll out of school girls, monitor regular attendance by school visit, attend VEC meetings, organize &amp; conduct MTA meetings, fac-litate formation of SHG and Balika Sangha (meena club) in consultation with CRCC &amp; BRCCs, identify out of school adolescent girls and suggest opening of adolescent girls camps.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation workshop for DRG members (Gender) from Phase II districts conducted by SPO.</li> <li>• BrCs in Coochbehar trained on campaign strategies on girls' education.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitisation for universalisation by SIEMAT for educational Administrators. SCERT and DIET faculty and project personnel</li> <li>• Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra</li> <li>• Two days workshop on community convergent action to introduce concept of convergence &amp; relevance of PRA in working with communities in Firozabad, Hardoi, Sonbhadra</li> <li>• 2 training/orientation programmes, 4 days each, organised in DPEP III for District gender Coordinators</li> </ul>
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• National Seminar on UPE where special emphasis was given to gender issues</li> </ul>	<ul style="list-style-type: none"> <li>• Gender issues deliberated for 5 sessions in the capacity building workshop of the</li> </ul>	<ul style="list-style-type: none"> <li>• District &amp; Sub-district personnel oriented on gender issues in Gajapati</li> <li>• State level workshop</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days workshop on PRA held in Bankura.</li> <li>• Orientation workshop on</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days State level gender orientation workshop for district Gender Co-ordinators and SRG members</li> </ul>	

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
Workshops	<p>posters developed on "Girl Child Friendly Atmosphere" with reference to schools/classrooms.</p> <ul style="list-style-type: none"> <li>Workshop held on 11 &amp; 12 December, 2001 for Head Teachers of primary schools in low female literacy habitations</li> </ul>			<p>BRG at Kaza in Lahaul-Spiti in June, 2000.</p> <ul style="list-style-type: none"> <li>A state level workshop on development of training material for MTA in Aug. 2000.</li> <li>3 days workshop organized in dist. Chamba in July, 2001 to develop material for women members of panchayati Raj Institutions with the objective of making them aware of their role in primary education. Their orientation programme is in progress.</li> <li>For study on Classroom Culture perspective. <ul style="list-style-type: none"> <li>Workshop on inter-rating observations held at SPO ON 20-22 October</li> <li>Workshop on categorization of inter rated observations of DIET una (29.10.01 - 2.11.01)</li> </ul> </li> </ul>	<p>to develop gender strategy &amp; plan of action for integrating gender perspective in implementing DPEP</p> <ul style="list-style-type: none"> <li>Workshop to develop training &amp; sensitisation material for MTA and PTA and strategise for model cluster approach through field visit</li> <li>Seminar on women's empowerment in the context of DPEP</li> <li>Conceptual workshop on role and functions of Gender resource groups etc</li> </ul>	<p>Balika Siksha Karmasuchi conducted in the existing districts.</p> <ul style="list-style-type: none"> <li>Workshop with female panchayat members held in Gender Focus Blocks of Bankura, Pribhum and Murshidabad for gender, IED, ECE based on positive feedback received on the impact of Balika Shiksha Karmasuchi.</li> <li>5days field based training workshop on PRA/PLA for District Co-ordination</li> </ul>	<ul style="list-style-type: none"> <li>State level workshop to develop training and sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups.</li> <li>State level workshop to finalise training material for BRCC, CRCC, MTA, PTA and other motivator groups.</li> <li>Workshop to finalise material for BRCC, CRCC etc. for Model Cluster Approach.</li> <li>3 days state level script writing workshop organized.</li> <li>2 training/orientations programs 4 days each were organized in DPEP - III for District Gender Coordinators.</li> <li>State level Kalajatha workshop for enrollment drive and retention specially for girls education held.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Review Processes</i>	<ul style="list-style-type: none"> <li>One day review meeting organized for DGDOs of DPEP I – II districts on girl child develop-mental activities alongwith ques-tionire on various aspects if classroom observation focusing on how to make a school or classroom Girl Child Friendly.</li> <li>One day review meeting with all district GCDOs held on 10.12.01 to get feedback on the progress of activities taken up improving girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Text book distribution among girl children being monitored through revised PMIS formats</li> </ul>	<ul style="list-style-type: none"> <li>Gender awareness meeting of CRCC in Phase II districts to review progress and gender related activities</li> </ul>		<ul style="list-style-type: none"> <li>Review progress on the basis of child wise data generated through Anusandhan</li> <li>Involvement of BRCC and CRCC for monitoring retention activities at school level.</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings held with District Gender CO-ordinations at SPO and DPO to discuss activities undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings at SPO with district co-ordinators</li> </ul>
<i>Networking</i>	<ul style="list-style-type: none"> <li>Seva Bharti Nellore</li> <li>HRESS and UNDP, Kurnool</li> <li>Close linkages with, Andhra Mahila Sabha, Hyderabad University, Osmania University, Department of Women and Child Development .</li> <li>Representatives of Mahila Samakhya participated in induction training programme on</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with MS, AWTC and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with Government Departments such as WCD &amp; ICDS, MS, NGOs, Academic Institutions etc.</li> <li>Collaborating with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>978 ICDS workers have helped in : - enrolling 8492 children in primary</li> </ul>	<ul style="list-style-type: none"> <li>Working through existing structures such as Mahila &amp; Yuvak Mandals &amp; Saksharta Samittis</li> </ul>	<ul style="list-style-type: none"> <li>Linkages established with existing Mahila Samitis</li> <li>Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies &amp; Psychology department, Utkal University, SRC for Adult Education, SCERT (ECCE Unit) Xaviers</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University, UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>Technical support drawn from SIE, SIEMAT, SCERT, NGOs, Mahila Samakhya, TSG, Ed.CIL, BETI, NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
Networking	gender strategies and ECE .		<p>schools including 4012 girls</p> <ul style="list-style-type: none"> <li>- 3630 children regularised in school, out of which 1625 were girls.</li> <li>- 370 children were re-enrolled including 234 girls out of 314 children identified for AS 148 were girls.</li> </ul>		Institute of Management, Nalini Devi Women's B.Ed. College, CAS, Lutheran World Service.		
MIS Availability of Gender disaggregated data and use of MIS data for implementation	<ul style="list-style-type: none"> <li>• Available from EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data in selected areas.</li> <li>• Gender desegregated data on enrollment and retention of girls, number of women teachers, etc. have been generated</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS data</li> <li>• Anusandhan (child tracking) was launched to undertake co-hort study which has provided drop out rates for girls.</li> <li>• DISE and child tracking data and other indicators have been shared with MTA/VEC.</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the monthly/ annual returns of Department of School Education, GOWB, DISE and studies conducted by the Research &amp; studies call of West Bengal DPEP</li> </ul>	<ul style="list-style-type: none"> <li>• Available from EMIS and Micro Planning data and Directorate of Basic Education. GOUP</li> <li>• House to house survey data</li> <li>• MCDA maintains disaggregated data for the clusters covered by it.</li> </ul>
Mahila Samakhya	<ul style="list-style-type: none"> <li>• Close linkages with MS are being established</li> <li>• One day review meeting organized for all DGCDs of 19 districts to appraise the progress on girl child activities.</li> </ul>	<ul style="list-style-type: none"> <li>• MS an integral part of the gender strategy of DPEP.</li> <li>• Active participation of MS in VEC meetings and activities.</li> <li>• 5 MSKs running</li> <li>• MS actively involved in meetings &amp; activities of VECs</li> <li>• 691 Jagiagi and 486</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established in Banaskantha and Panchmahal</li> <li>• 'Balamandir' is sent to Balwadis of Mahila Samakhya, which is a step towards convergence.</li> <li>• MS representatives in MTAs</li> </ul>				<ul style="list-style-type: none"> <li>• Close operational linkages – MS is represented in the Gender SRG</li> <li>- MS provides support in development of material and training modules</li> <li>- Extended to 6 more districts in DPEP III</li> <li>• Mahila Sashaktikaran Mahotsav held in March 2001 by Mahila</li> </ul>



GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>Chinnarula Sabhas conducted at Chittoor, Cuddapah and Srikakulam districts on a pilot basis to               <ul style="list-style-type: none"> <li>study the child's (including girls') preparation and expectation</li> <li>examine the impact of peer group pressure on non-school going children</li> <li>5 low female literacy villages in 5 low Female Literacy mandals in each district adopted. 25 villages per district taken up under model village approach</li> <li>Village profile developed</li> <li>180 out of 475 villages achieved 100% enrolment and retention</li> <li>Efforts on to bring qualitative improvement in achievement levels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Bal Jaggi: Kendras being run               <ul style="list-style-type: none"> <li>1854 Mahila Samoohs under MS functional at the village level.</li> </ul> </li> <li>State level 'Friendship Camp' organised at for the adolescent girls of Urban Schools and rural Jaggiagi.               <ul style="list-style-type: none"> <li>State level Maa-Beti Mela organised.</li> <li>One block in each district selected for focused gender interventions</li> <li>Mahila Shikshan Kendra for girls</li> <li>Mahila diwas organised in all project districts</li> <li>Girls' enrolment in ALS being monitored</li> <li>One block in each project district selected for focused gender interventions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Special mobilisation efforts through meetings among Rabaris, Thakores, Machis &amp; tribals to enrol children and regularise their attendance</li> <li>Mahila sangam programme : educated girls are mobilising families in Dangas to ensure enrolment and regular attendance of girls.</li> <li>Adopted the Focus Area approach covering 218 villages - achieved universal enrolment in all schools upgraded to Class V. This has benefited many drop out children.</li> <li>Formation and strengthening of Mahila Mandals towards economic empowerment of women.</li> <li><b>Integrated efforts made by BRCC, ABRCC and CRCC</b></li> </ul>	<ul style="list-style-type: none"> <li>Initiatives in one backward block to inculcate a scientific temperament among girls</li> <li>By consistent efforts lady teachers were mobilised to come forward to accept the responsibility of working as BRCC and CRCC. 29 CRCC are now female teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Block with high dropout of girls have been identified for addressal. Block specific activities developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers. Community mobilisers will play a major role in counseling the parents of dropout girls.</li> <li>369 residential hostels with a capacity of 40, opened in 3 existing and five expansion KBK districts in convergence with the SC/ST Development Dept. of the State Govt.</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduction of the Balika Shiksha Karma Suchi which is a field based intensive intervention to be carried out in 50 schools of Bankura and 30 schools of Uttar Dinajpur</b></li> <li>GP level Core temas formed in Coochbehar in GPs with low enrolment of girls</li> <li>Activities of 1806 MTAs in Coochbehar monitored by BRGs.</li> <li>Micro - interventions being designed at village level in all 10 project districts.</li> </ul>	<ul style="list-style-type: none"> <li>Samakhya. Attended by DPEP Gender Coordinators and VEC members.</li> <li>Flexible timings have been introduced in 18 schools.</li> <li>School Chalo Abhiyan in the year 2001</li> <li>Retention marches &amp; summer camps for girls in 2001</li> <li>Initiated the Model Cluster Approach for Girls Education.</li> <li>Following expansion a total of 1030 clusters are covered - 550 in DPEP II &amp; 480 in DPEP III.</li> <li>Universal enrolment in 3994 and 1357 MCDA villages in DPEP II and III respectively.</li> <li>3007 and 1357 MCDA villages are drop out free in DPEP II and III respectively.</li> <li>Community based attendance monitoring system being used</li> <li>Intensive retention policies &amp; strategies in clusters</li> <li><b>10 days summer camps organized to bring back drop out</b></li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Innovations</i></p> <ul style="list-style-type: none"> <li>▪ To support the MGCCO to plan, execute, monitor, assess &amp; strategise all the 3 personnel at the mandal made responsible for pursuing girls' education .</li> <li>▪ Each sectoral officer of the SPO has adopted one village, to convert it into a model village</li> <li>• Sensitisation of DWACRA and youth groups on activities for girls.</li> </ul>		<ul style="list-style-type: none"> <li>• Special modules for Angana Vidyalaya for 9+ girls – modeled after Jaggiagi of MS</li> <li>• 1022 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate</li> <li>• Apna &amp; Angana Vidyalayas have female instructors only &amp; are under the management of Mata Samities</li> </ul>	<p>by involving active women's groups to enhance enrollment and retention of girls.</p> <ul style="list-style-type: none"> <li>▪ Under the Gender focus area approach, 93 AS centres opened enrolling 1928 children comprising 1120 girls and 808 boys.</li> <li>▪ Of the 254 children re-enrolled 120 were girls and 132 were boys.</li> </ul> <ul style="list-style-type: none"> <li>• AS centres for 9+ girls set up in selected villages</li> <li>• Incentives to Instructors to encourage better enrolment of girls in AS Centres</li> <li>• 32 ECCE – AS centers (5 in Banaskantha, 27 in Panchmahal opened) 329 of 529 children enrolled in AS Section are girls</li> <li>• 90, 58 &amp; 16 AS centres set up in Banaskantha, Dangs &amp; Panchmahal, respectively.</li> <li>• Catering to 2558 girls (53.9%).</li> </ul>		<ul style="list-style-type: none"> <li>• In the 587 AS centres in Kalahandi, 8740 girls are enrolled.</li> <li>• 28 adolescent girl camps running in Kalahandi, 8 in Bolangir and 29 are proposed in Keonjhar to provide access to 999 girls in the 9 – 14 years age group.</li> <li>• In the 1631 AS centres opened in unserved habitations 20614 girls are enrolled (46.3%).</li> </ul>	<ul style="list-style-type: none"> <li>• All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women</li> </ul>	<p>girls to schools 2480 summer camps were held. 74302 children were re-enrolled after summer camps.</p>
<p><i>Alternative Schooling</i></p>					<ul style="list-style-type: none"> <li>• 2 days workshop to develop AS module for working girls in Firozabad &amp; Moradabad</li> <li>• Prahar Pathshalas (9–14 years girls) , Balshala (3-11 years), Maktabas specially address girls in different age groups</li> <li>• Muslim girls are being reached through Moktabas &amp; Madarassas</li> <li>• 48% of the children enrolled in AS centres are girls.</li> <li>• Enrolment of girls has been as follows: – AS centres : 48%</li> </ul>		

INTERVENTIONS	ANDHRA PRADESH	DITHAK	GUJARAT	PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Research and Evaluation</i></p>	<ul style="list-style-type: none"> <li>• A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha</li> <li>• Following studies are in progress : <ul style="list-style-type: none"> <li>- Convergence of DPEP activities of DPEP &amp; Child Welfare Department with special reference to ECE.</li> <li>- Long term qualitative study on ECE centres.</li> <li>- Quick mini qualitative study on the placement of under and over aged children</li> </ul> </li> <li>• <b>Study on Classroom Culture and Processes from the Gender Perspective data entry in progress and inter-rating of observations completed</b></li> </ul>	<ul style="list-style-type: none"> <li>• Study on problems in the education of Mulsim girls completed</li> <li>• <b>Data coding and entry in progress for the study on Classroom Culture and Processes from the Gender Perspective.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Study on Problems of Girls' Enrolment in Panchmahal by DIET &amp; Gujarat Vidyaapeeth completed.</li> <li>• <b>"Tej Punj" a report on Gender Education Programme in distriet Panchmahal developed.</b></li> </ul>	<p>Studies in progress or planned.</p> <ul style="list-style-type: none"> <li>• Absenteeism in girl students particularly in agree cultural and labour class families in Sirmour.</li> <li>• Educational problems of girls among Gujjars.</li> <li>• Educational problem of the children with special reference to 'Girl Child in rural areas of Kullu.</li> <li>• <b>5 days Regional workshop for study on classroom culture &amp; processes from the gender perspective organized in June 2001 covering Gujarat, Haryana and Himachal Pradesh</b></li> <li>• <b>Data analysis for the study on Classroom Culture and Processes from the Gender Perspective in progress.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identification of strategy for improving enrolment and retention of girl child. (dist Bolangir)</li> <li>• Analysis of problems in the enrolment &amp; retention of girls from weaker sections.(DIET Kalahandi)</li> <li>• Effectiveness of strategies for improving enrolment &amp; retention of girls (DIET Sambalpur)</li> <li>• As study of effectiveness of parent-teacher association in achieving universalisation of Elementary education in primary schools. (DIET, Keonjhar)</li> <li>• Causes of low enrolment &amp; retention of the SC and ST children with special reference to girls &amp; suggestions on the strategies to be taken for their improvement. (DIET Keonjhar)</li> <li>• <b>A study entitled Classroom Culture and Processes from Gender Perspectives has been undertaken.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Study on low participation of girls in Primary Education by ISI</li> <li>• <b>Indepth study to ascertain reasons for low enrolment and high drop out rates of girls under taken in two blocks for focused intervention for girls - data.</b></li> <li>• <b>Inter rating of observations and data entry in progress for study on Classroom Culture and Processes from the Gender Perspective.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Study on repetition &amp; drop-out among minority students</li> <li>• Job Involvement &amp; <b>Problem of female teacher</b></li> <li>• Study of socio-cultural context of female school dropouts in Etawah, UP</li> <li>• Role of comm.-unity &amp; other factors in promoting primary education among muslim girls in Saharanpur</li> <li>• Improving effectiveness of ECCE in UP</li> <li>• Study of enrolment, attendance and Retention in Primary Schools in relation to incentive schemes</li> <li>• Study of class-room processes in EFA and non-EFA districts of UP.</li> <li>• Making a Difference - Document on the experiences of UPBEP &amp; DPEP in the area of girls' education revised &amp; updated.</li> <li>• <b>Evaluation of MCDA in DPEP II completed.</b></li> <li>• <b>Inter - rating of observations and data entry completed for study on Classroom Culture and Gender Perspective.</b></li> </ul>

## DPEP IV and Newly Constituted States

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Staffing Position State Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>Position lying vacant</li> </ul>	<ul style="list-style-type: none"> <li>State Gender/ECE coordinator in place</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>3 out of 6 in place</li> </ul>	<ul style="list-style-type: none"> <li>ECE/Gender Coordinator in DPO in place</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In place in all six districts</li> </ul>
<i>Sub District</i>	<ul style="list-style-type: none"> <li>Sahyoginis in place in Surguja and Raigarh and Rajnandgaon districts</li> </ul>	<ul style="list-style-type: none"> <li>153 Girl Child Motivator in position in selected CRCs.</li> </ul>		
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>Constituted first meeting held in Bilaspur on 11.2.02</li> </ul>	<ul style="list-style-type: none"> <li>District resource groups under Mahila Samakhya formed and functional barring two districts</li> <li>DRG for ECE constituted.</li> </ul>	<ul style="list-style-type: none"> <li>SRG for ECCE and Gender constituted and meeting irregularly.</li> <li>SRG assisted in the process of developing training modules.</li> <li>DRG constituted, meets twice a year</li> </ul>	<ul style="list-style-type: none"> <li>SRG and DRG formed at state and district</li> </ul>
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> <li>Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>Gender specific awareness material and scripts prepared</li> </ul>	<ul style="list-style-type: none"> <li>Poster, pamphlets, slogan, banner, audio cassettes, newspapers</li> <li>VEC booklets</li> <li>Wall writing</li> <li>Audio and video cassettes on gender developed/disseminated</li> </ul>	<ul style="list-style-type: none"> <li>In the process of development. material from various states have been collected.</li> </ul>	<ul style="list-style-type: none"> <li>Meena cassettes used</li> </ul>
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>Mahila Shiksha Abhiyan Phase II and Phase III</li> <li>Conduct of melas, rallies, kalajathas, etc.</li> <li>Maa-Beti Melas organised in some districts</li> <li>School Chalo Abhiyan in all districts</li> <li>Special emphasis on unenrolled and dropped out girls during Padhbo, Padhabo, School Jabo Abhiyan</li> </ul>	<ul style="list-style-type: none"> <li>Community meetings, prabhat pheri, rally organised</li> <li>Environment building</li> <li>Organising melas, sammelans, ma-beti melas, munia beti campaign</li> </ul>		<ul style="list-style-type: none"> <li>Maa-Beti Melas organized in 35 model clusters</li> <li>Meena Cassettes shown in 363 villages</li> <li>Kala Jatha/Nukkad Natak organized in 98 villages</li> <li>School Chalo abhiyan</li> <li>Meetings with VEC, MT.A, WMG</li> </ul>
<i>Community Participation</i>	<ul style="list-style-type: none"> <li>Formation of Mahila Samoohs</li> </ul>	<ul style="list-style-type: none"> <li>Running ALS and ECE centres</li> <li>Civil works, micro planning</li> </ul>		<ul style="list-style-type: none"> <li>Assist in text book distribution</li> <li>Monitoring teacher attendance</li> <li>Conducting health check ups..</li> </ul>

INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Community Participation</i>			<ul style="list-style-type: none"> <li>• Construction of School buildings</li> <li>• School management</li> <li>• Distribution of mid day meal</li> <li>• Solving local level issues</li> </ul>
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooch</li> <li>• Panchayat and MSA training, Shiksha Panchayat – special training for women members.</li> <li>• Special training for newly elected women panchayat members</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of VECs and orientation of VEC members completed</li> <li>• Women constitute one third of VEC members. The total membership of a VEC varies between 15/21 and 5/7 of them are women</li> <li>• One post of chairperson/vice- chairperson of the VECs is earmarked for women.</li> <li>• In the orientation training, VECs women members take active part.</li> <li>• At least two women members from each VEC are being imparted professional training.</li> </ul>	<ul style="list-style-type: none"> <li>• 335 WMGs formed and 109 trained</li> <li>• Regular meetings held with WMG and MTAs</li> <li>• 1310 MTAs formed and 64 trained</li> <li>• 1930 VECs trained – VEC training module focusing on girls' education</li> </ul>
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 362 Jaggi teachers trained</li> <li>• 1165 female ALS instructors trained</li> <li>• Gender sensitization training imparted to teachers/programme personnel.</li> <li>• Gender sensitization forms part of all training modules.</li> </ul>	<ul style="list-style-type: none"> <li>• Sadhan teacher training has one session on girls' education</li> <li>• BRCC and NPRCC trained on gender issues</li> <li>• 43 KRPs trained for MTA &amp; WMG trained programme.</li> </ul>
<i>Material development</i>	<ul style="list-style-type: none"> <li>• Training materials developed and distributed during training</li> </ul>		
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>• Some material developed earlier is being used by the districts</li> </ul>		<ul style="list-style-type: none"> <li>• Two days gender sensitization module developed for teachers by SRG.</li> </ul>
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>• Presently, suggestions of SCERT M.P being followed.</li> <li>• Textbooks are made state specific</li> </ul>	<ul style="list-style-type: none"> <li>• Books related to gender issues, TLM prepared</li> <li>• Special inputs provided in Ujala – II – teacher training</li> <li>• Success stories of girls, plays related to girls and reinforcement of equity through illustrations in the textbooks.</li> <li>• Gender issues addressed in the 16 MLL based textbooks developed</li> <li>• Book on TLM "Sikhana Ashan Hai" developed which addresses gender issues.</li> <li>• Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS.</li> </ul>	

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<ul style="list-style-type: none"> <li>Management Planning</li> <li>Integration of gender perspective in plan formulation</li> </ul>	<ul style="list-style-type: none"> <li>On going efforts to integrate the gender perspective</li> </ul>		<ul style="list-style-type: none"> <li>Separate budget for Girls' Education in AWP &amp; B</li> </ul>	
<ul style="list-style-type: none"> <li>Capacity building</li> <li>Preparation of gender training module</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation built into the training programme for teachers and educational managers</li> </ul>	<ul style="list-style-type: none"> <li>Training modules of BRC resource persons, teachers, VECs, education administrators and CRCCs include gender sensitization.</li> <li>Gender sensitization is an integral part of professional training imparted to all SPO, DPO programme personnel</li> </ul>	<ul style="list-style-type: none"> <li>Training module for Girl Child Activist has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on development of gender sensitization module for teacher at DIET Dehradun.</li> <li>Workshops for development of training module for MTA/WMG at SPO.</li> </ul>
<ul style="list-style-type: none"> <li>Sensitisation programmes for DPEP personnel and others</li> </ul>	<ul style="list-style-type: none"> <li>Sensitisation has been done earlier by the state of M.P. and now it will be done by Chhattisgarh.</li> </ul>	<ul style="list-style-type: none"> <li>Training women members of VECs.</li> <li>Gender sensitisation undertaken by SCERT and SLO</li> </ul>	<ul style="list-style-type: none"> <li>Gender workshop organised for state and district level personnel in September, 1999.</li> <li>Block selection committee for selection of Girl Child Activist and Escort has been constituted.</li> </ul>	
<ul style="list-style-type: none"> <li>Workshops</li> </ul>	<ul style="list-style-type: none"> <li>2 day SRG workshop for preparation of Sahyogini evaluation format in Dec'99</li> <li>2 day orientation of gender coordinators for Quality Watch.</li> </ul>	<ul style="list-style-type: none"> <li>A State seminar on UPE organized, in which special emphasis was given to gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>One day meeting of gender experts for preparation of gender awareness material</li> <li>Three days workshop for preparation of village approach module.</li> <li>Organised the regional workshop for State Research Teams of Maharashtra, Rajasthan and Uttar Pradesh in September, 2001 for the Study on Classroom Culture and Processes from the Gender Processes.</li> </ul>	<ul style="list-style-type: none"> <li>One day orientation workshop for gender Co-ordinators and SRG members</li> <li>3 days MTA/WMG sensitization module development workshop.</li> <li>8 days workshop for gender sensitization module development for teachers</li> <li>4 days state level training of MTs for MTA/WMG training</li> </ul>
<ul style="list-style-type: none"> <li>Networking</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with Action Aid, Eklavya, TISS, SNTD University, FRCH Pune and other State agencies</li> </ul>	<ul style="list-style-type: none"> <li>Government departments of Education Health, PHED, Welfare and DRDA</li> <li>NABARD</li> <li>UNICEF,CARE</li> <li>NGOs, NYK, ZSS, Bankers Wives Association</li> <li>NCERT, SCERT</li> </ul>		<ul style="list-style-type: none"> <li>NGOs</li> <li>Mahila Samakhya</li> <li>TSG, Ed.CIL</li> <li>BETI, Lucknow</li> <li>SPO, DPEP UP</li> <li>ICDS</li> </ul>

<p><i>MIS</i> Availability of Gender disaggregated data and use of MIS data for implementation</p>	<p>EMIS &amp; Lok Sampark Abhiyan data The IPMS attempts to integrate gender concerns through LSA and MSA data</p> <p>MS operational in 6 DPEP districts MS support drawn upon for conducting Mahila Shiksha Abhiyan and Sahyogini training. Formation and training of Mahila Samooths and Self Help Groups</p>	<p>MS is an integral part of DPEP in Jharkhand. Mahila Samakhya is operational in 4 project districts covering 14 blocks (1100 villages and 30 Mohallas) It runs 310 Jaggi Kendras There are 1062 Samoothas (Women's Collectives) functional</p> <p>One block in each project district selected for focused gender interventions.</p>	<p>Representatives of Mahila Samakhya are members of SRG (Gender) Mahila Samakhya supports the development of gender training modules</p> <p>80 Model clusters identified in 12 blocks having low female literacy rate. Monitoring formats developed and distributed in all schools of model cluster To ensure enrolment and regular attendance charts prepared in each school of the model clusters Student tracking chart proposed in all schools of model cluster.</p> <p>10 ECCE with EGS selected in non ICDS district of Champawat</p>
<p><i>Innovations</i></p>	<p>Providing primary school facilities within Madarssa Sahayoginis placed in 1 block of DPEP districts as per MS model 24 Ashram Shalals for girls in tribal pockets</p>	<p>Apna and Angana Vidyalayas and Jaggi Kendras are run as AS centres 343 Angana vidyalaya for 9+ girls. Drop-outs as well as illiterates opened so far. Special moduels for Angana Vidyalaya for 9+ girls girls modeled after Jaggi MS. Apna and Angana Vidyalayas have female instructors only and are under the management of Mata Samitees.</p> <p>Areas being identified</p>	<p>Data coding and inter rating in progress for the study on Classroom Culture and Processes from the Gender Perspective in progress.</p>
<p><i>Alternative Schooling</i></p>	<p>Study on tribal girl child - distt. Sidhi Impact of EGS, AS, NFE and SSK on girls' enrolment Impact of SSK in Udaipura and Obadullaganj Blocks, Distt. Raissen Status of education of women and</p>	<p>Areas being identified</p>	<p>Data coding and inter rating in progress for the study on Classroom Culture and Processes from the Gender Perspective in progress.</p>
<p><i>Research and Evaluation</i></p>	<p>Study on tribal girl child - distt. Sidhi Impact of EGS, AS, NFE and SSK on girls' enrolment Impact of SSK in Udaipura and Obadullaganj Blocks, Distt. Raissen Status of education of women and</p>	<p>Areas being identified</p>	<p>Data coding and inter rating in progress for the study on Classroom Culture and Processes from the Gender Perspective in progress.</p>

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Research and Evaluation</i>	<p>girls working in stone mines</p> <ul style="list-style-type: none"> <li>• Contribution of Alternative schools in UPE in Mandasaur, with reference to girls' education</li> <li>• Impact of gender sensitisation of parents and teachers.</li> <li>• <b>Data entry for the study on Classroom Culture &amp; Processes from the Gender Perspective completed.</b></li> <li>• <b>Studies proposed on</b> <ul style="list-style-type: none"> <li>- Tribal girl child</li> <li>- Drop out in urban slum areas</li> <li>- <b>Impact of AS on girls' enrolment.</b></li> </ul> </li> </ul>			



## EARLY CHILDHOOD EDUCATION

### Early Childhood Education : Introductory Remarks

In recognition of the expressed view of the National Policy on Education (1986/1992) on ECCE as a support programme for universalisation of elementary education, ECE in DPEP is seen as a vital input towards preparing children, particularly first generation learners, for primary school through school readiness programmes and ensuring better participation levels of children. In the case of girls, ECE serves the additional purpose of relieving them of sibling care responsibilities to be in school.

The guiding principles for ECE in DPEP have been to:

- avoid duplication and support expansion of ECE in villages that are not covered by ICDS.
- emphasise the pre-school aspect of ECCE and support development of pre-school material and training of functionaries.
- strengthen ties between Anganwadis centres and primary schools through training of ICDS workers
- supplementing infrastructure and TLM

### Strategy

The ICDS programme of the DWCD, has been the largest Government initiative on ECE. ICDS centres are opened in villages with a population of 1000 and above (750 in tribal areas). They provide a package of services including a pre-school component. The programme is currently poised to cover all districts in the country.

DPEP's approach to ECE has broadly focused on the following :

- Strengthening ECE in the existing ICDS programme or with other departments in the State, in a convergence mode, through training and other inputs
- Experimentation with alternative, cost effective models for providing ECE
- Strengthening the pre-school component in formal schools.

The state wise details of the approach adopted are as given in the Table below :

State	Approach to ECE
Andhra Pradesh	Experiment with own ECE model and convergence with ICDS
Assam	Experiment with own ECE model and convergence with ICDS
Bihar	Experiment with own ECE model and convergence with ICDS
Chhattisgarh	Experiment with own ECE model
Gujarat	Experiment with own ECE model and convergence with ICDS
Haryana	Convergence with ICDS
Himachal Pradesh	Experiment with own model
Jharkhand	Experiment with own ECE model and convergence with ICDS
Karnataka	Convergence with ICDS and experiment with own ECE model
Kerala	Convergence with ICDS

State	Approach to ECE
Maharashtra	Experiment with own ECE model
Madhya Pradesh	Experiment with own ECE model
Orissa	Experiment with own ECE model and convergence with ICDS
Rajasthan	New Centre and convergence with ICDS
Tamil Nadu	Convergence with ICDS
Uttar Pradesh	Convergence with ICDS
Uttaranchal	Convergence with ICDS
West Bengal	Convergence with ICDS

### ***Strengthening of Anganwadi Centres***

Convergence with ICDS through strengthening the ECE component of Anganwadi Centres has been attempted in a variety of ways. Specific interventions in this respect have included:

- Extended timing of the Anganwadi Centres to coincide with the timings of primary schools, along with extra honorarium to Anganwadi Worker (and helper) by DPEP
- DPEP has been training the ECE Worker and Helper in both the centres started by DPEP and those attached to the Anganwadi Centres covered by DPEP. Training modules along the lines of the NCERT model have been developed in consultation with ICDS functionaries with help from specialised organisations/institutions.
- Pre-school kits and teaching-learning material have also been developed through a similar consultative process and are being provided to the centres started by DPEP and to those Anganwadi Centres covered through convergence. The new centres receive grants to meet operational costs. Some of the States are also providing annual grants to the Anganwadi Centres as contingency or even to replenish PLMs/TLMs.
- Monitoring through the DPEP set up.
- Academic support through the DPEP set up.
- Increasing Linkage of AWC with Primary School. This has been attempted either by sitting the AW Centre in the premises of formal primary schools or in close proximity of the school.

### ***Opening of New Centres***

In non-ICDS areas, opening of ECE centres and providing for induction and refresher training of ECE workers as well as teaching learning materials has been another initiative under DPEP. These centres generally follow the ICDS pattern with occasional variations in the staffing pattern and hours of functioning. States such as Uttar Pradesh are involving NGOs to set up and run ECE centres in the areas unserved by ICDS.

States have however, experimented with innovative models based on local specific needs, e.g. ECE centers attached to AS centers in Gujarat and Uttar Pradesh.

Apart from the inputs provided as in the case of the selected Anganwadi Centres, construction of ECE centres was taken up by a few states to ensure their location in the school premises. Community contributions such as material, labour and finance supplemented this move by the programme.

There are reports of community constructing sheds for the ECE Centres. The panchayat has evinced interest in sustaining the efforts initiated by DPEP by generating resources in the village to meet the minimum cost of running the centres.

Community involvement is an integral element of the ECE programme in DPEP. Community based organisations such as the Village Education Committees, Mother Teacher Associations, Mother's Groups, etc., have been closely involved in the entire process of establishment of the centres, running them and also in securing community support for early childhood education. This has resulted in some degree of community ownership. In a way this programme has provided a forum for the women in the village which has enabled them to discuss various issues pertaining to their lives and that of education of girls. Coming together of women has often shaped into organised women's groups which are now assisting in regular monitoring, material development, providing nutritional support, organising events in the centres and so on. Apart from this, a certain focus on adolescent girls has also been generated in Assam that has led to implementing specific interventions for this group of girls.

### ***Strengthening Pre-schooling in formal school***

The Government of Assam has introduced Ka Maan (a pre school class) in the formal schools. Efforts are under way to put together some learning material that would facilitate self learning and minimize the need for teacher intervention in the process of learning. A similar proposal is under consideration in Kerala, for which, the curriculum and TLM have been developed in partnership with DPEP. There is a proposal to start a pre school class in the formal schools in the non ICDS covered areas of Uttar Pradesh.

School readiness programmes have been introduced with variations in states as part of the AWC ECE center curriculum, or as a part of the class I curriculum.

### ***Other Initiatives***

Gujarat has started publishing a newsletter, *Balamandir*, on ECE, which is provided to all Anganwadi Centres and ECE centres. This has become a means of regular communication with the workers in the field and keeping them informed of new possibilities, teaching methods and material etc. Not only this, it has facilitated a two way communication, widening the scope of sharing and exchange.

### ***Outcomes***

States have begun reporting the number of children graduating from the ECE centres and enrolling in Class I every year (Gujarat : 92 children from 15 ECE centres in Panchmahal, Bihar : 5337 from 749 centres, Andhra Pradesh : 18128 children from 2911 centres). In fact, this as well as the number of older girls being benefited from the ECE interventions by DPEP are being closely monitored, as in the case of Uttar Pradesh.

The Study conducted by Andhra Pradesh on these issues has shown promising outcomes of the intervention. Assam has initiated a district wise study of Achievement of Students of Lower Primary school having ECE background with those of non ECE background, which tries to find out the performance and adaptability of those children graduating from the ECE centres in the

formal primary schools. The recently concluded evaluation of the ECCE programme in Uttar Pradesh has found a positive co-relation between the intervention and girls' participation in primary education. It has also brought out the fact that systematic data collection is an area of emphasis in the programme. This enables analysis of the transition rates of children from the ECCE Centres to primary school etc.

### **Sustaining the ECE initiatives**

Many issues pertaining to the question of sustaining DPEP's efforts have been discussed with the Department of Women & Child Development at the national level and certain joint decisions have been taken by both the Departments. The Department of Women & Child Development has issued a D.O. letter No.4-3/96-NT dated 26.3.98 addressed to all State Secretaries of the Department of WCD/ Social Welfare/Education (copy attached). This letter highlighted the following decisions that were jointly taken by the DWCD and the Department of Education, GOI.

1. Joint Planning, Mapping and Sharing of Resources
  - Location of the Centres
  - Timing of the Centres
2. Joint Community Mobilisation efforts
3. Fund Allocations
4. Joint training and monitoring

This letter requested that a state level meeting of the Secretaries/Directors of WCD/Social Welfare and DPEP/Primary Education/Rural Development (for Panchayati Raj)/HRD be convened at the earliest, to finalise joint follow up action in the state, based on the above.

Follow up meetings have been held to review the progress and state specific experiences. Convergence has not always been possible in all the states. Convergence issues that persist and merit national level intervention are as follows:

- to work towards creating an understanding on convergence between the ICDS and the DPEP at the State and District levels wherever necessary, and develop a clear operational framework, such that implementation is possible at the district and sub-district levels.
- evolve ways of reaching smaller habitations, where the service is of utmost importance, may be considered. If there is an assurance of sustainability, DPEP can start ECE centres in some such needy pockets which do not otherwise conform to the norms followed for starting ICDS Centres.
- make use of the department's Creche and Day Care Scheme to ensure child care support during school hours.

### **Efforts at sustainability**

1. A Government Order No. Ms.49 Education (SE-Prog.I), Dated 02.05.2000 on convergence of ECE of DPEP with ICDS of the Department of Women Development and Child Welfare Department has been issued in Andhra Pradesh with a clear commitment to carry forward the initiatives of DPEP in the area of ECE.
2. Rajasthan DPEP I started with a joint strategy for sustainability between DPEP and the Department of Women and Child.

3. Wherever possible ICDS has taken over the ECE centres set up by DPEP in Maharashtra.
4. Following one of the meetings of coordinators of ECE where it was decided to commence work on community based models of ECE, to make them sustainable in the long run, Madhya Pradesh has initiated work in this area.

Though the coverage has increased, sustaining the centres set up by DPEP remains an issue. Learning from the experience the states are being cautioned to work out their sustainability strategy before proposing to set up new centres. Community leadership is now considered the most viable force that can ensure sustainability of the work done by DPEP in the area of ECE.

Stemming from the discussions of the working group on ECE for the Tenth Plan, efforts are on in the Department of Elementary Education and Literacy to consolidate its experiences in addressing ECE during the coming plan period. The Sarva Shiksha Abhiyan has provided for ECE under the Innovation fund and this will take care of pre school education to some extent.

## DPEP I STATES

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>ECCE Approach</i></p> <ul style="list-style-type: none"> <li>• Mahila Pragati Manchhas &amp; Balika Surabhi Manchhas started in Dhubri</li> <li>• 2220 ECE centres established under DPEP</li> <li>• 1047 AW Centres covered through convergence</li> <li>• Mukulika mela at Sub-centre level</li> <li>• 1020 Mother Groups formed in 9 districts.</li> <li>• VEC and school involved in running the ECE centres</li> <li>• Relocation of some ECE centres and setting up new centres</li> </ul>	<ul style="list-style-type: none"> <li>• 3867 Anganwadi Centres covered by DPEP to strengthen their ECE component</li> <li>• 4066 AWCs proposed to be set up in DPEP II districts in convergence with ICDS</li> <li>• Permission granted to open AWC in Primary Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Of the 45 ECE Centres established, 38 sustained.</li> <li>• All centres are in school premises</li> <li>• Under convergence with ICDS, 2455 AW Centres supported by DPEP</li> <li>• All centres are located near the school.</li> <li>• Workshop with support from NIPCCD on strengthening collaboration between DWCD &amp; Education Department for implementation of ECE.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen the pre school component of ICDS centres and pre-primary centres run by PTAs. These centres are attached to Government Primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• 2992 ECE Centres (SSKs) set up and run by DPEP in phase I with 47489 girls benefitting</li> <li>• 238 Jhoolaghars being run as child care centre with 3533 girls in Phase II districts</li> <li>• Model for community run SSK developed and will be piloted.</li> </ul>	<ul style="list-style-type: none"> <li>• 545 ECE centres started in DPEP districts</li> <li>• Convergence with ICDS in 10652 AW centres</li> <li>• Convergence with ZP and Social Welfare Department run ECE centres (Balwadi Centres) – 4033</li> <li>• ECCE centres are started where AW centres are not available. Wherever possible these centres are taken over by ICDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided to anganwadi workers twice in a year.</li> <li>• Handbook developed for Balwadi Tais at SPO. To be used for AW Workers. Handbook covers planning, pedagogy, child psychology and education.</li> </ul>	<ul style="list-style-type: none"> <li>• 2780 ICDS centres and 5344 TINJP centres being covered.</li> </ul>
<p><i>Training and Mobilisation</i></p>	<ul style="list-style-type: none"> <li>• Training modules developed for : <ul style="list-style-type: none"> <li>- Foundation and Refresher training of ECE Workers</li> <li>- In-service ECE supervisors</li> <li>- 5 day training of ICDS workers</li> <li>- CRCC &amp; <i>Ka maan</i> teachers on ECE</li> </ul> </li> <li>• Training of BRCC/CRCC on ECE and <i>Ka-Maan</i> held</li> <li>• Maa Beti Mela at block level</li> <li>• Survey conducted for identification of new centres.</li> </ul>	<ul style="list-style-type: none"> <li>• Five days Training of AW Workers completed. Helpers, Supervisors and CDPOs have also been trained</li> <li>• SCERT providing special training on material development in blocks adopted by it</li> <li>• Film shows and puppet shows being organised at AWCs</li> <li>• About 300 Ma-beti melas organised to promote the enrolment of children in Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>• ECE unit at DTERT is the resource centre for ECE</li> <li>• Refresher course arranged for AWW and AWH.</li> <li>• Training module for ECE developed in collaboration with CLR Pune, DSERT and NIPCCD which is to be tried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of ICDS Supervisors from DPEP I districts</li> <li>• Involved in Government of Kerala's efforts to develop the pre-primary curriculum</li> <li>• 3 days induction training package for Anganwadi Workers and pre primary teachers of centres developed.</li> <li>• So far 7140 ECE workers trained in the districts. This includes 6536 AWW and 604 private ECE workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika (helper)</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> <li>• A training module for workers of SSK, Jhoolaghar and Anganwadi centres has been developed. Preparations have also been made to impart this training through tele-conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE developed by DPEP and DTERT</li> <li>• 2 days training at BRCs on pre school activities to 5215 ECE/ AW workers.</li> </ul>	

ECE INTERVENTIONS Training and Mobilisation	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>Plantation drives, preparation of no cost TLMs, Water Purification (Filters), Cleanliness drives, celebration of National Days &amp; awareness drives on Health &amp; sanitation, etc. in ECE centres, with community support</li> <li>Refresher training to mother group members.</li> <li>1456 ECE work-ers, reoriented in Barpeta, Goalpara, Kokrajhar and Sonitpur.</li> <li>State level training of KRPs for Ka Maan</li> <li>Training of Teachers of selected schools (4-5 teachers of the gardening and riverine area) for Ka Maan in all districts</li> </ul>	<p>and Schools.</p> <ul style="list-style-type: none"> <li>The training modules focused on pre-primary students, role of workers, community and creative activities.</li> </ul>		<ul style="list-style-type: none"> <li>An orientation programme for the teacher trainers of pre-primary teacher training institutes in the private sector organised for 2 days.</li> <li>Orientation to parents of pre-primary children at school level conducted in Wayanad district</li> <li>District level convergence programme conducted for district level officers of ICDS and pre-primary.</li> </ul>	<ul style="list-style-type: none"> <li>2/3 days training on ECCE organized for DRG, Gender Coordinator, Master Trainers, Teachers and Helpers of SSKs Jhoola-ghars &amp; Sahyoginis.</li> </ul>		
Material	<ul style="list-style-type: none"> <li>Supervision and monitoring mechanism revised through a three day workshop.</li> <li>Handbook on ECE modified at State level workshop in September 2000</li> <li>Booklet on evaluation system developed.</li> <li>Community support</li> </ul>	<ul style="list-style-type: none"> <li>Play way material/teaching aids, teaching kits provided to 3701 Anganwadi Centres</li> <li>Tat patis provided to 3867 AWCs.</li> <li>TLM developed through workshops with AWW</li> </ul>	<ul style="list-style-type: none"> <li>One time grant provided for purchase of ECE materials</li> </ul>	<ul style="list-style-type: none"> <li>TLM developed for pre-school centres</li> <li>A monitoring tool, for periodic assessment of the pre-school component of AWC developed.</li> <li>A pre school kit containing 15 items is provided to the AWC and Pre-school centres developed by</li> </ul>	<ul style="list-style-type: none"> <li>Books and educational material provided to SSKs</li> <li>Handbooks developed for SSK and Jhoolaghar teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Toys are provided to AWC Centres.</li> <li>MTAs in some places providing nutritional inputs to children at ECE centres</li> <li>Handbook for Balwadi Tai developed</li> <li>Workshop held to finalize the</li> </ul>	<ul style="list-style-type: none"> <li>Folders, posters printed and stickers on ECE; prepared for encouraging the enrolment of girls children.</li> <li>Audio and Video cassettes on ECE were bought &amp; supplied to the District Programme Co-ordinators.</li> </ul>

ECE INTERVENTIONS Material	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>for play way materials</li> <li>• Compilation of Lesson Plan Bank on weakly themes to be transacted in the ECE Centres.</li> </ul>			<p>SCERT.</p> <ul style="list-style-type: none"> <li>• A handbook for the ECE workers developed, with emphasis on learner centered approach and what active learning should be in the early years.</li> <li>• Nutritious food is supplied by local bodies &amp; voluntary organisations in all project districts ensuring community participation in ECE.</li> </ul>		<p>handbook</p> <ul style="list-style-type: none"> <li>• The handbook is under print.</li> </ul>	<p>Propose to supply the same to the BRCs and ECE centres</p>
Costs	<ul style="list-style-type: none"> <li>• Following monthly honorarium is paid : Supervisor- 1500/- ECE worker- 700/- Helper – 500/-</li> </ul>	<ul style="list-style-type: none"> <li>• Rs 200/- paid to AW Workers, per month, for extending the timings of Angan-wadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of monthly honorarium to AWW (Rs.300/-) &amp; Helper (Rs.250/-) for 10 months for extending the timing of AW Centres to match school timings</li> <li>• Rs 2000.00 provided for material purchase (one time)</li> </ul>	<ul style="list-style-type: none"> <li>• Each kit costs Rs.985.00</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Honorarium paid Teachers and Didis Rs. 200/-/Helpers Rs. 200/-</li> </ul>	<ul style="list-style-type: none"> <li>• Balwadi Tais paid Rs 350/- per month.</li> <li>• Rs 500/- provided for toys &amp; other contingent expenditure.</li> <li>• DPEP starts ECE centres to meet the gap in need after ICDS and Zila Panchayat divides their share. These are then taken over by either the ICDS or Zila Panchayat</li> </ul>	<ul style="list-style-type: none"> <li>• Rs.1000.00 per ECE Centre</li> <li>• II districts for purchase of play material</li> </ul>
Monitoring Supervision Research	<ul style="list-style-type: none"> <li>• Workshop for sharing of evaluation report &amp; development of new evaluation programme to assess learners achievement.</li> <li>• Comparative Study of Achievement of Students of LP school having ECE background with those of non ECE</li> </ul>		<ul style="list-style-type: none"> <li>• AWW and Helper attend monthly interactive meeting at CRC level.</li> <li>• Some districts propose a study to study the impact of ECE and then continue the activity</li> </ul>	<ul style="list-style-type: none"> <li>• A study on the role of AW workers of Kerala aims suggest ways of transferring AW centres into better ECE centre.</li> <li>• DPEP Officials, Trainers and ICDS supervisors, monitor ECE interventions.</li> <li>• VEC members also</li> </ul>	<ul style="list-style-type: none"> <li>• DIETs, Gender Coordinators, BRCs monitor the trends in enrolment and drop out of girls</li> <li>• Research is in process on Cohort monitoring</li> <li>• Impact evaluation of SSKs for girls enrolment.</li> </ul>		<ul style="list-style-type: none"> <li>• Officials of SPO,DPO and BRC supervisors and Teacher Educators visit the ECE Centres and monitor progress</li> </ul>



ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Monitoring Supervision Research</i></p>	<p>background completed in Dairrang, Dhubri &amp; Goalpara.</p> <ul style="list-style-type: none"> <li>• Revision of formats for collection of data related to ECE centres &amp; the learners &amp; main-tenance of complete data.</li> <li>• Evaluation format developed for ECE and Ka Maan</li> <li>• Development of Child wise record card to monitor development of child in Mukulika Kendra</li> <li>• Development of Classroom Observation format for supervision of Ka Maan by District Resource persons and DIET Faculty</li> </ul>			<p>monitor the functioning of ECE</p> <ul style="list-style-type: none"> <li>• Region-wise review of programmes in collaboration with ICDS and the Private Sector.</li> <li>• Study on the State of Pre-primary Education in Kerala in progress by Centre for Socio-economic and Environmental Studies.</li> </ul>			
<p><i>Innovations</i></p>	<ul style="list-style-type: none"> <li>• Setting up sand corners in ECE centres</li> <li>• Construction of temporary structures with comm.-unity support</li> <li>• Mother's Groups <ul style="list-style-type: none"> <li>- celebrates birth-days of children in ECE Centres</li> <li>- tracks attend-dance of children and workers</li> <li>- provides snacks, fruits, water</li> </ul> </li> </ul>						

## DPEP II & III STATES

ECE INTERVENTIONS Approach	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> <li>• Strengthening ECE Component in ICDS centres</li> <li>- AW Centres covered under convergence. vide GO MS No 49 (Edn) DPEP. 2.5.2000.</li> <li>• During 2001-02 support extended to 7598 AW Centres</li> <li>• Habitations unserved by ICDS identified for starting ECE Centres</li> <li>• Govt. of AP agreed in principle to add ECE component to AW Centres. To start with AW Centres located near primary schools will be taken up as ECE Centres, which follow same timings as school. AW Workers are paid additional honorarium</li> <li>• Efforts to shift AW Centres running in rented premises to primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• 765 ECE centres set up in 11 districts.</li> <li>• Strengthening ECE in Anganwadi Centres in convergence with ICDS.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ECE component in Anganwadi Centres through training, provision of kits, distribution of newsletter</li> <li>• 32 ECE cum AS centres- 5 in Bsanakantha and 27 in Panchmahal opened, covers 779 children under ECE and 329 girls out of 529 children under AS</li> <li>• From 15 ECE centres in Panch-mahal, 92 children were enrolled in Class I in 2001-02.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions taken at convergence meeting with Secretary and Director Social &amp; Women Welfare</li> <li>1. ECE centres in DPEP districts will be auxiliary centres of existing AW centres</li> <li>2. Micro-planning data of Welfare Dept to be consulted while mapping for ECE centres.</li> <li>3. ICDS to provide nutrition &amp; immunization. Absorption of these Centres on preferential basis by ICDS.</li> <li>4. Enhanced honorarium to ECCE workers as per HP norms for consideration of EC</li> <li>5. Explore possibility of setting up model ECCE/ ICDS centres in schools with surplus accommodation</li> <li>6. Services of ICDS Supervisor to be used for ECE centres set up by DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• 19 ECE centres (10 in Dhenkanal and 9 in Kalahandi) opened in convergence with DWCD.</li> <li>• Strengthening of AW Centres through training of AW Worker and supply of pre school kits.</li> <li>• Enrolment drive includes enrolment of preschoolers in AW centres.</li> <li>• Following decisions taken at the convergence meeting on ECCE with DWCD and HETC : <ul style="list-style-type: none"> <li>- supply black boards to AWCs</li> <li>- develop Activity Bank for the rest of the year</li> <li>- print &amp; distribute the Activity Bank</li> <li>- improve the monitoring mechanism to ensure transaction of pre primary education in the AW centres.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with Social Welfare Department have been finalized both at the state and District levels and activities are being initiated accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ECE Component in Anganwadi Centres by providing training. Material and additional honorarium.</li> <li>• 2398 AW centres covered under convergence, known as the Shishu Shiksha Scheme in DPEP II. 3842 ECCE Centres operationalised in DPEP III.</li> <li>• Strategy expanded to include non ICDS blocks in 2002-03 through NGOs. Selection of NGOs in progress</li> </ul>

INTERVENTIONS <i>Training and Mobilisation</i>	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> <li>• 3 day Refresher training to all instructors of AW Centres covered through convergence.</li> <li>• 2 days training to DRG members on school readiness</li> <li>• A 5 day training cum workshop for ECE Instructors on "Developmental areas of Child and related activities" and develop the annual plan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of Training Modules and their field trial</li> <li>▪ Training modules               <ul style="list-style-type: none"> <li>- AWWs/ECE Didis 15 days Induction</li> <li>- ECE Trainers 10 days Induction</li> <li>- Helpers 4 day</li> <li>- Mata Samitis one day orientation</li> <li>- ICDS Supervisors (6 days)</li> </ul> </li> <li>▪ Induction Training of ECE Trainers</li> <li>▪ Induction Training AWTG Principals/Instructors</li> <li>• Printing of all Training Modules.</li> <li>• Recurrent Training to ECE Trainers in 4 Batches</li> <li>• Training of ASRGs on Monitoring and Supervision of ECE centres</li> <li>▪ Special training on early detection of disabilities in children</li> </ul>	<ul style="list-style-type: none"> <li>• ECE Training module developed in collaboration with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed</li> <li>• Training of ECE and AS teachers for these centres completed.</li> <li>• Regular academic support to 5760 ECCE centres provided through the newsletter Balmamdir</li> <li>• Around 5500 AW workers and Supervisors given refresher training on activity based pre primary education and school readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• 7 days training modules for ECE/AW Workers and Helpers.</li> <li>• Training is being imparted in ECE through Gyan Kalash, a programme through All India Radio, Shimla.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE workers developed</li> <li>• More than 1400 AW Workers trained on pre-school education.</li> <li>• Training of AW workers being conducted in a phased manner in the districts.</li> </ul>	<ul style="list-style-type: none"> <li>• State level orientation workshop held for DRG members of Bankura &amp; South 24 Pgs. Workshops for other districts organized at SPO.</li> <li>• Sensitisation of DPO of ICDS, DSWO, CDPO, Supervisors, RTs and CPCs completed in Birbhum, Ban-kura, South 24 Parganas, Mur-shidabad, Jal-paiguri and J Uttar Dinajpur</li> <li>• Sensitisation of AW Workers and Helpers completed in Birbhum.</li> <li>• Wall- writing on pre-schooling completed in Birbhum</li> </ul>	<ul style="list-style-type: none"> <li>• AW workers have been trained as also ICDS Supervisors, CDPOs, BRCCs and NPRCCs in DPEP II and III.</li> <li>• 2312 AW worker trained in DPEP II</li> <li>• 128 Master Trainers trained in DPEP III</li> <li>• 1653 AW Workers trained in DPEP III in the 1<sup>st</sup> phase and 979 in the 2<sup>nd</sup> phase</li> <li>• Training package developed in 1998 was revised in 2001.</li> </ul>

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
Material	<ul style="list-style-type: none"> <li>A module on "story telling using masks" is proposed to be developed</li> <li>A handbook for ECE/Anganwadi Instructors titled "Chinnarula Vikasa Kendram" was published and supplied all ECE/Anganwadi Centres</li> <li>Workshop held to develop compile stories songs and creative activities</li> </ul>	<ul style="list-style-type: none"> <li>Supply of Playing kit to AW centres (Non-World Bank) and ECE centres.</li> <li>Printing of Aao Gaien Geet, Aao Kahani Sune and Aao Khelein Khel (Soong Book, Story Book and Play Book)</li> <li>Workshop on development of Playing Materials</li> <li>A Workshop on Development of TLM/PLM conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Monthly ECE Newsletter <i>Balamandir</i> being published. The anniversary issue has brought out a special edition on <i>Bal-geet</i> (songs for children).</li> </ul>	<ul style="list-style-type: none"> <li>7 Days Training modules for ECCE workers and helpers developed.</li> </ul>	<ul style="list-style-type: none"> <li>Pre school education kit with User's Manual developed and supplied to AW Centres on experimental basis.</li> <li>Draft Activity Bank for 96 days developed, scheduling various components of pre school education. DWCD is circulating this for use by the AW Workers. CDPOs and Supervisors oriented on the use of the Activity Bank</li> </ul>	<ul style="list-style-type: none"> <li>Training material has been developed on pre-schooling by Cooch Behar</li> </ul>	<ul style="list-style-type: none"> <li>A theme based activity book, Kilkari along with a calendar developed</li> <li>Time table for ECE centres</li> </ul>
Costs	<ul style="list-style-type: none"> <li>Honorarium : Worker -Rs.400/- Ayah -Rs.200/-</li> <li>Annual grant of Rs. 1000/- provided for material purchase.</li> <li>Rs.3500/- provided for purchase of immovable assets as one time grant</li> </ul>	<ul style="list-style-type: none"> <li>Rs.8100/- given to Mata Samitis for purchasing equipment for the ECE centres.</li> <li>Instructors (Didi) are paid a monthly honorarium of Rs.500.00.</li> </ul>	<ul style="list-style-type: none"> <li>One kit per AW Centre provided at a cost of Rs 310.00</li> <li>Rs. 1000.00 per centre provided for educational toys, charts, picture story books etc.</li> </ul>	<ul style="list-style-type: none"> <li>Cost of each pre school education kit is Rs.1600.00. An users manual accompanies the kit</li> <li>Honorarium for new center Worker : Rs.500.00 Helper : Rs.200.00</li> </ul>	<ul style="list-style-type: none"> <li>TLM grant of Rs.1000/- to all Anganwadi Centres in Cooch Behar released</li> </ul>	<ul style="list-style-type: none"> <li>One time grant of Rs.5000.00 provided per centre for equipment, education toys and other TLM.</li> <li>Annual contingency of Rs. 1500.00</li> <li>Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.00 to Helpers</li> </ul>	<ul style="list-style-type: none"> <li>Child wise evaluation cards used</li> <li>Monitoring formats have been developed and are being used.</li> <li>Proposal to engage specialised agencies for regular monitoring and supervision.</li> </ul>
Monitoring, Supervision, Research	<ul style="list-style-type: none"> <li>Visits by MRPs &amp; GCDOs are the channels of feedback</li> <li>Formats used for monitoring ECE.</li> <li>Visits by MRPs &amp; GCDOs are channels of feedback</li> <li>Regular review meeting at mandal and district level conducted. All functionaries of DPEP and DWCD attend these meetings.</li> <li>Mandal wise review</li> </ul>	<ul style="list-style-type: none"> <li>The trainers team of ECE, trained on monitoring ECE centres, work as ASRG and are given Rs. 600.00 per month for 5 to 10 centres.</li> <li>Monthly meeting of Mata Samiti</li> <li>Reflection meetings of ECE Didis</li> <li>Reflection meetings of ECE coordinators</li> <li>Reflection meetings of SRG</li> <li>Reflection training of ECE trainers.</li> <li>Reflection meetings</li> </ul>	<ul style="list-style-type: none"> <li>From 15 ECCE Centres in Pnachmahal, a total of 92 Children were enrolled in sid. I after completing pre-primary education, out of whom 46 were girls.</li> </ul>	<ul style="list-style-type: none"> <li>Services of ICDS Supervisors will also be utilised for the ECCE centres established under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Format for supervision developed, tried out and supplied to districts for use by field functionaries to monitor pre-school activities at AW Centres.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the ECCE programme in DPEP II complete. Finds location of ECCE centre in school premises successful.</li> </ul>	

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>Instructors held to review the programme for the previous month and plan for the current month.</p> <ul style="list-style-type: none"> <li>• Review meetings held with all ECE and AW Instructors in Cuddapah, Srikakulam, Vizianagaram, Vishakapatnam by State -ECE Co-ordinator. Plan for December 01 and January 2002 class formulated at the meeting.</li> </ul>	<p>of ECE Co-ordinators held</p>					

## DPEP IV and New States

<i>ECE INTERVENTIONS</i>	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>ECE Approach</i>	<ul style="list-style-type: none"> <li>• Own Centres (SSK) and convergence with ICDS</li> <li>• 1,56,800 girls benefited by SSKs and Anganwadies.</li> </ul>	<ul style="list-style-type: none"> <li>• 498 ECE centres set up</li> <li>• Convergence with ICDS</li> </ul>	<ul style="list-style-type: none"> <li>• Start new ECE centres</li> <li>• Strengthen the ECE component of existing AW Centres through training and provision of pre school kits</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening ECE component in Anganwadi Centres by providing training, material and additional honorarium.</li> <li>• 619 new AW Centres covered.</li> </ul>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> </ul>	<ul style="list-style-type: none"> <li>• 15 days induction training for ECE and AW worker</li> <li>• Orientation training of Academic Support Resource Group</li> <li>• One day orientation to Mata Samiti members</li> <li>• AWTC/MLTC principals/ instructors training</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE/AW worker has been developed</li> <li>• 35 persons trained as Resource Persons who include CDPOs, Supervisors and one person from the DPO</li> <li>• These Resource Persons have been training AW Workers at the block level since November 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• 187 Anganwadi Workers given 7 days training.</li> <li>• MTs trained on 7 days package to train AW workers and DPEP and ICDS functionaries.</li> </ul>
<i>Material</i>		<ul style="list-style-type: none"> <li>• Distribution of Health Kits to ECE centres</li> <li>• The training module for Helpers and Mata Samiti members has been field trialled.</li> <li>• Community/Mata Samiti provides material for preparing play kits.</li> </ul>	<ul style="list-style-type: none"> <li>• ECCE kit finalized</li> <li>• Charts, Poems, Songs, etc. developed</li> <li>• 504 Girl Child Motivator were selected and trained and are in position</li> <li>• 268 ECE centres has been opened.</li> </ul>	
<i>Costs</i>		<ul style="list-style-type: none"> <li>• Didis (Instructors are paid a monthly honorarium of Rs.500.00</li> <li>• ASRG paid Rs. 600.00 every month for monitoring 5 – 10 ECE centres</li> </ul>		<ul style="list-style-type: none"> <li>• One time grant of Rs.5000.00 per centre for equipments educational toys and other TLM</li> <li>• Annual contingency of Rs. 1500.00 per centre</li> <li>• Additional honorarium of Rs.250.00 and Rs.125.00 paid to AW Worker and Helper. respectively.</li> </ul>
<i>Monitoring, Supervision, Research</i>		<ul style="list-style-type: none"> <li>• Monthly monitoring by ASRG.</li> <li>• Reflection meetings of ECE Didis</li> <li>• Reflection meetings of ECE Coordinators</li> </ul>		

# ***Integrated Education for the Disabled***

## **INTRODUCTION**

Although DPEP was initiated in India in 1994, Integrated Education for the Disabled was added as a programme component in 1997. To begin with, states were provided assistance in preparation of action plans. By 1998, many states had initiated surveys and formal assessment camps and evolved strategies to provide resource support to children with special needs.

It is estimated that about 5-6% of the children in the 6-11 age group in India are disabled. But household surveys conducted in DPEP states indicate that there are only 1-2% disabled children in the relevant age group. This low estimate may be because that the surveys failed to identify children with mild and moderate disabilities. Or was it that the initial estimate of 5-6% incidence of disability was on high side? The census 2001 data will throw light on the incidence of disability. Whatever the estimate, UPE cannot be achieved until and unless children with special needs are integrated in the education system.

## **NATIONAL LEVEL INTERVENTIONS**

- A number of national level workshops conducted to discuss major issues on IED like supply of aids and appliances, education of children with special needs, curriculum transaction, resource support, IED in MIS and pre- integration skills
- School Readiness manual prepared by National Institute of the Mentally Handicapped at the behest of DPEP
- A study on Integrated Studies for Moderately Hearing Impaired Children and another study on the status of Integrated Education in 78 schools of 8 districts in Tamil Nadu was conducted in 1999-2000
- The IED unit prepared a booklet on pre-integration training; a handbook on learning disabilities and a handbook for resource teachers.
- A study entitled "A Study on Awareness and Attitude towards Learning Disability among Primary School Teachers" conducted by Samveda - Karnataka in 2000-01 for DPEP. The objectives of the study were to study awareness and attitude towards children with learning disability among primary school teachers of Karnataka and Kerala; to study the impact of awareness training programme on teachers awareness and attitude towards learning disabilities and; to study the effectiveness of supplying reading material about learning disability on teachers awareness and attitude towards learning disability. The experimental design was used. The general finding was that the group that underwent training on learning disabilities showed 100 times more awareness followed by the group that was given the reading material. The control group that was neither given training nor the reading material did not show any change in the awareness towards learning disabilities as shown by the study.

An agreement with RCI and DPEP has been reached regarding the provision of resource support to children with special needs. RCI has developed a 45-day foundation course to train general teachers on IED. This foundation course will be a multi-category course. The teachers under-going this foundation course will be given provisional registration by RCI, however, they will need to register themselves for a regular diploma or degree in special

education through conventional and distance mode. This needs to be completed in 5 years. Only then final registration would be granted.

- **Most of the states have conducted or propose to conduct the 45-day RCI foundation course soon for capacity building of general teachers on IED. States like Bihar, Orissa, H.P., Kerala, Karnataka, Maharashtra and U.P have already conducted this training.**
- It has also been decided that good and competent NGOs with enough experience in the area of disability can also be used for capacity building and training of teachers. The main purpose would be to enhance resource support to the disabled children. Alternatively the 45-day foundation course can be conducted by DIETs or SCERTs. Himachal Pradesh has conducted the course through DIETs, NGOs and national institutes.
- The issue of providing essential educational and rehabilitation aids and appliances to the identified disabled children has been taken up with the Artificial Limbs Manufacturing Corporation of India (ALIMCO), a Govt. of India undertaking. ALIMCO has agreed to help states in organizing medical assessment camps and providing aids and appliances. 60% of the cost of the aids and appliances will be borne by ALIMCO.
- **Most states have conducted assessment camps and provided aids and appliances to the disabled children through ALIMCO, NGOs or through convergence. A total of 42909 aids and appliances have been provided by 13 DPEP states of Andhra Pradesh, Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Orissa, Jharkhand, Tamil Nadu, Uttar Pradesh and West Bengal.**
- DPEP societies were advised to apply directly under ADIP scheme of Social Justice and Empowerment. ALIMCO and other NGOs will help in conducting camps, taking measurements, fabricating appliances and maintenance and servicing of the devices.
- DPEP societies were advised to apply directly under IEDC scheme of the Department of Secondary Education and Higher Education, MHRD, Govt. of India. This scheme offers many incentives, which are not available under DPEP. States have submitted proposals to the IEDC division under the MHRD to provide incentives to the disabled children already available under the scheme. States like Orissa, Tamil Nadu, Himachal Pradesh and West Bengal have already established this convergence while states like Assam, Karnataka and A.P. have submitted proposals under IEDC scheme.
- 7<sup>th</sup> national workshop on IED in DPEP, conducted in Kerala in September 2001, this focussed on classroom processes and pedagogical strategies for children with special needs. Progress, problems and possible solutions on IED were also discussed. It was generally agreed upon that the future workshop on IED would focus on the quality of education being imparted to the disabled children.
- National level workshop, held in Pune in March 2001, discussed highlight specific strategy used by every state for the implementation of IED. The progress of states regarding the two major agreements of RCI and ALIMCO and convergence with the IEDC and ADIP schemes were also deliberated on.
- In the national level IED workshop held in Hyderabad from 2<sup>nd</sup> – 4<sup>th</sup> August 2000 three main issues that emerged were: provision of resource support to children with special needs, supply of aids and appliances to disabled children and to gear efforts towards the expansion of IED programme, particularly in DPEP – I states.
- Structures (consultants, SRG, DRG, IED coordinators at the SPO, DPO) for IED is in place in all the states. Surveys have been conducted in all the states. Convergence to provide aids and appliances to disabled children is in process. Resource support being provided to disabled children either through resource teachers, long term training of regular teachers or through NGOs. Training module being developed by all the states.



- The total number of children identified in 16 DPEP states in the catchment area is 420895. Out of this, 307509 children have been enrolled, which means that 73% disabled children are in schools.
- The total number of general teachers given special training on IED is 83242. The number of teachers trained through the mass training programme are 904865.
- Awareness programme have been conducted in all the states, with focus on community mobilization and parental counseling

## DPEP APPROACH AND COVERAGE

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. **Eight states - Maharashtra, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Tamil-Nadu and Orissa - have upscaled the IED programme to all the blocks. Other states are also gradually strengthening and expanding efforts in IED to cover more blocks and districts. IED is being implemented in 1100 blocks in all the DPEP states. Table I shows the initial catchment area, expansion plans and approach adopted in IED by the various states.**

**TABLE I:  
DPEP COVERAGE AND APPROACH ADOPTED BY THE STATES FOR IED**

State	Initial catchment area	Expansion plans	Approach
1. Assam	1 cluster in 3 districts of Sonitpur, Darrang and Goalpara. Then 5 clusters in 2 blocks in each of the 3 districts were chosen. Now the IED programme is being implemented in 36 blocks of 9 districts.	Expansion to more blocks in more districts	Training of the key resource persons and convergence with the different departments /NGOs/ agencies RCI. Convergence with the IEDC scheme
2. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurnool. 1 more mandal in these 3 districts chosen. At present IED is being implemented in 133 mandals out of the total of 1050 mandals in the state.	10 mandals in each district i.e. 190 mandals in all.	Resource support with the help of a team at the district and mandal level to reach out to children with special needs. The state also plans to conduct the RCI training. Convergence with the IEDC scheme. NGOs also being used for IED implementation
3. Bihar	1 cluster in each of	4 more blocks in	Linkages with different

	the 17 districts. 50 blocks have been covered.	each of the 11 districts will be covered	departments and resource support to disabled children being provided by training the CRCCs and RCI.
4. Chattisgarh	16 blocks chosen for IED		
5. Gujarat	1 block in each of the 3 districts of Dang, Panchmahal and Banaskantha. Then 5 more blocks chosen in each of these 3 districts,	Now the state has expanded the IED programme to all the blocks in these 3 districts.	Linkages with different departments and resource support to disabled children by recruitment of three resource teachers at the block level. Now the state can consider conducting 45-day foundation course developed by RCI.
6. Haryana	Initially 2 blocks were chosen in the 3 districts of Gurgaon, Mahendergarh and Hissar. Then the programme was expanded to 15 blocks in 7 districts. The programme is now being implemented in 17 blocks out of a total of 55 in 7 districts.	The state has expanded in IED to all the 55 blocks.	Convergence with different NGOs. Resource support to the children with special needs was initially thought of being provided by resource teachers who are in the process of being appointed. But now the state will launch the RCI foundation course soon.
7. Himachal Pradesh	Initially 1 block in each of the four districts.	33 educational blocks in the 4 districts of Kullu, Sirmour, Chamba and Lahual- Spiti	Convergence with the IEDC schemes and other departments. Resource support to children being provided by conducting the foundation course through RCI and national institutes.
8. Jharkhand	6 blocks being covered under IED, 1 from each of the 6 districts		
9. Karnataka	1 block in Bangalore Rural district. IED has been initiated in 1 block each of the 16 districts	Plans to take up all the blocks in the year 2002-2003.	Convergence with NGOs. which is also imparting training and resource support to disabled children. RCI foundation course also launched in the state
10. Kerala	1 block in Mallapuram district. Now the programme	The state has upscaled IED programme to all	Convergence with different agencies and training of key resource persons to impart

	has been launched in 30 more blocks. 25 blocks in DPEP- I districts and 1 block each in each of the 5 DPEP- II districts	the 55 blocks.	support to disabled children. RCI developed foundation course will also be conducted.
11. Madhya Pradesh	1 block each in each of the 10 districts, out of the total of 79 blocks in these districts	The IED programme has been expanded to all the blocks of the 33 districts of the state	Convergence with NGOs and the RCI training
12. Maharashtra	1 cluster in each of the 9 DPEP districts was chosen.	The programme has been expanded to all the blocks in all the districts.	Convergence with various departments/agencies. Resource teachers being appointed to provide support. RCI developed foundation course will also be conducted.
13. Orissa	1 block in each of the 8 districts	Under the Operation Empowerment scheme, all the blocks have been taken up for IED	Convergence with the social welfare departments and the other agencies, besides the recruitment of resource teachers at block level. Convergence with the IEDC scheme. RCI training course also conducted
14. Rajasthan	1 block in each of the 10 district identified for IED programme	-	Convergence with the IEDC scheme and Lok Jumbish. Networking established with NGOs.
15. Tamil Nadu	1 block in each of the 7 districts. 42 blocks being covered	<b>All the 106 blocks covered under IED</b>	Entire implementation of the IED programme to the NGOs appointed for the chosen block in the district. Convergence with the IEDC scheme to cover the remaining blocks
16. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly and Sonbhadra, out of a total of 69 blocks in these districts.	In the second phase 50 DPEP – II and 64 DPEP- III districts have been selected	Convergence with the ICDS officials to integrate children the special needs in the age group 0-5 in the Anganwadi centres. Majority of the work in this area is being done by the chosen NGOs. RCI training course also conducted
17. Uttaranchal	12 blocks being covered under IED, 2		

	from each of the 6 districts		
18. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas. Now the coverage of IED programme has been extended to 4 more blocks in these districts.	55 blocks are now being covered for IED, out of a total of 135 blocks in these districts.	District Level Resource Group being formed by convergence with NGOs who are providing resource support to children with special needs. Convergence with the IEDC scheme.

## STATE SPECIFIC PROGRESS AND ISSUES

### Assam

- About 17267 children have been identified through survey, out of which 4348 have been enrolled in schools.
- 173 aids and appliances have been supplied to these children through convergence and DPEP funds
- The state has conducted 5 training workshops for district level resource group
- 590 general teachers have been given special orientation to IED
- 3 Key resource persons have been trained in each of the three districts of Darrang, Sonitpur and Goalpara. Bridge courses will be conducted with the help of RCI soon
- For IED friendly support, 163 schools and all CRCCs buildings are being equipped with ramps and handrails. The BRCs and the CRCs of the selected blocks and clusters are planned to be equipped as resource centres.
- A very novel idea adopted by the state of Assam is that of opening readiness centers only for children with needs. Pre-integration training is imparted to these children with the help of key resource persons already trained at the state level. 9 readiness centers have been opened in the district of Darrang, 8 in Goalpara and 10 in Sonitpur. In all, 207 children have been enrolled in formal schools from these readiness centers (67 from Darrang, 63 from Goalpara and 77 from Sonitpur).

### Issues

- The state is weak in implementation of IED
- The state should chalk out a concrete strategy to upscale the IED programme to more districts
- The state should decide how to conduct the training of resource persons
- The strategy to provide resource support to disabled children should be planned and implemented immediately
- Mass teacher training programme should have a component of IED
- Teacher training exclusively on IED as planned in October 2001 should begin

- More aids and appliances should be provided to the disabled children. The state should consider the ALIMCO strategy for this purpose.

## Andhra Pradesh

- About 75997 children have been identified through survey
- 54806 disabled children have been enrolled
- 765 children have been supplied aids and appliances through DPEP and convergence. The number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation.
- Training programmes for 2 days have been organised for district resource group on various disabilities
- 3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children.
- 7600 general teachers sensitized on IED for 2-days
- About 161031 teachers given one day orientation on IED through mass teacher training
- 12 RCI recognised NGOs have agreed to upscale IED in 12 districts
- Tele-conferencing on IED organized in collaboration with IGNOU

## Issue

- The state has to upscale efforts in IED

## Bihar

- 1799 CRCC's trained through a 3-day training module
- 7777 children with special needs identified in the catchment area. Out of which 5736 are in schools
- 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district. 204 CRCCs have been provided 3 days training
- 40 teachers trained through RCI foundation course. Four more batches of foundation course planned
- 38,000 general teachers have been given 1-day orientation to IED. This training is a part of the 4-day Ujala-II module developed by the state.
- 463 aids and appliances provided.

## Issues

- More number of aids and appliances should be provided with assistance from ALIMCO
- **The state should conduct more RCI training courses**
- Upscaling efforts should also be strengthened.

## Chhattisgarh

DPEP interventions have started in the state from this year only  
1 block chosen in each district for IED implementation

- Survey under school enrollment drive. 3668 children identified, out of which 1959 enrolled
- Development of strategy to provide aids and appliances
- **A plan for future activities drawn up and sent to GOI**

#### Issues

- The state should chalk out a concrete strategy on IED
- The state should start taking action on the plan presented at the workshop

#### Gujarat

- 19940 children identified in the pilot block, out of which around 16983 enrolled
- General teacher training exclusively on IED started
- 13 vacant posts of resource teachers filled in all the 3 districts
- **280 aids and appliances provided**
- About 20100 teachers given orientation to IED through mass teacher training programme
- The state has done some commendable work in the area of community awareness. For this purpose, charts, brochures and modules have been developed and in the process of being printed. In the district of Banaskantha, out of 1315 number of villages, 776 VECs have been formed. 684 of these have parent of a disabled child as a member. 964 parent councils have been formed. All the members of these parent councils have been sensitized to IED. Similarly, in Panchmahal district, out of 1947 villages, 1798 VECs have been formed. 1518 VECs have parent of a disabled child as a member. All the 655 parent groups in the district have been oriented to IED. In the district of Dangs, 309 VECs have their representative as parent of a disabled child, out of the total of 311 villages and VECs. 21 parental groups have been sensitized to IED.

#### Issues

- IED implementation weak in the state
- The state has no concrete plan of action for IED
- Enrollment of disabled children dropped from 17031 to 16983
- Very few aids and appliances have been provided to disabled children.
- No monitoring mechanism available on IED.

#### Haryana

- Around 15043 children identified, out of which 7677 enrolled
- 450 CRCC's given a 5 day orientation
- 19489 general teachers given a two day orientation on IED
- The state plans to conduct RCI foundation course soon
- **10635 aids and appliances provided with the help of local Red Cross, NGOs and ALIMCO**
- Two novel activities initiated by the state of Haryana were a tournament for disabled children and a personality development camp. The state organised a tournament for disabled children in which the disabled children along with other peers took part in sports and other cultural activities. The state has planned to organize personality development camps at block level in

next summer vacations. These will be residential camps in which the children will be trained in various activities like music, folk songs, one act plays, yoga, folk art by the local artisans.

- Tele-conferencing on IED conducted

## Issues

- **The state should start training of resource teachers through RCI training**
- Resource support is not adequate
- Monitoring is not adequate.

## Himachal Pradesh

- 3969 children identified in the 33 blocks of 4 districts of Kullu, Chamba, Nahan and Lahaul – Spiti. All these children enrolled in the schools.
- 734 disabled children assessed through assessment camps conducted in all the districts.
- The aids and appliances are being applied to the eligible children through the district authorities in convergence with the IEDC scheme of MHRD. So far only 35 disabled children provided hearing aids
- Bridge course conducted with the help of RCI. 26 teachers have been given training in the area of mental retardation and 21 teachers in the area of locomotor impairment
- 6500 primary school teachers in the district of Sirmour, Chamba and Kullu. It is in progress, in the district of Lahaul-Spiti. The main focus of training of general teachers was on identification, mainstreaming and understanding the needs of these children
- **99 teachers trained through RCI foundation course**
- 236 master trained on IED for 10 days
- DPEP, Himachal Pradesh has also taken an initiative to replicate the DPEP experience in IED in non-DPEP districts. The educational functionaries in the non-DPEP districts were sensitized about the provisions of the Persons With Disabilities Act, 1995 and implementation of IEDC scheme of 1992. Identification of disabled children has also been started in the non-DPEP districts and the integrated children are being provided with assistance available under IEDC provisions. Planning and management, training of key personnel and ten days training of master trainers was conducted in Bilaspur district in December, 1999 and June, 2000, respectively with resource support from DPEP, Himachal Pradesh.

## Issues

- Since with the assistance of IEDC scheme, funds have been provided to children for the purchase of equipment, monitoring is essential to ensure that equipment is actually purchased and used
- The state should expedite the process of providing aids and appliances to disabled children
- Updated information on the out of school disabled children should also be provided.

## Jharkhand

- IED coordinator at SLO/DLOs in place
- One block in each district identified to launch the programme

- Component of IED incorporated in the ongoing general teacher training programme
- CRCC training module has a component on IED
- 10 days Ujala-II training module also provides adequate discussion on IED
- 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district
- Aids and appliances given to over 300 children

### Issues

- **The state should chalk out a Strategy and plan of action on IED**

### Karnataka

- All blocks to be covered for IED in 2002-2003
- The class and gender wise EMIS data has also been collected from all the 11 districts. 29256 disabled children have already been found enrolled in schools
- Proposals have been prepared for the supply of aids and appliances from the Department of Disabled Welfare and ALIMCO. Assessment camps being conducted
- 48 resource teachers have been trained for 2 months on the basis of a comprehensive training package developed by Seva-in-Action
- 144 teachers trained through RCI
- About 526 general teachers specially trained on IED
- 1,67,500 handbooks distributed to the teachers, which include the component of identification and classroom management on IED
- State level workshop has been organized to develop a 'Vision' document which is yet to be finalized
- Material has been developed at a state level workshop for training of CRC coordinators through tele-conference slated for November 2001
- ALIMCO supplied aids and appliances to the identified children in Gadag district and process is in process in other districts.

### Issues

- IED implementation in the state is weak
- No category wise data available for the disabled children
- The state should chalk out a concrete strategy on IED
- Expansion to other blocks, as proposed should be taken up on a priority basis
- Supply of aids and appliances should be given priority.

### Kerala

- The state has upscaled the IED programme to all the districts and blocks
- 29453 disabled children identified and enrolled in schools
- A 3-day package of teacher training on IED was designed to impart the initial training to all primary level (Stds I to IV) teachers of above 55 blocks. All 30000 teachers have been given training with the help of the following materials supplied to them.
- 3831 aids and appliances given out to children through DPEP funds



- The state has provided a resource center in all the 55 blocks. A number of schools also have learning corners that comprise of disabled friendly material. Ramps and handrails are being constructed in all the schools under DPEP
- Out of 165 resource teachers required, 138 are in position
- Convergence with NISH to develop a computer based education package
- The state has conducted an internal study on “Effectiveness of Teacher Training in IED.” It has also conducted an ‘Impact Assessment of IED Activities’ for necessary expansion during 2000-2001.
- Tele-conferencing on IED conducted

### Issues

- Since the thrust in the state is on quality education, it should be ensured that children with special needs continue to receive quality education
- The state can also consider doing a study, exclusively on IED

### Madhya Pradesh

- The state has upscaled the IED programme to all the districts and blocks
- Around 61186 children with special needs have been enrolled in schools
- Approximately 250 master trainers (25 each from 10 districts) were imparted 45 days training with the help of NGOs working in the area of disability
- 939 general teachers could be specially trained on IED for 5 days in November 2001
- 1,60,000 general teachers given orientation to IED through mass teacher training
- Camps with the help of ALIMCO being conducted. 872 aids and appliances provided so far
- 1104 schools provided ramps and handrails 2759 schools have learning corners.

### Issue

- More aids and appliances should be given to the disabled children.

### Maharashtra

- The state of Maharashtra has upscaled the IED programme to all the 73 blocks. 3 out of 9 districts in the state do not have any officer in charge for IED at DPO. A total of 225 resource persons are providing resource support to disabled children (Aurangabad – 24, Parbhani – 35, Nanded – 16, Latur – 25, Osmanabad – 18, Beed – 21, Jalna – 20, Dhule – 30, Gadchiroli – 36). The state has established network with only one NGO i.e. Spastic Society of India, Bandra
- 33330 children identified through survey in all the districts, out of which 19818 enrolled in schools.
- The state has developed a training cascade. The first level of training comprised of training of key resource persons working at the district level by the experts at the state level. This training was held for four day at SCERT, Pune and 50 district level resource persons were trained. 225 resource persons were trained for 3 days at the DPO. At the block level, 2400 cluster level resource persons have been given one-day orientation to IED issues at the BRC.

A total of 65000 general teachers have been oriented so far in all the clusters for identification of disabled children and on different types of disabilities

- In all the MTA's and PTA's, the parents are being sensitized to IED
- ECCE and AS centres are being used to impart pre-integration training to children with special needs
- **219 teachers given the RCI training**

### Issues

- IED implementation in the state is weak
- **Aids and appliances should be provided to the disabled children soon as assessment has been conducted**
- Networking needs to be done with more NGOs
- Monitoring needs to be strengthened.

### Orissa

- Operation Empowerment 2000 was carried out in 82 blocks out of the total of 87 in the DPEP districts. Identification survey and medical camps were organized to identify children belonging to mild to moderate disabilities
- **The identification survey done shows that 27000 children have special educational needs. Out of these, 17714 are enrolled in school.**
- **4378 aids and appliances for disabled children were supplied by Dept. of Social Welfare, NIRTAR, ALIMCO**
- The first round of intensive training with the help of RCI developed foundation course conducted
- **A 7-day training of key resource persons was conducted at the state level by the regional institution of education, Bhubaneshwar, faculty from SCERT/DPEP/ Utkal University/RRTC, NIRTAR Cuttack. So far 5294 general teachers have also been oriented to IED issues for 5 days. The DIET faculty members, resource teachers and IED coordinators have been imparting training in a phased manner to the regular school teachers.**
- **About 30818 teachers given orientation to IED through mass teacher training programme**
- **118 schools in the selected IED blocks have learning corners equipped with special TLM for disabled children. Ramps in 288 schools and handrails in 33 schools have been constructed.** A small portion of the CRC building is being used as IED resource center. So far 16 resource centers have been equipped
- The state has received grant from the IEDC scheme to provide benefits to the disabled children
- Tele-conferencing on IED held in May 2001.

### Issues

- Constant monitoring should be done to see that the disabled children who are enrolled do not drop out.

## Rajasthan

- One block in each of the 10 districts identified for the implementation of IED programme
- Networking with NGO established
- 26794 disabled children identified. 13556 enrolled in schools
- 480 schools have been provided ramps.

## Issues

- As the state has now established network with NGOs and other institutions, it should now think of providing aids and appliances, training, resource support to disabled children
- A concrete strategy for IED should be chalked out
- Networking with ALIMCO could also be established to provide aids and appliances
- The state should chalk out a concrete strategy for general teacher training, exclusively on IED for 3-5 days
- Longer term training with the help of NGOs/RCI can be considered to provide resource support to disabled children
- The state should make IED an important part of all the modules that would be prepared in other functional areas
- IED should be a part of the on-going community awareness programmes.

## Tamil Nadu

- **IED extended to all blocks in DPEP districts.**
- 16369 children have been identified in the 7 districts. Out of these, 14579 children with special needs have been enrolled.
- 2538 children have been provided the necessary aids and appliances through convergence and DPEP funds, out of the total of 1819 required
- 27591 general teachers in all the districts have been given a three-day orientation. The teachers are also being given one day in-service training by the resource teachers once a month
- 4034 general teachers have been oriented to IED issues for 5-days
- Resource support is being provided through agencies/ NGOs appointed in all the seven blocks for implementation of the IED programme. 63 posts of resource teachers have been sanctioned, out of which 55 are in place. The state has developed a comprehensive strategy to provide this support
- Appropriate monitoring and supervision mechanism also developed by the state
- A study on achievement levels of disabled children conducted
- So far 572 ramps and 169 handrails have been constructed. 211 resource centers are functioning and 1591 learning corners are equipped with TLM for disabled children. Construction of special toilets attempted, wherever necessary.

## Issues

- Aids and appliances should be supplied to more disabled children

## Uttar Pradesh

- **Around 44203 children with special needs have been identified so far in the selected blocks. Out of these 28211 enrolled in schools**
- **357 master trainers trained**
- **18638 primary school teachers have completed their 5-day training in 10 blocks of five districts in first phase**
- **117 teachers given RCI training**
- **7555 children with special needs have received aids and appliances so far. This has mainly been achieved through convergence.**
- **For technical support, NGOs are being selected as Block Resource Group**

## Issues

- **Upscaling efforts should be strengthened**

## West Bengal

- **Both school and house to house surveys are being conducted to identify children with special needs. A total of 23493 children have been identified so far, out of which 1211 are in school and 6225 are out of school. 5150 children cannot be integrated**
- **A total of 2406 aids and appliances have been distributed so far through convergence and assistance from ALIMCO. Convergence with the IEDC scheme has also been established to provide all facilities to the disabled children enrolled in schools. Other facilities like books, uniforms, stationery, transport allowance, etc will also be provided to all in-school disabled children. Construction of a resource center at CLRC is also being thought of with the assistance of IEDC scheme.**
- **To begin with, key resource persons or master trainers were trained for 3-days by SRC members and state level resource organization experts**
- **6-days intensive training was also undertaken for 690 teachers. This was a 40-hour training, which included 10-hours in each area of special education. These teachers were trained directly by the state level organization. State level experts also developed module and materials.**
- **27201 general teachers given a 2-day orientation on IED**
- **The state has a detailed strategy for resource support, which includes support from state level resource organisation, district level resource organisation and circle level resource centre. The purpose and responsibilities of each of these organisations have been detailed out.**
- **The state has also taken up a number of initiatives for awareness building in the community VECs, parents, local administrators, ICDS supervisors and shiksha sahayikas**
- **The state has also planned to undertake an impact study on the effectiveness of interventions used by the state in mainstreaming children with special needs in DPEP primary schools.**
- **The state has constituted a monitoring team at SPO and DPO. It has also developed a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision.**

## Issues

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

## GENERAL

- The total enrollment indicates that more orthopaedically handicapped children have been enrolled than other categories of disabled children.
- Wherever, teacher training has been conducted so far, there is a good amount of awareness about education of the disabled children among general classroom teachers
- Parents of the disabled children have more acceptance and expectations of their disabled children, wherever parental counselling has taken place
- Community awareness programmes have been conducted in all the states. Haryana, Kerala, Orissa, West Bengal and Tamil Nadu can be considered model states in this respect
- The interaction between the disabled children and non- disabled children is generally good in those schools, where disabled children have been enrolled
- DPEP has also increased multi- sectoral convergence with other departments like health, welfare, RCI, ALIMCO etc.
- **The states of Gujarat, Orissa, Maharashtra, Haryana, Kerala, M.P., Tamil- Nadu and Himachal Pradesh have upscaled the IED programme to all the districts. Other states are in the process of strengthening their efforts towards the expansion of the IED programme.**
- **The NGO involvement has started in DPEP for the implementation of the IED programme, but it needs to be strengthened**

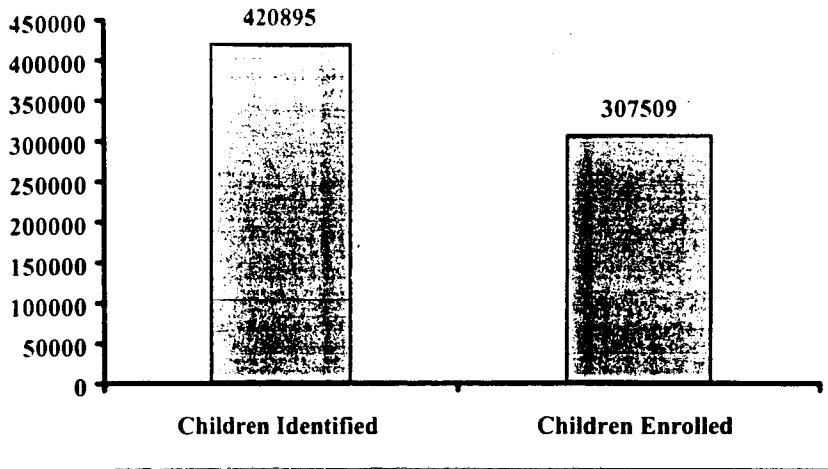
## CONCERNS/ CHALLENGES

- A good monitoring system and IEP need to be developed to improve retention of disabled children.
- All the teachers who are specially trained for inclusive education in DPEP should provide adequate resource support to the disabled children.
- A primary concern is to establish what are the best classroom practices that optimize the learning of children with diverse special needs and to what extent they could be mutually beneficial to all the children, with or without special educational needs
- Although IED component has expanded to more blocks, it has not achieved the universal coverage in DPEP.
- More emphasis needs to be placed on the classroom management of children with special needs.
- The use of ECCE centers should be extended to impart pre-integration training to children with special needs.
- Alternative schools should also be used to reach out to disabled children.
- The utility of pedagogical experimentation being carried out in DPEP should also be extended to children with special needs.

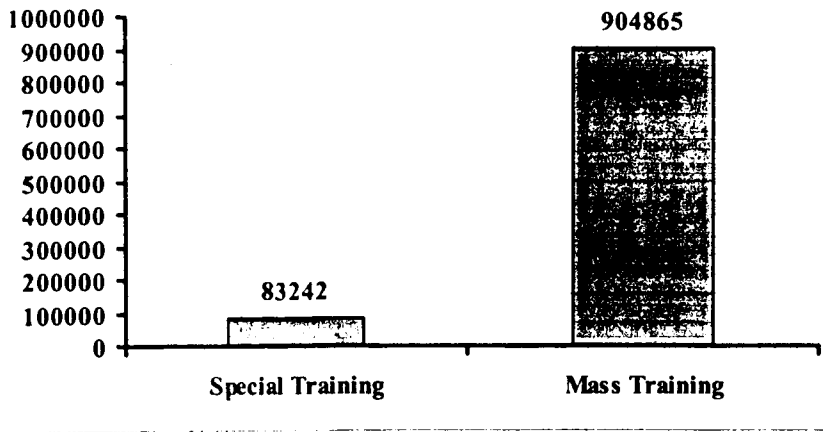
## ACTION POINTS FOR FUTURE

- Enrollment of children who are found to be integrable after the identification and survey should be followed up
- School and home visits for effective parental counseling should be made on a regular basis.
- Action research need to be taken up to review the programme on a continuing basis with experienced NGOs/experts in the area of special education.
- In consonance with the mandate of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, a broad spectrum of educational models has to be provided to children with different special needs. Action needs to be initiated in this direction for children with special needs depending on their needs.

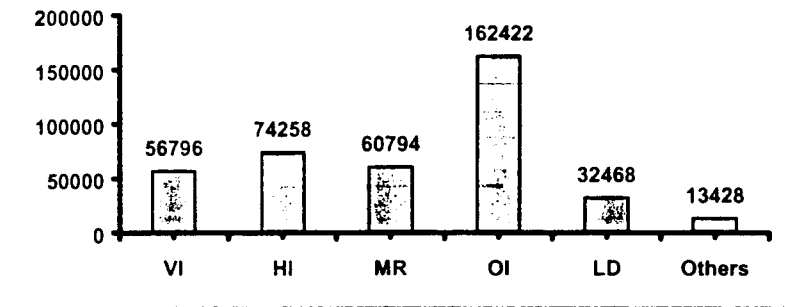
### Identification vs. Enrollment



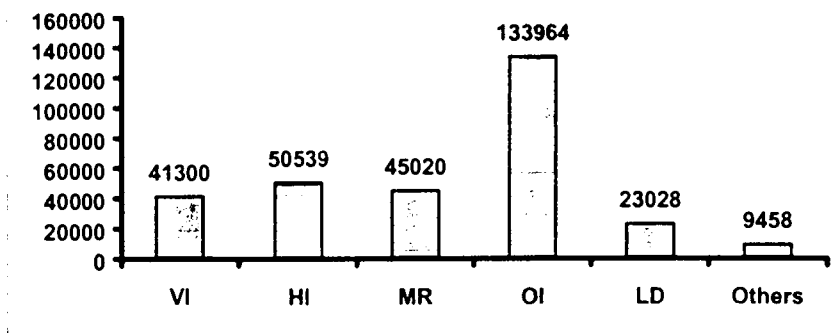
### Special Training vs. Mass Training on IED



**Category wise identification of children with special needs**



**Category wise enrollment of children with special needs**





**Category wise enrollment of children with special needs**

No.	State	Total number of children identified	Actual no. of children enrolled
1.	Andhra Pradesh	75997	54806
2.	Assam	17267	4348
3.	Bihar	7777	5436
4.	Chhatisgarh	3668	1959
5.	Gujarat	19940	16983
6.	Haryana	15043	7677
7.	Himachal Pradesh	3969	3969
8.	Karnataka	29256	29256
9.	Kerala	15793	15793
10.	Madhya Pradesh	61186	61186
11.	Maharashtra	33330	19818
12.	Orissa	26810	17814
13.	Rajasthan	26794	13556
14.	Tamil Nadu	16369	14579
15.	Uttar Pradesh	44203	28211
16.	West Bengal	23493	12118
	<b>TOTAL</b>	<b>420895</b>	<b>307509</b>

**Category wise identification of children with special needs**

State	VI	HI	MR	OI	LD	Others	Total
AP	4596	14004	14514	31421	-	11462	75997
Assam	4715	4217	1446	3846	3043		17267
Bihar	1169	1517	447	4254	390		7777
Chhatisgarh	673	1044	328	1271	352		3668
Gujarat	4536	4437	2394	1438	7135		19940
Haryana	2707	3309	1053	7220	754		15043
Himachal Pradesh	845	946	773	1251	154		3969
Karnataka	5851	2633	8766	5843	6163		29256
Kerala	3982	3351	4256	1601	2603		15793
M.P.	7972	9424	5190	38600	-		61186
Maharashtra	5408	7471	4871	9860	5720		33330
Orissa	3904	5978	3681	9735	3278	234	26810
Rajasthan	2017	4104	3684	16989	-		26794
T.N.	2594	2465	3745	5540	2025		16369
U.P.	3134	5069	3176	16543	-	1732	29654
W.B.	2693	4289	2470	7010	851		17313
<b>Total</b>	<b>56796</b>	<b>74258</b>	<b>60794</b>	<b>162422</b>	<b>32468</b>	<b>13428</b>	<b>400166</b>

Name of the State	No. of Aids and Appliances Provided
A.P.	765
Assam	173
Bihar	463
Gujarat	280
Haryana	8224
Himachal Pradesh	35
Jharkhand	300
Karnataka	0
Kerala	3831
M.P.	872
Maharashtra	0
Orissa	4378
Rajasthan	0
T.N.	2538
U.P.	7555
W.B.	2406
<b>Total</b>	<b>42909</b>

PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP- I STATES

DPEP - I STATES

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>Infrastructure (SRG, DRG, IED Consultant at SPO) in place</li> <li>Survey of disabled children completed in the catchment area. 17267 children identified, out of which approximately 4348 are enrolled in schools</li> <li>Formal assessment of the disabled children completed in the catchment area</li> <li>Creation of disabled friendly schools being taken up.</li> <li>3-day orientation programme for key resource persons completed.</li> <li>Development of module for training of VEC members/CRCC. BRCC completed</li> <li>One-day orientation on IED for all AS workers conducted.</li> <li>Community awareness programmes conducted. VEC members have been oriented.</li> <li>The inclusion of at least one parent of a child with disability in the VEC.</li> <li>Folders on each area of disability to be included in DPEP prepared for general teachers and public.</li> </ul>	<ul style="list-style-type: none"> <li>Has IED co-ordinator in all the districts</li> <li>Convergence is being sought with various NGOs/ existing schemes for the provision of aids and appliances</li> <li>Teacher training conducted.</li> <li>Two day orientation programme has been organised for VEC's and parents of disabled children at Gurgaon</li> <li>VEC has parent of a disabled child</li> <li>A national level TLM exhibition was conducted in Gurgaon in May 1999. A special stall for TLM for disabled children was displayed to acquaint the teachers for preparing TLM for disabled children.</li> <li>The state is also conducting different competitions for disabled children in Dance, Drama, Poetry, Hand Writing and games.</li> </ul>	<ul style="list-style-type: none"> <li>1- block chosen in 1 district of the state for IED.</li> <li>Formation of block consultative committee and core group completed</li> <li>Training material prepared by Seva in Action, a NGO to assist the IED programme</li> <li>Prototype posters for Inclusive Education prepared</li> <li>Assessment kit for resource teachers prepared.</li> <li>Rendering textbooks in audio medium for visually handicapped children done</li> <li>Several rounds of intense interaction with BRC and CRC coordinators for identifying committed teachers to function as resource teachers.</li> <li>2 month training on the basis of the training package prepared by Seva-in-Action underway</li> <li>Parent in VEC exists with special needs in general classroom along with the resource support in the chosen blocks expected by November, 1999</li> <li>The state plans to upscale IED activities to all blocks in 2002-2003.</li> </ul>	<ul style="list-style-type: none"> <li>SRG/DRG in place</li> <li>IED Co-ordinator at SPO in place</li> <li>District co-ordinators for IED in place</li> <li>Orientation for DPEP functionaries and officials has been conducted</li> <li>State level workshop for developing strategies on quality improvement of disabled children completed in September, 99.</li> <li>Residential workshops on modification of strategies for curriculum transaction and material development on special education conducted</li> <li>The state also plans preparation and trialling of Activity Bank for disabled children in November, 99.</li> <li>Module for master trainers developed</li> <li>State Level MTT Programme conducted on November 1999 in two cycles DPEP-I and II districts respectively.</li> <li>IED programme covers all the 55 blocks in the current year.</li> <li>Community awareness camps have been conducted in all blocks</li> <li>State level workshop on MICRO- monitoring system conducted</li> </ul>	<ul style="list-style-type: none"> <li>The state covers all blocks.</li> <li>SRG formed for handicapped children</li> <li>A cell for orphaned children has been established at all the BRCs.</li> <li>Identification of the disabled children in the age group 5 to 14 years is completed</li> <li>The Mission has identified 5 NGOs working in the field of disability to work in 10 districts.</li> <li>Total number of disabled children (5-14 years) in DPEP districts in M.P. state is 64,861 (LSA - 1996).</li> <li>Around 62,000 children with special needs have been enrolled in schools.</li> <li>45 days training of master trainers was undertaken by the state with the help of NGOs, which are working in the area of disability.</li> <li>Approximately, 250 master trainers (25 from each of the 10</li> </ul>	<ul style="list-style-type: none"> <li>An Integrated Education Cell for the Disabled exists in MSCERT</li> <li>SRG/ DRG formed.</li> <li>A pilot study done in Osmanabad district for integration and identification of educational needs of disabled children</li> <li>The Mission has identified 5 NGOs working in the field of disability to work in 10 districts.</li> <li>Around 33,330 children identified in all the districts. Out of these, 20,000 children enrolled in school.</li> <li>Formal assessment for disabled children in all district conducted in November 1999.</li> <li>Convergence is being sought for aids and appliances for other clusters with Ministry of Social Welfare</li> <li>Workshop conducted to plan strategy for IED</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure in place (SRG, DRG) state level coordinator</li> <li>Survey conducted. 17,000 children found enrolled in the chosen blocks</li> <li>Two week training programme for master trainer has been done</li> <li>Medical assessment camps also conducted</li> <li>Supply of aids and appliances to the disabled children in progress</li> <li>IED made an important part of the on-going community mobilization programmes, with extensive use of media</li> <li>Training module on IED prepared and distributed to all teachers. A 2 day orientation to all general teachers for all the districts completed</li> <li>Agencies appointed in all the 7 blocks chosen for effective implementation of the IED programme.</li> <li>Parent in VEC.</li> <li>The state has also developed a monitoring mechanism with the help of SRG/DRG members to assess the implementation of IED in 7 DPEP districts</li> <li>A 3 day Distance Education</li> </ul>

## DPEP - I STATES

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>Convergence to procure aids and appliances with available agencies has been done.</li> <li>Early detection centers (5 in each district) opened for imparting pre-integration.</li> <li>Home visits and school visits conducted</li> <li>All the selected BRCCs, around 50 and CRCCs, 151 in number have been oriented on IED</li> <li>4 day general teacher training completed</li> <li>Enrollment week observed with community participation</li> <li>590 general teachers oriented to IED</li> <li>Pre-integration training is imparted to disabled children in the readiness centers. In all, 207 children have been enrolled in formal schools from these readiness centers (67 from Darrang, 63 from Goalpara and 77 from Sonitpur).</li> <li>Parent counselling workshop in all districts</li> <li>Orientation of VEC members of all the newly covered clusters on IED</li> <li>State level workshop on module preparation for DLRG Training</li> <li>Workshop on special TLM development for children with special needs</li> </ul>	<ul style="list-style-type: none"> <li>To provide a barrier free environment to children with special needs, 243 ramps have been constructed. 45 resource centers have also been made.</li> <li>Action plan for identification, assessment and placement of disabled children in DPEP-I &amp; II districts prepared.</li> <li>CRCC's given a 5 day orientation</li> <li>2 day orientation programme for all general teachers in DPEP I and II districts conducted.</li> <li>So far, 15,000 disabled children have been assessed, over 10,000 have been provided aids and appliances and about 7,700 out of school disabled children have been enrolled</li> <li>Photo Identity Card Scheme launched in all the DPEP districts</li> <li>A tournament for disabled children organized at the state, district and block level</li> <li>All blocks have been covered</li> <li>The state to conduct the 45-day foundation course with the help oriented to IED for 3 days.</li> </ul>	<ul style="list-style-type: none"> <li>The state has constituted a new State Resource Group. About 253 general teachers were trained by 32 AEOs</li> <li>The 32 resource persons who were trained on the basis of the 2-month package developed by Seva-in-Action.</li> <li>The class and gender wise EMIS data has been collected from all the 11 districts. 29,256 disabled children have already been found enrolled in schools.</li> <li>A medical assessment camp was organized through convergence with various departments.</li> <li>Proposals were prepared for assistance from Dept. of Disabled Welfare for aids and appliances.</li> <li>The resource persons trained have been visiting the schools of the Magadi block regularly and providing resource support to both the teachers and the disabled children.</li> <li>A total of 48 resource teachers trained so far.</li> <li>The state has strengthened its convergence with NGOs to implement IED.</li> <li>Training package pertaining to KRPs has been revised</li> <li>526 general teachers to the help oriented to IED for 3 days.</li> </ul>	<ul style="list-style-type: none"> <li>A one-day familiarization programme on IED was also conducted for head teachers and AEOs</li> <li>Block level organising committee and block resource groups established</li> <li>Two novel initiatives taken up by the state in the area of IED are task analysis camps and state level training on detection procedures and remedial practices for learning disabilities/backwardness.</li> <li>Convergence with external agencies like NISH established to develop computer assisted learning materials for hearing impaired children.</li> <li>A study on 'Effectiveness of Teacher Training on IED' conducted</li> <li>All 30,000 general teachers have been provided training on IED</li> <li>A behaviour modification course for children with special needs developed.</li> <li>Convergence also established with ICCONS.</li> <li>As a part of community mobilisation - Sayanthana Vediti (Evening Get Together) camps for the parents and teachers of disabled children are conducted in every BRC.</li> <li>As part of Parental Education Programme, remedial teaching to the children with disabilities is conducted with the help of children chalked out.</li> </ul>	<ul style="list-style-type: none"> <li>blocks) were trained in the state in June - July 2000.</li> <li>General teacher training to be conducted by NGOs used for the training of the master trainers also selected volunteers and made district visits for awareness and parental counselling.</li> <li>Convergence is being sought with SCERT for providing incentives like-free textbooks, uniform, fare for reaching the school and stationery for the disabled children. A workshop conducted in Jan 2000 to develop the textbook of Class I-VII in "Braille".</li> <li>Audio material and self-learning material has also been developed</li> <li>267 resource persons / coordinators trained</li> <li>1,60,000 general teachers trained on IED</li> <li>A clear strategy for providing aids and appliances to disabled children chalked out.</li> </ul>	<ul style="list-style-type: none"> <li>Sensitization training of district officials undertaken in Feb. 98</li> <li>Planning assistance meeting with the SRG conducted in April, 99</li> <li>Through design renewal, access facilities to children with disabilities are being taken into account</li> <li>Training manuals prepared.</li> <li>A 3-tier academic structure to provide resource support to children with special needs has been planned. This will include support to disabled children through resource cluster teachers, resource center coordinator and general teachers.</li> <li>All the cluster heads and CRCC's being given a 3 day orientation on IED in all the districts.</li> <li>2420 oriented so far</li> <li>A total of 225 resource persons are providing resource support to disabled children</li> <li>All the block level officers visit the schools often.</li> </ul>	<ul style="list-style-type: none"> <li>Programme conducted on IED for 200 parents and 700 teachers on hearing impairment</li> <li>Monthly magazine distributed to all the 7 DPEP districts</li> <li>Proposals have been sent to Government of India to implement IED in the remaining blocks with the assistance of IEDC scheme of the Govt. of India.</li> <li>2538 children have received aids and appliances.</li> <li>27591 general teachers have been given a two-day orientation on identification, classroom management, special techniques and use of appliances required by children with special needs</li> <li>A comprehensive strategy have been adopted by the state to provide resource support to children with special needs with the assistance of resource teachers.</li> <li>Community awareness programmes being conducted regularly on IED</li> <li>For monitoring, the DPC as well as state officials visit the schools in the blocks. The implementing agencies i.e. the NGOs visit the schools and meet the children. The block level officers visit the schools often.</li> </ul>

## DPEP - I STATES

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• Orientation of DLRG on early intervention and stimulation at SPO</li> <li>• Orientation of BRCCS on convergence action plan, survey through CRCC-HM-Teachers-VEC-Community</li> <li>• 4-day training of DLRG, BRCC, CRCC.</li> <li>• Printing of information booklet by SPO/DPO.</li> <li>• 30 readiness centers opened in Karbi Anglong</li> <li>• Free aids distributed in Goalpara and Darrang district in convergence with Composite Regional Centre (CRC)</li> <li>• TLM development workshop in 3 districts in convergence with ECE</li> <li>• Recording &amp; Broadcasting of activities of IED through AIR Guwahati</li> <li>• Participation of disabled children in Shishu Meal</li> <li>• Women Awareness Camp held at cluster level in districts on disability</li> <li>• Training for DIET lecturers and DLRG members of 4 districts</li> <li>• Convergence with other Govt. &amp; Non-govt. agencies for the activities of IED.</li> </ul>	<ul style="list-style-type: none"> <li>• of RCI to train resource teachers.</li> <li>• Parents have been oriented about the disabilities and the facilities being provided by DPEP to such children in the district by organising special mobilization camps at CRC level and BRC level.</li> <li>• VEC members have also been reoriented by state at district level and block level.</li> <li>• All the 450 CRCCs of the state have been oriented for 5 days by organising camps at district level for identification of disabilities and facilities provided by DPEP for disabled children.</li> <li>• The state plans to conduct RCI foundation course soon</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence has been sought with NGOs &amp; ALIMCO to provide aids and appliances.</li> <li>• 45 day RCI training has been conducted for 144 teachers</li> <li>• A workshop on preparing a vision document on IED conducted in February, 2001.</li> <li>• Material developed at state level workshop for training of CRCCs through tele-conferencing</li> <li>• State level workshop has been organized to develop a 'Vision' document</li> <li>• 1,67,500 handbooks distributed to the teachers, which include the component of IED</li> <li>• ALIMCO supplied aids and appliances to the identified children in Gadag district and in progress in other districts.</li> </ul>	<ul style="list-style-type: none"> <li>• resource teachers.</li> <li>• Field trips were conducted in all DPEP districts.</li> <li>• Tele-conferencing for parents of visually impaired children and hearing impaired children held in December 2000.</li> <li>• The state has conducted a study on Impact Assessment of IED</li> <li>• 29453 disabled children identified and enrolled in schools</li> <li>• RCI training conducted in May 2001 for resource support</li> <li>• Convergence with NISH is in process to establish to develop a computer based education programme</li> <li>• Video films on IED developed</li> <li>• 138 resource teachers out of a total of 165 required are in the place</li> <li>• State level DRG/SRG training on Patana Pravarthana Sahayi (TLM) conducted</li> <li>• In order to develop the materials of techniques for peer tutoring and cooperative learning system, a 5-day workshop was conducted</li> <li>• Workshop for development of materials for guidance on operating assistive devices conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• by the state</li> <li>• Camps for aids and appliances to disabled children through ALIMCO conducted in July 2001.</li> <li>• Assessment camps are being organized in 20 blocks (with the help of ALIMCO).</li> <li>• Learning corners have been developed and specially for disabled children in schools where buildings have been provided by DPEP</li> <li>• Ramps and railings have been provided in 1400 school buildings</li> <li>• There is a plan to train 25 selected teachers from one block for 45 days</li> <li>• 18 DPEP districts on the basis of RCI foundation</li> <li>• Course with the help of 4 NGOs</li> <li>• Books in Braille and audio cassettes for blind children will be developed</li> </ul>	<ul style="list-style-type: none"> <li>• 2400 cluster level resource persons have been given one-day orientation to IED issues</li> <li>• Booklets are prepared for general teachers with the help of resource teachers and experts</li> <li>• In all the MTAs, PTAs, the parents are being sensitized to IED.</li> <li>• A total of 65,000 general teachers from all districts oriented to IED.</li> <li>• Camp organised in Beed district with the assistance of ALIMCO in April 2001</li> <li>• 219 teachers given the 45 day training on IED.</li> </ul>	<ul style="list-style-type: none"> <li>• 2538 children have been provided the necessary equipment.</li> <li>• 63 posts of resource teachers have been sanctioned, out of which 55 are in place.</li> <li>• A study on the achievement levels on children with special needs conducted</li> <li>• Out of 16,369 pupils identified 14,579 children are enrolled in the districts</li> <li>• Proposals have been sent to Govt. of India to implement IED in the remaining blocks with the assistance of IED cell of the Govt. of India</li> <li>• Ramps have been constructed in schools to provide barrier free access</li> <li>• 4034 general teachers have been oriented to IED issues for 5-days</li> <li>• Coverage of IED has been extended to all the 106 blocks in DPEP districts.</li> </ul>

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

**DPEP II & III STATES**

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>Advisory Committee has been set up at the state level</li> <li>Infrastructure (SRG, DRG, MRG) in place</li> <li>3 day orientation of general teachers done</li> <li>A child development clinic was opened at MGM Govt. Hospital, Warrangal for early intervention</li> <li>Parental counselling programmes conducted</li> <li>Second phase of teacher training completed in Warrangal &amp; Kurmool districts</li> <li>Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken</li> <li>Handbook to teachers on children with special needs developed</li> <li>Module on special educational needs for teleconference is developed</li> <li>Organised training programme for two days to District Resource Group members on various disabilities</li> <li>A child development clinic was opened in Karimnagar</li> <li>A book titled "School Readiness" developed by NIMHANS, Secunderabad translated in to regional language</li> <li>12 RCI recognised NGOs have agreed to upscale IED in 12 districts</li> <li>Proposals submitted to GOI for</li> </ul>	<ul style="list-style-type: none"> <li>District coordinators in place</li> <li>Parent of a disabled child exists in all VEC's</li> <li>Component of IED added in the VEC training module in the CRCC module. 1300 CRCCs oriented so far</li> <li>A CRCC training module prepared 3 schools CRCC's have been chosen from every block, who have been given training on the basis of this module and these</li> <li>CRCC's will act as resource teachers</li> <li>10 days Ujala II training module also provides adequate discussion on IED</li> <li>All CRCCs of identified block have been provided 3 days training</li> <li>Since the four day Ujala - II module also comprises of a component of IED, and 83,000 general teachers have been given one day training</li> <li>A constant follow up at the CRC level is done about children disabilities have been trained on IED in</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place</li> <li>IED coordinators at the district level in place</li> <li>Survey completed in the chosen area</li> <li>So far, 19940 disabled children identified in the 3 districts through survey, out of which 17231 enrolled in 3 schools</li> <li>The module for general teacher training has been prepared</li> <li>The state has up-scaled the programme to all the blocks of the 3 districts</li> <li>The posts for resource teachers for all the 23 blocks for Panchamahahal and Banaskantha have sanctioned.</li> <li>1-day orientation workshop on learning disability conducted in February, 2000 for teachers, principals and educational administrator</li> <li>A set of 5 books on famous events and stories of IED.</li> <li>All the CRCCs with disabilities have been trained on IED in</li> </ul>	<ul style="list-style-type: none"> <li>IED coordinator at SPO in place</li> <li>Convergence with IEDC scheme has been sought to make use of provisions available under this scheme for disabled children, including a resource room at the block level</li> <li>4 day module for resource persons being prepared</li> <li>Training of master trainers conducted in October, 1998</li> <li>2 day module for general teachers being prepared</li> <li>Resource persons identified from the mainstream of general teachers, who will act as master trainers</li> <li>With the help of RCI, one month bridge courses are being conducted for these resource persons.</li> <li>3-day training of DIET lecturers, BRC's and CRC's has been done. From each</li> <li>DIET, two lecturers and have been trained on famous events and stories of IED.</li> <li>All the CRCCs with disabilities have been trained on IED in</li> </ul>	<ul style="list-style-type: none"> <li>Infrastructure for IED at SPO, DPO and block level in place</li> <li>Recruitment of 3 resource teachers in every chosen block completed</li> <li>IED covers all blocks.</li> <li>One day training of parents of disabled children is being conducted in different blocks</li> <li>Community mobilisation programmes are conducted on IED. The parents of disabled children has been taken as one of the members of VEC. IED is also a component of the 3-day VEC training programme.</li> <li>Posters and slogans have been prepared and distributed in the public in local language.</li> <li>The state has launched the Operation Empowerment programme in 16 districts.</li> <li>Convergence with IEDC scheme has been sought.</li> <li>MTA, PTA, VEC meetings and parents contact programme are going on at district level</li> <li>Text books are being supplied to disabled children free of cost</li> <li>27000 children with</li> </ul>	<ul style="list-style-type: none"> <li>Core group at the state level exist</li> <li>BRG is being planned for effective implementation of the IED programme</li> <li>Handbook to sensitise teachers in classroom developed.</li> <li>Folders on various disabilities developed</li> <li>Component of IED added in Aaganwadi training module</li> <li>The ICDS officials are being contacted with integrate children with special needs in 0-5 age group in the Aaganwadi center</li> <li>Sensitization on IED given to VECs of DPEP-II &amp; III Training of Master Trainers on IED completed. 357 Master trainers trained</li> <li>Resource support from NGOs being sought for the children with special needs</li> <li>Component of IED has been added in class III books.</li> <li>13856 VECs given orientation on IED so far.</li> <li>In second phase two blocks in remaining 17 DPEP-II district have been selected.</li> </ul>	<ul style="list-style-type: none"> <li>SRG and SIEDC in place</li> <li>DRG formed and DIFDC in place</li> <li>Identification and assessment in one block in every district completed</li> <li>Convergence has been sought with National Institutes and leading NGOs for procurement of aids and appliances.</li> <li>Sensitization module for different target groups prepared</li> <li>A module for general teacher training has been prepared</li> <li>Sensitization of different target groups: Panchayat, VEC, DPEP personnel, Aaganwadi worker, teachers being implemented</li> <li>Development of module and resource materials done</li> <li>A booklet on disability management for Aaganwadi and grass root level workers prepared</li> <li>Information booklet on the facilities available for the disabled prepared</li> <li>District level resource organisation have been engaged in each block to provide all the resource support.</li> <li>New school buildings being constructed under WB DPEP</li> </ul>

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>implementing IED programme under IEDC scheme in 23 mandals</li> <li>About 76,000 children have been identified through survey in 438 mandals. Data from other mandals is being compiled. 54,806 disabled children enrolled in schools</li> <li>765 children have been supplied aids and appliances through DPEP and convergence</li> <li>Tele-conferencing on IED organized in collaboration with IGNOU</li> <li>45-day in-service teachers training programme was conducted to handle disabled children in three districts to 38 teachers working in 19 districts</li> <li>In collaboration with ALIMCO, aids and appliances have been provided to the orthopaedically handicapped children</li> <li>2-day training has been provided for inservice teachers in 50 mandals</li> <li>All teachers (1,61,000) were given orientation on disabilities as part of the teacher training programme of DPEP organized in Nov. 2001</li> <li>NGOs are being involved to upscale IED programme</li> <li>An awareness programme for NGOs has been conducted in October 2001</li> <li>A workshop for teachers working in Urdu medium on preparation of Handbook on School Readiness of children with SEN has been conducted</li> </ul>	<ul style="list-style-type: none"> <li>with special needs in the monthly BRC/CRC meetings</li> <li>One-day special community awareness campaign launched in the state level on ED. 5-day non residential training for VEC members was taken up. The Anganwadi Sevika's and Sahayak's and Didi's of ECCEs and AS centers are also being oriented to IED</li> <li>2476 CRCC's trained</li> <li>RCI training to begin in May 2001</li> <li>The state plans to expand the IED Programme</li> <li>upscaled to 50 blocks</li> <li>7806 disabled children identified and 5736 enrolled</li> <li>463 aids and appliances provided with the help of NGOs and ALIMCO</li> <li>38,000 teachers trained through general training</li> <li>1799 CRCCs given 3-day training on IED</li> <li>Assessment camps &amp; follow up camps have been organized in each project</li> </ul>	<ul style="list-style-type: none"> <li>distributed to the resource teachers</li> <li>The IEDC cell of GCERT and DIET have launched a campaign all over the state to identify and certify children with various kinds of disabilities and their magnitude.</li> <li>6 posters (awareness materials) for various kinds of disabilities have been developed</li> <li>IED awareness module in Gujarati has been developed and distributed in primary schools, BRCCs, DIETs and DPOs</li> <li>Aids and appliances provided to 280 students with disabilities</li> <li>Success stories, dialogues and dramas are regularly published in magazine "Prathamik Shikshan Sarvanti" to inform and educate the teachers, parents and the disabled children</li> <li>General teacher training exclusively on IED started</li> </ul>	<ul style="list-style-type: none"> <li>January-February, 2000.</li> <li>SRG and DRG have been formed</li> <li>Orientation given to engineering staff on free environment</li> <li>10- day training of trainers conducted, who will also act a resource teachers</li> <li>Two days training module prepared for orientation of general teachers</li> <li>Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level.</li> <li>Two days training module has been prepared for the orientation of general teachers. Around 6500 primary school teachers trained</li> <li>IED component has been integrated in to the general pedagogical interventions.</li> <li>The educational functionaries in the non-DPEP districts were sensitized about IED lecturers oriented to psycho-</li> </ul>	<ul style="list-style-type: none"> <li>special needs identified and 17714 enrolled.</li> <li>4378 aids and appliances given out in convergence with Dept. of Social Welfare, NIRTAR &amp; ALIMCO.</li> <li>The first round of intensive training with the assistance of RCI conducted in March 2001 &amp; 82 teachers trained</li> <li>5294 general teachers have been oriented to IED.</li> <li>Progress review workshop conducted in December 2000</li> <li>Uniforms, books, stationary distributed to the disabled children</li> <li>359 theme based camps are organized</li> <li>288 ramps, 33 handrails &amp; 118 learning corners provided in schools</li> <li>Tele-conference programme on IED was conducted in May 2001 involving 412 persons</li> <li>16 resource centers have been strengthened at district level in terms of equipment and training</li> <li>Module for auditory and speech training developed. This training has been imparted to all the hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>In second phase, 28 master trainers have completed their 10-days training</li> <li>Medical assessment camps have been organized in Bareilly in July, 2000 and in Haridwar in September, 2000.</li> <li>One month bridge course is also being organized. 18 teachers are participating in the above course</li> <li>A chapter 'Dosti' concerning the problem of and state level resource organization experts. incorporated in class III of EVS.</li> <li>The problem of ignorance regarding the factor of various disabilities has been addressed in class-IV &amp; V Science book as well.</li> <li>22 more district coordinators appointed.</li> <li>A 2-day orientation workshop of district functionaries held in March 2001.</li> <li>Till now 44203 special children with needs have been identified and children have been integrated.</li> <li>7555 aids and appliances have been provided.</li> <li>4505 disability</li> </ul>	<ul style="list-style-type: none"> <li>are free from physical barriers</li> <li>Parent in VEC exist in the pilot block, updated survey report shows that 8375 children have been identified</li> <li>A detailed monitoring and evaluation system for IED for all the levels has been developed at a workshop conducted in February, 2000.</li> <li>Convergence with the IEDC scheme has been established</li> <li>Key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts.</li> <li>40 hours intensive training was also undertaken for one teacher from each school in the intervening block by the expert of SLRO. So far 690 teachers given intensive training in IED</li> <li>Awareness building in IED being done regularly</li> <li>The state has constituted a monitoring team at SPO and DPO.</li> <li>27201 general teachers oriented so far on IED</li> <li>A reading called Bishesh Path published on IED for all the existing teachers of the districts</li> <li>8 KRPs trained by SLRO for teacher sensitization</li> <li>A support reading material prepared on aspects of various disabilities by SLRO</li> <li>Workshop on monitoring and</li> </ul>

## DPEP II & III STATES

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>• Review meeting with in-service teachers who have been trained in four disabilities has been organized to get the feed back</li> <li>• Observation of IED Sensitization Day done in all the districts</li> <li>• A workshop with artists and teachers to develop posters on Inclusive Education conducted in November, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• One day district for orthopaedically handicapped children and aids and appliances have been provided by ALJMCO</li> <li>• 75 teachers have been trained as resource teachers through the RCI training</li> <li>• One day training programme held for teachers of disabled children at the cluster level.</li> </ul>	<ul style="list-style-type: none"> <li>• One day workshop of CRC coordinators in BK was oriented on IED</li> <li>• 13 vacant posts of resource teachers filled in all three project districts</li> <li>• Teachers training module developed and distributed in all the schools of DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>• educational assessment of disabled children</li> <li>• Camps have been held in all districts. 734 disabled children have been assessed</li> <li>• 338 teachers given special training on IED only</li> <li>• Convergence with ALJMCO &amp; national institutes done to provide aids and appliances to disabled children.</li> <li>• 3969 disabled children enrolled</li> <li>• A second round of 3-day training to general teachers planned</li> <li>• Education profile to develop Individual Education Plan of disabled children is in process. Instructions to all the concerned have been issued</li> <li>• RCI training course being conducted regularly. So far, 99 resource teachers are available.</li> </ul>	<ul style="list-style-type: none"> <li>children at the block level</li> <li>• 8359 VEC members trained on IED</li> <li>• Survey and assessment camps conducted in expansion districts</li> <li>• TLM development workshop conducted.</li> </ul>	<ul style="list-style-type: none"> <li>certificates provided</li> <li>• IEP's are being prepared regularly</li> <li>• 18638 general teachers have been oriented to IED.</li> <li>• 45 day RCI foundation course has been conducted for 117 teachers</li> <li>• 357 master trainers trained for 10 days on IED</li> <li>• Convergence meeting held with ALJMCO, Assessment and measurement camps being held regularly.</li> </ul>	<ul style="list-style-type: none"> <li>evaluation conducted in September 2000</li> <li>• Now the coverage of IED programme has been expanded to 9 more blocks in the Phase-I districts</li> <li>• A total of 23493 children with special needs identified. 12118 are enrolled in schools. 6225 children with special needs who are integrable are out of schools. 5150 children cannot be integrated</li> <li>• 2406 aids and appliances provided to disabled children through ALJMCO.</li> <li>• 14 days intensive training for special educators of DLROs</li> <li>• Awareness material on early identification developed.</li> </ul>



**DPEP- IV & NEWLY CONSTITUTED STATES**

Chattishgarh	Jharkhand	Rajasthan	Uttanchal
<ul style="list-style-type: none"> <li>• One block in every district selected for IED programme</li> <li>• Convergence with NGOs and DRCs</li> <li>• A state level workshop held on IED</li> <li>• The state plan on IED sent to GOI.</li> </ul>	<ul style="list-style-type: none"> <li>• IED coordinator at SLO/DLOs in place</li> <li>• One block in each district identified to launch the programme</li> <li>• Component of IED incorporated in the ongoing general teacher training programme</li> <li>• CRCC training module has a component on IED</li> <li>• 10 days Ujala-II training module also provides adequate discussion on IED</li> <li>• 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district</li> <li>• Aids and appliances given to over 300 children</li> </ul>	<ul style="list-style-type: none"> <li>• IED implementation started since October, 1999</li> <li>• Programme officer for IED in place</li> <li>• Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC</li> <li>• SRG in place</li> <li>• 1 block identified in each district for the IED programme</li> <li>• Through survey conducted by Shiksha Darpan, 85744 children with special needs have been identified (54912 in the area of locomotor impairment, 7002 in the area of visual impairment, 12957 are hearing impaired and 10873 in the area of mental retardation)</li> <li>• Survey and identification of disabled children has been completed</li> <li>• Medical check up camps have been organized</li> <li>• IED concept has been incorporated in all training modules.</li> </ul>	<ul style="list-style-type: none"> <li>• In the first phase, two blocks of each district have been selected for integrated education</li> <li>• 3624 children with special needs of 6 districts comprising 38 blocks, identified through survey, all of them are enrolled in schools</li> <li>• A strategy for IED has been planned by SRG</li> <li>• DRG and BRG constituted</li> <li>• Convergence efforts with various National Institute and state departments initiated</li> <li>• Assessment camp conducted. 372 children were medically examined, 139 identified for getting aids and appliances and 95 children were given a disability certificate</li> <li>• Parental counseling conducted</li> <li>• Orientation of district coordinators, SRG members, representative of NGOs done</li> <li>• 40 teachers from DIET and primary education were sensitized in the month of January 2002</li> <li>• Identification of resource persons in process</li> <li>• Decision to incorporate IED component in general teacher training programme taken.</li> </ul>



## **MEDIA**

Media and Communication can play an extremely critical role in the achievement of many Developmental objectives. Media can create awareness about certain issues, impart information and if sustained, can also be instrumental in changing attitudes of various target groups and motivating them to change their behavioral practices.

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

DPEP aiming at promotion of primary education in the country has adopted a multi-media campaign approach with strong media advocacy, employing a wide range of vehicles of communication from folk and traditional media to electronic media, outdoor publicity and print media. At grassroots level, emphasis is on effective use of folk, traditional media and local art forms to spread the message of primary education, while the electronic, print and outdoor publicity media serve to awaken and sensitise larger and a more generalised target audience throughout the country.

### **Print Media:**

At national level and also in states, efforts have been made to get coverage in dailies and periodicals through press releases and features, press tours and press conference. Of late a great interest has been noticed in the mainstream media towards the issues in elementary education. This new trend has helped the cause of DPEP by highlighting some of the success stories and also challenges and concerns in the primary education sector. A database has been created of all the journalists covering education beat in all the national dailies, magazines and periodicals.

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

### **Newsletters:**

At national level two monthly newsletters are published –“DPEP Calling” (English) and "Chunouti" (Hindi) -with total print order of 8,000. Most of the states and many districts publish monthly DPEP newsletters. In some states, there are regular newsletters and magazines on functional areas like civil works, alternative schooling, gender and pedagogy. Some states bring out special

magazines for stakeholders. For example DPEP Karnataka publishes 'Nali Kali', a magazine for teachers and a wall paper for children.

**Publications and Brochures:**

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

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

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

**Publicity material:**

DPEP states have brought out a range of publicity material including brochures, leaflets, booklets, handbills, posters, folders and pamphlets for creating awareness about primary education. An example of a successful publicity campaign was seen during the 'School Chalo Abhiyan' organised in Uttar Pradesh. At national level a DPEP press folder or Backgrounder has been prepared. Databases of Advertising agencies, Production houses and NGOs in

the field of media and communication have also been prepared for DPEP publicity purposes.

#### **Electronic media:**

At national level, DPEP has produced a number TV spots which had been telecast on Doordarshan. Discussions are on with Prasar Bharati Corporation to telecast/broadcast TV/Radio spots on DPEP in Doordarshan/AIR at concessional rate on yearly contract. Radio jingles have also been developed which have been broadcast on the All India Radio FM channels. Efforts have been initiated to telecast TV spots in Satellite Channels free of cost, under social cause advertisement.

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

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

#### **Audio-Video Material:**

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

#### **Films:**

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

#### **Outdoor Publicity:**

As most of the DPEP districts are rural and backward outdoor publicity has a special role to play in DPEP. States use a range of outdoor publicity vehicles

including posters, hoardings, cinema slide, postal articles, post offices, railway stations, bus panels, floating balloons, fairs and melas, exhibitions, metal posters on trees, competitions etc: widely.

### **Advertising:**

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

### **Traditional Media:**

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

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

### **DPEP on Internet:**

A Website on DPEP has been developed and sufficient information has been posted on the site. The site can be reached at [www.education.nic.in/htmlweb/eleedu4.ht](http://www.education.nic.in/htmlweb/eleedu4.ht).

The site is continuously updated at regular intervals.

### **Government Media Agencies:**

Various government media agencies have been extending their co-operation in putting the DPEP message across to the mainstream media. For example, Ministry of Information and Broadcasting has assured media support of all its units including Doordarshan, AIR, Song and Drama division, DAVP, Directorate of Field Publicity and Press Information Bureau (PIB). Government

of India conducted press tours to Assam and Karnataka in January-February, 1999 to highlight achievements of the project. SPDs were co-opted as members in the Inter-Media Publicity Co-ordination Committee (IMPCC) constituted by the Ministry of Information and Broadcasting to co-ordinate media activities and to launch multi-media campaign in states in thrust areas.

### **Challenges Ahead:**

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

DPEP I STATES

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
<b>Administrative Arrangement</b>	Media co-ordinator at SPO in place	MC at SPO in place	MC at SPO in place	MC and media assistant at SPO in place	Media co-ordinator at SPO in place	Media co-ordinators at SPO and DPO's in place.	Media co-ordinator at SPO and DPO's in place
<b>Publicity material developed (Print)</b>	<ul style="list-style-type: none"> <li>• <b>DPEP Overview</b>, a booklet produced in English, Assamese and Bodo</li> <li>• Activity calendar produced.</li> <li>• Posters related community participation, girls' education, Early Childhood Education, alt. Schooling and int. edu. are under print.</li> </ul>	<ul style="list-style-type: none"> <li>• Diaries, Calendars, posters, slogans, pamphlets, monthly newsletter <i>Narhe kadam</i> published at district and cluster level.</li> <li>• Sets of JIPRASHIKA KI UDAAN, ASTHA KE AYAM, BADHTE KADAM have been developed and published.</li> <li>• Two monthly magazines named 'Utkarsh' and 'Humjoli' (renamed as 'Sangi Sathi') published.</li> <li>• Quarterly magazines are also being published at district, CRC and DIET levels.</li> <li>• Massive enrolment drives were launched by celebrating "Namkaran Pakhwara" through frequent personal contacts with mothers and female VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• 18 issues of <i>Kali Nali</i>, magazine for teachers, bimonthly wallpaper for children; pictorial modules to monitor civil works for VECs produced</li> <li>• <i>Ratna Pakshi</i>, collection of folk stories produced, and 'Baro Gijuja', collection of folk rhymes produced.</li> <li>• 'Chiou-Chiou' a booklet based on children's paintings has been brought out.</li> <li>• Hadi Badi Ranganataka galu, produced by Rangayana, published.</li> <li>• 5 issues of 'Siskhana Samvada', bi-monthly magazine has been published.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Karuka</i>, a newsletter registered and being brought out</li> <li>• Posters, brochures, leaflets and booklets produced</li> <li>• A documentation of the major activities carried out under the DPEP programme right from the beginning was made and reports generated.</li> <li>• Printed Annual Report for 1999-2000.</li> <li>• Wayanad, Malappuram and Palakkad districts are regularly publishing their newsletters.</li> <li>• <b>Wayanad District has designed and printed posters on IEDC and ECCE, printed a booklet on VEC monitoring, and published issues of newsletter.</b></li> <li>• <b>Mallapuram district has published the 7<sup>th</sup> issue of its newsletter 'Mukkutty'</b></li> <li>• <b>Palakkad district has published one newsletter each at district and BRC level.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, booklets and brochures published and distributed.</li> <li>• 'Panchayat Gazette', a newsletter published by SPO also published by some districts.</li> <li>• Various publications and brochures being developed at block, cluster level.</li> <li>• Publication of mission activities in the SCERT magazine "Shaikshik Palash".</li> <li>• <b>Booklet on Achievement on Adult Education</b></li> <li>• <b>Document "From Your School to My School" on Education Guarantee Scheme published</b></li> <li>• <b>Document "Idea of Education" published</b></li> <li>• <b>Booklet "7 years of Misson" published</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, calendars and planners, slogans produced.</li> <li>• Monthly / Quarterly magazine published by DPEP - I districts.</li> <li>• Booklet on How to conduct "Bal Anand Melawa" produced.</li> <li>• Folder and poster on Vastishala and MAHEGS developed. Street plays also organised</li> <li>• Posters on various DPEP intervention developed</li> <li>• Folder of MTA/VEC members developed to understand their role.</li> </ul>	<ul style="list-style-type: none"> <li>• Coverage of all-important events in print media attempted both by the state &amp; district.</li> <li>• Quarterly Magazine 'Sudar' is being published by the SPO.</li> </ul>



Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
Audio Video material	<ul style="list-style-type: none"> <li>• <i>Ahban'r Surere</i>, educational videocassette produced and distributed among the CRC, BRC, teachers.</li> <li>• Educational films on ECE, NFE, Tribal Education, Char, Community Participation and a documentary on education</li> <li>• The film "Towards a Better Tomorrow" was used during an awareness programme.</li> <li>• Three documentaries of district specific topics (Barpeta, Kokrajhar, and Bongaigaon) has been prepared and telecasted through Doordarshan Guwahati.</li> </ul>	<ul style="list-style-type: none"> <li>• Film to eliminate gender bias produced.</li> <li>• Audio cassettes developed,</li> <li>• Video films and radio jingles produced;</li> <li>• Quarterly video newsmagazine on DPEP activities produced</li> <li>• An audiocassette of jingles is being circulated in the DPEP-I and DPEP-II districts about primary education.</li> <li>• Local cable networks given audio-visual material on DPEP to telecast.</li> <li>• Short films and clippings in the field of pedagogy, girl's education and VECs have been developed and showed to inform people about the educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Malika</i>, film on the girl child was made by M S Sathyu and telecast on DD 1 and DD 9</li> <li>• <i>Baa Thengi Kaliyoke</i>, audio cassette of songs</li> <li>• <i>A film Once Upon A Time</i> produced by NDTV.</li> <li>• 7 module films for training of teachers and VEC members have been produced</li> <li>• 'Kathe Katha Karanda' &amp; Huyyoo Huyyoo Materaya' audiocassette for children produced.</li> <li>• Plays and songs have been developed in collaboration with 'Rangayana' a premier theatre organisation and the district and taluk teams trained. Teams have performed plays in 7965 habitations/villages</li> <li>• Efforts are being made to provide the audio tapes of the above fillers to broadcast by AIR.</li> </ul>	<ul style="list-style-type: none"> <li>• Radio programmes to support teacher training and handbooks under production</li> <li>• Video films on teacher training strategies produced and textbook development carried out.</li> <li>• 'Patanoisavam' 1999-2000, which is basically a programme involving the teachers, parents and students has been covered in the print as well as the visual media.</li> <li>• Efforts are being made to telecast the documentary on Doordarshan, Asia net and Soorya T.V.</li> <li>• Talks and interviews were broadcast on AIR and visual media</li> <li>• Video documentation of Kingininkkootiam 2000 was carried out.</li> <li>• Telecast a video film in Doordarshan on classroom activities highlighting pedagogical improvement under District Primary Education Programme. <b>Two days video filming was done in Malappuram district on the involvement of local bodies in education.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bal Geet</i>, audio-tape of songs distributed to schools. Video film <i>Anpadh Nahil Rehena</i>, training film on VEC telecast on Doordarshan</li> <li>• Radio Jingles in local dialects are being aired on AIR.</li> <li>• A short introductory film 'Neev' made by Madhyam on EGS schools.</li> <li>• Production of five educational films on the basis of teleconferencing held in the month of January, 2000. Production of other 14 short educational films</li> <li>• <b>Preparation of audio-cassettes on classroom transaction and teaching methodology of Maths, Language and Environmental study for teachers and students during the workshops held under DPEP, SCERT and IGNOU.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Audio cassettes developed</li> <li>• Anand Dai Shiksha, audio cassette for teachers distributed to all schools</li> <li>• Film on DPEP produced</li> <li>• Multigrade teaching video film completed</li> <li>• Documentary film on DPEP is initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation al films and slides produced.</li> <li>• Multi-media programme on DPIJP in English produced</li> <li>• Audio-cassettes of songs on joyful learning concept produced.</li> </ul> <p><b>Video documentation of District Primary Education Programme activities conducted. 7 cassettes prepared on various topics @ one per district. Copies taken and distributed to the districts.</b></p>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
<i>Advertising</i>	<ul style="list-style-type: none"> <li>Illustrated slides being used in cinema halls,</li> <li>Hoardings with DPEP messages erected.</li> <li>Radio jingles on DPEP developed</li> <li>Advertisemen t on 'Stress on Improvement of Quality' through local magazine and newspapers in Keonjhar district in February, 2001</li> </ul>	<ul style="list-style-type: none"> <li>Hoardings produced and installed.</li> <li>Series of radio jingles produced.</li> <li>Ads published in national and regional level newspapers</li> <li>Advertisements on teleconferences organised by DPEP Haryana published in national and regional papers</li> </ul>	<ul style="list-style-type: none"> <li>Development of fillers is complete and they are ready for telecast.</li> <li>8 fillers were developed through different TV channels</li> <li>SDMC Melas conducted in 43 villages.</li> </ul>	<ul style="list-style-type: none"> <li>TV spots on District Primary Education Programme initiatives soon to be telecast on Doordarshan.</li> <li>Radio spots produced.</li> <li>Steps have been taken to bring out materials targeting the opinion makers and public entitled 'DPEP-Samsayangalum Utharangalum' (DPEP-Doubts and Answers).</li> <li>Doordarshan telecast half an hour video film on MGLCs in Thiruvananthapuram district</li> </ul>	<ul style="list-style-type: none"> <li>Radio jingles in local dialects, TV spots; Newspaper campaign carried by 65 newspapers at State level; also conducted at district level,</li> <li>Ad campaign to mark 4 years of Rajiv Gandhi Prathmik Shiksha Mission in national newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Radio jingles and TV spots telecast on Doordarshan and city cable;</li> <li>Slogan developed and published</li> <li>Advertisements on different programme on DPEP published in regional papers at district level.</li> </ul>	<ul style="list-style-type: none"> <li>Ads telecast on AIR on prime time slots</li> <li>Floating balloons with DPEP logo installed for 10 days</li> <li>TLM and Awareness material displayed at Annual Pongal Tourist Trade Fair;</li> <li>Video spots telecast on Sun TV.</li> <li>Advertisem ents floated in AIR regarding enrollment, retention, girl's education etc. since July 2001.</li> </ul>
<i>Trainings and workshops</i>	<ul style="list-style-type: none"> <li>3-day workshop on preparing posters organised.</li> <li>Participation in IMPCC meet</li> <li>Workshop</li> </ul>	<ul style="list-style-type: none"> <li>5-day workshop on material development with special emphasis on girls' education;</li> <li>A state level workshop was organised on the</li> </ul>	<ul style="list-style-type: none"> <li>A state level seminar on Grama Sabha and primary education was conducted</li> </ul>	<ul style="list-style-type: none"> <li>Media advisory board at SPO formed</li> <li>3 - day workshop during February 1999 to develop publicity materials</li> <li>A national seminar on Primary Education is planned in association</li> </ul>	<ul style="list-style-type: none"> <li>Four days workshop on 'Education for All' in the month of March, 2000.</li> <li>Kalapathak and Kalajathas on primary education themes have been developed &amp; performed in a</li> </ul>	<ul style="list-style-type: none"> <li>Media Advocacy training conducted for District Media In-charge in Dec. 1998</li> <li>Workshop for developing Media Advocacy Plan conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Review meetings and orientation programmes for district media officers held</li> <li>Capacity building</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
	<p>cum training held in Barpeta district for 4-days regarding SHG.</p>	<p>art of making puppets and their presentation in April 1999, to make the teachers proficient in preparing teaching aids.</p> <ul style="list-style-type: none"> <li>A state level workshop and meeting of Media Resource Group organised in September 2000.</li> </ul>		<p>with the Press Club of Trivandrum.</p> <ul style="list-style-type: none"> <li>Seminar on Primary Education: Aspiration, Problems and Prospects conducted in March 2001.</li> <li><b>Seminar and exhibition were held at VEC level along with Sahavasa camp.</b></li> </ul>	<p>three-day workshop.</p>	<ul style="list-style-type: none"> <li>Workshop/meetings organised for media persons and RPs for conducting 'Shikshan jagar Saptah'.</li> <li>'Shikshan Jagar Saptah' was organised at village level in all districts.</li> <li>State level training on MPEGS in September, 2001.</li> </ul>	<p>workshops organised for district Media Officers</p> <ul style="list-style-type: none"> <li>Four-day workshop on community mobilisation and use of media organised at state level</li> <li>Workshop for development of posters conducted in May 2001</li> </ul>
<i>Press and Mass Media</i>	<ul style="list-style-type: none"> <li>Interviews /talks, documentaries on subjects related to DPEP schemes were telecast on Guwahati Doodarshan, feature programme on primary edu., were shot in Morigaon spot films made by DPEP has been telecasted by GIDD.</li> </ul>	<ul style="list-style-type: none"> <li>Tarang, teacher training programme covered by Star News</li> <li>Panel discussions and interviews organised on electronic media</li> <li>VEC training covered by Star News.</li> <li>A state level function on IED was organised in Gurgaon which was covered by ZEE TV, STAR TV, JAIN TV and DD I.</li> <li>Puppet shows have been arranged at different places to give impetus to</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary material process of incorporating folk stories covered by Star News</li> <li><i>Malika</i> film on girl child telecast on Doodarshan</li> <li>610 VECs melas and 96 ma-beti melas conducted.</li> <li>13 episodes of 'Baa Bale Shalege' telecast by AIR Gulbarga in March 99.</li> <li>A state level seminar on 'Grama Sabha and primary education' was conducted.</li> <li>Metric mela</li> </ul>	<ul style="list-style-type: none"> <li>Interviews/articles in newspapers on teacher training, revision of textbooks, radio and television broadcasts, regular newspaper articles and syndicated columns in newspapers</li> <li>Pedagogical reforms widely reported in newspapers</li> <li>Wide publicity given to training programme on Doodarshan; Asia net, AIR and print media;</li> <li>Press meet arranged</li> <li>TV spots produced and telecast</li> <li>Articles on DPEP published in <i>Kerala Calling, Vanitha, India Today</i></li> </ul>	<ul style="list-style-type: none"> <li>AIR and Doodarshan used for programme publicity through spots</li> <li>Telecast of films</li> <li>Newspaper campaign carried by 65 newspapers at state level and district level</li> <li>A programme 'Shiksha Patti' started to establish direct contact with clusters and schools</li> <li>Ad campaign in newspapers</li> <li>Libraries established in 9594 Jan Shiksha Kendras and Education Guarantee Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Akashwani and Pradakshi news harnessed to disseminate information about DPEP</li> <li>Syndicated columns on DPEP negotiated in newspapers</li> <li>Radio programme dealing with issues like multi-teaching and gender produced and telecast on prime time slots. 26 episodes of this programme were telecast on AIR</li> <li>Docudramas produced</li> </ul>	<ul style="list-style-type: none"> <li>Talks and interviews on Doodarshan</li> <li>Art festival in conjunction with AIR, Pondicherry</li> <li>News features on DPEP broadcast on AIR Chennai</li> <li>Phone in programmes on radio organised</li> <li>Advertisement telecast on AIR to address</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
	<ul style="list-style-type: none"> <li>• Reports on workshops, articles and features published in English and Assamese newspapers.</li> <li>• Programme 'Abhigyan' being telecast through AIR Guwahati</li> <li>• District visit of media persons organised comprising AIR, DAVP, and Janasanyog.</li> <li>• 20 AIR programmes have been conducted in the field of AS, CP, ECE, TT and IED components.</li> <li>• Telecast of 7 video programmes through Door Darshan Guwahati.</li> <li>• A film (Pokhi) by Jahnu Boruah completed.</li> </ul>	<p>girls education</p> <ul style="list-style-type: none"> <li>• Kala Jathas and Nukkad Natak have been organised at different places.</li> </ul>	<p>conducted in 86 villages</p> <ul style="list-style-type: none"> <li>• VECs melas being conducted regularly for documenting success stories</li> </ul>	<ul style="list-style-type: none"> <li>• Arranged a seminar on "School Education – Trend, Prospects and Problems" with the participation of Press Club, Thiruvananthapuram.</li> <li>• Visit of Media persons arranged in MGLCs to the district.</li> <li>• Telecast a video film on Doordarshan on classroom activities highlighting pedagogical improvement under DPEP.</li> <li>• Three press conferences were held in Palakkad district for giving visibility to DPEP activities.</li> <li>• Doordarshan telecast half an hour video film on MGLCs in Thiruvananthapuram district.</li> <li>• Fifty students of MGLCs from Thiruvananthapuram taken to the city for exposure and interaction with mainstream people and media.</li> </ul>		<ul style="list-style-type: none"> <li>• Articles on DPEP published in local newspapers in the district</li> <li>• Networking with local channels for ensuring publicity for various programmes organised under DPEP.</li> <li>• Tours of the press reporters in Jalana and Parbhani to show them the schemes of Vatishala and MPEGS</li> </ul>	<p>specific issues like child labour</p> <ul style="list-style-type: none"> <li>• Coverage of all-important events in print media in the state and districts.</li> </ul>

<b>Media Activity</b> <i>Networking</i>	<b>ASSAM</b> • State Bank of India branches, Asom Sahitya Sabha, IMPCC, PIB, • Convergence with DAVP, AIR, Doordashan and Janasangyug.	<b>HARYANA</b> • Local NGOs	<b>KARNATAKA</b> • Convergence with Myrada Vikasana, Samuha, BGVs, Suvidya CRY, CLR, ISEC, NUAS, Mahila Samakhya VGKK and other NGOs established	<b>KERALA</b>	<b>M.P.</b> • DPRO, Govt of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC.	<b>MAH.</b> • Local AIR stations and newspapers • Local cable networks and newspapers.	<b>T.N.</b> • Anganwadis, health department, state resource centre for NFE
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DPEP II & III STATES

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<i>Administrative Arrangement</i>	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place at SLO/DPO	MC in place	<ul style="list-style-type: none"> <li>No separate media coordinator is in position, but D.D project is looking after the programme</li> </ul>
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> <li>Monthly magazine 'Chaduvu Vignanam' printed and sent to 70,000 schools. The magazine is registered with PNI, New Delhi.</li> <li>District Primary Education Programme interventions have been published in the "Telugu Vidyarthi" an education magazine for wide publicity.</li> <li>Posters dealing with issues like enrolment and retention</li> </ul>	<ul style="list-style-type: none"> <li>Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced.</li> <li>A monthly magazine 'Prathmik Shikshan Sarvani', for DPEP functionaries and primary teachers of the project districts published regularly</li> </ul>	<ul style="list-style-type: none"> <li>Introductory handbook on DPEP in Himachal Pradesh was developed, circulated to all the DPEP districts.</li> <li>Calendars, posters, cards, folders and stickers depicting DPEP aims, objectives and achievements prepared and printed and distributed to all primary schools</li> <li>The annual Report for the years 1996-97, 1997-98, and 1998-99 were printed and</li> </ul>	<ul style="list-style-type: none"> <li>Posters, pamphlets, handouts; diaries and calendars printed.</li> <li>A monthly DPEP newsletter "PARIVARTAN" highlighting the activities of DPEP is being published and circulated to all primary schools.</li> <li>Documentation of NINAD at district and state level was also made. Village level campaign NINAD has been documented,</li> </ul>	<ul style="list-style-type: none"> <li>Pamphlets, leaflets, brochures, folders, rural newspaper published.</li> <li>Posters on various functional areas Developed and distributed to the districts</li> <li>2 books published and distributed</li> <li>One compendium and a book 'Pratibandhider Janya Samonita Siksha' printed and distributed</li> <li>Annual Report of WBDPEP being published regularly</li> <li>A document 'Siksha Darpan'</li> </ul>	<ul style="list-style-type: none"> <li>Pamphlets, folders, posters, newsletter, calendar published.</li> <li>Quarterly magazine BEP <i>Awahan</i> published.</li> <li>Newsletter at West Singhbhum, Bhojpur, Munger, Muzaffarpur, Gaya, Rohtas, East Singhbhum, Dumka and Ranchi being brought out.</li> </ul>	<ul style="list-style-type: none"> <li>Pamphlets, folders, posters, greeting cards; National-level poster competition organised</li> <li>Posters banners, wall writing of 'School chalo Abhiyaan' produced in all DPEP - III districts</li> <li>Hoardings and exhibitions organised to spread the message of DPEP.</li> <li>Publication of a book on girls education titled "Making a Difference</li> <li>Publication of a booklet titled</li> </ul>	<ul style="list-style-type: none"> <li>Brochure containing information about DPEP published.</li> <li>Ads for DPEP Produced.</li> <li>Media Advisory Groups have been constituted.</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>printed.</p> <ul style="list-style-type: none"> <li>Printed a manual 'Karadeepika' for the training of school committee members.</li> <li>Printed and distributed a folder on suggestions for Service Improvement</li> <li>Photo documentation on various themes of UEE has been taken up.</li> <li>Information on DPEP web is being updated regularly</li> <li>Monthly newsletter, comprehensive handbook on School Education Committees, handbook on activities by SEC, brochures on aims and objectives of DPEP and</li> </ul>		<ul style="list-style-type: none"> <li>The newsletter 'Hamara School' has been registered under RNI.</li> <li>Prepared Annual Report for the year 1999-2000 and got printed during the month of February, 2001.</li> <li>Prepared material for publication in print media.</li> <li>Sufficient slogans have been displayed in various souvenirs during April, 2001.</li> <li>DPEP-related advertisement has been got published in "Panorama" newspaper, Shimla</li> <li>Publicity material like glowing sign boards,</li> </ul>	<p>printed and distributed to different stakeholders.</p>	<ul style="list-style-type: none"> <li>published on literacy</li> <li>A bi-monthly newsletter 'Yogasutra' published</li> <li>A booklet printed and distributed as a training kit for primary school teachers.</li> <li>Publicity material on civil works under printing</li> <li>Two posters (1 on general and 1 on girls' education) being developed)</li> <li>Material for policy makers under production</li> <li>Material prepared and sent for publication in 'DPEP Calling Anniversary Issue'</li> <li>Two Phase II districts have published the first edition of their quarterly journal titled 'Prakalpa Barta' and</li> </ul>	<ul style="list-style-type: none"> <li>• "School Chalo Abhiyan" revealing the data and progress status of School Chalo Abhiyan and its dissemination to all Chief Ministers, Education Ministers, Central Government Ministries/ Officials of all state &amp; members of legislative assemblies of UP and other concerned officers and personnels.</li> <li>• <b>Glimmer of Hope</b>—a publication on quality improvement in DPEP</li> <li>• <b>Vikalp</b>—a documentation on Hardoi's quality improvement programme.</li> <li>• "Regaining their last smiles"</li> </ul>		

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BHAR	U.P.	RAJASTHAN
	<p>role of women.</p> <ul style="list-style-type: none"> <li>• Posters on girl child and on importance of education were printed.</li> <li>• Self-appraisal Proforma for School Committee members was printed and supplied.</li> <li>• Posters were developed on Community Mobilisation to create awareness on education.</li> <li>• Vast publicity was given on Book Exhibition which was conducted across the state by the National Book Trust of India.</li> </ul>		<p>hoardings and badges for DPEP personnel were developed.</p> <ul style="list-style-type: none"> <li>• Slogans have been developed and painted on the roadside walls in some districts.</li> <li>• Pamphlets, newsletter and booklets on gender awareness, DPEP objectives and VEC formation have been prepared in some districts.</li> <li>• Health cards for school children were printed and distributed to the schools.</li> </ul>		<p>distributed among the teachers and officials.</p> <ul style="list-style-type: none"> <li>• Joynagar CLRC of South 24 Pgs. Has published the 'chakrobarta' focusing the issue of challenged children.</li> </ul>		<p>published on Girls' Education.</p> <ul style="list-style-type: none"> <li>• Newsletters enrichment Programme "Abhivyakti" booklet disseminated.</li> <li>• "BEST" the academic package documented.</li> <li>• BRC/CRC financial manual and Sambal a handbook for BRCCs developed by SIEMAT.</li> </ul>	
<i>Audio Video material</i>	<ul style="list-style-type: none"> <li>• Film on VEC produced; "Meena" a video film</li> </ul>	<ul style="list-style-type: none"> <li>• Video-cassettes of the Meena campaign used</li> </ul>	<ul style="list-style-type: none"> <li>• Video-cassettes highlighting the progress made under</li> </ul>	<ul style="list-style-type: none"> <li>• Two audio and video cassettes – one each on girl child and tribal</li> </ul>	<ul style="list-style-type: none"> <li>• Audio-cassette of 9 folk songs on DPEP messages has been produced.</li> </ul>	<ul style="list-style-type: none"> <li>• A set of 6 audio cassettes, on Shiksha Geet,</li> </ul>	<ul style="list-style-type: none"> <li>• Video spots of one minute on girl's education are ready for telecast by</li> </ul>	



Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<ul style="list-style-type: none"> <li>on Girl Child supplied to all districts</li> <li>Multi-media package on DPEP and successful activities produced.</li> <li>Video documentation of TLM processes done.</li> <li>A video film to bring awareness among parents is under production.</li> <li>Multi-media package on development activities of AP DPEP is under preparation</li> <li>Computerisation of list of books in SPO, District Primary Education Programme library has</li> </ul>	<ul style="list-style-type: none"> <li>Cassettes on joyful learning recorded in local dialects by districts.</li> <li><i>Divas Swapna</i>, audio-cassette on child centred activities produced</li> <li>Audio-cassettes of Garbas and plays produced.</li> <li>Video films on community mobilisation and gender education prepared.</li> </ul>	<ul style="list-style-type: none"> <li>DPEP have been prepared by all the districts.</li> <li>Four video-cassettes developed on gender awareness.</li> <li>Workshop on training and development of audio scripts was conducted in May, 2000.</li> <li>Six audio-cassettes were developed.</li> <li><b>Kullu district developed 2 audio cassettes—one in Hindi and one in Kullvi for mobilisation</b></li> <li><b>Kullu district has prepared 2000 audio cassettes of Hindi and Pahari songs for mobilisation</b></li> <li><b>DPEP H.P in collaboration with DEP-</b></li> </ul>	<ul style="list-style-type: none"> <li>education developed</li> <li>Audio-visual cassettes have been developed in connection with NINAD activities.</li> </ul>	<ul style="list-style-type: none"> <li>'Meena' /cassettes duplicated and campaigns are on in different districts.</li> <li>One video film on activity based teaching learning produced, distributed to districts.</li> <li><b>A video film developed on SLIP programme for campaign</b></li> <li><b>Video film on progress of SLIP in Cooch Behar and Jalpaiguri developed.</b></li> <li>Video film on progress documentation of SLIP prepared covering different workshops held since the inception of the programme.</li> <li>Photo feature presentation in Power point done on SLIP</li> </ul>	<ul style="list-style-type: none"> <li>Abhiyan Geet and Munia Beti campaign and women empowerment developed and being used in mobilisation</li> <li>5 films on different functional areas under DPEP developed</li> <li>A video film 'Naya Savera" to be telecast on Doordarshan</li> <li><b>Audio cassettes of songs in local dialects developed.</b></li> </ul>	<ul style="list-style-type: none"> <li>doordarshan</li> <li>11 minute film 'Koshish' produced</li> <li>Video spots being telecast before regional news on DD</li> <li>Slide shows in cinema houses negotiated as part of the 'School chalo campaign'</li> <li>UP Roadways buses fitted with publicity boards on DPEP and School chalo campaign.</li> <li>6 Jingles being broadcast on AIR.</li> <li>Development of audio-cassettes for the spread of primary education.</li> <li>Development of a 13 episodes audio video serial, focussing on all work areas of DPEP is under progress.</li> <li><b>Good practices to</b></li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN	
	<ul style="list-style-type: none"> <li>• been done. One video multi-media package was developed on various interventions of DPEP.</li> <li>• Video-documentation on IED.</li> <li>• Digital documentation of various workshops and training programmes has been taken up.</li> <li>• Developed visual reports on child labour.</li> </ul>		<ul style="list-style-type: none"> <li>• DPEP and AIR Shimla station has endeavoured to start 15-minute duration by-weekly teacher training programme (Gyan kalash) w.e.f. 5<sup>th</sup> October, 2000.</li> <li>• SPO hosted the inter-media publicity coordination Committee meetings at the state level on 30 Jan, 2001 and made a detailed presentation to the participants.</li> <li>• Video cassettes on MGT was shown to CRCCs in Pangi Block of Chamba district.</li> </ul>		<ul style="list-style-type: none"> <li>• components developed. Still photographs taken up from the field of different district and bound up photo exhibition materials developed for each district and being supplied to the CLRCs where SLIP has been introduced.</li> </ul>			<ul style="list-style-type: none"> <li>• prepare TLM video documented.</li> <li>• Screening of Meena film 'Sansodhan Film' in villages for girls' education and community mobilisation.</li> <li>• Development of a short film (20 min) to encourage School Chalo Abhiyan.</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<i>Trainings and workshops</i>	<ul style="list-style-type: none"> <li>Two-day orientation training programme at district level</li> <li>Mandal level orientation programme to all SEC members</li> <li>Development of slogans on enrollment and retention during review meetings of CMO's/MR P's at state &amp; district level</li> </ul>	<ul style="list-style-type: none"> <li>Workshop organised on material/Poster development for teachers through drawing.</li> <li>A state level media and documentation workshop was organised at Gandhinagar in August, 2000 to orient the BRCCs, CRCCs.</li> <li>Follow-up of state level media workshop was done by conducting training workshops at BRC level to train the CRCC on skills of reporting and documentation during Sept.-Dec., 2000.</li> </ul>	<ul style="list-style-type: none"> <li>One day slogan writing workshop organised. 200 slogans were developed.</li> <li>A four-day workshop organised on training and development of audio scripts.</li> <li>SPO started participating in the Inter Media Publicity Coordination Committee (IMPCC) meetings at the state level during Nov., 2000.</li> <li>SPO hosted the Inter Media Publicity Coordinator Committee (IMPCC) meetings at the state level in Jan. 2001.</li> </ul>	<ul style="list-style-type: none"> <li>3-day workshop on community mobilisation and participation and use of media conducted.</li> <li>State level workshops to develop scripts for plays and Kalajathas organised.</li> <li>The state level workshop for development of audio-cassettes, slogans and posters has been conducted during August - September, 2000.</li> <li>NGO members, PRI members and Sarpanches are also trained through televised programme in Gramsat Pilot Project about their roles in mobilising community members.</li> </ul>	<ul style="list-style-type: none"> <li>Use of media and development of documents discussed in two state level workshops</li> <li>2-day workshop with folk artists held in Sept, 2000. 160 artists participated the festival organised in collaboration with the folk and tribal cultural centre.</li> <li>A 4-day workshop on audio script writing held in December, 2000</li> <li>Documentation on folk media campaign, CLRC book fair, noon and afternoon workshops and Maa-O-Maye mela prepared.</li> <li>13 days intensive training for special educators of DLROs completed.</li> </ul>	<ul style="list-style-type: none"> <li>Theatre and music workshops for development of scripts organised.</li> <li>Four plays printed and disseminated for impromptu performances by local cultural groups.</li> <li>Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed</li> <li>Study tours to other states organised.</li> </ul>	<ul style="list-style-type: none"> <li>4 days workshop on community mobilisation and participation and use of media conducted</li> <li>Workshop on jingles writing organised.</li> <li>Workshop on equal opportunities in education conducted.</li> <li>Still photography on training for workshop for Jes, IED, Girls' education etc.</li> <li>Workshop organised at SPO with support from dept. of information with media.</li> <li>UPDPEP exhibition organised during 3-7 January, 2002.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness campaign 'Sishksha Aapke Dwar' was launched from 19 November, 2001.</li> <li>State level 'Bal mela' and 'Mahila Mela' organised at Jaipur.</li> </ul>
<i>Press and Mass Media</i>	<ul style="list-style-type: none"> <li>Organised state-level</li> </ul>	<ul style="list-style-type: none"> <li>Major events seminars and</li> </ul>	<ul style="list-style-type: none"> <li>oordarshan mobilised to</li> </ul>	<ul style="list-style-type: none"> <li>Radio and local</li> </ul>	<ul style="list-style-type: none"> <li>DPEP activities covered in print</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers, radio and</li> </ul>	<ul style="list-style-type: none"> <li>Reports on project</li> </ul>	<ul style="list-style-type: none"> <li>DPEP launch</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>press tours to Warangal and Karim Nagar districts.</p> <ul style="list-style-type: none"> <li>Radio interviews of VEC members organised</li> <li>Exhibitions organised for publicity</li> <li>A press tour organised of state media personnel.</li> <li>Newspaper clippings were compiled and analysed.</li> </ul> <p><b>Action was taken by concerned sectoral officers accordingly towards adverse comments.</b></p> <ul style="list-style-type: none"> <li>Newspaper clippings were collected and documented</li> <li>An exhibition of</li> </ul>	<p>workshops were projected through newspapers and Doordarshan.</p> <ul style="list-style-type: none"> <li>Reports on some major DPEP events published in English and Gujarati dailies.</li> <li>Folk media "Bhavai" used to mobilise parents and the community on enrolment and retention.</li> <li>'Prathamik Shikshan Saravani', the quarterly magazine in Gujarati from SPO, published regularly. It is sent to all the schools in project districts, CRC coordinators, DIETS, DPEOs of all</li> </ul>	<p>telecast DPEP films.</p> <ul style="list-style-type: none"> <li>Hindi press in Chandigarh, Jalandhar and Dharamshala along with AIR Shimla being used to disseminate information about DPEP.</li> <li>DPEP, H.P. in collaboration with DEP-DPEP and AIR Shimla has endeavoured to start 15 minutes duration bi-weekly teacher training programme (Gyan Kalash).</li> </ul>	<p>newspapers mobilised to support the enrolment drive.</p> <ul style="list-style-type: none"> <li>Activities of DPEP have been broadcast in the All India Radio and Doordarshan SIET.</li> <li>A wide publicity was made through newspaper, All India Radio and Doordarshan in order to make people aware about NINAD programme</li> <li>Two programmes in DD - National channel were telecast to sensitize general public on the scheme of EGS &amp; AIE.</li> <li>A discussion on AIE was radio broadcasted in August, 2001</li> <li>A large</li> </ul>	<p>and electronic media</p> <ul style="list-style-type: none"> <li>Outlines developed for all out media campaign.</li> </ul>	<p>Doordarshan for media advocacy.</p> <ul style="list-style-type: none"> <li>Success stories on BEP activities published in newspapers.</li> <li>The private TV channel, - Patna City news, has covered events organised under DPEP</li> </ul>	<p>interventions sent to newspapers</p> <ul style="list-style-type: none"> <li>Five press conferences organised</li> <li>The private channel and city news channel has covered events organised under DPEP</li> <li>Press visits to DPEP districts and project activities</li> <li>Press workshop held in August, 2001 in SPO for dissemination of project activities. National, electronic media channels and print media participated</li> <li>Publication of Saikshcik Prekshak, a newsletter for teachers by DPO, DIETs also issue newsletters for teachers and BRCC, NPRCC.</li> </ul>	<p>Programme organised in Oct, 1999 and given wide press coverage</p> <ul style="list-style-type: none"> <li>Advertisement in local and national newspaper</li> <li>published Radio talks, TV coverage done.</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<p>DPEP publications and photographs</p> <ul style="list-style-type: none"> <li>• Websites on APDPEP created for information dissemination.</li> <li>• Local cable network is being used to spread messages on education</li> </ul>	<p>non-DPEP districts in Gujarat.</p> <ul style="list-style-type: none"> <li>• Gujrati quarterly magazine 'Balmandir' is being published regularly.</li> <li>• Press conference was organised under the leadership of hon'ble Minister for Education, Smt. Anandi Ben Patel on January 13, 2001.</li> <li>• Films on earthquake related works were produced by the GCPEC in English and Hindi on videos and CDs.</li> </ul>		<p>number of awareness programme have been organised through print and electronic media like newspaper advertisement , radio talks, jingles and TV talks have been arranged in order to create awareness among people.</p>			<p>"Samvet" issued by SPO for BRCs.</p> <ul style="list-style-type: none"> <li>• Audio, visual and print media gave wide coverage of School Chalo Abhiyan 2001.</li> <li>• A full page was devoted to the efforts of DPEP for teachers' support in all state level newspapers on Teachers' Day.</li> <li>• Full page publicity titled "Flag bearers of the Nation" in several (including North America) editions of Indian Express on DPEP's progress in U.P.</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Networking	<ul style="list-style-type: none"> <li>Networking with Govt Depts. — Mahila Mandals and Youth Organisation, MVF Foundation, Dept. of AE, UNDP and newspapers established.</li> <li>SC trainings were conducted with MVF</li> <li>All teachers unions/Associations were taken to visits to child labour camps in Rangareddy district.</li> <li>All the districts are connected through a dial up network.</li> <li>Updation of website <a href="http://www.apdpep2000.com">www.apdpep2000.com</a> and <a href="http://www.school">www.school</a></li> </ul>	<ul style="list-style-type: none"> <li>Gujarat SCERT, Ravi Mathai Centre for Educational Innovation and local NGOs like Avaj etc.</li> </ul>	<ul style="list-style-type: none"> <li>Public relation department, Youth services and sports department, state council of science and technology and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR established.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with NGOs, youth clubs done</li> <li>Convergence meeting with Natya Academy conducted</li> <li>A stall was put up in Vidyasagar Mela held in Kolkata</li> <li>Maidan during December to January exhibiting different activity and achievements of WBDPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with political parties, trade unions, NGOs Teachers, Associations, Youth Clubs, NYKs established.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with SIET, UP Directorate of Information, IAVP Song &amp; Drama Division, PIB, UP Roadways, newspapers, AIR, Doordarshan-Lucknow established.</li> </ul>	

MEDIA ACTIVITY	CHHATTISGARH	JHARKHAND
<i>Administrative Arrangement</i>	Formation of Chhattisgarh SPO is under process.	Media Co-ordinator in place
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> <li>• It will be carried out soon by the state of Chhattisgarh.</li> <li>• Posters, badges, flags developed for Padhna, badhna campaign. Many posters, models, pamphlets, multi-media presentation is under process for state formation celebration.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, newsletter, calendar published, regarding ALS, ECE, VEC, enrolment drive, book distributions, and Nirman Mahotsav, evaluation, gender issue, letter to the teachers. Slogan development, wall writing on National Highway and other routes.</li> <li>• Printing of pamphlets, and posters in local dialect. Magazines published for West Singhbhum district.</li> <li>• Quarterly magazine BEP Ahwan at state level being published</li> <li>• Newsletter at SPO and DPO being brought out</li> <li>• Documentation of media activities</li> </ul>
<i>Audio Video material</i>	<ul style="list-style-type: none"> <li>• Audio &amp; video materials developed by the state of M.P. is being used in the districts of Chhattisgarh.</li> <li>• State will prepare its own materials afterwards.</li> <li>• Audio cassettes for formal school developed.</li> <li>• Audio cassettes for class I and II English content developed.</li> <li>• Conversion of educational videos developed by NCERT into CD-ROM planned for computer enabled education at head start clusters.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of audio/video cassettes. Video documentation has been made like 'Hamara Vidyalaya', Civil Works, Micro-planning, Chunauti etc.</li> <li>• Video documentation of special campaign, cultural activities, rallies, meeting etc.</li> <li>• Audiocassettes of songs in local dialects developed.</li> <li>• Various functional areas prepared by BEP being used.</li> <li>• A set of 6 audiocassettes on Shiksha Geet. Abhiyan Geet, Munia Beti campaign and women empowerment. A set of 2 audio cassettes on Shiksha Geetmala developed by BEP being used for mobilisation</li> <li>• Audio cassettes distributed to community and video shows organised during training and workshops.</li> </ul>
<i>Advertising</i>	<ul style="list-style-type: none"> <li>• Necessary arrangements are being done by the state.</li> <li>• Massive advertising campaigns taken up after the formation of state during Padhbo, Padhabo School Jabo Abhiyan.</li> <li>• UEE-related matter to be broadcast and telecast in the media.</li> </ul>	
<i>Training &amp; Workshop</i>	<ul style="list-style-type: none"> <li>• Four day workshop on 'Education for All' conducted in the month of March 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• Study tours to other states organised. Training module published. Theatre and music workshops for development of scripts organised. Regional theatre workshops being organised regularly for capacity building of cultural groups at level of linguistic zones</li> </ul>

MEDIA ACTIVITY	CHHATTISGARH	JHARKHAND	UTTARANCHAL
		<ul style="list-style-type: none"> <li>▪ Four plays developed during regional level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in seven languages.</li> <li>▪ <b>Workshop with cultural group at BRC level.</b></li> <li>▪ <b>Organised workshop for slogan, local song development.</b></li> <li>▪ <b>Organised a workshop for capacity building of cultural team in Dumka and East Singhbhum district.</b></li> </ul>	
<i>Press &amp; mass media</i>	<ul style="list-style-type: none"> <li>▪ It will be taken up now by the SPO of Chhatisgarh</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newspapers, radio and Doordarshan harnessed for media advocacy</li> <li>▪ Success stories on DPEP activities published in newspapers</li> <li>▪ The private T. V. channel covered events organized under DPEP</li> <li>▪ <b>News of 'Bal Mela/ Maa-Beti Mela' in Hindustan Times, etc. in Dumka district.</b></li> <li>▪ <b>News of 'Bal Mela, Maa-Beti Mela in Aakashvani in Dumka district.</b></li> <li>▪ Publication of report on cultural programme in newspapers like Prabhat Khabar, Ranchi Express, publication of VECs school development.</li> </ul>	
<i>Networking</i>	<ul style="list-style-type: none"> <li>▪ Convergence with DPRO, Govt. of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC under process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Convergence with Cultural Group, NGOs, NYKs, ZSS, Jago Bahina Samiti, ICDS, political parties, trade unions being established.</li> <li>▪ <b>Conversations with Zila Saksharta Samiti in all the DPEP districts. Local NGOs and Education department involved in DPEP programmes in East Singhbhum.</b></li> </ul>	



# RESEARCH AND EVALUATION

## Introduction

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

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

## Promotion of Research in Elementary Education

DPEP first addressed the issue of promoting qualitative research in elementary education through a national seminar on priority areas for research in January 1996. As a resultant strategy, two schemes, namely PROMOTE and INSPIRE were announced for supporting researches by established researchers and mainstream educational and research institutions. The schemes attracted the attention of universities, public & private research institutions and NGOs. Fifteen studies were commissioned through a three-tier scrutiny and evaluation procedure. The list of studies conducted under these schemes reflect the wide spectrum of concern in programme implementation ranging from pedagogy, curricula, teacher education, society, economics & education as well as educational planning & management. Last year, RESU undertook a project of compilation of abstracts of researches conducted at the national/state/district levels for DPEP. Abstracts of 214 researches were compiled in the following priority areas:

- Planning & Management in Elementary Education: 44 studies
- Society, Economics of Education
- Teacher Education & Training
- Pedagogy: Curriculum, Textbooks & Other Materials
- Others (BAS/MAS, Civil Works, Alternative Schooling etc.)

Work on compilation of research abstracts continued in 2000, and a document titled 'Research Abstracts in Primary Education (1994-2000)' containing about 255 abstracts of researches conducted at the national, state and districts levels upto November 2000, was prepared by RESU and was published in April, 2001. This publication has been

sent to all State Project Offices, SCERTs and SIEMATs. **Further work on compiling abstracts of studies completed after November 2000, is in progress.**

The following research studies commissioned or undertaken by RESU, were completed at the national level by 2001:

- Study of the Need for Special Supplementary Reading Material for moderately hearing impaired children in Assam. by Ms Poonam Arora, New Delhi.
- Problems and prospects of Double Shift schools in Assam and Madhya Pradesh by Mr. Sunil Batra, Centre for Education, Action and Research, New Delhi.
- A basic communication strategy for DPEP by Ms A Sivadas, Media Advocacy Group, New Delhi.
- On-the-job Support required for Elementary Teacher Educators by Dr. D.N. Dani, Vidya Bhawan G.S. Teacher's College, Institute of Advanced Studies in Education, Udaipur.
- Study on participation of children in primary education in two districts (Hardoi and Moradabad) of UP by Development and Research Services, New Delhi.
- Role of Panchayati Raj and Teacher Accountability in Ujjain, Ratlam and Shajapur districts of Madhya Pradesh by Madhya Pradesh Institute of Social Science Research, Ujjain.
- A study of Primary School Efficiency by Prof. A.M. Nalla Gounden, K. Suresh and Anbupalam, Chennai.
- Assessment of teacher knowledge of content area and pedagogy in mathematics at the primary school stage by Prof. J.N. Joshi, Institute for Development and Communication, Chandigarh.
- Development of Effective Teaching Methods with the help of Mini teachers (pupil teachers) in Multi-grade Schools: An experiment, by Dr. M.J. Mali, MJP Vishwabharati Research and Cultural Institute, Gargoti, Kolhapur.
- Evaluation of MLL in two districts of Gujarat by Dr. P. Mohite, M.S. University, Baroda.
- Costliness of primary education: An inquiry into the private and social cost of primary education by Prof. P.R. Panchamukhi and Sailabala Debi of Centre for Multi-disciplinary Development Research, Dharwad.
- Teacher Absenteeism in Primary Schools: A field study in select districts of MP & UP by Mr. G.V.L. Narasimha Rao, Development and Research Studies, New Delhi.
- Efforts made in In-service Training of Teachers in DPEP states, an in-house study conducted by RESU with Prof. Snehlata Shukla as Consultant.
- Study of lateral entry in DPEP districts of Haryana by Prof. A.B.L. Srivastava, RESU.
- Internal efficiency and dropout rates at primary level of education in phase I and phase II DPEP districts by Prof. A.B.L. Srivastava, RESU.
- Repetition and Dropout Rates in DPEP districts for 1997/98-1998/99 and 1998/99-1999/2000 by ABL Srivastava, April 2001. The study provides class-

wise repetition and dropout rates as well as cohort dropout rates for 131 DPEP districts, using EMIS-DISE data. Report of this study has been sent to all SPDs.

- **Dropout Rate and other indicators of internal efficiency in DPEP districts for 1999/2000 - 2000/01 by ABL Srivastava, November, 2001.**

#### Studies conducted by NCERT and NIEPA

1. NCERT has completed a study on classroom processes conducted in seven DPEP I states during 1999-2000. Its reports were made available to the 12<sup>th</sup> JRM. The research had adopted the case study approach of social anthropology and extensive use was made of actual observation in the classroom, in-depth interview of teachers and study of various records and documents. In each state, 10 schools were selected for such study. The study was conducted under the overall guidance of Prof. C.S. Nagaraju.
2. NCERT has organised Benchmark and Mid-term Assessment Surveys in DPEP districts to assess the achievement of students at the end of class I and class III or IV, depending on whether the last primary grade is IV or V. Achievement tests in language and mathematics developed by NCERT initially and later by RESU-TSG were used for such assessment. The surveys have been conducted by state level agencies under the guidance of Prof. Ved Prakash and his colleagues.

Terminal Assessment Survey (TAS) in DPEP Phase I districts was conducted in all the seven (now eight after bifurcation of Madhya Pradesh) DPEP Phase I states under the guidance of NCERT. Achievement tests, the same as used for MAS in these districts, and the sampling design were provided by NCERT. The survey has been completed in all the states. **Reports of the survey have been received by NCERT from all the states. NCERT is preparing a consolidated national report based on all the state reports.**

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

have also taken the initiative of conducting similar cohort studies. Recently Uttar Pradesh has also decided to conduct cohort study in samples of schools of the new 32 Phase III districts. For that necessary guidance was provided by NIEPA and advice on sampling by RESU.

6. **The following studies were completed by NIEPA between October, 2001 & March, 2002:**
  - (i) **Sample Survey for validation of DISE Data (by Dr. Yash Aggarwal)**
  - (ii) **An Exploratory Study of Interface / Linkage between Pre-Primary and Primary Levels of Education (Neelam Sood)**
  - (iii) **Analysis of Educational Expenditure in DPEP Districts (by Dr. Yash Aggarwal)**
  - (iv) **Content Analysis of Training Modules for Village Education Committees: A Study of seven DPEP States (Phase I) (by Dr. Pramila Menon)**
  - (v) **Access and Retention under DPEP 2000 (by Dr. Yash Aggarwal)**

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

1. An Assessment of Trends in Access and Retention, A study of primary schools in DPEP districts by Prof. Yash Aggarwal of NIEPA (the latest in the series was prepared in November, 2000).
2. Expenditure analysis, DPEP: Phase I districts by MIS Unit, TSG, 2000
3. Bringing Girls Centre Stage: Strategies and interventions for girls' education in DPEP by Gender Unit, TSG, 2000.
4. Every Child in School and Every Child Learning: Diverse strategies for universalising access to schooling by Alternative Schooling Unit, TSG, 1999
5. Glimpses from the Grassroots, A synthesis based on case studies of successful practices at Local Resource Centres in Assam, Bihar, Kerala, Karnataka and Madhya Pradesh by Pedagogical Improvement Unit, TSG, 1999
6. Meeting Challenges - Documentation of positive practices in four DIETs by Pedagogical Improvement Unit, TSG
7. Options for Change - Innovations and Experiments in the DPEP by Gender Unit, TSG, 1999
8. Status and Processes of Textbook Renewal by Pedagogical Improvement Unit, TSG, 1999.
9. Scholastic Attainment under MAS: An appraisal in phase II states by NCERT, November 2000.
10. Internal Efficiency and Cohort Drop-out Rates at Primary level of education in phase I DPEP districts for 1996 & 1997 by Prof. A.B.L. Srivastava, RESU, 1999.
11. Reaching out further - Para Teachers in Primary Education - An in-depth study of selected schemes by Bodh Shiksha Samiti, Jaipur, 1999.
12. Study of the Support Systems and Processes which Underpin DPEP's Pedagogical Strategy in six states (Assam, Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh and Uttar Pradesh), 1999

13. Study on Community Mobilisation and Empowerment for Universalisation of Primary Education conducted in seven states (Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh and Uttar Pradesh), 1999.
14. Study of Declining Enrolment in Class I in three states (Maharashtra, Tamil Nadu and Uttar Pradesh). 2000.
15. **Progress towards universal access and retention in 2 volumes (Analytical Report and District Report cards) by Y. Aggarwal, published by NIEPA in November, 2001.**
16. Classroom Observation Studies - Case studies of schools were undertaken in 7 DPEP-I districts as well as one of Andhra Pradesh because of the APPEP program. The case studies revolve around some well functioning schools in different states covering just a few schools in each state. The main aim was to explore how these schools function, and what type of practices prevail in the actual classroom transactions in these schools (Pedagogy Unit).
17. Improving Girls Access to a Better Life through Primary Education Mid-term Review of Efforts to Improve Girl Child Participation Rates 1997 (Gender & IED Unit).
18. Empowerment through Education: Identification and enrolment of children with special needs in DPEP, March 2000 (Gender & IED Unit).

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

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

## **Recent and Ongoing Research Activities**

### **(1) Studies on Dropouts**

- (i) A study on Causes of high dropout rate was undertaken in 6 states (Assam, Bihar, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal) where dropout rates were very high in some of their districts according to DISE data. **Tools for data collection and sampling design were finalised in consultation with the Principal Investigators and a couple of experts. While data collection has been completed in Assam, in other states there was some delay in starting the study and data collection is going on at present. It is expected that the study, which will cover 2 districts in each state, will be completed by August, 2002.**
- (ii) A study on dropouts is also going to be undertaken in a few districts of DPEP states where the dropout rate has fluctuated greatly from year to year. In Kerala, a study on factors responsible for very low or negative dropout rates, is proposed to be undertaken. **The study is in progress in Haryana and Tamil Nadu. The one in Kerala has yet to start.**
- (iii) Cohort studies to assess completion rate are going to be undertaken in at least one district of every DPEP state on the pattern of Tamil Nadu under

the guidance of NIEPA. A few states (like Tamil Nadu, Maharashtra, Karnataka, and Andhra Pradesh) have conducted the study in all their DPEP districts, while others have conducted the cohort study in selected districts or blocks. These studies are continuing in these states with cohorts of other years. Also other states like U.P. which had not conducted cohort study earlier, are going to conduct Cohort Study in most of the districts this year.

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

An external evaluation of DPEP (Phase I) is being conducted by four IIMs. The draft research proposal for the study was prepared by RESU. A meeting of Principal Investigators from the four IIMs (Bangalore, Kolkata, Lucknow & Ahmedabad) was held in MHRD on 5.10.2001, to discuss the ToR. The study is expected to be completed by the end of May 2002.

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

As suggested by the 14<sup>th</sup> JRM, this study was undertaken to find out why repetition rates are high in some DPEP districts. The study is going to be undertaken in nine states (Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Tamil Nadu and West Bengal) in which grade repetition rates derived from EMIS-DISE data, were found to be high. In a meeting of Research & Evaluation Coordinators of these states, held on March 18, 2002 the specific objectives and *modus operandi* of these studies were discussed. It has been decided that the states will conduct these studies with their own resources, while RESU will coordinate the study at the national level and will provide the states necessary technical advice for conducting the study. The work on the study will start as soon as the states identify the agency to undertake the study.

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

The study was conducted in all the seven DPEP I states (now eight after bifurcation of M.P.) by different agencies which identified were identified by TSG. 13 districts (1 to 2 districts in each state) out of the 42 DPEP I districts were covered. **Fieldwork for the study is over. Analysis and report writing are in progress. Sharing of the findings of the study with each state is scheduled for May, 2002. Pedagogy Unit of TSG is coordinating this study.**

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

These are explorative studies to understand the pupil evaluation systems in schools, formal as well as continuous and comprehensive. The states selected for the study are Madhya Pradesh, Kerala, Karnataka, Uttar Pradesh, Haryana. Two NGOs have also been selected for the study (Ekalavya, Bhopal & Digantar, Jaipur). **Preliminary study reports were prepared and their findings were shared at a national level workshop with all DPEP states (February 27- March 1, 2002). The studies have been conducted under the supervision of Pedagogy Unit of TSG.**

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

A national study on Classroom Culture and Processes from the Gender Perspective is being conducted in all the 18 DPEP States. Data has been collected from 17 formal primary schools and 4 Alternative schools in each state by the research teams who

were entrusted with the job of data collection. **At present, the research teams are in the process of analysing the data. After data analysis, the state reports will be prepared. It is expected that these will be ready by the end of May 2002 and the National report by the end of June 2002.** The study is being coordinated by the Gender Unit of TSG.

#### **(7) Evaluation of Alternative Schools**

It is proposed to conduct an evaluation of Alternative Schools in 6 states (now 7 after bi-furcation of Madhya Pradesh), out of which two are DPEP I states - Madhya Pradesh and Chhattisgarh. **A Research Advisory Group was set up which helped in finalising the objectives and research design of the study. The states have identified the agencies for carrying out the evaluation and CIE, Delhi is going to be the central coordinating agency for the study. The study is being coordinated by Alternative Schools Unit of TSG.**

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

It is proposed to conduct an extensive National-level Evaluation of all aspects of Civil Works in DPEP in the coming year. The evaluation will be coordinated by Civil Works Unit, TSG. An Advisory Group is being formed to guide this evaluation. The objective is to identify state-wise strengths and weaknesses, and focus on improvements in future Civil Works in DPEP and otherwise. The evaluation will be for both the Process and the Product. Experts in Civil Works, Community Issues, Management and Pedagogy will be involved in this evaluation. **The tools have been prepared and sampling has been done. Fieldwork entrusted to the State Evaluation Teams is in progress. The teams in Assam, Tamil Nadu, Uttar Pradesh, Rajasthan and Himachal Pradesh have gone to the field already and others (teams of Andhra Pradesh, Madhya Pradesh, Haryana, Bihar, Karnataka, West Bengal and Gujarat) will start fieldwork in April. Some preliminary findings are expected to be available by the end of April 2002.**

#### **(9) Trends in Access and Retention**

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

#### **Action Research**

Since 1995-96 onwards, DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC/BRC and DIET level through training programmes conducted by NCERT. In fact, NCERT has developed a module on Action Research methodology which is widely disseminated in a published format. Efforts made for promoting action research are showing result as there is a spurt in researches on issues which are very close to actual teaching-learning conditions and processes in most of the states. Although the different states have adopted different strategies for promoting action research, so far about 500 Action Research projects have been undertaken and completed in the DPEP states.

Apart from NCERT offering training in action research in DPEP states, SIEMAT (Allahabad) has also organised decentralised training for grassroot-level practitioners and teachers in action research. The number of action research studies completed in the different states now number more than 600. **The Action Research studies are going on in most of the states. Some states have undertaken preparation of abstracts of the AR studies and have also conducted dissemination seminars at state/district/block levels.**

### **Sharing of experiences and Using Outcomes of Research**

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

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

### **Improving assessment of pupils at the primary level**

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

States have also initiated programmes for developing appropriate pupil evaluation strategies, which are suitable to pedagogic renewal undertaken by the states. Kerala has changed the pupil evaluation system at the primary level to activity-based



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

## Networking

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

## National level research Seminars

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

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

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

At these seminars, a number of research papers were presented on the selected themes and also panel discussion were organised to discuss certain topical issues. **It has been decided to publish selected papers of the ISEC seminar. The papers were sent to authors for revision / modification to. The report is going to be published shortly.**

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

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

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

### Capacity Building

Capacity building has been central to the DPEP processes. The component of research and evaluation is also developed from the very beginning to augment the existing skills in the institutions and individuals for undertaking qualitative and useful research activities. All DPEP states have recognised the need for concentrated efforts for skill development of personnel in action research, research methodology and impact assessment. Most of the states have directed their efforts for capacity building and providing assistance to teachers for undertaking action research at their levels. The states have been using the expertise of NCERT, RESU, RIEs, local universities, research & educational institutions and individual experts for capacity building efforts. NCERT has conducted several orientation programmes on action research methodology for the DPEP states.

Various SCERTs have also stepped up their training in research methodology and action research training. RESU helped in screening research proposals and formulating research designs for studies undertaken by SIEMAT (UP), in training of DIET-level staff in research methodology in Tamil Nadu and assisting Andhra

Pradesh in conducting a workshop on use of MAS and BAS findings. RESU has continued to support SIEMAT, Allahabad in its research efforts by participating in its research seminars and providing technical advice on research projects. The Chief Consultant, RESU, participated in the Policy Research Advisory Committee of Uttar Pradesh.

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

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

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu	
<b>1. Organisation &amp; Management</b>								
(i) Staffing	<ul style="list-style-type: none"> <li>- R&amp;E officer in SPO and DPOs in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Programme officer (R&amp;E) in SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E an additional charge under the AO in SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- Assistant Programme officer (R&amp;E) in place in SPO and Programme Officers in DPO of each district.</li> </ul>	<ul style="list-style-type: none"> <li>- Consultant (R&amp;E) in place in SPO.</li> </ul>		<ul style="list-style-type: none"> <li>- FIRM wing established in SPO with Consultants.</li> </ul>	
(ii) Other Institutions Role	<ul style="list-style-type: none"> <li>- SIE, Jorhat has a separate component for R&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>- SIEMAT and SCERT hub of R&amp;E activities.</li> <li>- Consultant for R&amp;E in SCERT.</li> </ul>	<ul style="list-style-type: none"> <li>- Each functional area in SPO addresses R&amp;E issues individually.</li> <li>- A separate unit for R&amp;E set up at DSCERT.</li> </ul>	<ul style="list-style-type: none"> <li>- At SPO level, internal and external monitoring and evaluation looked after by each unit.</li> <li>- State level steering committee constituted.</li> </ul>	<ul style="list-style-type: none"> <li>- Each functional area addresses R&amp;E issues individually.</li> <li>- State and District Research Groups constituted.</li> </ul>	<ul style="list-style-type: none"> <li>- MSCERT is the nodal agency for promoting research.</li> </ul>	<ul style="list-style-type: none"> <li>- DERT &amp; each DIET has coordinators for R&amp;E.</li> </ul>	
(iii) Advisory Group	<ul style="list-style-type: none"> <li>- Steering Group for Research at SPO.</li> <li>- Research Advisory Group set up by SIE, Jorhat.</li> </ul>	<ul style="list-style-type: none"> <li>- State Resource Group in Research set up by SPO.</li> <li>- District Research Groups set up.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Resource Group set up by SPO.</li> <li>- RIE, Mysore identified as supporting institute.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up by SPO.</li> <li>- Internal Academic Support Missions focus on Monitoring &amp; Evaluation of pedagogic issues.</li> </ul>	<ul style="list-style-type: none"> <li>- District level committees formed for research comprising retired teachers, lecturers and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up at MSCERT &amp; SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up by SPO.</li> <li>- District Research Groups set up.</li> </ul>	
<b>2. Action Programmes</b>								
(i) Operational Levels Institutions	<ul style="list-style-type: none"> <li>- SIE, DIETs, BRCs and practising teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- SIEMAT, SCERT, DIETs, BRCs &amp; teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT, DIETs and practising teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO, DIETs, BRCs, CRCs and selected teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT, SPO, DIETs, DPO, CRCs and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- DIETs, BRCs/ CRCs, teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO, BRCs &amp; CRCs and selected teachers.</li> </ul>	
(ii) Activities conducted	<ul style="list-style-type: none"> <li>- SPO organised a first training programme in October 1998 in which 150 participants were trained.</li> <li>- All instructors of 19 BTCs in Assam oriented in Action Research</li> </ul>	<ul style="list-style-type: none"> <li>- Selected DIET faculty members of all 8 districts trained in action research by SIEMAT, Allahabad.</li> <li>- 125 primary teachers / head-teachers / CRC coordinators were trained in action</li> </ul>	<ul style="list-style-type: none"> <li>- Training in Action Research for DIET and DSERT personnel conducted with help of RIE, Mysore.</li> <li>- Action Research conducted in 16 areas and an abridged version of the report</li> </ul>	<ul style="list-style-type: none"> <li>- 38 AR studies by teams of teachers, CRC/BRC personnel and DIET faculty completed.</li> <li>- Training in AR conducted in February '99 by SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- Under Quality Watch, an Action Research programme was initiated in four districts, namely, Betul, Raigarh, Raigarh and Shahdol. Thirty schools in one of the blocks of each district</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT looks after the training and monitoring responsibilities.</li> <li>- 179 action research project have been completed.</li> <li>- Another 50 projects</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT looks after the training and monitoring responsibilities.</li> <li>- 179 action research project have been completed.</li> <li>- Another 50 projects</li> </ul>	<ul style="list-style-type: none"> <li>- SPO R&amp;E wing (FERM) conducted training workshops in all districts. All BRC coordinators trained in the action research.</li> <li>- Training given to BRC/ CRC and teacher educators for</li> </ul>

<p><b>Assam</b></p> <p>methodology. In this training, Action Research proposals were developed by instructors, DIET faculties and BRC coordinators.</p> <ul style="list-style-type: none"> <li>- 14 action research studies completed in various districts last year.</li> <li>- SIE currently providing district-wise training.</li> </ul>	<p><b>Haryana</b></p> <p>research. About 150 action research studies were undertaken by them and DIET lecturers. These studies are almost complete.</p> <ul style="list-style-type: none"> <li>- Training of 312 teachers / CRC Coordinators undertaken in 7 batches. They selected problems and started working on them. The progress of their work was reviewed in monthly workshops at DIET / Block level and also at the state level. Report writing workshops conducted in January / February, 2001.</li> <li>- Activities proposed for the future include organisation of workshops to edit the reports of Action Research for their presentation, sharing and publication.</li> </ul>	<p><b>Karnataka</b></p> <p>has been brought out and disseminated upto block level.</p> <ul style="list-style-type: none"> <li>- Kannada version of Action Research reports has been disseminated through <i>Kali Nalli</i>, the bi-monthly teachers' magazine.</li> <li>- Material has been developed at a state level workshop for training of teachers in Action Research.</li> </ul>	<p><b>Kerala</b></p> <ul style="list-style-type: none"> <li>- Districts also conducted one round of training for teachers.</li> <li>- So far 242 AR studies have been initiated till date. All studies were finalised by the end of March 2001. Abstracts of selected studies prepared.</li> <li>- In Kasargod, Palakkad &amp; Wayanad districts, training/ dissemination workshops on Action Research were organised for teachers and trainers.</li> </ul>	<p><b>Madhya Pradesh</b></p> <p>comprising of ten primary schools, ten alternative schools and ten education guarantee schools were taken for action research programme.</p> <ul style="list-style-type: none"> <li>- Orientation programme for core groups of each district were organised in August, 1999.</li> <li>- Two review meetings held in SPO in Nov, 1999.</li> <li>- Action Research conducted to assess the needs of teachers teaching English in 5 districts.</li> <li>- Impact study of book I, II, III; Teachers Needs Assessment for middle School teachers; and Assessment of teachers capacity in English (Teacher Training 2001).</li> </ul>	<p><b>Maharashtra</b></p> <p>are under way. Documentation of the AR projects is under preparation.</p> <ul style="list-style-type: none"> <li>- Action Research workshop proposed by MSCERT in April 2002.</li> <li>- State level workshops on AR were conducted at Gadchiroli &amp; Parbhani by the Research and Evaluation department of MPSP, Maharashtra.</li> </ul>	<p><b>Tamil Nadu</b></p> <p>training teachers in action research.</p> <ul style="list-style-type: none"> <li>- 180 action research studies completed. Another 50 Action Research projects in progress.</li> <li>- Abstracts of completed Action Research projects is under preparation.</li> <li>- Eight action research projects on gender related themes were undertaken.</li> </ul>	
<p>3. Promotion of Research in Primary Education</p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- SPO, through a workshop identified</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT and SIEMAT prioritised areas for</li> </ul>	<ul style="list-style-type: none"> <li>- A state-level Resource Group guides in</li> </ul>	<ul style="list-style-type: none"> <li>- Research proposals are invited from</li> </ul>	<ul style="list-style-type: none"> <li>- Emerging research needs addressed on</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops conducted at district and state</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E wing identified areas for research and</li> </ul>

	<p><b>Assam</b></p> <p>priority areas for research. Each year, major and minor studies planned and budgeted by SPO's R&amp;E unit.</p> <ul style="list-style-type: none"> <li>- A resource inventory developed for tapping resources.</li> </ul>	<p><b>Haryana</b></p> <p>research in 1998. From SPO, activities are primarily based on suggestions offered by JSMs and experts in various functional areas.</p> <ul style="list-style-type: none"> <li>- Researchers are also invited to submit proposals on important issues.</li> </ul>	<p><b>Karnataka</b></p> <p>identifying areas for research and engaging institutions.</p> <ul style="list-style-type: none"> <li>- Emerging research needs during programme implementation have been addressed on a priority basis.</li> </ul>	<p><b>Kerala</b></p> <p>individuals &amp; institutions. A state level screening committee scrutinizes and approves the proposals.</p>	<p><b>Madhya Pradesh</b></p> <p>priority basis.</p> <ul style="list-style-type: none"> <li>- SCERT pursuing own research agenda under DPEP.</li> <li>- <b>Priority areas for research at different levels have been identified.</b></li> <li>- <b>External &amp; Internal agencies are involved.</b></li> </ul>	<p><b>Maharashtra</b></p> <p>level for prioritising research areas.</p> <ul style="list-style-type: none"> <li>- Reputed institutions were involved at the state level. At the district level, the works is mostly done by system functionaries.</li> </ul>	<p><b>Tamil Nadu</b></p> <p>pursued the same till 1997.</p> <ul style="list-style-type: none"> <li>- Research Advisory Committee set up. Strategy being developed and areas identified.</li> </ul>
<p>(ii) <i>Activities</i></p>	<ul style="list-style-type: none"> <li>- State-level workshop on the final reports of four research studies on low enrolment in phase I districts in May 2000.</li> <li>- A state-level workshop on sustainability and mainstreaming of DPEP activities in June 2000.</li> <li>- MAS study in six districts completed.</li> <li>- Study titled 'Impact of intervention of DPEP on community participation' has been completed.</li> <li>- Draft report of 'Classroom transaction in DPEP: A comparison of two DPEP districts submitted.</li> <li>- A total of 34 research studies completed.</li> </ul>	<ul style="list-style-type: none"> <li>- 32 research studies conducted. Four of these focussed on gender issues such as gender bias in textbooks.</li> <li>- ECCE and learning achievement of children at primary level were the prime focus of the mid-term assessment conducted in four Phase I districts.</li> <li>- SIEMAT Bhiwani undertook and completed following studies :             <ol style="list-style-type: none"> <li>1. Study of incidence of drop-outs among girl students in village Haroli of district Fatehabad, village Ramphul Khera of Sirsa district &amp; Dhani Khushal village of Bhiwani district.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- 16 research studies completed so far and 15 in progress.</li> <li>- The Mid-term Assessment Survey in DPEP II districts has been completed</li> <li>- An evaluative study undertaken by NIAS is in progress.</li> <li>- Evaluation study on MLL-based curriculum in classes I &amp; II has been completed.</li> <li>- Evaluation study on use of activity-cum-workbooks/teacher's guide has been completed.</li> <li>- Terminal Assessment Survey conducted in the DPEP-I districts.</li> <li>- A study on 'grade repetition' is being taken up the design</li> </ul>	<ul style="list-style-type: none"> <li>- MAS for phase II districts conducted and final report prepared.</li> <li>- External Evaluation of Pedagogical Interventions in DPEP Kerala is in progress.</li> <li>- <b>Studies completed &amp; draft/interim reports submitted for the following studies:</b> <ul style="list-style-type: none"> <li>- A study on "Gender Concerns in School Activities and Classroom Practices in Primary Schools".</li> <li>- <b>Draft report submitted.</b></li> </ul> </li> <li>- Study on redesigning the Anganwadis in Kerala' completed.</li> <li>- <b>Draft report submitted.</b></li> <li>- Classroom climate and</li> </ul>	<ul style="list-style-type: none"> <li>- More than 30 studies have been conducted by independent agencies to evaluate the primary schooling innovative and community-based initiatives - Alternative schooling &amp; EGS - in MP.</li> <li>- Districts have conducted over 20 studies in the areas of academic improvement, gender, SSK and tribal education.</li> <li>- Attendance monitoring in sample districts.</li> <li>- Mid-term assessment for the year 2000 has been completed and report submitted.</li> <li>- A review of primary education packages in MP was conducted by the IIM(Ahmedabad).</li> </ul>	<ul style="list-style-type: none"> <li>- Study on enrolment, attendance and retention of primary school children in 5 DPEP phase I districts' conducted by a private research institute.</li> <li>- Workshops conducted in Beed and Dhule to initiate persons in R&amp;E to undertake research projects in the District.</li> <li>- Content enrichment test was administered and hard spots shared with field functionaries.</li> <li>- Item banks for Std. I to V developed, field tested, printed and distributed to all the schools.</li> <li>- MAS for Phase II district was undertaken and completed by the research wing. Sharing workshops have been conducted.</li> <li>- Training in the analysis of EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>- MAS for phase II district was undertaken and completed.</li> <li>- Training in the analysis of EMIS data conducted in all the districts.</li> <li>- A study on declining enrolment in class I (in two districts of the state) was completed.</li> <li>- Seven research studies completed in the districts (one in each district) by DIET teams.</li> <li>- Ten research studies undertaken at the state level.</li> <li>- Five shortlisted formal research programmes to be undertaken by university research scholars and professors of education.</li> </ul>

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>Four research studies on Lower Primary schools with enrolment below 40 and schools having extremely poor girls' enrolment have been completed.</li> <li>Terminal Assessment Survey conducted as per the direction of NCERT in three DPEP-I districts of Darang, Dhubri and Morigaon.</li> <li>Two studies on difference of home language from that of medium of instruction and its impact on childrens' learning achievement in SFG area of five DPEP districts.</li> <li>An evaluation study on the Education Need of Children in the Refugee camps of Bongaigaon and Kokrajhar is going on.</li> </ul>	<ol style="list-style-type: none"> <li>An evaluation study of the incentive scheme 'teacher grant of Rs.500/-.</li> <li><b>Utilisation of Physical and infrastructural facilities in Primary schools</b></li> <li>Use of libraries</li> <li>Course on Research Methodology was organised by NCERT for the lecturers working in DIETs/SIEMT at the state request.</li> <li>MAS in Phase II districts in 2000 conducted by SIEMAT, Bhiwani.</li> <li>Teacher talent bank data of 4 districts namely Bhiwani, Kaithal, Jind &amp; Sirsa completed &amp; data collection in 3 districts Mohindergarh, Hisar &amp; Gurgaon, is in progress.</li> <li>Ten studies carried out on assessment of training needs of primary school.</li> <li>Compiled abstracts of research studies relating to primary education</li> </ol>	<p>is being worked out.</p>	<ul style="list-style-type: none"> <li>student behaviour outcomes - A comparative study of class rooms under DPEP and non-DPEP districts in Kerala', Draft report submitted.</li> <li>A study on time management practices of Primary School Headmasters'. Draft report submitted.</li> <li><b>Integrative approaches in classroom practices completed.</b></li> <li>Impact of DPEP intervention on Tribal Education completed.</li> <li><b>Multi level status of parents and the academic progress, envisaged in DPEP- a critical study-</b> interim report submitted.</li> <li>People's participation in implementation- a critical assessment completed.</li> <li>Learning Environment provided for developing process skills through Environmental study in Primary Classes -</li> </ul>	<p>Analysis was made of the process of curriculum development, production of teaching-learning materials, process of teacher training, material development, teacher trainings, classroom transaction etc.</p> <ul style="list-style-type: none"> <li>Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary Education and to formulate further strategies based on the findings to plan for UEE.</li> <li>A study was conducted to assess the impact of migration on the education of tribal children, with special reference to Bhil tribe in Jhabua district. The study helped to formulate an innovative scheme called "Shiksha Ghar" for such children.</li> <li>A study was conducted to</li> </ul>	<p>conducted in all the districts.</p> <ul style="list-style-type: none"> <li>Commissioned six studies by outside experts. Conducted research methodology courses.</li> <li>Achievement tests conducted during April 2000. Performance of individual schools have been assessed and schools classified according to performance</li> <li>A study conducted by Research Co-ordinator at District Jalna for finding out the possible reasons for the drop out in school.</li> <li>One day meeting of Research Assistants organised in December, 2001 for reviewing R&amp;E activities.</li> <li>Evaluation of multi-grade teaching project proposed; TOR approved by Government of India</li> </ul>	<ul style="list-style-type: none"> <li>A screening committee shortlisted six proposals out of which two (one on 'Schooling of the disadvantaged groups' and the other on 'dropouts') have been launched.</li> <li>Item banks for classes I to V developed, field tested, printed and distributed to all the schools.</li> <li>A general report and special report on gender perspective brought out.</li> <li>During 1997-98, a cohort study was conducted in 9 blocks of 3 DPEP districts to assess the efficiency of the schools and the achievement level of children. The study was extended to all the 106 blocks during 1999-2000 by collecting data from all the primary schools.</li> <li>Analysis and comparison of two cohort studies undertaken at the school, cluster, block, district and state levels.</li> <li>Among the on-going activities are (i) Study on Classroom Culture and Processes and (ii)</li> </ul>

**DPEP - I STATES**

<p>(ii) Areas in Focus for the Current Year</p>	<p align="center"><b>Assam</b></p>	<p align="center"><b>Haryana</b></p> <p>undertaken under DPEP and in the State universities.</p> <ul style="list-style-type: none"> <li>- Organised five days workshop on survey research for DIET lecturers.</li> </ul>	<p align="center"><b>Karnataka</b></p>	<p align="center"><b>Kerala</b></p> <p>An Analytical study completed.</p> <ul style="list-style-type: none"> <li>- Study of Functional efficiency of schools completed.</li> <li>- Community participation in development of primary education completed.</li> <li>- Terminal Assessment Survey in DPEP-I districts completed.</li> </ul>	<p align="center"><b>Madhya Pradesh</b></p> <p>evaluate the factors affecting enrolment, retention, and achievement of students by Indian Institute of Development Management, Bhopal in two districts, Dhar and Chhatarpur.</p>	<p align="center"><b>Maharashtra</b></p>	<p align="center"><b>Tamil Nadu</b></p> <p>Continuation of the on-going District-Based Research Projects and those by Mainstream Researchers (sponsored Research projects).</p>
	<ul style="list-style-type: none"> <li>- <b>Teacher Training, Multi-grade teaching, effect of intervention in tribal and gender areas, classroom processes, community participation and low enrolment in schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Classroom process, gender bias, role &amp; function of DPEOs, TNA of teachers, TNA of disabled children, development of tests in Hindi, institutional development, role of VECs, change in attitude of teachers, absenteeism, vocabulary enrichment, delegation of powers, oral arithmetic, use of the TLM, co-curricular activities; School and teachers' grants.</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement of MLL competencies, classroom practices; tribal education; Gender and Equity issues in UPE</li> </ul>	<ul style="list-style-type: none"> <li>- EOCE &amp; tribal education programme under DPEP; IEDC.</li> <li>- Teaching of Malayalam &amp; maths, teacher education, classroom processes, functioning of CRC and school resource groups</li> </ul>	<ul style="list-style-type: none"> <li>- Cohort study to assess the dropout and Transition Rates</li> <li>- Micro study (in a case study mode) to understand the critical factors for quality education.</li> <li>- Studies on - Enrolment pattern; Transition pattern; Equity issues; Community participation and Classroom processes</li> </ul>	<ul style="list-style-type: none"> <li>- Disabled children migratory pattern, learning needs of tribal children, workload, introduction of textbooks, school efficiency, state finance etc.</li> <li>- Study of declining enrolment</li> <li>- Impact assessment of multi-grade teaching project</li> </ul>	<ul style="list-style-type: none"> <li>- Case Study (CS) as a new area for both Capacity building; Initial Concept Clarification and Advocacy Workshop was organised recently.</li> <li>- <b>Problem of repeaters - issues, causes and remedies in DPEP districts.</b></li> <li>- Mobilizing community research and intervention strategies for out-of-school children.</li> </ul>



	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
4. Academic Monitoring Modes and Methods	<ul style="list-style-type: none"> <li>- General review meetings at all levels of management structure.</li> <li>- CRC meeting in every month.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Monitoring of civil works by Engineering Wing of DPEP.</li> <li>- Academic Monitoring has been entrusted to the District Academic Core Group (DACG) and Block level Academic Core Group (BACG) formed recently.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring review meetings at district/state, SCERT levels.</li> <li>- SCERT and DIET personnel also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Specific studies also conducted in districts by DIETs, DPO and BRCs on retention, enrolment etc.</li> <li>- SIEMAI has developed the following formats for Progress report card; Monitoring Proforma for schools, CRCs, BRCs, summer camps, ETT, AS centres and training.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring review meetings at district/state (SCERT) levels.</li> <li>- Resource groups undertake academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc. PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Research studies are discussed at BRC/CRC level to aid academic monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring visits by district and state resource group members &amp; nodal officers from SPO.</li> <li>- Evaluation Committee set-up at State, District &amp; Block levels; Monthly review meeting at block, DPO and SPO level.</li> <li>- Monthly review meetings of districts are conducted at the State level</li> <li>- Developed two formats (PMIS-Annex-I) and Annex-II) for State level monitoring of the BRCs.</li> <li>- PEDSK President has reviewed the activities of DPEP in districts.</li> <li>- In districts VEC level monitoring teams visit schools and CRCs.</li> <li>- Joint visit of DEO, AEO and BRC Coordinators were conducted.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO, SCERT and SPO level.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc.; PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- DPOs involved in academic and physical targets monitoring through BRCs/CRCs and schools.</li> <li>- Attendance monitoring data is collected from sample districts.</li> <li>- The achievement level of children being monitored on quarterly basis from the year 2000-01.</li> <li>- Academic monitoring of schools with the help of a well structured format based on quality indicators.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO and SPO level.</li> <li>- DIETs and BRCs involved in school monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc.; PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- BRCs involved in monitoring access, retention and academic issues.</li> <li>- Special series on gender and other equity concerns prepared and training imparted in the EMIS data analysis.</li> <li>- Each BRC has adopted one school to develop as model school.</li> </ul>	
5. Impact Assessment							

<p><i>Areas in focus</i></p>	<p>Assam</p> <ul style="list-style-type: none"> <li>- Teacher training, multi-grade teaching, effect of intervention in tribal and gender areas, classroom processes, community participation and low enrolment in schools.</li> <li>- Focus is on processes as well as outcomes; external agencies used for impact assessment on major interventions.</li> </ul>	<p>Haryana</p> <ul style="list-style-type: none"> <li>- Teacher Training, Civil Works, DIETs, CRCs, BRCs, Anganwadi worker training, Competency skills in maths and language, Learner Achievement, School and Teacher Grant.</li> </ul>	<p>Karnataka</p> <ul style="list-style-type: none"> <li>- Areas for evaluation identified and discussed.</li> <li>- Studies undertaken on MLL competencies and textbooks, classroom processes, Access, Enrolment, Learning Achievement, School and Teacher Grants.</li> </ul>	<p>Kerala</p> <ul style="list-style-type: none"> <li>- MLL based textbooks, Changed pedagogy, School &amp; Teacher Grants, VECs, Learning Achievement, Classroom Processes, Teacher Training, Management Processes.</li> </ul>	<p>Madhya Pradesh</p> <ul style="list-style-type: none"> <li>On all interventions in Gender, Media, Tribal, Alternative Education and Civil Works by respective units in SPO. Classroom Processes by external institutions.</li> </ul>	<p>Maharashtra</p> <ul style="list-style-type: none"> <li>Access, enrolment and retention; utilisation of infrastructure grants; Baseline test for multi-grade schools; cohort study on attendance; field testing of textbooks.</li> </ul>	<p>Tamil Nadu</p> <ul style="list-style-type: none"> <li>Learner Achievement, Access, Retention, School and Teacher Grants, NLE, Study on Local Escorts.</li> </ul>
<p><i>Strategy and Evaluations Undertaken</i></p>	<ul style="list-style-type: none"> <li>- Functioning of SCERT, DIETs, BRCs, CRCs, community mobilisation and functioning of VECs, impact of new teaching-learning practices, enrolment and retention, teaching mathematics and language.</li> <li>- A study on evaluation of effectiveness of Alternative Schooling centers in the districts of Kokrajhar and Bongaigaon is going on.</li> <li>- TOR for three studies in the SFG area prepared and agency for conducting the same is identified.</li> <li>- TOR for 5% Sample check of EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of ongoing training programmes conducted to improve competency of primary school teachers by IDC.</li> <li>- Developed question bank in Maths, Hindi and EVS for class-IV children.</li> <li>- Developed tools for the evaluation of newly developed competency based text books- <i>Hanste Gaate, Tarang, Hum-joli, Maje Maje Me</i> for classes 1-4 and their teacher guides.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of TLM package namely, Seekhana Sikhana package, alternative schooling package and Khushi-Khushi package of Eklavya, being undertaken by Eklavya.</li> <li>- Evaluation of pedagogical remedial processes and evaluation processes by external agencies.</li> <li>- Internal evaluation of classroom processes.</li> <li>- Impact analysis of interventions like 'Head Start'.</li> </ul>	<ul style="list-style-type: none"> <li>- 5% sample checking of EMIS data.</li> <li>- ToR for study on declining enrolment ready and sent to respective agency.</li> <li>- National study on classroom culture and processes from gender perspective-training and sample study completed.</li> <li>- Three days state level workshop of DIET and district representatives conducted to finalise research design for impact of multi-grade teaching project under DPEP. ToR is ready &amp; agency finalised.</li> <li>- Cohort study to find completion and dropout is under</li> </ul>	<ul style="list-style-type: none"> <li>- A common evaluation test for class V students to assess their performance was conducted in April 2000 and again in April 2001. Analysis of the data was undertaken by block, district and state-level officers. Follow up action was taken to train teachers on hard spots on learning in both cases.</li> <li>- Impact of DPEP Intervention in Phase I districts in T.N. - study entrusted to SRASTHA, an NGO-Chennai.</li> </ul>		

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	collected during 2000-01. - To study the classroom processes another impact study conducted through RIE, Bhubaneswar. The field level data collection is on.					process. - TAS undertaken by MSCERT, Pune.	
6. <i>Networking</i>	- A Resource Inventory of institutions developed by SPO from within and outside state. This expertise is used for R&E activities. SPO utilised services of post-graduate students of different universities for various research projects. Study on VEC completed in 1998. - <b>Networking with SIE, Jorhat, Guwahati University, Tezpur University</b> for research purpose.	- 14 institutions identified as part of state level capacity building programme. <b>Networking</b> established with national level institutions also. <b>Regular interface</b> organised with the institutions and universities. <b>SCERT &amp; SIEMAT</b> are also <b>undertaking activities</b> for enhancing the limited resource base in the state by cross interaction between national and state level institutions. <b>All the seven Govt. Elementary Teacher Training Institutes</b> were linked to DPEP and their Principal and Lecturers attended orientation programmes.	- R&E wing of SPO organises meetings of the state-level Resource Group - RIE identified for assisting in R&E activities and involving in capacity building programmes. - RIE has actively collaborated in guiding DPEP researchers.	- SPO has identified institutions, universities and experts for various R&E activities. On action research, working closely with university departments of education. 24 national and state level resource centres tapped for various capacity building, <b>planning and implementation</b> needs in R&E.	- Resource Inventory of research institutions developed by SPO. - External institutions are mainly used for evaluation. - Networking is also established with Education Departments of leading universities in the state for assistance in R&E activities. - <b>All the DIETs of the state are linked in the activities of Research and Evaluation.</b> - NGOs and retired persons (educationalists) were involved in the process.	- R&E unit (SPO) has a resource panel of 16 institutions which is utilised for R&E activities and capacity building. SCERT has also undertaken initiative for interface with universities. It organised a meeting with universities and other leading institutions for exploring collaboration.	- The second state-level workshop to identify priority areas including participants from all leading universities in the state was held in March '99.
7. <i>Dissemination and use of outcomes</i>	- Research outcomes are published in the	- SCERT conducted dissemination	- Most of the evaluations are conducted	- Results from the action researches	- Concurrent evaluations used for mid-course	- SCERT organised dissemination	- Sharing workshop on the findings of MAS



	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
1. Organisation & Management (i) Staffing	<ul style="list-style-type: none"> <li>R&amp;E Cell established at SPO. Two lecturers are employed in this cell.</li> <li>At the district level (DPO), one lecturer from DIET was identified as R&amp;E Coordinator in DPEP I districts. Coordinators were identified in DPEP II districts as well.</li> </ul>	<ul style="list-style-type: none"> <li>Two State Resource Persons in SPO in place.</li> </ul>	<ul style="list-style-type: none"> <li>R&amp;E Asstt. in place. SPO set up SRG for R&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>R&amp;E Cell in SPO and DPO, one Evaluation Coordinator in SPO and one in each DPO working.</li> </ul>	<ul style="list-style-type: none"> <li>R&amp;E Unit in SPO is responsible for all research activities.</li> </ul>	<ul style="list-style-type: none"> <li>R&amp;E Officer at SPO is in position.</li> <li>At the state level, SIERT having separate wing for R&amp;E; an Officer and other supporting staff in position.</li> <li>At the district level, District Education Research Forum is working under the guidance of Principal, DIET and DEO.</li> </ul>	<ul style="list-style-type: none"> <li>A Senior Professional looks after R&amp;E components in the SPO.</li> </ul>	<ul style="list-style-type: none"> <li>Research Cell consisting of Fellows and one Coordinator at SPO looks after R&amp;E.</li> <li>District Action Research Group (DARG) constituted at districts this consists of RTs (one from each CLRC for Phase I districts only).</li> </ul>
(ii) Other Institutions Role	<ul style="list-style-type: none"> <li>R&amp;E units have been formed in the SCERT and DIETs. SCERT continues to lead the R&amp;E programmes in coordination with DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>SIEMAT, SCERT, Universities and Research Institutions are being involved in evaluation.</li> <li>State Evaluation Team (SET) constituted and trained. The NIRD, Hyderabad, provided resource support for the training of SET members.</li> </ul>	<ul style="list-style-type: none"> <li>State Research and Advisory Committee set up by SCERT in coordination with SPO.</li> </ul>	<ul style="list-style-type: none"> <li>NCERT and I.P. University (I.P.U).</li> <li>Capacity building in action research taken up with the help of NCERT and I.P.U.</li> <li>DIETs are actively participating in the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Dy. Director for R&amp;E in SCERT.</li> </ul>		<ul style="list-style-type: none"> <li>SIEMAT &amp; SCERT implement and monitor the R&amp;E programmes. Core Resource Groups set up in all DIETs, conduct action research programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with IIM-C, ISI, School of Women Studies, Jadavpur University &amp; School of Women Studies, Calcutta University, Presidency College, Netaji Institute of Asian Studies, Indian School for Social Sciences etc..</li> </ul>
(iii) Advisory Group	<ul style="list-style-type: none"> <li>(a) Research</li> <li>SPO: A State-Level Research Advisory Committee comprising 10 members has been formed under the chairmanship of Commissioner and Director of School Education.</li> </ul>	<ul style="list-style-type: none"> <li>State Resource Group in place.</li> </ul>		<ul style="list-style-type: none"> <li>Research Advisory Committee set up at state level.</li> </ul>	<ul style="list-style-type: none"> <li>Research Advisory Committee setup.</li> </ul>		<ul style="list-style-type: none"> <li>SPO set up a Policy Research Advisory Committee.</li> <li>Separate committee exists for SCERT &amp; SIEMAT. Last meeting held on 17th September, 2001.</li> <li>SCERT builds up the capacities in</li> </ul>	<ul style="list-style-type: none"> <li>State Research Cell constituted.</li> <li>District Action Research Group constituted at district level.</li> <li>Research Advisory Group (RAG) set up. Meeting is held every quarter to</li> </ul>

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<p><b>Andhra Pradesh</b></p> <ul style="list-style-type: none"> <li>- DPO: A District Level Advisory Committee with 5 members was constituted under the chairmanship of the District Collector.</li> <li>(b) Evaluation             <ul style="list-style-type: none"> <li>- SPO: State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO.</li> <li>- DPO: At the district level, District Evaluation Core Teams (DECT) were formed with 22 members (2 DIET Lecturers and 20 MRPS).</li> <li>- District Evaluation Teams (DET) with 20 members (teachers of primary schools) were constituted for collection of R&amp;E data.</li> </ul> </li> </ul>	<p><b>Bihar</b></p>	<p><b>Gujarat</b></p>	<p><b>Himachal Pradesh</b></p>	<p><b>Orissa</b></p>	<p><b>Rajasthan</b></p>	<p><b>Uttar Pradesh</b></p> <p>each DIET to conduct &amp; analyse the evaluation &amp; Research studies.</p>	<p><b>West Bengal</b></p> <p>discuss studies to be taken up.</p>
<p>2. <i>for Research log-anses</i></p> <p>(i) <i>for and Levels and</i></p> <p><i>2011</i></p>	<ul style="list-style-type: none"> <li>- State level Action Research Group formed and trained.</li> <li>- District level Action Research Group formed and trained.</li> <li>- Action research training conducted for district and programme for sub-district planned. 3 more courses being offered in the current</li> </ul>	<ul style="list-style-type: none"> <li>- The Action research module covering how to write hypothesis, conduct surveys, analyse data &amp; writing reports etc. is ready for printing. It will be used as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- Workshops on action research have been conducted.</li> <li>- 343 teachers/ BRC/CRC /DIET lecturers imparted training in action research.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in Action Research through training &amp; material support.</li> <li>- SCERT oriented primary school head-teachers and DIET faculty for</li> </ul>	<ul style="list-style-type: none"> <li>- It is planned to sponsor innovative and Action Research Studies at micro level.</li> </ul>	<ul style="list-style-type: none"> <li>- Core Resource Groups in DIETs are orienting BRC/CRC level personnel in and conducting action research.</li> <li>- Academic Resource Groups in DIETs approve BRC/NPRC level and teacher proposal for action research.</li> </ul>	<ul style="list-style-type: none"> <li>- Action researches planned at CLRC level. Focus areas include good practices in classroom, enrolment and drop-out etc.</li> <li>- To develop success stories from intervention achievements at the circle level.</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
(ii) Activities conducted	<ul style="list-style-type: none"> <li>- Training programmes in Action Research organised in collaboration with NCERT in 1998.</li> <li>- Pre-launching session for Action Researchers organised at SPO in February, 1999.</li> <li>- 26 Action Research Studies were undertaken; reports of 7 studies received and of 19 studies are awaited.</li> </ul>	<ul style="list-style-type: none"> <li>- 38 Action Research studies underway in districts.</li> </ul>	<ul style="list-style-type: none"> <li>- Tele-conferencing on action research held in January 2000 orienting 1000 BRC &amp; CRC members &amp; teachers on issues like how to write hypothesis, conduct surveys, analyse data &amp; write reports etc.</li> <li>- 70 Action Researches completed so far.</li> <li>- 100 Action Research Studies to be undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>- 230 action research synopses developed were in progress.</li> <li>- 13 action research studies were completed.</li> <li>- State-level workshop in collaboration with NCERT at Kullu in 1999.</li> <li>- District-level workshops were conducted at Kullu, Sirmour and Keylong during 1999-2000.</li> <li>- Block-level workshop organised at Anni (Kullu) in Dec. '99.</li> <li>- State level workshop on "Follow-up of Action Research" from August 21-24, 2001 was organised at Nahar, Sirmour.</li> <li>- Workshop on Follow up for Action Research organised in December 2001 at DIET Kullu, at DIET Chamba in Feb. 2001.</li> <li>- Workshop on Follow up Action Research organised wef February 5-9, 2002 at DIET Chamba.</li> </ul>	<ul style="list-style-type: none"> <li>- action research.</li> <li>- Two workshops held.</li> <li>- 7-days Training of district-level master trainers in action research.</li> <li>- District-level workshops organised for practitioners (BRCC &amp; CRCC) to develop their capacity in action research projects.</li> <li>- 20 minor researches completed and shared.</li> <li>- A module on Action Research Methodology was developed and distributed.</li> <li>- Abstracts of Action Research projects prepared for wider disse-</li> </ul>	<ul style="list-style-type: none"> <li>- Five projects for Action Research from each district were invited. These were expected to be completed by the end of Dec. 2001.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT &amp; SIEMAT conduct programme for training DIETs, BRC, NPRC &amp; Teachers in action research every year.</li> <li>- 2000 AR studies completed last year.</li> </ul>	<ul style="list-style-type: none"> <li>- 10 issues for action research were identified for 5 DPEP districts.</li> <li>- Action researches planned at CLRC level. Areas are good practices in classroom, enrolment and drop-out etc.</li> <li>- Research teams were identified at state level and district level.</li> <li>- Workshop on Action Research organised for district research teams.</li> </ul>

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
				<p>Workshop on Research Advisory Committee organised on February 2, 2002 at State Project Office (DPEP), Shimla.</p>	<p>mination.                      14 Action Research projects undertaken by BRCCs/CRCs. A booklet 'PROBE' on these project prepared.                      DEP-DPEP-IGNOU cell at SPO has been conducting teleconferencing programmes each month on various interventions since January, 2001. An evaluation of the teleconference programme was conducted on "Universalisation of Primary Education in the context of girl children and feedback for the same has been given to Distance education coordinators for future action.</p>			



	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>3. Promotion of Research / Studies in Primary Education</p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- Networking with different institutions at State and National Level for undertaking Research on DPEP activities.</li> <li>- Funding external and in-house researches on the felt needs.</li> <li>- Encouraging Action Research at institutional level through capacity building.</li> <li>- Draw experiences of APPEP Research Programmes in designing, financing and guiding research activities.</li> <li>- Prioritising areas of research and undertaking quick &amp; short-term researches.</li> <li>- Utilising the findings of researches in preparation of AWP&amp;B as a feedback for mid-course correction.</li> <li>- Periodical review of the quality of researches being done by a team of experts.</li> <li>- Orientation of the District R&amp;E Teams on methods of R&amp;E and action research to take up studies in each districts on the</li> </ul>	<ul style="list-style-type: none"> <li>- Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.</li> <li>- Training in research methodology in education is being organised.</li> </ul>	<ul style="list-style-type: none"> <li>- 12 areas announced for research through newspaper advertisement. Proposals were received. Application for 8 more subjects for research and further details were being invited from the scrutinized institutes. After discussion &amp; evaluation of their proposals, various research projects will be assigned to the selected institute or individual.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up to prioritise the relevant areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotion of research studies and built capacity of district and sub-district institutes.</li> </ul>		<ul style="list-style-type: none"> <li>- SIEMAT invites suggestions for topics for research from Institutions, government, departments, NGOs, Universities and individuals.</li> <li>- SIEMAT advertises identified topics, for research proposals in Newspapers &amp; journals.</li> <li>- SCERT &amp; SIEMAT organise workshop on priority need based researches with institutes/NGOs.</li> <li>- Workshop on Research Methodology in February 2000; and May-August 2001. Latest Research Methodology workshop Jan. 2002.</li> </ul>	<ul style="list-style-type: none"> <li>- Through workshops and RAG meetings, research priorities are being identified.</li> <li>- Identification of needs of special focus groups, for of VECs for providing effective intervention.</li> <li>- Dissemination of reports at the micro-level.</li> <li>- 46 areas finalised for research.</li> <li>- Some individual researchers have been identified, who have given research proposals.</li> </ul>

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>(ii) Activities/Studies conducted</p>	<p>problems identified.</p> <ul style="list-style-type: none"> <li>Of the 10 studies cleared by the State Level Research Committee during 1997-98, 8 were taken up by different networking institutions. All 8 studies have been completed.</li> <li>Six Social Assessment Studies (on SC children, ST children, Minorities, children of Backward classes, Working children, Children in urban slums) launched in 1998, were completed.</li> <li>Out of the 7 studies cleared by the State-level Research Committee in 1998-99, three were external and four in house studies. Of these, the one undertaken by ORG, Hyderabad was completed and two external studies are in the final stage of completion. The in-house studies were not taken up.</li> <li>At the district level, 7 research studies in Warangal and 8 studies in Vizianagaram are in progress. Reports of 4 studies completed in Warangal district have been received.</li> <li>Conducted a pilot cohort study on dropouts in Visakhapatnam and Mahabubnagar District in April 2000. Also a cohort study was conducted in 2 mandals of Visakhapatnam and</li> </ul>	<ul style="list-style-type: none"> <li>6 studies (including baseline) completed. Of the 12 studies planned for 2001-02, were three completed.</li> <li>Study on education of minority girl children and culture of marginalised communities completed.</li> </ul>	<ul style="list-style-type: none"> <li>Revised report of BAS &amp; Mid-Term Assessment Survey (MAS) submitted to MHRD in 2000.</li> <li>Final report of the Social Assessment study has been submitted to MHRD.</li> <li>The final report of the study on student achievement profile in all subjects (class III-VI) conducted throughout the state was submitted last year.</li> <li>14 state level - 125 district level and 100 to 200 BRC/CRC level research studies were in the pipeline.</li> <li>Case studies of DIETS, ICDS/ECCE schemes, migration tribes, multigrade teaching, teacher laziness, optional schooling, out-of-school children, low</li> </ul>	<ul style="list-style-type: none"> <li>The following research studies were completed: <ul style="list-style-type: none"> <li>Universalisation of Primary Education in Himachal Pradesh: A case study of Tissa (Chamba District).</li> <li>Media support in promoting literacy and education.</li> <li>Educational problem of primary-level children in Kullu District.</li> <li>Utilisation of non-human resources at primary stage of education.</li> <li>Parental preferences for quality education at primary stage.</li> <li>Study on the achievement level in Mathematics in Kullu District (initiated as a follow-up to MAS findings).</li> <li>Participatory research study on community participation in DPEP.</li> <li>A workshop on the evaluation of Text books for Class I &amp; II conducted.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The following 7 research projects were commissioned through the DIET faculty members: <ul style="list-style-type: none"> <li>Socio-economic and cultural life in Banspal block and its impact on primary education.</li> <li>The teaching of mathematics in Kalahandi &amp; Bolangir districts.</li> <li>Five evaluation studies of teacher training and classroom processes in 5 blocks.</li> <li>R&amp;E Unit has taken up 17 small research studies primarily based on DISE data and household survey findings. These studies are being conducted through DIETs, NGOs working at the district level</li> </ul> </li> <li>23 short-term</li> </ul>	<ul style="list-style-type: none"> <li>The following five studies were sponsored. The studies are in progress. <ul style="list-style-type: none"> <li>Classroom observation study in AS &amp; PFS.</li> <li>Retention Study in AS &amp; PFS.</li> <li>Utilisation of Teacher Grant of Rs. 500/-.</li> <li>Functioning of SMC, BRC &amp; CRC.</li> <li>Baseline survey by SIETA.</li> <li>Mid-term Baseline Achievement Survey will be started soon.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sharing workshop of Research findings held in January 1999. Latest meeting held in January to May 2001.</li> <li>Following studies have been completed: <ul style="list-style-type: none"> <li>Making a difference - document on the experiences of UJP BEP and DPEP in the area of girls' education revised and updated.</li> <li>Social/cultural context of female school dropouts of Etawah</li> <li>Improving effectiveness of early childhood care and education in U.P.</li> <li>Evaluation of Pilot Project of Work Experience for girls of upper primary schools in U.P.</li> <li>Problems and prospects of double shift schools.</li> <li>Documentation of the Model Cluster Approach in Begumganj</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Studies completed include: <ul style="list-style-type: none"> <li>Study on infrastructural facilities in primary education by an NGO (Samprark).</li> <li>Critical analysis of DISE data by Prof. T.K. Ghara, Presidency College.</li> <li>Study on school efficiency - number of pupil years covered in completing primary education.</li> <li>Impact of student's attendance on transition pattern in primary education.</li> <li>Financial investment in primary education.</li> <li>BAS in expansion districts done by ISI.</li> <li>Study on Gender in existing districts done by ISI.</li> <li>Mid-term Assessment Survey (MAS) in existing districts by SPO.</li> <li>Subject-wise study of achievement levels</li> <li>Analysis of</li> </ul> </li> </ul>

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>Medak districts.</p> <ul style="list-style-type: none"> <li>Training at NIRD, Hyderabad on data analysis techniques for DIET lecturers, SPO &amp; SCERT staff.</li> <li>Training programmes for SECT, DECT, DET conducted on evaluation and data collection methods in 1998.</li> <li>Organised a training programme for Key Resource persons at state level in October 2001 at Hyderabad on Pupil Assessment Procedures</li> <li>Organised a workshop from 15.10.2001 to 19.10.2001 at SPO, on the refinement and editing of test items in Telugu, Maths and English of Classes I to V developed during the workshop held in May / June 2001. The test items are now at the stage of DTP.</li> <li>Conducted an orientation programme for 44 teachers and MRPs of Hyderabad, Ranga Reddy, Medak and Nizamabad districts at Hyderabad on 16-17 November 2001 on 'Small scale researches' to be undertaken by them as per the notification to be undertaken by them as per the notification issued by SPO, DPEP "Chaduvu" magazine</li> </ul>		<p>retention of girls etc in are in progress.</p>	<p>Study conducted on decline in class-I enrolment in Chamba and Sirmour districts in February, 2001.</p> <ul style="list-style-type: none"> <li>Sample study conducted on availability and use of library books in primary schools and impact of teacher training &amp; community participation in Sirmour district in February 2001.</li> </ul>	<p>research projects were conducted through the faculty members of DIET/ST schools. These studies are on:</p> <ul style="list-style-type: none"> <li>- Girl child's education (5)</li> <li>- Tribal child education (4)</li> <li>- Disabled children (1)</li> <li>- Teacher training (8)</li> <li>- Alternative schooling (2)</li> <li>- Community mobilisation (1)</li> <li>- Institutional development (2)</li> <li>- Their research abstracts (Vol. II) have been prepared and printed and shared with the district and state level functionaries.</li> <li>- Abstracts Vol. III covering 28 studies has also been published.</li> <li>- A cohort analysis on experimental</li> </ul>		<p>Cluster, I hardoi Documentation of the Mokkl Cluster Approach in four districts.</p> <ul style="list-style-type: none"> <li>- Reports of 20 research studies conducted by SIEMAT are available</li> <li>- MAS was completed by SCERT in Sept 2000.</li> <li>- Seven research projects have been completed during Dec. to Jan. 2000.</li> <li>- Screening of the received proposals on the advertised subjects completed and 16 proposals of research &amp; evaluation studies have been approved in the meeting of PRAC held on Sept. 17, 2001. Three evaluation studies have been completed &amp; the reports received.</li> </ul>	<p>achievement levels in DPEP and non-DPEP districts.</p> <p>Other studies were:</p> <ol style="list-style-type: none"> <li>1. Role of Panchayats in Primary Education by HIM-C, report yet to be approved by EC.</li> <li>2. Study on gender issues in Birbhun.</li> <li>3. Survey of primary schools in selected non-DPEP blocks.</li> </ol> <ul style="list-style-type: none"> <li>- The following studies were also undertaken:</li> <li>- Survey of Learning Improvement at Falta Block</li> <li>- Study on SC/ST students in DPEP districts based on MAS '99</li> <li>- Study on TLM utilisation in 5 districts.</li> <li>- Study of Repeaters in Cooch Behar</li> <li>- Study on the achievement levels of SC/ST girls enrolment in the</li> </ul>

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Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>of June 2001.</p> <ul style="list-style-type: none"> <li>Monitored the conduct of Orientation Programmes by DIETs/APCs for the teachers and MRPs on 'Small Scale researchers' and attended the review meetings at DIET.</li> <li>Carried out Cohort analysis on dropouts based on the data collected from 17 districts in the state.</li> <li>5% sample checking of DISE data of 2000-01 carried out in districts of Chittoor, Warangal and Guntur during January - February, 2002.</li> <li>Conducted MAS in 14 DPEP phase II districts during Jan/Feb 2002. The report on MAS is expected to be ready by March end, 2002.</li> <li>Independent evaluation of DPEP in the state by IIM, Bangalore taken up as follow-up of the recommendation of 13<sup>th</sup> JRM.</li> </ul>				<p>basis to be conducted in Kalahandi District.</p> <ul style="list-style-type: none"> <li>Four studies were commissioned through the DIET faculty members of Keonjhar district.</li> <li>A study on "Causes of Low Enrolment and Retention of SC Children" to be undertaken by the R&amp;E wing of SIEMT.</li> <li>A study on State Finance in Elementary Education with the help of Xavier IMB, Bhubaneswar has been completed.</li> <li>The following research studies have been completed: <ul style="list-style-type: none"> <li>Declining enrolment in class-I in Kalahandi &amp; Sambalpur districts;</li> <li>Low enrolment of</li> </ul> </li> </ul>			<p>district of Murshidabad.</p> <ul style="list-style-type: none"> <li>Study on the assessment &amp; improvement in the present status of Mathematics in certain areas of South 24 Parganas.</li> <li>Post-enumeration Study on DISE on the basis of a 5% sample in Cachar, Bihar and South 24 Parganas.</li> <li>Baseline study was conducted in selected circles in each district to identify pre-requisites for the school based learning improvement programme.</li> <li>Rapid Assessment study pertaining to quality of Primary Education in selected schools of 6 districts; reports complete.</li> <li>Completed data collection on cohort study in the Phase I districts covering all the schools in each</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
					<p>Girls in Rayagada &amp; Gajapati districts;</p> <ul style="list-style-type: none"> <li>- High dropout rate of girls in Kalahandi. Findings of these studies were shared with DIETs, BRCs, CRC, etc.</li> <li>- 14 small research studies were conducted in 8 expansion districts (9 studies on tribal issues, 2 studies on problems of girl child, one study each on functioning of Anganwadi Centre and difficulties faced by SC boys and girls and socio-economic issues).</li> </ul>			<p>district-reports awaited.</p> <ul style="list-style-type: none"> <li>- Study being conducted among the slums in Urban Cities/Towns in selected 5 districts (Phase I &amp; II) to understand the challenges of universalising P.E. among the Deprived Urban Children.</li> <li>- Reports awaited.</li> <li>- Study on classroom culture and processes - from gender perspective.</li> <li>- Reports awaited.</li> <li>- BAS for SSA in SSA districts.</li> </ul>
(iii) Areas in Focus for the Current Year	<ul style="list-style-type: none"> <li>- Teacher: motivation, classroom practices, teaching environment, textbook evaluation, community participation in school development, education of girls, child labour, children with special educational needs and cohort analysis of</li> </ul>	<ul style="list-style-type: none"> <li>- Community Participation in schools; Type of Management (Pvt. and Govt.) of schools; Evaluation of programmes and pupil's evaluation.</li> <li>- Training of SET completed. Internal</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative schooling, IED, Enrolment &amp; Retention, quantitative techniques for educational research, qualitative research etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of all the studies and implementation of research findings to improve the learning achievements of the students.</li> <li>- Documentation of all action researches and implementation</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshops for dissemination of research findings.</li> <li>- Commissioning of sustainability development plan through</li> </ul>		<ul style="list-style-type: none"> <li>- District based sample studies on enrolment trends, dropout and transition rates in class I-V and VI-VIII.</li> <li>- The role and contribution of Village Education</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative study of drop-outs, special needs of minority girls etc.</li> <li>- Cohort study covering all schools in the Phase I districts and all schools in 6 circles</li> </ul>

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>dropouts.</p> <ul style="list-style-type: none"> <li>Promotion of small scale Researches by MRPs &amp; classroom teachers by inviting applications from teachers and MRPs to undertake small scale research on 15 identified topics related to the interventions of DPEP.</li> <li>Orientation Programme were conducted to about 1250 teachers and MRPs in all the 23 districts in the state on undertaking Small Scale Research studies on 15 selected items related to the implementation of DPEP interventions in the state.</li> </ul>	<p>and external evaluation. SET report-shared with the districts.</p> <ul style="list-style-type: none"> <li>SIEMAT has separate agenda for research.</li> <li>Research based on the findings of EMIS data.</li> <li>Study on culture &amp; Gender Perspective.</li> <li>Dynamics of Grade-I enrolment</li> <li>Cohort Dropout.</li> <li>Pupil's evaluation in the current year.</li> <li>Evaluation of different Component by external agency.</li> </ul>		<p>of findings/results.</p> <ul style="list-style-type: none"> <li>Implementation of MAS findings.</li> <li>A study on classroom culture &amp; processes from the Gender perspective planned.</li> <li>Impact of teacher training programme in H.P.</li> <li>Evaluation of IED workshop</li> <li>Monitoring at HT level</li> </ul>	<p>IIM Bangalore.</p> <ul style="list-style-type: none"> <li>Evaluation of activities undertaken for integration of disabled children in to primary schools in pilot blocks.</li> <li>Impact assessment of training inputs and preschool education to Anganwadi workers.</li> <li>Conducting further Action Research Projects.</li> <li>In the expansion districts:</li> <li>Sharing workshop on BAS and small research studies taken up during 2000-01;</li> <li>Studies on Teacher absenteeism;</li> <li>Functioning of Anganwadi Centres;</li> <li>Training of DIETs/STs faculty members on</li> </ul>		<p>Committee in the development of Primary education and their relationship with the Panchayat Raj System.</p> <ul style="list-style-type: none"> <li>Community Participation in construction and maintenance of school buildings and accrue viz., departmental construction.</li> <li>Impact of innovative teacher training, teacher competencies, motivation, attendance and community school relationship.</li> <li>Study on utilisation of school improvement grants by the Village Education Committees.</li> <li>Use of teaching learning materials, utilisation of teacher grants</li> <li>Study of the establishment and development of school libraries.</li> <li>In 2001-02 the focus was on evaluation in DPEP-II &amp; data gathering studies</li> </ul>	<p>(sample). Also initiated in phase II districts.</p> <ul style="list-style-type: none"> <li>Study on the Transition pattern rate between PE and EE in all districts</li> <li>Role of Private Schools in P.E.</li> <li>Transition rate to grade V after completing grade IV under Primary education: ISSS</li> <li>Research for lower contact hours with children in P.E.</li> <li>The teachers perspective: (A. K. Das).</li> <li>Reasons for not conducting the required school visits by ST's: (A. K. Das).</li> <li>Competency based analysis from MAS.</li> <li>Independent studies have been identified by the RTs of respective circles constituting.</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
4. <i>Impact Assessment</i> (i) <i>Strategy</i>	<ul style="list-style-type: none"> <li>- Longitudinal surveys to evaluate the progress in implementation of DPEP.</li> <li>- Long-term and short-term qualitative evaluation studies for impact assessment of DPEP interventions.</li> <li>- Capacity building of state and district level functionaries on evaluation techniques.</li> <li>- Conduct of periodic learning achievement surveys at Primary Stage.</li> <li>- Identification of action points on the findings of the evaluation impact assessment studies as a feedback for planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation Teams formed.</li> </ul>	<ul style="list-style-type: none"> <li>- Field visit by SRG members.</li> <li>- Conduct of appraisal studies.</li> <li>- Feedback from BRC/CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of teacher training programmes.</li> <li>- Evaluation of textbooks.</li> <li>- Evaluation of workshops.</li> <li>- Evaluation of 'Gyan kalash' Radio programme</li> </ul>	<p>Action Research methodology.</p> <ul style="list-style-type: none"> <li>- Three research studies in the following areas to be commissioned shortly.</li> <li>- Developing a status-cum-trend report on research in elementary education by TE&amp;SCERT</li> <li>- Teacher policy, training needs, precise status of teachers by Xavier Institute of Management, Bhubaneswar</li> <li>- Sustainability Development Plan by IIM, Ahmedabad.</li> </ul>		<ul style="list-style-type: none"> <li>- SPO plans and evaluates interventions.</li> <li>- 16 research &amp; evaluation studies are being conducted and will be completed in session 2001-02</li> <li>- DPEP-II has conducted evaluation in all major areas in the last one year. For AS, the study is due in 2002-03.</li> <li>- Under DPEP-III and MAS, five evaluation studies are due in 2002-03</li> </ul>	<ul style="list-style-type: none"> <li>- Classroom process, sustainability, teacher training.</li> <li>- Community library, ECCE &amp; Shikshaghar</li> <li>- Cohort based</li> </ul>
(ii) <i>Evaluations Planned / Undertaken</i>	<ul style="list-style-type: none"> <li>- School &amp; Pupils Survey to study the progress on enrolment and retention was conducted during 1998-99. This is a longitudinal study. A report was prepared on</li> </ul>	<ul style="list-style-type: none"> <li>- MLL evaluation completed (1998 &amp; 1999).</li> <li>- External evaluation of MS complete.</li> <li>- Programme evaluation by</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training, ECCE centres, Teacher Grant, Community Mobilisation &amp; Pupil achievement.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training</li> <li>- Continuous &amp; Comprehensive Evaluation in schools.</li> <li>- Execution and short listing of</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teacher's training being conducted through DIET faculty members in one block of each</li> </ul>			

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>the survey and submitted.</p> <ul style="list-style-type: none"> <li>- A survey was conducted on Pupil Assessment procedures in primary classes in 2,260 schools of 19 DPEP districts to study the existing Pupil Evaluation Procedures and Practices.</li> <li>- Three long-term qualitative studies on the impact of teacher training, new schools and ECE centres were conducted by SCERT, Hyderabad.</li> <li>- The following five short-term qualitative studies were completed by the District Evaluation Team.</li> <li>- Functioning of VECs/school committees (Vizianagar)</li> <li>- Utilisation of school and teacher grants (Nellore)</li> <li>- Utilisation of class I textbooks (Kurnool)</li> <li>- Functioning of TCs (Karninagar)</li> <li>- Functioning of MEOs (Warangal)</li> <li>- MAS conducted in DPEP I districts in October '99</li> <li>- A two-day workshop for the functionaries of</li> </ul>	<p>external agencies to be taken up. ToR for each component prepared separately &amp; send to MHRD for clearance.</p> <ul style="list-style-type: none"> <li>- Internal evaluation of MS completed.</li> <li>- Evaluation of Programmes by State Evaluation team of 3 components completed.</li> <li>- Mid-Term Assessment Study completed.</li> <li>- Sustainability study to be taken up by GOB.</li> <li>- A study of classroom culture gender perspective. Data collected and analysis is in progress;</li> <li>- Evaluation study of GED, ODG &amp; IFD by SET is being planned.</li> <li>- Component-wise assessment and evaluation of the district performance from the point of view of physical &amp; financial achievements being done.</li> <li>- A study on Dynamics of</li> </ul>		<p>RJs/RPs for TAS</p> <ul style="list-style-type: none"> <li>- Evaluation of Vidya Upasalt trainings.</li> </ul>	<p>district.</p> <ul style="list-style-type: none"> <li>- Keonjhar district has taken up six studies and Gajapati 2 studies, mostly based on EMIS data analysis.</li> <li>- Initiative is also being taken for analysis of DISE data to provide various indicators on enrolment, retention, dropout etc.</li> <li>- Micro-studies on participation and achievement of ST children taken up in two ST dominated blocks.</li> <li>- MAS of the three expansion districts has been conducted through the Directorate of TE &amp; SCERT. The findings were shared through tele-conference. Report prepared for distribution</li> </ul>		<p>Dropout and Retention study in 33 districts (one DPEP-II district &amp; all 32 districts in DPEP-III districts) commissioned.</p> <ul style="list-style-type: none"> <li>- Following studies are going to be undertaken:</li> <li>- Evaluation study of ECCE, AS, Model Cluster Development Approach.</li> <li>- Classroom observation &amp; teacher competency studies in DPEP II districts.</li> </ul>	



	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>19 DPEP districts to disseminate the outcomes (and evolve remedial strategies) of BAS and MAS was conducted in March 2000.</p> <ul style="list-style-type: none"> <li>- Dissemination of outcomes of MAS to all the DPEP districts in the state.</li> <li>- Activities being carried out / proposed :</li> <li>- Orientation of the District Research &amp; Evaluation Teams on research, methodology and action research</li> <li>- Conduct of Cohort study on dropouts in 5 mandals in each of the 23 districts. Data received from 18 districts so far. The data are being analysed for reporting.</li> <li>- Conduct of small scale impact assessment studies of ECE centres, Alternative Schools, school &amp; teacher grants and T.Cs. Data were collected on functioning on AS and ECE centres in Khammam district during April 2001 &amp; reports were prepared.</li> </ul>	<p>Grade-I enrolment to be taken up. TOR for this study sent to MHRD for clearance.</p> <ul style="list-style-type: none"> <li>- A study on Cohort Dropout has been initiated.</li> </ul>			<p>among field functionaries.</p> <ul style="list-style-type: none"> <li>- Study of TLM grant given each year to primary school teachers.</li> <li>- Sustainability and mainstreaming plan for DPEP Orissa taken up through an external agency to assess the good practices developed during the DPEP implementation.</li> <li>- An exercise 'Anusandhan' is being carried out in the eight districts. It is a cohort study involving tracking of each child entering school in 1995-96 &amp; 1996-97.</li> <li>- In the 8 expansion districts, 15 small research studies were conducted through the faculty members of DIETs and NGOs.</li> </ul>			

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
					<ul style="list-style-type: none"> <li>- Evaluation of Distance Education (tele-conferencing) programme of DPEP.</li> <li>- IGNOU cell undertaken for focusing on UPE in the context of girls education.</li> <li>- Research studies based on DISE data in progress.</li> <li>- MAS findings for 5 phase I district disseminated for follow up action.</li> </ul>			
5. Networking	<ul style="list-style-type: none"> <li>- Resource Inventory of individuals and invitations was developed and furnished.</li> <li>- NGOs, professional organisations at state and national levels are involved in R&amp;E programmes.</li> <li>- Proposals for research studies invited through open notification</li> </ul>	<ul style="list-style-type: none"> <li>- Has a network with R&amp;E institutions. Efforts made for widening the same.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking has been established with universities. Other areas are being explored.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking established with HPU, NCERT, RIE-Ajmer and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>- Two day workshop on developing areas for institutional linkage has been organised and recommendations are also placed before the Govt. for appraisal.</li> </ul>		<ul style="list-style-type: none"> <li>- Has developed a resource inventory. Invitations sent to researchers and institutions for participation in R&amp;E activities.</li> <li>- SIEMAT actively collaborates with UP SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO is seeking help of statisticians and scholars in this regard, and collaborating with IIM-C, ISI etc.</li> </ul>

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

	Chhattisgarh	Jharkhand	Uttaranchal
1. Organisation & Management (i) Staffing	<ul style="list-style-type: none"> <li>- Consultant (R&amp;E) in place in SPO.</li> <li>- Research &amp; Evaluation wing at SPO in place Assistant Director, Teacher Training is made responsible for the research &amp; evaluation activities</li> <li>- Each functional area addresses R&amp;E issues individually.</li> <li>- Networking with other institutions for R&amp;E works.</li> </ul>	<ul style="list-style-type: none"> <li>- State Resource Persons in place in SPO</li> </ul>	
(ii) Other Institutions Role	<ul style="list-style-type: none"> <li>- Presently DIETs, DPOs, BRCs, CRCs and teachers are trained to conduct Action Research.</li> <li>- Under SOPT Teachers are trained to conduct Action Research</li> <li>- Special training on Action Research is proposed by SPO. Ten practitioners will be trained who in their part will train and evaluate the district level activities.</li> <li>- Documentation of the Action Research activities will be done.</li> <li>- Resource groups at various levels (District, Block, etc.) assist and initiate small scale studies.</li> </ul>	<ul style="list-style-type: none"> <li>- SIEMAT &amp; SCERT yet to be established.</li> <li>- State Evaluation Team being constituted.</li> </ul>	
(iii) Advisory Group		<ul style="list-style-type: none"> <li>- State Resource Group being constituted</li> </ul>	
2. Action Research Programmes (i) Operational Levels and Status		<ul style="list-style-type: none"> <li>- State Level Groups to be constituted.</li> <li>- District level Action Research Group formed &amp; trained.</li> </ul>	
(ii) Activities conducted			
3. Promotion of Research / Studies in Primary Education (i) Strategy			<ul style="list-style-type: none"> <li>- Draws from the experience of BEP research programme. Priority areas for the year to be developed in a meeting with district and state level participants.</li> </ul>
(ii) Activities/Studies conducted	<ul style="list-style-type: none"> <li>- Activities reported for M.P. covered Chhattisgarh also. No new activities initiated after the new state came into existence.</li> </ul>	<ul style="list-style-type: none"> <li>- Areas being identified.</li> <li>- No study initiated</li> </ul>	

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

	Chhattisgarh	Jharkhand	Uttaranchal
	<ul style="list-style-type: none"> <li>- National level study on classroom culture with gender perspective is in progress. For capacity building in the state, DIET &amp; other personnel are also involved in the study.</li> <li>- A study on the functioning of Clusters has been conducted.</li> <li>- Study on the problems and causes of dropout conducted.</li> <li>- Study on the skill based learning in progress.</li> </ul>		
<i>(iii) Areas in Focus for the Current Year</i>		<ul style="list-style-type: none"> <li>- Community Participation in schools</li> <li>- Classroom observation</li> <li>- Evaluation of programmes and pupil's evaluation</li> <li>- Internal and external evaluation planned.</li> <li>- Research based on the findings of EMIS Data.</li> </ul>	
<b>4. Impact Assessment</b>			
<i>(i) Strategy</i>	<ul style="list-style-type: none"> <li>- Some studies done by M.Ed. students. Ph.D. work on impact assessment of DPEP is going on.</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation teams being formed</li> </ul>	
<i>(ii) Evaluations Planned / Undertaken</i>	<ul style="list-style-type: none"> <li>- In DPEP I districts Terminal Assessment Survey completed.</li> </ul>	<ul style="list-style-type: none"> <li>- External evaluation of Programmes being initiated</li> <li>- Evaluation of Programmes by State Evaluation team to be initiated</li> <li>- Mid-term Assessment Study completed by December 2000.</li> </ul>	
<b>5. Networking</b>	<ul style="list-style-type: none"> <li>- SPO/SCERT/DPO/CTE/IASE/ DIET/BRC/CRC/School, Ed.CIL &amp; NIEPA giving technical and academic support.</li> </ul>	<ul style="list-style-type: none"> <li>- Efforts being made for networking</li> </ul>	

## CIVIL WORKS

The most significant activity in civil works at the National level, since the last JRM, has been the launch of the National Civil Works Evaluation. Most of the civil works (perspective targets) in DPEP I, II & III are in progress or complete. While in many districts, another round of civil work activities is being planned due to the enhanced ceiling, SSA along with other programmes of the Rural Department, PMGY etc. are expected to fill in the infrastructure gap in the rest of the districts. Therefore, at this stage, it was felt that a comprehensive evaluation is required, to help districts and states identify their strengths and weaknesses. This would help fine-tune planning and implementation strategies for future DPEP works and also civil works under other similar programmes.

The overall objective of the proposed evaluation is to review across states, the following:

- Strengths and weaknesses of the planning, design development and implementation process followed for civil works.
- The quality of the final product (school, classrooms, resource centers) with respect to its functionality and usability and
- Highlighting good practices

The Evaluation will cover the following areas (in no order of priority):

- Planning and Implementation Process of Civil Works – deciding the type of construction activity and their numbers as per requirement, priority and phasing, planning of pre-construction activities, implementation, fund flow, transparency, flexibility, supervision and monitoring strategy etc.
- Design- functionality, response to pedagogical issues, child-sensitiveness;
- Quality of construction – quality of material & workmanship, leakage, cracks etc;
- Cost effectiveness and efforts towards the same in construction;
- Appropriateness of technologies;
- Specific role of the community in construction management – Effectiveness of VEC/similar local bodies as implementation agency;
- Utilization of the constructed facilities and plans for maintenance of created assets;
- Capacity Building and documentation.
- Sustainability of the processes and initiatives.

An Advisory Group has been formed at the national level to guide the evaluation. This group of distinguished experts, drawn from the EE Bureau, NIEPA (National Institute of Educational Planning and Administration), CBRI (Central Building Research Institute), HSMI (Human Settlements Management Institute), NIRD (National Institute of Rural Development) and BIT (Birla Institute of Technology) Mesra, will guide the finalisation of samples and tools, analysis of data and formulation of report.

The evaluation is being done by a team of experts nominated at the National level as well as by the states - each state has nominated one person for the evaluation. Though a majority of these experts are from a civil works background, there are others with a background of education and social development. All states will be evaluated by a three-member team of two civil works and one social development expert (with two teams for larger states like M.P, U.P, & A.P) who would produce a State Report. The sample sites to be visited have been worked out by a combination of stratified and random sampling techniques.

A Core Team has been formed from among the evaluation team members to develop the tools for the evaluation and also to formulate the synthesis report. The entire evaluation is being coordinated by the Civil Works Unit of the DPEP Technical Support Group.

Evaluation in the states of Assam, Tamil Nadu, Himachal Pradesh, Uttar Pradesh and Rajasthan are complete and preliminary findings are available. Evaluation is in process in the states Madhya Pradesh, Andhra Pradesh, Haryana, Karnataka and West Bengal – the findings expected within a month. The synthesis report is expected to be ready by the next JRM.

Progress of construction remains slow in the expansion districts of Assam, Karnataka, West Bengal and Rajasthan and in most districts of Bihar and Jharkhand. Additional civil works to the excess of 24% have started in Madhya Pradesh, Chattisgarh, Tamil Nadu, Haryana and Maharashtra but fulfilling these enhanced targets are going to be challenging for Haryana and Maharashtra.

All the three new states of Uttaranchal, Jharkhand and Chattisgarh are functioning without a State level civil works cell. This is severely affecting monitoring of progress and quality of civil works. Chattisgarh though has completed most of its targeted constructions. But Jharkhand and Uttaranchal, where most of the constructions are in progress, immediately needs to set up a civil works cell at the State level.

Civil works in most states under DPEP has however been able to go beyond numbers and concentrate on processes that lead to a qualitative improvement of the school infrastructure improvements which are in tune with the new pedagogy and at the same time sustainable. Attempts have been made under the programme to critically examine various issues related to construction such as aesthetics, functionality, cost-effectiveness in design as well as modalities and agencies for construction.

A major contribution of DPEP has been in the area of school designs. Conventional school designs across the country have two or three rectangular classrooms with a narrow verandah at the front. DPEP has been able to make a shift from this traditional 'box type' building to a more functional and child friendly school. These schools with wide verandahs, big windows, children's chalkboards, display and storage shelves etc. have a positive impact on the learning environment of the school. These schools are definitely more attractive to the children. Yet these child sensitive, functional and attractive buildings do not necessarily have a higher cost implication. The buildings under DPEP, with the new designs, compare well with any other rural/panchayati raj construction. In most cases, these buildings have been constructed by the local community with only technical support from Junior Engineers. This bears testimony to the fact that these designs are neither 'fancy' nor difficult to construct.

Cost-effectiveness in construction is another area where a lot of innovative ideas have been tried out under DPEP. As the ceiling for civil work activities is fixed in a district, any savings generated helps the district to construct more out of the same amount of funds. Reducing cost of constructions has therefore been a conscious strategy in all DPEP states - quite an achievement considering the fact that construction activities in government programmes usually tend to be expensive. Various steps have been taken across states to reduce the cost of construction through a variety of measures including modifications in architectural designs, rationalisation of structural designs, use of local materials and cost-effective technologies. Community construction has also resulted in cost savings.

The Gujarat Earthquake Reconstruction Programme, implemented by the Gujarat DPEP Society continues its excellent performance. The state has entrusted the entire school reconstruction programme in the 17 affected districts to the DPEP civil works cell (strengthening it with additional staff), with DPEP procedures to be used for implementation. All temporary shelter and repairs are complete, and new construction works are in full swing.

The Government of India conducted a review of the quality and progress of the reconstruction programme in October-November 2001. The review team consisted of technical experts from the Central Buildings Research Institute (CBRI), the Birla Institute of Technology, Mesra and the

DPEP Technical Support Group. The team found that the progress was extraordinarily good in all districts. On an average, the quality of the repairs as well as the reconstruction was found to be satisfactory. It was however felt that, if the implementing engineers were given one more round of training on earthquake-related behaviour of buildings, the quality could be improved even further.

The repair of earthquake damaged buildings in Gujarat demonstrated once again that repairs is the most cost effective investment in infrastructure, where a small investment can substantially increase the life of the building. Unfortunately, **in most states repair works continue to receive a low priority.**

To provide of toilet and drinking water facilities to all schools Govt. of India initiated a process of convergence with other departments. As a part of this process a meeting with department of drinking water supply, Ministry of Rural Development was held in which a major decision on convergence with the programmes like “*Accelerated Rural water supply Programme (ARWSP)*” and “*Central Rural Sanitation Programme (CRSP)*” had been taken. States have been informed about the convergence decision and suggested to consider the same while the preparation of AWP&B 2002-03.

**Lack of maintenance and funds for the same is also a pressing issue.** Proper and regular maintenance is extremely essential, even for the new buildings. It has been observed that even new buildings, constructed under DPEP, are deteriorating due to lack of proper maintenance – this is a cause of grave concern. Maintenance can be ensured through effective community involvement and adequate recurrent funding. Various ideas for generating funds have been mooted, the most significant among them being the idea of creating a *corpus* at the village level, the interest of which can be used for maintenance.

As more and more districts get covered under the Sarva Siksha Abhiyan, it is evident that the gains of DPEP civil works have transcended beyond the programme. While community construction is a requirement under SSA, most states are following the DPEP procedures of community construction (manuals, trainings, account keeping) in the SSA districts also. The child friendly designs developed under DPEP are also likely to be replicated under SSA. Many SSA districts have also committed themselves to using local materials and cost effective technologies, which has been a major focus under DPEP. These, along with the fact that in various states, school buildings being constructed through State Govt. schemes are being entrusted to DPEP societies, indicate an acceptance and appreciation of the quality of works in DPEP and the strategies adopted to achieve this.

The **National Evaluation** is likely to bring out further state-specific issues, as well as overall strengths and weaknesses of the Civil Works component of DPEP.

#### **Present Focus :**

- *Evaluation of civil works at the National level*
- *Exploration of natural resource management such as rainwater harvesting*
- *Widening the use of Cost Effective Construction Techniques across states*
- *Advocating policy changes towards maintenance of school buildings.*

# DPEP Progress Overview - Physical and Financial Status

DPEP-I	Assam (upto Dec.'2001)				Haryana (upto Jan.'2002)				Karnataka ( upto Dec. 2001)				Kerala (upto Sept. 2001)			
	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.
BRCs	25	7	18	72.00	28	0	28	100.00	40	2	38	95.00	25	0	25	100.00
CRCs	353	37	304	86.12	266	0	268	100.75	234	6	228	97.44	179	12	167	93.30
Addl. Classrooms	145	5	112	77.24	1310	289	780	59.54	16	0	16	100.00	697	93	600	86.08
School Buildings (New & Bldg.less)	518	106	412	79.54	273	0	173	63.37	459	12	446	97.17	223	15	205	91.93
Toilets	588	56	531	90.31	2715	277	2031	74.81	796	40	754	94.72	118	10	107	90.68
Drinking Water	871	143	716	82.20	999	26	819	81.98	796	40	754	94.72	84	0	84	100.00
Repairs	246	6	185	75.20	1052	20	451	42.87	212	1	206	97.17	13	5	8	61.54
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	2891.31		2461.23	85.13	4941.57		3510.22	71.03	2945.46		2836.26	96.29	1789.19		1775.8	99.25
<b>DPEP-I</b>	<b>Madhya Pradesh * (upto December, 2001)</b>				<b>Maharashtra * (upto December 2001)</b>				<b>Tamil Nadu * (upto Fevuary, 2002)</b>				<b>Chattisgarh * (upto December 2001)</b>			
BRCs	120	0	120	100.00	34	17	11	32.35	71	0	71	100.00	78		78	100
CRCs	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	0	0	0	0
Addl. Classrooms	2881	10	2871	99.65	1654	177	1009	61.00	1281	203	1078	84.15	560		560	100
School Buildings (New & Bldg.less)	9608	2505	7097	73.87	467	21	427	91.43					4525	1411	3114	68.82
Toilets	0	0	0	0.00	4079	44	2345	57.49	1468	275	1193	81.27	0	0	0	0.00
Drinking Water	0	0	0	0.00	2439	0	1310	53.71	1554	332	1222	78.64	0	0	0	0.00
Repairs	1345	0	1345	100.00	2191	239	825	37.65								
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	15526.79		11936.9	76.88	6924.594		3632.904	52.46	5382.00		4766	88.55	2817.9		3140.9	111.46

Note: The targets reflected in this statement with regard to DPEP-1 districts in four states - Haryana, Madhya Pradesh, Chattisgarh, Tamil Nadu and Maharashtra - include additional targets taken due to enhancement of ceiling and Savings Plans.



EXPANSION DISTRICTS	Assam (upto December 2001)				Haryana (upto Jan. 2002)				Karnataka (upto December, 2001)				Kerala (upto September, 2001)			
	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.
BRCs	29	15	13	44.83	25	2	23	92.00	67	31	22	32.84	30	2	28	93.33
CRCs	0	0	0	0.00	278	122	148	53.24	800	274	486	60.75	273	24	172	63.00
Addl. Classrooms	776	340	406	52.32	365	165	184	50.41	163	20	140	85.89	362	110	193	53.31
School Buildings (New & Bldg. less)	360	256	104	28.89	119	31	70	58.82	620	186	380	61.29	73	30	12	16.44
Toilets	856	285	571	66.71	1891	379	1058	55.95	620	186	380	61.29	435	188	140	32.18
Drinking Water	1020	175	845	82.84	742	104	495	66.71	620	186	380	61.29	352	128	114	32.39
Repairs	1589	563	1026	64.57	335	22	230	68.66	9	1	6	66.67	757	90	119	15.72
Financial Progress (in Rs. lacs)	Total/app Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	3441.34		2626	76.31	2103.67		1783.01	84.76	5841.85		3577.98	61.25	1846.8		1417.86	76.77
EXPANSION DISTRICTS	Madhya Pradesh * (upto December, 2001)				Maharashtra (upto December 2001)				Tamil Nadu (upto Fevruary, 2002)				Chattisgarh (upto December 2001)			
	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.
BRCs	116	4	112	96.55	39	26	0	0.00	34	0	34	100.00	56		56	100
CRCs	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	0	0	0	0
Addl. Classrooms	1665	63	1602	96.22	490	281	197	40.20	502	36	466	92.83	101	7	94	93.07
School Buildings (New & Bldg. less)	6877	3434	3443	50.07	420	276	125	29.76					1540	844	696	45.19
Toilets	0	0	0	0.00	1650	364	1076	65.21	536	36	500	93.28	0	0	0	0.00
Drinking Water	0	0	0	0.00	1150	159	671	58.35	536	478	58	10.82	0	0	0	0.00
Repairs	0	0	0	0.00	789	84	113	14.32	0	0	0	0.00	0	0	0	0.00
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	12379.05		10352.6	83.63	3509.22		1953.9	55.68	2877.00		2634.75	91.58	753.5		954.04	126.61

# DPEP Progress Overview - Physical and Financial Status

DPEP-II	Andhra Pradesh - both phases (upto Feb. 2002)				Gujarat (upto Aug. 2001)				Himachal Pradesh (upto February 2002)				Orissa (upto Feb. 2002)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp	Target/ Planned	IP	Comp.	% of comp.
BRCs/MRCs	993	79	889	89.53	23	5	18	78.26	33	9	6	18.18	86	32	54	62.79
CRCs	0	0	0	0.00	0	0	0	0.00	342	90	182	53.22	1014	170	844	83.23
Addl. Classrooms	14996	1354	13263	88.44	341	17	324	95.01	51	3	18	35.29	682	167	515	75.51
School Buildings (New & Bldg.less)	8695	918	7543	86.75	310	9	244	78.71	808	234	542	67.08	990	536	454	45.86
Toilets	1342	94	709	52.83	1500	10	849	56.60	612	42	444	72.55	1240	104	1136	91.61
Drinking Water	1231	243	720	58.49	710	0	90	12.68	505	39	364	72.08	327	131	196	59.94
Repairs	0	0	0		933	16	917	98.29	802	41	295	36.78	1730	215	1515	87.57
Financial Progress (in Rs. lacs)	Total/app Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app Project Outlay		Exp	% of exp
	29827.96		26916.39	90.24	2296		1982.93	86.36	2953.36		2078.67	70.38	4799.00		4544.0	94.69
<b>DPEP-II &amp; IV</b>	<b>Uttar Pradesh - DPEP II (upto February 2002)</b>				<b>West Bengal (upto February 2002)</b>				<b>West Bengal - expansion (upto February 2002)-</b>				<b>Rajasthan - 1st Phase (upto Dec. 2001)</b>			
BRCs/CIRC	250	63	184	73.60	196	41	151	77.04	130	66	17	63.85	84	20	1	25.00
CRCs/NPRCs	2510	53	2457	97.89	0	0	0	0.00	0	0	0	0.00	1041	276	562	80.50
Addl. Classrooms	7510	958	4632	61.68	1381	90	1286	93.12	330	125	52	53.64	1058	300	234	50.47
School Buildings (New & Bldg.less)	6079	1720	3526	58.00	485	93	392	80.82	318	139	67	64.78	1171	253	186	37.49
Toilets	16108	2232	11420	70.90	0	0	0	0.00	0	0	0	0.00	5550	834	2320	56.83
Drinking Water	3520	357	3163	89.86	0	0	0	0.00	0	0	0	0.00	1911	260	625	46.31
Repairs	0	0	0		522	22	500	95.79	0	0	0	0.00	2336	500	2443	125.98
Financial Progress (in Rs. lacs)	Total/app Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app Project Outlay		Exp	% of exp
	16077.00		14503.74	90.21	4711.27		4968.64	105.46	4732.25		719.2	15.20	8600.88		4036.3	46.93

Note: The expenditure figure in West Bengal initial districts shows an excess over the project outlay. This is because this includes expenditure on Innovation Funds (state as well as district) and other SPO level constructions which has not been considered in the Project Outlay.

DPEP-III	Uttar Pradesh - DPEP III (upto Feb. 2002)				Uttaranchal (upto February 2002)				Bihar (upto Dec. 2001)				Jharkhand (upto Mar. 2002)			
	Target/ Planned	IP	Comp.	% of comp & IP	Target/ Planned	IP	Comp.	% of comp & IP	Target/ Planned	IP	Comp.	% of comp & IP	Target/ Planned	IP	Comp.	% of comp & IP
BRC	376	96	271	97.61	65	25	6	47.69	139	37	102	100.00	52	3	49	100.00
CRCs/NPRCs	3638	455	1680	58.69	280	4	127	46.79	1181	434	510	79.93	521	157	280	83.8
Addl. Classrooms	5887	1520	2940	75.76	452	9	109	26.11	1652	692	276	58.60	1557	558	210	49.3
School Buildings (New & Bldg. less)	4872	1224	940	44.42	497	75	158	46.88	1981	331	86	21.05	1013	386	119	49.8
Toilets	6998	3048	3137	88.38	1631	86	663	45.92	4510	392	396	17.47	1106	145	136	25.4
Drinking Water	4397	0	0	0.00	1352	0	0	0.00	5167	82	327	7.92	1449	132	307	30.3
Repairs & Rehab.	7920	0	0	0.00	1090	0	0	0.00	350	0	5	1.43	363	3	14	4.6
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp.	% of exp	Outlay for 2001-2002		Exp. In 2001-2002	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp
	18251.00		11125.54	60.96	10222.72		483.6	47.28	9627.97		4050.2	42.07	5151.26		1783.0	34.6
<b>Summary</b>	<b>DPEP-I</b>				<b>DPEP-II**</b>				<b>DPEP-III</b>				<b>DPEP-IV</b>			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	421	26	389	92.40	1977	309	1590	80.42	191	40	151	79.06	214	86	18	8.41
CRCs	1032	55	967	93.70	5217	733	4289	82.21	1702	591	790	46.42	1041	276	562	53.9
Addl. Classrooms	8544	777	7026	82.23	29385	3611	23320	79.36	3209	1250	486	15.14	1388	425	286	20.6
School Buildings (New & Bldg. less)	16073	4070	11874	73.88	27376	8567	17531	64.04	2994	717	205	6.85	1489	392	253	16.99
Toilets	9764	702	6961	71.29	26790	3920	18283	68.25	5616	537	532	9.47	5550	834	2320	41.80
Drinking Water	6743	541	4905	72.74	10713	2000	7096	66.24	6616	214	634	9.58	1911	260	625	32.7
Repairs	5059	271	3020	59.70	7466	1054	4721	63.23	713	3	19	2.66	2336	500	2443	104.5
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp
	43218.814		34060.214	78.81	93417.017		80294.5	85.95	14779.234		5833.261	39.47	13333.126	0	4755.49	35.67

\*\*DPEP-II - Including expansion districts of DPEP-I states  
DPEP-IV - Rajasthan and West Bengal (Expansion districts)

## DPEP Progress Overview - Implementation

Assam	Haryana	Karnataka
<p>The major backlog in DPEP I is in the construction of school buildings - work in 106 schools are still in progress. Progress in DPEP II also remains slow with only 13 out of 29 BRCs (45%) and only 104 out of 360 school buildings (29%) completed. The Districts of Darrang and Karbi Anglong has taken up some additional works beyond 24%. All districts have drawn up infrastructure plans which gives an assessment of the infrastructure gap that remains after DPEP.</p>	<p>DPEP I works are nearly complete. Progress in DPEP II has also picked up. Recently an evaluation, conducted at the National level, of the DPEP I constructions indicated major problems in the works done through the Panchayati Raj Department. Proper maintenance was also found to be lacking in most of the new constructions. As follow-up of this evaluation, State authorities decided to evaluate all the buildings constructed by PRD through a joint committee (PRD &amp; DPEP). Progress of this activity is not known. Enhancement of ceiling upto 33.33% has been approved for DPEP-I districts.</p>	<p>DPEP I works are almost through - 12 schools, 2 BRCs and 6 CRCs remain incomplete. None of the districts have planned for additional civil works beyond 24%. In DPEP II, though a majority of the works are in progress, rate of completion is very poor. Large number of works have been held up due to irregular flow of funds. The implementing agencies have also been slow in submitting utilisation certificates of completed works. As a result many of the buildings, in spite of being complete has not been taken over. Absence of a strong civil works cell at the SPO is strongly felt. <b>The Construction of DSERT is nearly complete and the SPO has moved into the building.</b></p>
Madhya Pradesh	Maharashtra	Tamil Nadu
<p>Progress of works in both DPEP I &amp; II districts is good. In DPEP I, most districts have completed their original targets and have taken up additional works due to enhanced ceiling. Additional civil works taken up in excess of 24% have mainly been of school buildings. Both primary school buildings and EGS shelters are being constructed with DPEP providing Rs 1 lakh per building (Rs.50,000 in tribal areas) - the rest is generated through community participation.</p>	<p><b>Most of the BRCs are now in progress and are likely to be completed by the new project closing date. However, some BRC constructions have still not begun and these are a matter of concern.</b> Although the first phase of renovation of MIEPA is complete, sanitary and electrical installations have yet to be taken up until which time the building will not be fully functional. <b>A massive amount of Civil Works have been planned this year with funds from the Savings Plan. It appears unlikely that these can be completed in the stipulated time period.</b> As part of the conditions for enhancement of the civil works ceiling, the state has prepared a schoolwise infrastructure situation plan based on EMIS data. This will go a long way in helping them plan effectively for the enhanced amounts. <b>Overall progress has picked up in DPEP II.</b></p>	<p>DPEP I works are nearly complete. Progress of DPEP II works is also satisfactory. <b>Enhancement of ceiling upto 33.33% has been approved for DPEP-I districts, where the state plans to construct 366 more school buildings.</b> Construction of these additional works has started. The districts have drawn up infrastructure plans identifying requirements - however these plans do not consider repairs requirements. Some repair works are being undertaken on pilot basis to establish procedures before upscaling. Increase in the number of community constructions with cost-effective technologies has been observed.</p>

<p><b>Uttar Pradesh</b></p> <p>Progress of construction is good in both the initial as well as the expansion districts. In DPEP II the state shows an expenditure of above 90% in spite of the fact that about 40% of the school buildings and additional classrooms are in progress. New designs with cost effective technologies are being used in a few districts of DPEP II and all districts of DPEP III. The same designs would also be used for schools constructed through other schemes - this has been a very positive development towards sustainability of the designs.</p>	<p><b>Himachal Pradesh</b></p> <p>Overall progress of civil works has improved, although it is still slow. The SCERT and the Society Office building is complete. <b>Progress of BRC construction is still a major concern.</b> Resource Mapping has been conducted, and prototype construction is on in Chamba, Kullu and Sirmour. However, progress on these prototypes is very slow. A separate proposal for developing prototypes of schools using solar-passive and energy-efficient design has been approved and implementation of these has just begun. DPEP designs are being replicated in the State funded SBVJ scheme for constructing classrooms and these works are also being supervised by DPEP engineers. Sustainability is being looked at and non-DPEP engineers have also been trained in DPEP innovations.</p>	<p><b>Orissa</b></p> <p><b>Overall progress of civil works is good. The State plans to complete all civil works by December 2001.</b> Cost-effective technologies and child friendly elements are being used in the construction of school buildings. Reconstruction of primary schools in 14 cyclone effected districts is proposed to be implemented through DPEP by following same procedures. The State has developed infrastructure development plans. The State is making efforts for convergence with other schemes like JRY, PMGY, MP/MLA LAD Fund, EAS etc.</p>
<p><b>West Bengal</b></p> <p>Work in the initial districts are nearing completion. Progress in the expansion district is however slow with only Jalpaiguri showing reasonable progress. Achievement of the state with regard to use of cost effective technologies and creating child friendly environment has been impressive. <b>Convergence plans are being formulated at the district level to provide basic infrastructural support including toilet, drinking water and site development in all primary schools within the next 3 years.</b> The designs and estimates of the SCERT building has been finalised and is awaiting approval.</p>	<p><b>Bihar</b></p> <p><b>Overall progress is slow with low expenditure.</b> Very few new/ buildingless schools are complete with a large number yet to start. Issues related to the progress of civil works have been identified and necessary steps are being taken to resolve the same. This has resulted in improvement of progress in past few months. <b>One of the major reasons for slow progress is lack of sufficient engineers at district. State may require to fill these vacancies to improve the progress.</b> All the works are being undertaken through the community and with cost-effective technologies. Quality of work is commendable.</p>	<p><b>Rajasthan</b></p> <p>Construction is in full swing in the Phase-1 districts and is progressing at good speed. The new designs developed at the state level, after conduction of the Resource Mapping Exercise, are being used. <b>Construction of prototype school buildings, though, is still not complete.</b> In Phase-2, the engineers have been appointed and construction works are getting under way. Construction of CEM has begun.</p>

## DPEP Progress Overview - Implementation

Kerala	Andhra Pradesh	Gujarat
<p>One of the Programme Officers holds additional charge of Civil Works at the SPO. <b>There is serious lack of monitoring and support to the districts in the absence of a Civil Works cell</b> here. In DPEP-I, a lot of work remains incomplete in Wayanad district, mainly additional classrooms. In DPEP II the smaller works such as repairs, water etc. in Trivandrum district are very slow. <b>Construction of SCERT/ SIEMT has not started.</b></p> <p><b>Jharkhand</b></p> <p>Overall progress was slow with low expenditure. <b>However, in the past two months, the situation has improved with the restructuring of plans (and the related steps taken).</b> In absence of a civil works setup at the State level, a lot of decisions like sanction of estimates have been decentralised to the district level. Funds released from the state are being specifically earmarked for civil work activities. Supervision and monitoring systems have also been streamlined. All these steps have resulted in a marked improvement in progress and pace of expenditure. <b>Setting up a state level civil works unit is however extremely critical to future progress.</b></p>	<p>Construction work in the initial five districts are either complete or in advanced stage of construction. <b>Enhancement of ceiling upto 33.33% has been approved for Kurnool district.</b> The detailed district Infrastructure plan, an essential precondition to such additional allocation, has been furnished for remaining four districts recently. In the expansion districts, a large number of works were taken up over and above the approved budget under DPEP. As most of the work is complete, a majority of the technical staff has been relieved. State planning to execute the additional civilworks due to enhancement with the help of Panchayati Raj Engg.Dept.</p> <p><b>Uttaranchal</b></p> <p><b>There is no civil works cell at the SPO - this is seriously hampering civil works monitoring.</b> The BRC constructions are being undertaken by the UP Jal Nigam and the state is planning to involve CBRI, Roorkee in school constructions. BRC construction is lagging, with only 6 out of 38 BRCs being complete as of now, and 9 BRCs not taken up as yet. The first meeting of the newly formed Advisory Committee on civil works was held on the 18th of October. No strategy development exercise has however taken place after this.</p>	<p>In the initial three districts, the targets are almost all fully met. In the expansion districts, the earthquake repair and reconstruction programme is on where most of the repair and strengthening works are fully complete. Reconstruction of classrooms (using approved earthquake-resistant designs), and provision of toilets and drinking water is the current focus here.</p> <p><b>Chattisgarh</b></p> <p>Progress of works in both DPEP I &amp; II was hampered in the last six months due to non availability of funds. All the districts have taken up civil works in excess of 24%, though the state has not yet officially applied for an enhancement of ceiling. The additional civil works are in terms of school buildings - both for the formal schools as well as EGS. The State have had an impressive investment in civil works infrastructure (school buildings) in the last year through other sources of funding like the OBBB and the 10th Finance Commission grants. However, <b>in absence of a proper civil works setup at the State level, monitoring of progress and quality of work is going to be difficult.</b></p>

# DPEP Progress Overview - Implementation

Uttar Pradesh	Himachal Pradesh	Orissa
<p>Progress of construction is good in both the initial as well as the expansion districts. In DPEP II the state shows an expenditure of above 90% in spite of the fact that about 40% of the school buildings and additional classrooms are in progress. New designs with cost effective technologies are being used in a few districts of DPEP II and all districts of DPEP III. The same designs would also be used for schools constructed through other schemes - this has been a very positive development towards sustainability of the designs.</p>	<p>Overall progress of civil works has improved, although it is still slow. The SCERT and the Society Office building is complete. <b>Progress of BRC construction is still a major concern.</b> Resource Mapping has been conducted, and prototype construction is on in Chamba, Kullu and Sirmour. However, progress on these prototypes is very slow. A separate proposal for developing prototypes of schools using solar-passive and energy-efficient design has been approved and implementation of these has just begun. DPEP designs are being replicated in the State funded SBVJ scheme for constructing classrooms and these works are also being supervised by DPEP engineers. Sustainability is being looked at and non-DPEP engineers have also been trained in DPEP innovations.</p>	<p><b>Overall progress of civil works is good. The State plans to complete all civil works by December 2001.</b> Cost-effective technologies and child friendly elements are being used in the construction of school buildings. Reconstruction of primary schools in 14 cyclone effected districts is proposed to be implemented through DPEP by following same procedures. The State has developed infrastructure development plans. The State is making efforts for convergence with other schemes like JRY, PMGY, MP/MLA LAD Fund, EAS etc.</p>
West Bengal	Bihar	Rajasthan
<p>Work in the initial districts are nearing completion. Progress in the expansion district is however slow with only Jalpaiguri showing reasonable progress. Achievement of the state with regard to use of cost effective technologies and creating child friendly environment has been impressive. <b>Convergence plans are being formulated at the district level to provide basic infrastructural support including toilet, drinking water and site development in all primary schools within the next 3 years.</b> The designs and estimates of the SCERT building has been finalised and is awaiting approval.</p>	<p><b>Overall progress is slow with low expenditure.</b> Very few new/ buildingless schools are complete with a large number yet to start. Issues related to the progress of civil works have been identified and necessary steps are being taken to resolve the same. This has resulted in improvement of progress in past few months. <b>One of the major reasons for slow progress is lack of sufficient engineers at district. State may require to fill these vacancies to improve the progress.</b> All the works are being undertaken through the community and with cost-effective technologies. Quality of work is commendable.</p>	<p>Construction is in full swing in the Phase-1 districts and is progressing at good speed. The new designs developed at the state level, after conduction of the Resource Mapping Exercise, are being used. <b>Construction of prototype school buildings, though, is still not complete.</b> In Phase-2, the engineers have been appointed and construction works are getting under way. Construction of CEM has begun.</p>

## DPEP Progress Overview - Implementation

Gujarat	
<p><b>Kerala</b></p> <p>One of the Programme Officers holds additional charge of Civil Works at the SPO. <b>There is serious lack of monitoring and support to the districts in the absence of a Civil Works cell here.</b> In DPEP-I, a lot of work remains incomplete in Wayanad district, mainly additional classrooms. In DPEP II the smaller works such as repairs, water etc. in Trivandrum district are very slow. <b>Construction of SCERT/ SIEMT has not started.</b></p>	<p>Construction work in the initial five districts are either complete or in advanced stage of construction. <b>Enhancement of ceiling upto 33.33% has been approved for Kurnool district.</b> The detailed district Infrastructure plan, an essential precondition to such additional allocation, has been furnished for remaining four districts recently. In the expansion districts, a large number of works were taken up over and above the approved budget under DPEP. As most of the work is complete, a majority of the technical staff has been relieved. State planning to execute the additional civilworks due to enhancement with the help of Panchayati Raj Engg. Dept.</p>
Andhra Pradesh	
<p><b>Jharkhand</b></p> <p>Overall progress was slow with low expenditure. <b>However, in the past two months, the situation has improved with the restructuring of plans (and the related steps taken).</b> In absence of a civil works setup at the State level, a lot of decisions like sanction of estimates have been decentralised to the district level. Funds released from the state are being specifically earmarked for civil work activities. Supervision and monitoring systems have also been streamlined. All these steps have resulted in a marked improvement in progress and pace of expenditure. <b>Setting up a state level civil works unit is however extremely critical to future progress.</b></p>	<p><b>Uttaranchal</b></p> <p><b>There is no civil works cell at the SPO - this is seriously hampering civil works monitoring.</b> The BRC constructions are being undertaken by the UP Jal Nigam and the state is planning to involve CBRI, Roorkee in school constructions. BRC construction is lagging, with only 6 out of 38 BRCs being complete as of now, and 9 BRCs not taken up as yet. The first meeting of the newly formed Advisory Committee on civil works was held on the 18th of October. No strategy development exercise has however taken place after this.</p>
Chattisgarh	
<p>Progress of works in both DPEP I &amp; II was hampered in the last six months due to non availability of funds. All the districts have taken up civil works in excess of 24%, though the state has not yet officially applied for an enhancement of ceiling. The additional civil works are in terms of school buildings - both for the formal schools as well as EGS. The State have had an impressive investment in civil works infrastructure (school buildings) in the last year through other sources of funding like the OBB and the 10th Finance Commission grants. However, <b>in absence of a proper civil works setup at the State level, monitoring of progress and quality of work is going to be difficult.</b></p>	



	<p>New designs are being used. However in a hurry to complete construction, many of the finer points of these designs (storage, display area, childrens' chalkboard etc.) are being missed out. Incorporation of various child friendly elements into the large number of schools (600 per each district) is being planned. Some more new designs are also proposed to be developed including child friendly elements - these can be used in the schools which will be constructed with the additional funds.</p>	<p>Construction of schools and BRCs are as per new designs. Various child friendly elements are built into the designs. <b>Such elements are also being incorporated into the existing schools through the repairs programme.</b></p>	<p>The initial designs developed were site specific and were replicated where site conditions are similar. In other sites, simple rectangular designs are being used incorporating pedagogic elements like external activity spaces, storage, display etc. New child-friendly designs have been developed by INTACH - prototype construction of the same is on.</p>
<p><b>Creating a child friendly school</b></p>	<p>The huge targets and the short time frame of the civil works programme did not allow taking up cost effective constructions in a large way. However, individual efforts in adopting such technologies are noticed at a number of places. The Innovation Fund was used for constructing prototypes using alternate technologies - 24 out of the 29 works taken up are complete.</p>	<p>The designs being used are fairly cost-effective. A rationalisation exercise has been conducted to further optimise costs. Implementation of cost-effective technologies in regular construction has been taken up in 86 buildings so far, after a state level, hands-on training camp was completed in March 2000.</p>	<p>Locally available materials like stone (Chamba, Kullu) and mud (Lahul &amp; Spiti) are being used in most of the constructions, thereby reducing costs. State level Engineers' hands-on training in appropriate technologies was completed in 1999. Prototypes using Cost-effective technologies are under construction with the help of INTACH.</p>
<p><b>Efforts towards cost-effectiveness</b></p>	<p>Four batches of orientation training for engineers have been conducted. Masons are also being trained at the Nirmithi Kendras.</p>	<p>Ensuring quality, effective use of funds and adherence to time schedule in the <b>Earthquake Reconstruction Programme</b> are the focus areas as of now.</p>	<p>Engineers have also received basic training in <b>Solar Passive architecture and Earthquake-resistant design.</b> A set of prototypes demonstrating these principles is in progress.</p>
<p><b>Others</b></p>			
	<p><b>West Bengal</b></p>	<p><b>Bihar</b></p>	<p><b>Assam</b></p>
<p><b>Creating a child friendly school</b></p>	<p>Apart from the use of new designs which are more child friendly and attractive, internal and external child friendly elements are being provided in a large number of schools - this includes both new schools constructed under DPEP as well as existing schools. 6553 schools are planned to be provided with such elements, most of which are in progress. <b>The National Council of Science Museums has been approached to help create innovative and interesting learning elements.</b></p>	<p>BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>It is being planned to use innovation fund to incorporate child friendly elements.</b> Estimates for the incorporation of child friendly elements are being prepared.</p>	<p>Four new designs have been developed to be adopted in situations depending on the enrolment. Apart from these designs, which are pretty functional, a few schools have been provided with external child friendly elements like outdoor learning spaces. Elements like low height children's chalkboard and multi-purpose ledges are being encouraged in all new schools as well as in the schools being repaired. The State plans to have a workshop soon on exploring further options of child friendly elements.</p>
<p><b>Efforts towards cost-effectiveness</b></p>	<p>About 270 buildings in the initial five districts have been constructed using cost effective technologies of stub foundation, rat-trap bond walls, arched openings and filler slabs. These constructions have recently been validated in a two day workshop by a group of National Experts - efforts for further validation has been taken up with IIT Kharagpur. <b>About 400 constructions are in progress in the expansion districts using similar technologies.</b></p>	<p><b>All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction.</b> There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.</p>	<p>The designs being used in DPEP II use local materials like bamboocrete and has very little use of RCC, thereby making the structures quite cost-effective. The single room designs to be used in situations of low enrolment is also aimed at optimising investment in sparsely populated areas.</p>

## DPEP Progress Overview - Focus Areas

<p><b>Others</b></p>	<p>Engineers were provided four rounds of training - orientation training, training on cost effective technologies, hands-on training and training on child friendly elements. <b>An additional round of training on aspects of construction management has been planned.</b> Pamphlets on cost effective technology and child friendly elements have been developed in local languages for creating awareness among villagers. <b>A manual on good construction practices have recently been published in the local language.</b></p>	<p>Intensive training programmes have been undertaken by DPEP Bihar at regular intervals. A 12 day training programme prior to start of construction. In addition, 5 day hands-on training programmes every year is being conducted for engineers.</p>	<p>A 2 day orientation training followed by a 3 day for final training has been imparted to the engineers. Training on quality control was also conducted. V.Cs. are trained by the district engineers before the start of construction.</p>
<p><b>Creating a child friendly school</b></p>	<p style="text-align: center;"><b>Kerala</b></p> <p>Many of the classrooms lack basic elements such as display, storage and other child sensitive facilities. A very successful workshop was held at the state level, discussing possibilities of incorporating child friendly elements in schools. The follow-up to this is however not seen.</p>	<p style="text-align: center;"><b>Maharashtra</b></p> <p>New designs are being implemented in DPEP-II districts. Child friendly elements (both internal and external) have been incorporated in these designs and are being constructed along with the school buildings. In DPEP I, one school per block was supposed to be taken up for incorporation of child-friendly elements, but there is no progress on this matter.</p>	<p style="text-align: center;"><b>Madhya Pradesh</b></p> <p>Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements. The state aims to include child friendly elements in all schools - both existing and new, formal and EGS.</p>
<p><b>Efforts towards cost-effectiveness</b></p>	<p>Although filler slabs are being used in the regular DPEP constructions (except Palakkad), other technologies such as rat-trap bond have not been used upto the potential. <b>The state has not yet used the Innovation fund</b> - this can be used to explore possibilities of further cost reduction. There has been no clear strategy for the training of engineers. There is no plan to use the innovation fund for the same.</p>	<p>The initial BRC designs in DPEP-1 used cost-effective technologies. These designs have however been discontinued and the rest of the BRC construction will take place using regular technologies. Under DPEP II, the structural designs have been rationalised resulting in significant cost savings. <b>Use of cost-effective technologies in schools is underway in scattered cases, depending upon the engineer's interest.</b></p>	<p>Local materials like stone is being used in construction in many of the stone intensive districts. Such buildings are cost-effective and qualitatively better. A series of workshops were held and a document published on various alternate technology options. Based on this document, work has started on a number of buildings using various alternate technologies.</p>
<p><b>Others</b></p>	<p>Activity Centres, creation of eco-friendly schools and many other innovative ideas have been discussed but none has been acted upon.</p>	<p>The Phase-1 districts will now have to quickly implement an efficient Project Management system to deal with the massive amount of Civil Works to be implemented with the Savings Funds. The emphasis will need to be on increased staffing, and efficient monitoring and implementation.</p>	<p>Workshops at regional level discussed the training and orientation that would be required at various levels before construction with alternate technologies is taken up. This was followed up with district level workshops which discussed options for low cost constructions and child friendly elements.</p>

Karnataka	Uttar Pradesh	Orissa	Haryana	Tamil Nadu	Rajasthan
<p>New designs, which are functional and child friendly, are being used in DPEP II. Efforts have been made to create child friendly elements at a few schools. However, these elements need to be properly planned and seen in a holistic way, rather than being viewed as individual civil works interventions.</p>	<p>The new designs being used in DPEP III are child sensitive and functional. The prototype buildings constructed incorporated various internal and external child friendly elements. Such elements have also been included in the revised construction manual. The state now needs to think of steps to create a child friendly environment in the large number of existing schools.</p>	<p>New designs are being used. Various child friendly elements have been built into these designs. All the school buildings coming up are proposed to be constructed along with child friendly elements. It has been proposed to use these new designs in cyclone reconstruction programme to be implemented in DPEP mode.</p>	<p>The new designs being used under DPEP II are basically modifications of the earlier designs, incorporating necessary pedagogic elements. Hexagonal school design developed is proposed to be used for all the new school building constructions. After the prototypes on child friendly elements constructed in Kaithal, all the DPEP-II districts have taken initiation for the incorporation of child friendly elements into new/ existing schools.</p>	<p>The structural design of the BRC building has been rationalised leading to significant cost savings. The new designs that has been developed propose to use various cost-effective technologies like the rat-trap wall, filler slab roof, corbelled roof etc. which would also help in saving cost.</p>	<p>Designs have been prepared with emphasis on child-friendliness. Child-friendly elements are being incorporated into all buildings. These elements are also being incorporated in existing schools that are taken up for repair.</p>
<p>Alternative technologies like filler slabs are being used in the DPEP constructions in a few blocks. These are however due to the individual initiatives of the concerned engineer and not as a planned intervention - in fact the unit cost of constructions in Karnataka remain quite high. A few prototypes with alternative technologies were constructed through the Innovation Fund. But these were not carried forward and replicated anywhere else.</p>	<p>The structural design of the BRC building has been rationalised leading to significant cost savings. The new designs that has been developed propose to use various cost-effective technologies like the rat-trap wall, filler slab roof, corbelled roof etc. which would also help in saving cost.</p>	<p>Around 25% savings was achieved through rationalisation of one of the school designs. The present BRC design is also rationalised. The rationalised designs are being implemented in field. <b>Cost-effective technologies are being implemented on large scale. It is proposed to use CECT in cyclone reconstruction programme.</b></p>	<p>A state level training of engineers on appropriate technologies and child friendly elements was conducted in the year 2000. On-site training for the masons also being conducted.</p>	<p>Training of engineers of 40 districts in DPEP II &amp; DPEP III has been completed on the new designs. Training of VECs of 12 districts in DPEP II and 30 districts of DPEP III has also been complete. However a further round of hands-on training of engineers and masons may be required as a follow up to this training.</p>	<p>A two day training of engineers (ZPED, KLAC and DPEP engineers) in cost-effective technologies was conducted by Tara Nirman Kendra, the agency involved in prototype constructions. However more follow up trainings are needed if such technologies are to be adopted widely.</p>
<p>Others</p>	<p>Others</p>	<p>Others</p>	<p>Others</p>	<p>Others</p>	<p>Others</p>
<p>Creating a child friendly school</p>	<p>Creating a child friendly school</p>	<p>Creating a child friendly school</p>	<p>Creating a child friendly school</p>	<p>Creating a child friendly school</p>	<p>Creating a child friendly school</p>

## DPEP Progress Overview - Focus Areas

<p><b>Efforts towards cost-effectiveness</b></p>	<p>An exercise for rationalisation of structural designs and specifications have also been taken up to reduce the cost. These rationalised designs are being implemented. Progress of prototype buildings with new designs with technologies is very slow. Apart from the prototype, implementation of cost-effective technologies has started in a very small scale.</p>	<p>The State has taken up construction of Seventy schools through the community using various cost-effective technologies and planned to take up fifty more works. <b>Significant cost-savings (approximately Rs. 1.0 lac per building) as compared to PWD construction has been achieved</b>. Rationalisation of existing structural designs and specifications has also been taken up. PWD agreed to undertake one building in each district by using cost-effective construction technologies.</p>	<p>Resource Mapping has been conducted, and all construction is being taken up using local and cost-effective technologies. One Prototype building per district (phase 1) is in progress, which will introduce more innovations</p>
<p>Others</p>	<p>Engineers have undergone hands-on training in appropriate technologies. Very few construction started by using these technologies. SPO may need to follow up.</p>	<p>DPEP engineers have undergone a two day hands-on training in appropriate technologies. <b>District wise</b> workshops with PWD engineers were conducted to share the experiences of cost-effective technologies and child friendly elements followed by a one day practical training on CECT.</p>	<p><b>Rainwater Harvesting</b> for drinking water provision, and <b>innovative sanitation systems</b> are the other focus areas of the state. Both of these initiatives are being tried out in a couple of districts at first, and will be upscaled subsequently.</p>
<p>Creating a child friendly school</p>	<p><b>Jharkhand</b> BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>It is being planned to use innovation fund to incorporate child friendly elements.</b> Estimates for the incorporation of child friendly elements are being prepared.</p>	<p><b>Uttaranchal</b> The new designs being used in the expansion districts are child sensitive and functional. In line with the requirements of the hilly terrain, the State is thinking of developing a few more child friendly designs. There is a requirement to construct smaller school buildings in habitations with less population.</p>	<p><b>Chattisgarh</b> Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements.</p>
<p>Efforts towards cost-effectiveness</p>	<p><b>All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction.</b> There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.</p>	<p>Most of the buildings being constructed are based on conventional technologies of brick and RCC. There is however considerable potential for using local materials and technologies. The State had intended to involve CBRI, Roorkee in developing cost effective technology options - however, no action on this was initiated by the state.</p>	<p>The document, Neev, published by Madhya Pradesh indicated an whole range of options for using alternate technologies to bring down the cost of the building. Based on this document, works using various alternate technologies have started in Sarguja. However in the other districts there has been very little effort in this direction primarily since these districts do not have their own project engineers to take the initiative.</p>
<p>Others</p>	<p>the State intends to take up a validation exercise for the buildings constructed through technologies in the near future. Completion of targets as per the restructured plans is however a priority as of now.</p>	<p>Incorporating earthquake resistant features in the school buildings is one of the focus areas - CBRI, Roorkee is to be consulted on this. The State is also looking into the possibility of using rain water harvesting features in schools.</p>	<p>Adequate training to engineers and also to BNS members remain an area of concern. As in most districts the supervision is done by the RE S engineers, adequate and effective training to the engineers and VECs is a must for ensuring quality of construction.</p>

## **PROCUREMENT AND DISBURSEMENT**

### **Procurement**

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

The consultancy contract for the development of computerised financial management system in DPEP Rajasthan was awarded to a consultancy firm through short listing. The software package is stated to be in the final stages of completion. In UP, DPEP the short list of consultancy firms for the development of computerised financial management system has been approved by the World Bank and further action for selection of a consultancy firm for award of the assignment is in progress.

With the objective of acquainting the DPEP functionaries with the procurement and disbursement procedures of the funding agencies, National Level and State Level Workshops on procurement and disbursement are organised. Training programmes with participation of Bank's representatives in Rajasthan to familiarise the DPEP functionaries in the State with the IDA procurement and disbursement procedures and the requirements connected with financial management system were organised. The DPEP functionaries in the new States viz Uttaranchal, Jharkhand and Chhattisgarh have been acquainted with the procurement procedures.

### **Expenditure and Disbursement (IDA Credits)**

#### **DPEP-I – Expenditure**

The cumulative expenditure upto 31/3/2001 is Rs.735.25 crores which is about 83.40% of EFC approved project cost of Rs.882.00 crores. The project cost has, however, been revised as Rs.1070.66 crores and approved by EFC.

Against the AWP&B of Rs.268.41 crores for the year 2001-2002, the project has achieved an expenditure of Rs.133.76 crores which is about 50%. Expenditure for March, 2002 is awaited from Kerala & Karnataka (Full month) and Assam, Haryana, Maharashtra & Tamil for the period 9/3/2002 to 31/3/2002.

State wise achievement is at Statement F-1.

## **Disbursement**

As a result of low level of expenditure, the disbursement targets could not be achieved. Against the cumulative SAR targets \$ 233.362 million, a disbursement of US\$ 153.299 million (66%) upto 31/3/2001 could only be achieved.

Based on the expenditure upto 8/3/2001 and including unclaimed expenditure for the previous year, the likely disbursement during the year 2001-2002 is US\$ 23.500 million against the SAR target of US\$ 26.938 million which is about 87%.

The un-disbursed balance of about US \$ 62 million (including \$12.00 million in the Special Account) would be utilised during the extended period of 15 months upto 30/6/2003.

## **EFC funded Madhya Pradesh / Chhattisgarh**

### **Expenditure**

The cumulative expenditure upto 31/3/2001 is Rs.481.97 crores which is 97% of the EFC approved cost of Rs.498.74 crores. The project cost has, however, been revised and the revised EFC approved cost of the project is now Rs.734.01 crores.

Against the AWP&B of Rs.169.24 crores for the year 2001-2002, the project has incurred an expenditure of Rs.55.97 crores during April to December, 2001 which is about 33%.

## **DPEP-II (IDA Funded)**

### **Expenditure**

The project has performed well. Against the SAR target of Rs.1291.65 crores the project has incurred an expenditure of Rs.1281.35 crores upto 31/3/2001, which is 99.20% and against the EFC approved project cost of Rs.2403.64 crores the achievement is 53.31%.

Against the AWP&B of Rs.826.48 crores for the year 2001-2002, the project has achieved an expenditure of Rs.425.75 crores during April, 2001 to 8<sup>th</sup> March, 2002 which is about 52%.

Expenditure for the month of March, 2002 is awaited from Orissa, Gujarat, Karnataka, Kerala & MP and for the period 9/3/2002 to 31/3/2002 from all other DPEP-II States. Expenditure in respect of Chhattisgarh is upto 12/2001.

State wise achievement is at Statement F-2.

## **Disbursement**

The cumulative disbursement upto 31/3/2001 is US\$ 219.412 million, which is 83% of the SAR target of US\$ 264.6 million.

The SAR target for the year 2001-2002 is US\$ 90.8 million. The likely disbursement on the basis of reimbursement claims filed for expenditure incurred upto 8/3/2003 (Partly) works out to US\$ 73.493 million, an achievement of about 81%.

Reimbursement claims for an amount of Rs.5.41 crores for the expenditure of Rs.9.23 crores incurred by Chhattisgarh are to be lodged when the Legal Agreement is amended by the World Bank.

### **Netherlands Grant for Gujarat – Phase-I**

#### **Expenditure**

The expenditure target and achievements are included in DPEP-II above. The project has recorded an expenditure of Rs.79.96 crores upto 31/3/2001.

The expenditure incurred during April, 2001 to Feb, 2002 is Rs.15.26 crores which is about 57% of the AWP&B of Rs.26.62 crores.

#### **Gujarat Phase-II**

The Project is in the first year of the implementation and has reported an expenditure of Rs.3.49 crores upto February, 2002.

### **Disbursement – Gujarat Phase-I**

The cumulative disbursement upto 31/3/2001 is US\$ 14.140 million which is about 78% of the SAR target of US\$ 18.10 million upto 31/3/2001.

The target for the year 2001-2002 is US\$ 4.5 million. Against this the likely disbursement on the basis of reimbursement claims filed for expenditure upto 28/2/2002 works out to US\$3.560 million which is 79%.

### **DPEP-III (IDA Funded) – Bihar & Jharkhand**

#### **Expenditure**

The expenditure remains at low level. The project has incurred an expenditure of Rs.143.71 crores (including an expenditure of Rs.9.49 crores on UNICEF funded activities) against the EFC approved cost of Rs.651.17 crores upto 31/3/2001 which is 22% only.

Against the AWP&B of Rs.168.68 crores for the year 2001-2002, the project has reported an expenditure of Rs.59.30 crores, an achievement of 35% only.

(State wise achievement is at Statement F-III).

## **Disbursement**

Due to low level of expenditure the disbursement is also low. Against the SAR target of US \$ 99.55 million upto 31/3/2001 the project could achieve a disbursement of US\$ 24.057 million (24%).

During the current year the likely disbursement on the basis of claims filed for the expenditure incurred upto 8/3/2002 in case of Bihar only is US \$ 7.800 million, which is about 29%.

Reimbursement claims amounting to Rs.4.66 crores ~~claims~~ for the expenditure incurred by Jharkhand are yet to be lodged as the Legal Agreement has not yet been amended.

## **APERP (Education Component, Credit No. 3103-IN)**

### **Expenditure**

The cumulative expenditure upto 31/3/2001 is Rs.270.76 crores which is 47.37% of the EFC approved project cost of Rs.571.50 crores.

The project has reported an expenditure of Rs.36.03 crores during the period April, 2001 to February, 2002 against the AWP&B of Rs.159.41 crores which is about 23% only.

### **Disbursement**

The cumulative disbursement upto 31/3/2001 is US\$ 51.992 million against the SAR target of US \$ 86.295 million which is 64%. The disbursement against the claims filed for the expenditure incurred upto 28/2/2002 works out to US\$ 6.480 million against the target of US \$ 27.000 million, which is 24% only.

### **DPEP Rajasthan-Phase-I**

The project has reported an expenditure of Rs.38.25 crores upto 31/3/2001 which is 9.% of the EFC approved cost of Rs.411.14 crores.

During the year 2001-2002, the project has achieved an expenditure of Rs.62.90 crores during the period April, 2001 to 8/3/2002 against the AWP&B of Rs.119.11 crores for the year. An achievement of about 53%.

### **Disbursement – Rajasthan Phase-I**

The cumulative disbursement upto 31/3/2001 is US\$ 4.052 million which is about 20% of the cumulative SAR target of US\$ 20.300 upto 31/3/2001.

Against the SAR target of US \$ 26.500 for the year 2001-02, the disbursement amount for the claims filed against expenditure incurred upto 8<sup>th</sup> March, 2002 works out to US \$ 13.500 million which is about 51%.



## **DPEP Rajasthan-Phase-II**

Phase-II of the DPEP has commenced on 27/7/2001. The project has reported an expenditure of Rs.5.15 crores for which reimbursement claims for Rs.4.63 crores have been lodged for disbursement by World Bank.

## **UP DPEP-III**

### **Expenditure**

The cumulative expenditure incurred upto 31/3/2001 is Rs.110.54 crores which is 67% of the cumulative target of Rs.165.44 crores upto 31/3/2001.

Against the AWP&B of Rs.347.18 crores for the year 2001-2002, the project has reported an expenditure of Rs.225.49 crores which is about 65%.

(State wise achievement is at Statement F-IV).

### **Disbursement**

Against the SAR target of US\$ 46.212 million upto 2000-2001, a disbursement of US\$ 15.649 million has been achieved which is 34%.

The SAR target for 2001-2002 is US\$ 42.00 million. The disbursement against the reimbursement claims filed for the expenditure incurred upto 10/3/2002 by DPEP UP works out to US\$ 43.470 million which is about 104%.

Reimbursement claims for the expenditure incurred by DPEP Uttaranchal for an amount of Rs.12.30 crores equivalent to US \$ 2.5 million will be lodged after the Legal Agreement is amended by the World Bank.

## **DFID Aided Projects**

### **Andhra Pradesh District Primary Education Project**

Against the EFC approved cost of Rs.172.73 crores the project has incurred an expenditure of Rs.117.79 crores (68%). This has generated reimbursement claims of Rs.100.12 crores. Against this the DFID have disbursed £ 16.182 million.

Against the AWP&B of Rs.68.73 crores for the year 2001-2002, the project has reported an expenditure of Rs.22.55 crores (33%) for the period April to December, 2001. Against this reimbursement claims for Rs.19.16 crores have been lodged.

### **West Bengal District Primary Education Project**

Against the EFC approved cost of Rs.196.30 crores, the Project has incurred an expenditure of Rs.90.62 crores (46%) upto 31/3/2001. This expenditure has generated reimbursement claims to

the tune of Rs.77.03 crores. The DFID has disbursed £ 11.282 million against the total Grant of £ 37.7 million.

The project has reported an expenditure of Rs.19.39 crores during April, 2001 to February, 2002 which is 34.45% of the AWP&B of Rs.56.28 crores for the year 2001-2002. Reimbursement claims for Rs.16.48 crores have been lodged.

### **West Bengal District Primary Education Project Phase-II**

The project commenced from 4/2000. The project has reported an expenditure of Rs.6.07 crores upto 31/3/2001 and Rs.15.64 crores during the period April, 2001 to February, 2002. Which is about 31% of the AWP&B of Rs.50.26 crores for the year 2001-02.

Reimbursement claims for Rs.18.45 crores have been lodged.

### **Details available in Statements A to F**

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

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

Statement 'C' State wise Planned Budget upto 31/3/2002 and actual expenditure upto 28/2/2002 under DPEP-I.

Statement 'D' State wise Planned Budget upto 31/3/2002 and actual expenditure upto 28/2/2002 – DPEP-II, III, IV and all others.

Statement 'E' State wise / Phase wise EFC approved project cost / expenditure upto 28/2/2002.

Annexures – Disbursement category wise EFC cost and expenditure upto 28/2/2002 for each state – Phase wise.

Statement 'F' Statements of expenditure / reimbursement under DPEP-I, II, III and others (cumulative upto 8/3/2002 and for the year 2001-2002).

### **Flow of Funds**

The position regarding release of funds by Government of India from 1/4/2001 to 31/3/2002 is given in Statement 'G'.

the tune of Rs.77.03 crores. The DFID has disbursed £ 11.282 million against the total Grant of £ 7.7 million.

The project has reported an expenditure of Rs.19.39 crores during April, 2001 to February, 2002 which is 34.45% of the AWP&B of Rs.56.28 crores for the year 2001-2002. Reimbursement claims for Rs.16.48 crores have been lodged.

### **Vest Bengal District Primary Education Project Phase-II**

The project commenced from 4/2000. The project has reported an expenditure of Rs.6.07 crores upto 31/3/2001 and Rs.15.64 crores during the period April, 2001 to February, 2002. Which is about 31% of the AWP&B of Rs.50.26 crores for the year 2001-02.

Reimbursement claims for Rs.18.45 crores have been lodged.

### **Details available in Statements A to F**

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

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

Statement 'C' State wise Planned Budget upto 31/3/2002 and actual expenditure upto 28/2/2002 under DPEP-I.

Statement 'D' State wise Planned Budget upto 31/3/2002 and actual expenditure upto 28/2/2002 under DPEP-II, III, IV and all others.

Statement 'E' State wise / Phase wise EFC approved project cost / expenditure upto 28/2/2002.

Annexures – Disbursement category wise EFC cost and expenditure upto 28/2/2002 for each state – Phase wise.

Statement 'F' Statements of expenditure / reimbursement under DPEP-I, II, III and others (cumulative upto 8/3/2002 and for the year 2001-2002).

### **Flow of Funds**

The position regarding release of funds by Government of India from 1/4/2001 to 31/3/2002 is given in Statement 'G'.

### **District wise Expenditure**

The cumulative expenditure upto 31/3/2001, AWP&B for 2001-2002, expenditure incurred upto 31/12/2001 and the total cumulative expenditure till 31/12/2001 is given in Statement 'H'.

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

(Rs. in Crores)

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)		APERP Education Component (Credit No. 3103-IN)	
	Targets	Actuals Upto 8 <sup>th</sup> March, 2002	Targets	Actuals Upto 8 <sup>th</sup> March, 2002	Targets (AWP&B)	Actuals Upto 8 <sup>th</sup> March, 2002	Targets (AWP&B)	Actuals Upto Feb, 2002
1994 - 95	22.40	2.67(11.92%)	--	--	--	--	--	--
1995 - 96	99.22	70.32 (71.00%)	--	--	--	--	--	--
1996 - 97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	--	--	--	--
1997 - 98	171.15	153.02 (89.40%)	182.00	122.66 (67.40%)	31.33	4.36 (13.91%)	126.38	126.38 (100%)
1998 - 99	191.27	124.60 (65.14%)	259.00	340.59 (131.50%)	102.00	42.70 (41.86%)	126.38	126.38 (100%)
1999-2000	189.75	123.36(65%)	362.75	362.17 (99.80%)	159.03	45.60 (28.67%)	182.00	106.18(58.34%)
2000-2001	170.75	134.90(79%)	446.95	450.71 (101%)	138.56	41.56(30%)	208.28	38.20 (18.34%)
2001-2002 (upto Feb, 2002)	105.00	133.76 (127%)	374.15	425.75 (113%)	168.68	59.30 (35%)	159.41	36.03 (23%)
Cumulative upto 2001-2002	1086.75	869.00(80%)	1665.80	1707.11 (102%)	599.60	193.52(32%) *	676.07	306.79 (45%)

(\*) this does not include UNICEF funded exp.

Financial Year	Rajasthan DPEP (Credit No. NO-44)		UP DPEP-III (Credit No. 3307-IN)		Rajasthan-II	
	Targets (AWP&B)	Actuals Upto 8 <sup>th</sup> March, 2002	Targets (AWP&B)	Actuals Upto 10 <sup>th</sup> March, 2002	Targets (AWP&B)	Actuals Upto 8 <sup>th</sup> March, 2002
1999-2000	Nil	2.60	1.18	1.18	--	--
2000-2001	110.37	35.65 (32.30%)	164.26	109.36 (66.57%)	--	--
2001-2002	119.11	62.89 (53%)	347.18	225.49 (65%)	70.10	5.15 (7%)
Cumulative upto 2001-2002	229.48	101.14 (44%)	512.62	336.03 (66%)	--	--

**Expenditure in DPEP**  
Others

(Rs. in Crores)

Financial Year	EC Assisted DPEP Madhya Pradesh		DFID Assisted DPEP Andhra Pradesh		DFID Assisted DPEP West Bengal I & II		DFID Assisted DPEP Orissa- II	
	Target	Actuals Upto Feb, 2002	Target	Actuals Upto Dec, 2001	Target	Actuals Upto Feb, 2002	Target	Actuals
2000-2001	510.81	481.97 (94%)	157.27	117.79 (68%)	(i) 142.85 (ii) 6.07	(i) 90.62 (63.43%) (ii) 6.07 (100%)		
2001-2002	169.34	55.97 (33%)	68.74	22.55(31%)	(i) 56.28 (ii) 50.26	(i) 19.39 (34%) (ii) 15.64 (31%)	65.93	Awaited

**Disbursements in DPEP  
Targets (SAR) and Actuals (IDA Assisted)  
(including claims in pipeline)**

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

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994 - 95	\$ 4.0	-	--	--	--	--
1995 - 96	\$ 27.85	\$ 8.905 (31.97%) Rs.31.79	--	--	--	--
1996 - 97	\$ 34.30	\$ 37.563 (109.51%) Rs.133.56	\$ 7.50	--	--	--
1997 - 98	41.00	\$ 36.969 (90.17%) Rs.138.18	\$ 36.85	\$ 16.103 (44%) Rs.62.50	\$ 3.5	--
1998 - 99	\$ 45.75	\$ 24.422 (53.38%) Rs.103.02	\$ 49.80	\$ 64.023 (128.57%) Rs.269.48	\$ 18.65	\$ 7.891 (42.31%) Rs.33.33
1999-2000	\$ 43.95	\$ 23.995 (54.60%) Rs.104.02	\$ 70.45	\$ 70.239 (99.70%) Rs.304.36	\$ 37.75	\$ 8.557 (23.00%) Rs.37.05
2000-2001	\$ 36.512	\$ 21.445 (59%) Rs.97.92	\$ 100.00	\$ 69.047 (69%) Rs.317.01	\$ 39.65	\$ 7.609 (26%) Rs.34.89
2001-2002	\$ 26.938	\$ 23.500 (87%) Rs.112.30	\$ 90.8	\$ 73.493 (81%) Rs.350.43	\$ 26.75	\$ 7.700(29%) Rs.36.79
Cumulative upto March, 2002	\$ 260.300	\$ 176.799 (68%) Rs.720.79	\$ 355.40	\$ 292.905(82%) Rs.1303.78	\$ 126.30	\$ 31.757 (25%) Rs.142.06

**DFID Assisted Projects Targets**

Sl. No.	State	Targets				Actuals			
		Upto 31/3/999	1999-2000	2000-2001	2001-2002	Upto 31/3/999	1999-2000	2000-2001	2001-2002
1.	Andhra Pradesh	Rs.80	Rs.48	Rs.54.00	Rs.58.43	Rs.52.18(65%)	Rs.27.04 (56%)	Rs.20.90 (38.70%)	Rs 19.16 (33%)
2.	West Bengal	Rs.44	Rs.60	Rs.76.00	Rs.47.84	Rs.20.60(47%)	Rs.24.28 (40%)	Rs32.15 (42.30%)	Rs.16.48 (34%)
3.	West Bengal-II	--	--	--	Rs.42.72	--	--	--	Rs.13.29 (31%)
4.	Orissa-II	--	--	--	Rs.56.00	--	--	--	--

**Disbursements**  
**SAR Targets & Actuals**

(\$ in Million/ Rs. in Crores)

Financial Year	Netherlands Grant for Gujarat State		IDA Credit No. 3103-IN APERP – Education Component	
	Target	Actuals	Target	Actuals
Upto 1997-98	\$ 5.0	\$ 2.118 (43.6) Rs.8.13	-	-
1998-99	\$ 4.0	\$ 3.579(89%) Rs.15.13	\$ 26.295	\$20.956 (79.69%)
1999-2000	\$ 4.6	\$ 4.556(99%) Rs.19.79	\$ 35.00	\$24.168 (69%)
2000-2001	\$ 4.5	\$ 3.887 (86%) Rs.17.82	\$ 25.000	\$6.868 (19.62%) Rs. 32.07
2001-2002	\$ 4.500	\$ 3.560 (79%) Rs.17.30	27.000	\$ 6.480 (24%) Rs.30.84
Cumulative upto March, 2002	\$22.600	\$ 17.700 (78%) Rs.78.17	\$113.295	\$ 58.472 (52%) Rs.258.21

Financial Year	Rajasthan DPEP		UP DPEP-III	
	Target	Actuals	Target	Actuals
Upto 1999-2000	3.00	\$ 0.475 (16%) Rs.2.07	-	-
2000-2001	\$ 17.300	\$ 3.577 (21%) Rs.16.64	\$ 46.212	\$ 15.649 (34%) Rs.72.84
2001-2002	\$ 26.500	\$13.500 (51%) Rs.66.05	\$ 42.00	\$ 43.470 (103.5%) Rs.207.82
Cumulative upto March, 2002	\$ 46.800	\$ 17.552 (38%) Rs.84.76	\$88.212	\$ 59.119 (67%) Rs.280.66

**Statewise planned budget / Expenditure**  
**Project Phase - I**  
**IDA Credit No. 2661-IN**

Project Starting date : 1994-95  
 Rs. in Lakhs

E.1 Expenditure by Project

Sl. No.	Name of the State	Since Project Start				%age Budget Expended
		Planned budget till 31/3/2002	Expenditure till 31/3/2001	Expenditure from 4/2001 to 2/2002	Total Expenditure upto 2/2002	
1	Assam	12787.45	9955.13	1191.28	11146.41	87
2	Haryana	15422.44	9737.05	2175.15	11912.20	77
3	Karnataka	18580.53	15693.52	2095.79	17789.31	96
4	Kerala	9717.20	7598.04	746.80	8344.84	86
5	Maharashtra	22136.83	15012.46	2741.97	17754.43	80
6	Tamil Nadu	17246.50	11708.36	3690.97	15399.33	89
7	National Component	4474.40	3820.09	225.91	4046.00	90
8	MP EC Grant *	50137.85	36767.60	4499.34	41266.94	82
9	Chattisgarh *	14982.89	11428.94	1098.10	12527.04	84
	<b>Total</b>	<b>165486.09</b>	<b>121721.19</b>	<b>18465.31</b>	<b>140186.50</b>	<b>85</b>

(\*) Exp upto Dec, 2001



**Statewise Planned Budget / Expenditure  
IDA Credit 2876-IN, 3012-IN, 3103-IN,  
044-IN Rajasthan and UP DPEP-III**

S.No.	Name of the State	Since Project Start				% Budget expended
		Planned budget till 31-3-2002	Expenditure as on 31-3-2001	Expenditure from April 2001 to Feb, 2002	Total Exp. upto 2/2002	
1	Assam	12234.23	8213.30	1995.10	10208.40	83.44
2	Haryana	8165.16	4239.34	1880.52	6119.86	74.95
3	Karnataka	23812.91	18354.66	4598.64	22953.30	96.39
4	Kerala	8883.60	6047.27	1059.19	7106.46	80.00
5	Maharashtra	13014.82	6837.51	2157.40	8994.91	69.11
6	Tamil Nadu	7256.99	4383.52	1184.35	5567.87	76.72
7	Madhya Pradesh	38575.48	24385.40	5155.47	29540.87	76.58
8	Chattisgarh	2250.94		923.44	923.44	41.02
9	Himachal Pradesh	11671.98	7546.68	1448.77	8995.45	77.07
10	Orissa	20097.37	8227.39	4226.47	12453.86	61.97
11	Gujarat	10657.06	7995.53	1525.98	9521.51	89.34
12	Gujarat-II			348.90	348.90	0.00
13	Uttar Pradesh	53261.11	31363.56	15031.96	46395.52	87.11
14	National Component	902.13	541.13	134.83	675.96	74.93
15	Andhra Pradesh***	18652.43	11778.83	2254.53	14033.36	75.24
16	West Bengal	14690.46	9062.46	1938.60	11001.06	74.89
17	West Bengal-II	5632.81	606.81	1563.86	2170.67	38.54
18	Orissa-II	6593.13			0.00	0.00
19	APERP	43016.75	27075.93	3602.53	30678.46	71.32
	<b>DPEP-III</b>					
20	Bihar*	21828.29	9861.09	4498.31	14359.40	65.78
21	Jharkhand	15735.76	3561.16	1343.35	4904.51	31.17
22	Rajasthan	15735.76	3824.55	6113.10	9937.65	63.15
23	Rajasthan-II			465.98	465.98	0.00
24	UP DPEP-III	41925.35	10080.83	19942.77	30023.60	71.61
25	Uttaranchal	3846.89	973.38	1387.22	2360.60	61.36
	<b>Total</b>	<b>398441.41</b>	<b>204960.33</b>	<b>84781.27</b>	<b>289741.60</b>	<b>72.72</b>

(\*) excluding exp. funded by UNICEF.

(\*\*\*) expenditure upto 12/2001

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

Rs. in Lakhs

Sl. No.	Name of the State	DPEP-I				DPEP-II			DPEP-III		
		EFC approved Cost		Exp. Upto 28/2/2002	%age	EFC approved Cost	Exp. Upto 28/2/2002	%age	EFC approved Cost	Exp. Upto 28/2/2002	%age
		Original	Revised								
1	Assam	12951.18	13237.35	11146.41	84.20	15633.32	10208.40	65.30			
2	Haryana	14812.45	17159.04	11912.20	69.42	9547.25	6119.86	64.10			
3	Karnataka	13497.98	21480.18	17789.31	82.82	24077.31	22953.30	95.33			
4	Kerala	9189.72	8925.12	8344.84	93.50	9458.52	7106.46	75.13			
5	Maharashtra	18592.37	23592.13	17754.43	75.26	15771.79	8994.91	57.03			
6	Tamil Nadu	16897.22	16897.22	15399.33	91.14	9244.32	5567.87	60.23			
7	Madhya Pradesh*		50220.37	41266.94	82.17	46109.30	29540.87	64.07			
8	Chhattisgarh*		15600.42	12527.04	80.30	7998.82	923.44	11.54			
9	Himachal Pradesh					12928.11	8995.45	69.58			
10	Orissa					23011.99	12453.86	54.12			
11	Orissa-II					31382.46					
12	Gujarat					9567.44	9521.51	99.52	12497.56	348.90	2.79
13	Uttar Pradesh					66987.60	46395.52	69.26			
14	National Component		5775.18	4046.00	70.06	1987.00	675.96	34.02			
15	Andhra Pradesh **					17272.60	14033.36	81.25			
16	West Bengal					19630.29	11001.06	56.04			
17	West Bengal-II					21427.04	2170.67	10.13			
18	APERP					57150.00	30678.46	53.68			
19	Bihar								43535.74	14359.40	32.98
20	Jharkhand								21581.26	4904.51	22.73
21	Rajasthan								41114.47	9937.65	24.17
22	Rajasthan-II								37242.79	465.98	1.25
23	UP DPEP-III								77011.10	30996.48	40.25
24	Uttaranchal								7718.48	1387.22	17.97
		<b>85940.92</b>	<b>172887.01</b>	<b>140186.5</b>	<b>81.09</b>	<b>399185.16</b>	<b>227340.96</b>	<b>56.95</b>	<b>240701.40</b>	<b>62400.14</b>	<b>25.92</b>

**Financial Information**

State - Assam

Project Phase - I

Project Starting date - 1994-95

Status upto - Feb, 2002

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
Civil Works	3108.54	2665.27	85.74
Equipment, vehicles, books and furniture	2046.2	1072.96	52.44
Consultant services, fellowships and training	2864.95	729.47	25.46
Incremental salaries, onoraria for volunteers, consumable teaching materials and operation and maintenance costs	4931.46	6678.71	135.43
<b>Total</b>	<b>12951.15</b>	<b>11146.41</b>	<b>86.07</b>

Revised EFC approved cost = Rs.13237.35 lakhs

**Financial Information**

State - Assam

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
Civil Works	3635.6	2783.83	76.57
Equipment, vehicles, books, furniture and materials	2727.48	1973.09	72.34
Consultant services,	400.25	75.99	18.99
Fellowships and training	1497.09	625.85	41.80
Incremental staff salaries, increme onoraria for volunteers, incremental operation and maintenance costs	7373.01	4749.64	64.42
<b>Total</b>	<b>15633.43</b>	<b>10208.40</b>	<b>65.30</b>

## Financial Information

State - Haryana

Project Phase - I

Project Starting date - 1994-95

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3555.93	3675.74	103.37
2. Equipment, vehicles, books and furniture	1745.39	1383.31	79.26
3. Consultant services, fellowships and training	1976.00	1467.2	74.25
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7535.13	5385.95	71.48
<b>Total</b>	<b>14812.45</b>	<b>11912.20</b>	<b>80.42</b>

Revised EFC approved cost = Rs.17159.04 lakhs

## Financial Information

State - Haryana

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2098.56	1721.29	82.02
2. Equipment, vehicles, books, furniture and materials	1189.47	1278.89	107.52
3. Consultant services,	300.5	8.31	2.77
4. Fellowships and training	929.63	444.77	47.84
5. Incremental staff salaries, increment honoraria for volunteers, incremental operation and maintenance costs	5029.1	2666.6	53.02
<b>Total</b>	<b>9547.26</b>	<b>6119.86</b>	<b>64.10</b>

**Financial Information**

State - Karnataka

Project Phase - I

Project Starting date - 1994-95

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3239.38	2855.47	88.15
2. Equipment, vehicles, books and furniture	866.12	2605.21	300.79
3. Consultant services, fellowships and training	1813.31	1430.71	78.90
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7579.17	10897.92	143.79
<b>Total</b>	<b>13497.98</b>	<b>17789.31</b>	<b>131.79</b>

Revised EFC approved cost = Rs.21480.18 lakhs

**Financial Information**

State - Karnataka

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5658.8	3655.05	64.59
2. Equipment, vehicles, books, furniture and materials	4376.93	2728.16	62.33
3. Consultant services,	229.81	9.12	3.97
4. Fellowships and training	1545.82	905.64	58.59
5. Incremental staff salaries, increment honoraria for volunteers, incremental operation and maintenance costs	12265.96	15655.33	127.63
<b>Total</b>	<b>24077.32</b>	<b>22953.30</b>	<b>95.33</b>

## Financial Information

State - Kerala

Project Phase - I

Project Starting date - 1994-95

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	2205.44	1845.72	83.69
2. Equipment, vehicles, books and furniture	1800.19	802.16	44.56
3. Consultant services, fellowships and training	1866.64	3327.16	178.24
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3317.43	2369.8	71.43
<b>Total</b>	<b>9189.70</b>	<b>8344.84</b>	<b>90.81</b>

Revised EFC approved cost = Rs.8925.12 lakhs

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1831.35	1499.03	81.85
2. Equipment, vehicles, books, furniture and materials	1597.09	1389.06	86.97
3. Consultant services,	381.80	53.02	13.89
4. Fellowships and training	3990.63	2089.4	52.36
5. Incremental staff salaries, increme honoraria for volunteers, incremental operation and maintenance costs	1697.66	2075.95	122.28
<b>Total</b>	<b>9498.53</b>	<b>7106.46</b>	<b>74.82</b>

## Financial Information

State - Maharashtra

Project Phase - I

Project Starting date - 1994-95

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4462.06	4038.22	90.50
2. Equipment, vehicles, books and furniture	652.04	1088.33	166.91
3. Consultant services, fellowships and training	1037.09	1078.9	104.03
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	12441.18	11548.98	92.83
<b>Total</b>	<b>18592.37</b>	<b>17754.43</b>	<b>95.49</b>

Revised EFC approved cost = Rs.23592.13 lakhs

Project Starting date - 1996-97

Project Phase - II

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3511.10	2080.29	59.25
2. Equipment, vehicles, books, furniture and materials	2204.75	495.55	22.48
3. Consultant services,	56.72	10.14	17.88
4. Fellowships and training	1592.60	522.97	32.84
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	8406.62	5885.96	70.02
<b>Total</b>	<b>15771.79</b>	<b>8994.91</b>	<b>57.03</b>

## Financial Information

State - Tamil Nadu

Project Phase - I

Project Starting date - 1994-95

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3023.28	4689.53	155.11
2. Equipment, vehicles, books and furniture	2595.01	301.97	11.64
3. Consultant services, fellowships and training	977.31	730.17	74.71
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	6001.61	9677.66	161.25
<b>Total</b>	<b>12597.21</b>	<b>15399.33</b>	<b>122.24</b>

Revised EFC approved cost = Rs.16897.22 lakhs

State - Tamil Nadu

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2101.00	2609.96	124.22
2. Equipment, vehicles, books, furniture and materials	2439.04	758.46	31.10
3. Consultant services,	85.00	33.49	39.40
4. Fellowships and training	1205.57	240.33	19.93
5. Incremental staff salaries, incrementa honoraria for volunteers, incremental operation and maintenance costs	3413.68	1925.63	56.41
<b>Total</b>	<b>9244.29</b>	<b>5567.87</b>	<b>60.23</b>



## Financial Information

State - Madhya Pradesh

Project Phase - I

Project Starting date - 1994-95

Status upto - Dec, 2001

(Rs. in Lakhs)

Sl. No.	Category	Total		
		Project Budget *	Expenditure	% Budget expended
1	Salaries (including teacher salary)			
2	Civil work			
3	School Contingency			
4	Training			
5	TLM			
6	Furniture, Equipment/Vehicles			
7	Books			
8	Mobilisation			
9	O & M			
10	Innovation			
11	Others Professional fees, Studies, Workshops, Staff development			
	<b>Total</b>	<b>50220.37</b>	<b>41266.94</b>	<b>82.17</b>

(\*) Excludes cost of Rs.6802.9 lakhs approved for 12 non DPEP districts and Rs.113 lakhs approved for National Component.

State - Madhya Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9634.95	11137.22	115.59
2. Equipment, vehicles, books, furniture and materials	4128.61	4584.00	111.03
3. Consultant services,	185.00	130.26	70.41
4. Fellowships and training	5085.47	2527.95	49.71
5. Incremental staff salaries, increment honoraria for volunteers, incremental operation and maintenance costs	27075.27	11161.44	41.22
<b>Total</b>	<b>46109.30</b>	<b>29540.87</b>	<b>64.07</b>

## Financial Information

State - Chhattisgarh

Project Starting date -

Status upto - Dec, 2001

Sl. No.	Category	Total	
		Project Budget (*)	Expenditure
1	Salaries (including teacher salary)		
2	Civil work		
3	School Contingency		
4	Training		
5	TLM		
6	Furniture, Equipment/Vehicles		
7	Books		
8	Mobilisation		
9	O & M		
10	Innovation		
11	Others Professional fees, Studies, Workshops, Staff development		
	<b>Total</b>	<b>15600.42</b>	<b>12527.04</b>

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

## Financial Information

State - Chhattisgarh

Project Starting date - 1996-97

Status upto - Feb, 2002

Category	Total	
	Project Budget	Expenditure
1. Civil Works		
2. Equipment, vehicles, books, furniture and materials		
3. Consultant services,		
4. Fellowships and training		
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs		
<b>Total</b>	<b>7998.82</b>	<b>923.44</b>

Note :- Expenditure of Rs.4958.70 upto 31/3/2001 included in Madhya Pradesh DPEP-II.

### Financial Information

State - Himachal Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2953.36	2134.46	72.27
2. Equipment, vehicles, books, furniture and materials	1590.17	1280.12	80.50
3. Consultant services,	102.00	41.65	40.83
4. Fellowships and training	1322.34	351.49	26.58
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	6960.29	5187.73	74.53
<b>Total</b>	<b>12928.16</b>	<b>8995.45</b>	<b>69.58</b>

### Financial Information

State - Orissa

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4789.42	4759.30	99.37
2. Equipment, vehicles, books, furniture and materials	4981.20	2662.01	53.44
3. Consultant services,	139.18	33.91	24.36
4. Fellowships and training	5540.10	2750.31	49.64
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7562.10	2248.33	29.73
<b>Total</b>	<b>23012.00</b>	<b>12453.86</b>	<b>54.12</b>

### Financial Information

State - Gujarat (Grant No. 20916)

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1934.30	2104.70	108.81
2. Equipment, vehicles, books, furniture and materials	1525.73	2335.89	153.10
3. Consultant services,	127.60	31.89	24.99
4. Fellowships and training	1216.46	856.40	70.40
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	4763.36	4192.63	88.02
<b>Total</b>	<b>9567.45</b>	<b>9521.51</b>	<b>99.52</b>

### Financial Information

State - Gujarat-II (TF No. 027772)

Project Phase - II

Project Starting date - June, 2001

Status upto - Feb, 2002

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Consultants' services and Training	4179.72	25.45	0.61
2. Civil Works	2506.78		0.00
3. Goods	872.83	248.17	28.43
4. Books	1231.45	49.11	3.99
5. Incremental Operating Costs	3706.78	26.17	0.71
<b>Total</b>	<b>12497.56</b>	<b>348.90</b>	<b>2.79</b>

**Financial Information**

State - Uttar Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16077.02	14503.75	90.21
2. Equipment, vehicles, books, furniture and materials	9175.94	10740.76	117.05
3. Consultant services,	618.33	211.22	34.16
4. Fellowships and training	5415.30	2766.96	51.10
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	31701.01	18172.83	57.33
<b>Total</b>	<b>62987.60</b>	<b>46395.52</b>	<b>73.66</b>

State - Uttar Pradesh (BIF)

Project Phase -UP DPEP - III

Project Starting date - 1999-2000

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16116.81	11125.54	69.03
2. Equipment, vehicles, Furniture	4138.42	806.38	19.49
3. Books	9364.94	3768.33	40.24
4. Fellowships, training / Workshop & Consultant Services	24121.19	1871.71	7.76
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	23269.74	13424.52	57.69
<b>Total</b>	<b>77011.10</b>	<b>30996.48</b>	<b>40.25</b>

**Financial Information**

**National Component**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - Feb, 2002**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training	6633.59	4046.00	60.99
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
<b>Total</b>	<b>6633.59</b>	<b>4046.00</b>	<b>60.99</b>

Revised EFC approved cost Rs.5775.18 lakhs.

**National Component**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - Feb, 2002**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books, furniture and materials		81.70	
3. Consultant services,		0.33	
4. Fellowships and training		214.49	
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs		379.44	
<b>Total</b>	<b>1987.00</b>	<b>675.96</b>	<b>34.02</b>

State - Andhra Pradesh (DFID)

Project Phase - I (DFID - Grant)

Project Starting date - 1996-97

Status upto - Dec, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
Civil Works	3670.70	4167.19	113.53
Equipment, vehicles, books teaching materials and furniture	483.28	1195.45	247.36
Consultant services, training workshops and fellowships,	2199.80	1144.11	52.01
Incremental staff salaries, incremental onoraria for volunteers, incremental operation and maintenance costs	10918.82	7526.61	68.93
<b>Total</b>	<b>17272.60</b>	<b>14033.36</b>	<b>81.25</b>

**Financial Information**

State - Andhra Pradesh

Project Phase - I

(Andhra Pradesh Economic Restructuring Project - Education Component)

Project Starting date - 1998-99

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
a). Civil Works	13527.00	14630.43	108.16
b). Equipment, vehicles, books, teaching materials and furniture	5959.00	3487.93	58.53
c). Consultant services and training	17781.00	4085.08	22.97
d). Incremental staff salaries, onoraria for volunteers, incremental operation and maintenance costs	19883.00	8475.02	42.62
<b>Total</b>	<b>57150.00</b>	<b>30678.46</b>	<b>53.68</b>

## Financial Information

State - West Bengal

Project Phase - I (DFID - Gran

Project Starting date - 1997-98

Status upto - Feb, 2002

(Rs. in Lakh)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4294.90		0.0
2. Equipment, vehicles, books teaching materials and furniture	781.20		0.0
3. Consultant services, training workshops and fellowships,	7462.93		0.0
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7091.27		0.0
<b>Total</b>	<b>19630.29</b>	<b>11001.06</b>	<b>56.0</b>

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

State - West Bengal-II

Project Phase - II (DFID - Gran

Project Starting date - 2000-2001

Status upto - Feb, 2002

(Rs. in Lakh)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4734.25		0.
2. Equipment, vehicles, books teaching materials and furniture	493.23		0.
3. Consultant services, training workshops and fellowships,	6607.30		0.
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	9592.26		0.
<b>Total</b>	<b>21427.04</b>	<b>2170.67</b>	<b>10.</b>



**Financial Information**

State - Bihar

Project Phase - III

Project Starting date - 1997-98

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9760.45	4349.86	44.57
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	2997.16	2736.30	91.30
3. Textbooks	2607.00	3115.21	119.49
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4863.71	779.19	16.02
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	23307.42	3378.84	14.50
<b>Total</b>	<b>43535.74</b>	<b>14359.40</b>	<b>32.98</b>

Note - Excluding expenditure of Rs.946.81 funded by UNICEF and expenditure of Rs.606.02 lakhs disallowed by World Bank. Including expenditure of Rs.591.14 lakhs disallowed by World Bank for want of WBR Nos.

UNICEF funded Expenditure upto 30/9/2001 Rs.1073.84 lakhs

State - Jharkhand

Project Phase - III

Project Starting date - 1997-98

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5121.55	1763.82	34.44
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	802.84	947.77	118.05
3. Textbooks	3931.00	32.92	0.84
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4341.29	282.69	6.51
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7384.58	1877.31	25.42
<b>Total</b>	<b>21581.26</b>	<b>4904.51</b>	<b>22.73</b>

Note - Excluding exp. funded by UNICEF.

### Financial Information

E-17

State - Rajasthan DPEP

Project Phase - I

Project Starting date - 1999-2000

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	8630.88	4739.80	54.92
2. Equipment, vehicles, Furniture and books	2861.07	962.92	33.66
3. Training workshops, fellowships and Consultant Services	11143.53	1212.17	10.88
4. Incremental operating and maintenance costs	18478.99	3022.76	16.36
<b>Total</b>	<b>41114.47</b>	<b>9937.65</b>	<b>24.17</b>

### Financial Information

State - Rajasthan

Project Phase - II

Project Starting date - July, 2001

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9723.68	100.67	1.04
2. Equipment, vehicles and furniture	557.88	31.84	5.71
3. Books	937.97	66.49	7.09
4. Training, Workshops, fellowships & Consultant services	6301.94	105.49	1.67
5. Incremental operating and maintenance cost	19721.28	161.31	0.82
<b>Total</b>	<b>37242.75</b>	<b>465.80</b>	<b>1.25</b>

## Financial Information

State - Uttaranchal

Project Phase -UP DPEP - III

Project Starting date - 1999-2000

Status upto - Feb, 2002

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
Civil Works	1777.89	483.56	27.20
Equipment, vehicles, Furniture	385.08	30.60	7.95
Books	647.61	73.48	11.35
Fellowships, training / Workshop & Consultant Services	2669.68	124.81	4.68
Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	2238.22	674.77	30.15
<b>Total</b>	<b>7718.48</b>	<b>1387.22</b>	<b>17.97</b>

**DPEP-I**  
**Statement of Expenditure and Reimbursement Claims**  
**IDA Credit No.2661-IN EEC assisted MP**

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002						Reimbursement during 2001-2002				Total Exp. upto 8th March, 2002	Total Reimb. upto 8th March, 2002
						Jan	Feb	March	Total	%age	upto 31/12/2001	Jan	Feb	March	Total		
1	Assam	2832.32	12102.00	9955.13	8334.82	183.89	75.00	51.86	1243.14	43.89	932.39	122.91	50.57	31.63	804.13	11198.27	9138.95
2	Haryana	5685.39	16106.60	9737.05	8312.16	219.99	177.90	95.33	2270.48	39.94	1777.26	157.84	144.88	74.64	1683.52	12007.53	9995.68
3	Karnataka	2887.01	18723.88	15693.52	13082.09	197.65	174.64		2095.79	72.59	1723.50	119.95	109.46		1286.98	17789.31	14369.07
4	Kerala	2119.16	9290.00	7598.04	6845.66	45.48	30.82		746.80	35.24	670.50	39.19	25.82		634.32	8344.84	7479.98
5	Maharashtra	7124.37	19099.00	15012.46	12567.08	423.17	393.88	186.94	2928.91	41.11	1924.92	327.33	288.52	134.87	2036.98	17941.37	14604.06
6	Tamil Nadu	5538.14	15814.64	11708.36	9650.39	1042.87	247.20	173.70	3864.67	69.78	2400.90	717.14	199.58	105.36	2860.19	15573.03	12510.58
7	EdCIL	465.00	4376.00	3820.09	3820.09		54.85		225.91	48.58	171.06		54.85		225.91	4046.00	4046.00
8	NS DART	77.37								0.00							
9	NCERT	39.20								0.00							
10	NIEPA	72.74								0.00							
	<b>IDA Total</b>	<b>26840.70</b>	<b>95512.12</b>	<b>73524.65</b>	<b>62612.29</b>	<b>2113.05</b>	<b>1154.29</b>	<b>507.83</b>	<b>13375.70</b>	<b>49.83</b>	<b>9600.53</b>	<b>1484.36</b>	<b>873.68</b>	<b>346.50</b>	<b>9532.03</b>	<b>86900.35</b>	<b>72144.32</b>
	<b>EEC</b>																
11	MP	13370.25	56285.00	36767.60	31252.46				4499.34	33.65	4499.34				3824.44	41266.94	35076.90
12	Chattisgarh	3553.95	2575.44	11428.94	9714.60				1098.10	30.90	1098.10				933.39	12527.04	10647.99
13	Cap. Bldg (EC)	100.00							0.00						0.00	0.00	0.00
	<b>Total(EEC+IDA)</b>	<b>43864.90</b>	<b>154372.56</b>	<b>121721.19</b>	<b>103579.35</b>	<b>2113.05</b>	<b>1154.29</b>	<b>507.83</b>	<b>18973.14</b>	<b>114.38</b>	<b>15197.97</b>	<b>1484.36</b>	<b>873.68</b>	<b>346.50</b>	<b>14289.86</b>	<b>140694.33</b>	<b>117869.21</b>

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

Statement of Expenditure and Reimbursement Claims  
IDA Credit No. 2876-IN Netherlands Grant 20916

Rs. in Lakhs

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002					Reimbursement during 2001-2002					Total Exp. upto 8th March, 2002	Total Reimb. upto 8th March, 2002	
						Jan	Feb	March	Total	%age	upto 31/12/2001	Jan	Feb	March	Total			
1	H.P.	4125.30	10146.68	7546.68	6333.73	1209.71	114.17	124.89	37.04	1485.81	36.02	858.32	65.75	71.52	20.04	1015.63	9032.49	7349.36
2	Orissa	11869.98	13103.40	8227.39	7118.87	3183.24	659.19	384.04		4226.47	35.61	2836.81	570.22	333.17		3740.20	12453.86	10859.07
3	Gujarat	2661.53	9725.00	7995.53	6802.43	1327.87	105.72	92.39		1525.98	57.33	910.21	59.21	44.80		1014.22	9521.51	7816.65
4	Assam	4020.93	10430.00	8213.30	6864.83	1494.07	301.46	199.57	155.79	2150.89	53.49	1006.06	189.59	116.27	111.08	1423.00	10364.19	8287.83
5	Haryana	3925.82	6258.64	4239.34	3518.91	1630.99	142.10	107.43	15.01	1895.53	48.28	1185.54	74.33	71.41	6.59	1337.87	6134.87	4856.78
6	Karnataka	5458.25	23684.17	18354.66	15273.65	3773.57	370.93	454.14		4598.64	84.25	2403.87	197.05	272.64		2873.56	22953.30	18147.21
7	Kerala	2836.33	7269.00	6047.27	5306.52	950.95	64.56	43.68		1059.19	37.34	729.97	44.79	21.53		796.29	7106.46	6102.81
8	M. Pradesh	14190.08	36122.00	24385.40	20879.50	4010.71	1144.76			5155.47	36.33	2988.98		712.26		3701.24	29540.87	24580.74
9	Maharashtra	6177.31	9724.00	6837.51	5645.07	1663.39	346.70	147.31	129.90	2287.30	37.03	1074.16	204.31	90.80	72.58	1441.85	9124.81	7086.92
10	Tamil Nadu	2873.47	6105.87	4383.52	3745.70	869.85	209.48	105.02	27.10	1211.45	42.16	659.54	153.88	71.84	18.78	904.04	5594.97	4649.74
11	U. Pradesh	21897.55	52298.70	31363.56	26678.89	13590.92	557.63	883.41	885.75	15917.71	72.69	9729.36	392.86	735.96	756.44	11614.62	47281.27	38293.51
12	IGNOU	361.00	774.00	541.13	472.56	100.24		34.59	2.02	136.85	37.91	68.92		20.77	1.12	90.81	677.98	563.37
13	Chhattisgarh	2250.94	2274.37			923.44				923.44	41.02	622.78				622.78	923.44	622.78
	<b>Total</b>	<b>82648.49</b>	<b>187915.83</b>	<b>128135.29</b>	<b>108640.66</b>	<b>34728.95</b>	<b>2871.94</b>	<b>3721.23</b>	<b>1252.61</b>	<b>42574.73</b>	<b>51.51</b>	<b>25074.52</b>	<b>1951.99</b>	<b>2562.97</b>	<b>986.63</b>	<b>30576.11</b>	<b>170710.02</b>	<b>139216.77</b>

%age with reference to AWP&amp;B for the year

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**Statement of Expenditure and Reimbursement Claims**  
**Interim Fund Credit Number N-44-IN**

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002					Reimbursement during 2001-2002					Total Exp. upto 8th March, 2002	Total Reimb. upto 8th March, 2002	
						upto Dec, 2001	Jan	Feb	March	Total	%age	upto Dec, 2001	Jan	Feb	March			Total
1	Rajasthan-I	11911.21	12138.00	3824.55	3314.84	4285.30	878.89	948.91	176.38	6289.48	52.80	3486.33	743.05	791.04	140.68	5161.10	10114.03	8475.94
2	Rajasthan-II		2500.00			87.19	201.83	176.96	49.21	515.19							515.19	463.30

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

**DPEP-III**

**Statement of Expenditure and Reimbursement Claims**  
**IDA Credit No. 3012-IN**

Rs. in Lakhs  
20/03/2002

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002					Reimbursement during 2001-2002					Total Exp. upto 8th March, 2002	Total Reimb. upto 8th March, 2002	
						upto Dec, 2001	Jan	Feb	March	Total	%age **	upto Dec, 2001	Jan	Feb	March			Total
1	Bihar	20414.85	16523.00	13422.25	11078.35	3688.78	382.43	427.10	83.20	4581.51	22.44	3076.25	305.77	335.96	66.76	3784.74	18003.76	14863.09
2	Jharkhand	4900.93	2200.00			1195.19	103.81	44.35	5.00	1348.35	27.51	904.26	78.48	30.53	3.54	1016.81	1348.35	1016.81
<b>Total</b>		<b>25315.78</b>	<b>18723.00</b>	<b>13422.25</b>	<b>11078.35</b>	<b>4883.97</b>	<b>486.24</b>	<b>471.45</b>	<b>88.20</b>	<b>5929.86</b>	<b>23.42</b>	<b>3980.51</b>	<b>384.25</b>	<b>366.49</b>	<b>70.30</b>	<b>4801.55</b>	<b>19352.11</b>	<b>15879.90</b>

(\*) Excluding expenditure of Rs. 606.02 lakhs disallowed by World Bank & including Rs. 591.14 lakhs disallowed by World Bank which is to be re-claimed after obtaining WBR Nos. for World Bank.

(\*\*) %age with reference to AWP&B for the year.

**UNICEF**

Bihar	Total UNICEF Funds	Total Exp. upto 30/9/2001	Balance Funds
	1118.7	1073.84	44.86

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Funds released to various States under DPEP during 2001-2002

Annexure 'G'

BE:		1098.00
RE :		1198.00
Funds released :		1198.00
<b>Balance as on 15/1/2002</b>		<b>0.00</b>

(Rs. in Crores)

State	DPEP-I	DPEP-II	DPEP-III/IV Expn./etc.	Total
1 Andhra Pradesh		17.00	40.00	57.00
2 Assam	27.00	20.00		47.00
3 Bihar			45.00	45.00
Jharkkhand			22.00	22.00
4 Gujarat		14.50		14.50
5 Haryana	25.00	52.46		77.46
6 Himachal Pradesh		17.00		17.00
7 Karnataka	26.63	31.87		58.50
8 Kerala	15.00	7.00		22.00
9 Madhya Pradesh	85.00	65.00		150.00
10 Chhittigarh	18.00	14.00		32.00
11 Maharashtra	32.00	22.00		54.00
12 Orissa		25.00	30.00	55.00
13 Rajasthan		65.00	25.00	90.00
14 Tamil Nadu	34.38	8.50		42.88
15 Uttar Pradesh		255.00	93.00	348.00
Uttranchal		18.00		18.00
16 West Bengal		20.00	22.00	42.00
17 National Component*	3.71	1.50	0.45	5.66
<b>Total</b>	<b>266.72</b>	<b>653.83</b>	<b>277.45</b>	<b>1198.00</b>

(\*) Rs.10.00 lakhs to IIM, Bangalore for studies Rs.25 lakhs to NIEPA.

## District-wise Expenditure in Haryana

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2001	AWP&B for 2001-02	Expenditure during 2001-02 till 31/12/2001	Qumulative Expenditure till 31/12/2001	% Utilised till Dec.' 2001
<b>Haryana Phase - I</b>						
Hisar	3969.75	2676.38	1965.53	564.66	3241.04	82%
Sirsa	3623.68	2089.93	1234.56	382.49	2472.42	68%
Kaithal	3044.74	1675.12	1078.33	348.52	2023.64	66%
Jind	3282.92	1980.69	1026.29	408.91	2389.60	73%
State Component	891.35	1334.49	380.68	72.68	1407.16	158%
<b>Total Phase - I</b>	<b>14812.44</b>	<b>9756.60</b>	<b>5685.39</b>	<b>1777.27</b>	<b>11533.87</b>	<b>78%</b>
<b>Haryana Phase - II</b>						
Bhiwani	2912.04	1401.23	901.75	381.25	1782.48	61%
Mohindergarh	2716.8	1144.19	1227.09	507.35	1651.54	61%
Gurgaon	3323.31	1448.85	1475.93	681.45	2130.30	64%
State Component	595.11	251.10	321.05	54.32	305.42	51%
<b>Total Phase - II</b>	<b>9547.26</b>	<b>4245.37</b>	<b>3925.82</b>	<b>1624.37</b>	<b>5869.74</b>	<b>61%</b>
<b>Haryana</b>	<b>24359.7</b>	<b>14001.97</b>	<b>9611.21</b>	<b>3401.63</b>	<b>17403.61</b>	<b>71%</b>



# District-wise Expenditure in Madhya Pradesh

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2001	AWP&B for 2001-02	Expenditure during 2001-02 till 31/12/2001	Qumulative Expenditure till 31/12/2001	% Utilised till Dec.' 2001
<b>Madhya Pradesh Phase - I</b>						
	2201.44	2341.98	823.41	452.38	2794.36	127%
	1927.56	1955.69	698.53	316.09	2271.77	118%
	2058.81	2049.09	723.90	195.89	2244.98	109%
	1816.46	1706.09	632.38	178.56	1884.65	104%
	2204.32	2355.75	844.89	385.28	2741.03	124%
	2791.60	3055.05	963.73	421.75	3476.80	125%
	2511.97	2546.11	954.51	295.23	2841.34	113%
	2424.39	2471.04	934.91	240.77	2711.80	112%
	3053.12	3098.25	1059.33	336.20	3434.45	112%
	2473.87	2678.96	945.84	266.14	2945.10	119%
Amravati	2201.92	2351.38	858.57	296.02	2647.40	120%
	1526.46	1555.06	563.37	160.51	1715.57	112%
Chhatisgarh	1959.01	2105.58	685.02	316.39	2421.97	124%
Madhya Pradesh	2409.89	2309.05	862.86	338.61	2647.66	110%
	2168.29	2073.77	746.31	169.08	2242.85	103%
Component	4405.42	2114.77	1072.72	130.43	2245.20	51%
Phase - I	38134.53	36767.59	13370.26	4499.34	41266.93	108%
<b>Madhya Pradesh Phase - II</b>						
	2460.50	1484.60	964.81	315.25	1799.86	73%
	1198.24	1391.96	734.02	202.62	1594.58	133%
	2348.60	732.40	481.66	242.16	974.56	41%
	2038.97	1301.29	970.37	346.36	1647.65	81%
	3999.69	2803.73	1195.82	587.62	3391.34	85%
Madhya Pradesh	3010.89	1642.97	997.52	325.42	1968.40	65%
	3999.83	3007.59	992.02	672.39	3679.98	92%
	3999.38	2250.91	1748.46	718.79	2969.70	74%
	3847.40	2067.03	1529.58	506.67	2573.70	67%
	2917.51	2084.38	843.17	279.72	2364.09	81%
Amravati	1777.30	1257.90	632.46	284.22	1542.13	87%
	2757.26	2016.21	1013.17	400.15	2416.35	88%
	2789.26	1598.43	992.12	313.23	1911.66	69%
Component	966.14	317.71	580.10	61.53	379.24	39%
Phase - II	38110.97	23957.10	13675.26	5256.13	29213.22	77%
<b>Madhya Pradesh</b>						
	76245.50	60724.69	27045.51	9755.47	70480.16	92%

## District-wise Expenditure in Uttar Pradesh

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2001	AWP&B for 2001-02	Expenditure during 2001-02 till 31/12/2001	Qumulative Expenditure till 31/12/2001	% Utilis till Dec 2001
<b>Uttar Pradesh</b>						
Maharajganj	3640.20	1755.95	1060.50	798.89	2554.84	70%
Siddharth Nagar	3968.42	2103.57	832.83	696.03	2799.60	71%
Gonda + Balrampur	3953.03	2378.57	1473.21	936.64	3315.21	84%
Badaun	3916.57	1892.81	1284.47	785.90	2678.71	68%
Lakhimpur Khiri	3977.02	1974.15	1283.81	833.61	2807.76	71%
Lalitpur	2381.10	1052.76	569.62	416.44	1469.20	62%
Pilibhit	3027.46	1353.25	738.09	543.73	1896.98	63%
Basti + S. K. Nagar	3995.77	1902.68	1831.84	977.04	2879.72	72%
Moradabad + J. P. Nagar	3893.01	2239.02	1125.12	1039.70	3278.72	84%
Shahjahanpur	3935.22	2043.18	1419.17	779.38	2822.56	72%
Sonbhadra	3141.25	1284.02	1118.70	497.90	1781.92	57%
Deoria	3878.02	2022.88	1308.59	840.40	2863.28	74%
Hardoi	3937.63	2414.18	1585.37	850.31	3264.49	83%
Bareilly	3795.631	1948.04	875.51	724.34	2672.38	70%
Firojabad	2765.00	1300.46	686.88	470.51	1770.97	64%
Rampur	2397.41	610.14	859.43	364.24	974.38	41%
Barabanki	3850.04	1064.90	1334.77	578.53	1643.43	43%
Baharaich + Sarawasti	3985.10	1047.56	1695.19	1163.12	2210.68	55%
State Component	2549.71	975.42	814.45	294.21	1269.63	50%
<b>Uttar Pradesh</b>	<b>66987.60</b>	<b>31363.54</b>	<b>21897.55</b>	<b>13590.92</b>	<b>44954.46</b>	<b>67%</b>

Excluding 38 expansion districts

# Management Information System

## Context

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

### *Educational Management Information System*

A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for a school based EMIS. The source of EMIS data are the schools which have elementary classes i.e., upper primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually with 30<sup>th</sup> September as the record date. While some states such as Assam, Karnataka, Tamil Nadu, Gujarat, Himachal Pradesh are able to produce district level reports within the next couple of months, states with many districts in DPEP take longer. Attempts have been made to streamline data collection and compilation in these states. Since the last two to three years and a half the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers for using them in the planning and implementation process. Some states have been successful in doing so (see table A for details). Workshops and other modalities are used to foster this from the national level. For instance, in a national level workshop held in March 2002, certain important school management issues were discussed with some selected Education Secretaries and the State Project Directors of the DPEP states on the basis of the EMIS data.

Also, to take a stock of DISE 2001 implementation and to demonstrate various features of the new DISE software, regional workshops were held in Delhi and Calcutta. Status report and plans of action regarding DISE data analysis dissemination and use were deliberated. Feedback on the software demonstration were received from the participants. An important resolution of the workshops is that the states would prepare individual reports in the line of "Access and Retention" taking into account manageable members of parameters to start with. The third and final workshop in this regard is envisaged shortly.

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

- **School particulars.**
- **Teachers' profile.**
- **Details of physical infrastructure like school building, classrooms.**
- **Availability of facilities.**
- **Enrolment details alongwith age-grade matrix.**

- Examination results.
- Information about differently able children enrolled.

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

#### *Post Enumeration Survey (PES)*

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

The summary of PES observations were :

- The enrolment and teachers-in-position data had minimum variation suggesting that the quality of DISE data is dependable. However, there were wide inter-state variations in the quality of data. In case of teachers in place, the variation between PES and DISE ranged between 0.3% in a district in Tamil Nadu and 19.2% in a district in Assam. Similarly, extent of variation in DISE and PES with respect to enrolment ranged between 0.1% in a district in Tamil Nadu and 8.7% in a district in Assam.
- In most of the schools, records are maintained, are in good conditions and are updated from time to time.
- In Kerala, a very high proportion of head teachers were reportedly not trained for DISE DCF filling exercise. Similar was the scenario in Madhya Pradesh. In Assam, a very high proportion of head teachers were reported to have been trained for the purpose.

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

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

#### *Project Management Information System*

A computerised PMIS was developed and was in place till March 1999. It followed a uniform approach to capture details, largely financial, pertaining to each intervention and sub-

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

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

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

### **Household based data**

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

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

**Based on the experience gained in the process, the data capture format has been revised and the structured formats for Village Education Registers, data compilation, etc. are prepared. An instruction manual to implement the household survey system, compilation, etc. is at the stage of final draft. This will be field tested in one district in each DPEP states for finalisation and onward implementation throughout the project area.**

### **MIS for EGS**

**The MIS for EGS schools has been drafted and has been field tested in 3 states viz. Andhra Pradesh, Chhattishgarh and Uttar Pradesh. Based on the experience gained in the process, the data capture formats have been firmed up. Necessary software would**

be almost same as that of DISE so that MIS for EGS can be implemented easily. It is envisaged that workshops would be organised at national/state levels, jointly with the Alternative Schooling Unit so that this can be implemented with effect from September 2002. In fact, an overview of the system has already been discussed with state AS coordinators in a national level workshop held in Pune during 3<sup>rd</sup> week of March 2002.

### **Emerging issues**

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

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

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Assam	<ul style="list-style-type: none"> <li>Regular. The DISE 2000-01 data has been collected and shared with the national level. The same have been analysed and disseminated with the state. 5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</li> </ul>	<p>Received data upto the 3<sup>rd</sup> qtr of 2001-02.</p>	<p>The DISE data are analysed and discussed even at the highest level of state administration. Attempt is made that school management decisions are taken on the basis of data analysis. The problems of single teacher schools, high PTRs, etc. are brought out through such analysis and dissemination. The issue of one-teacher schools have reportedly been addressed on the basis of such analysis. Besides, a new grade "Ka-maan" has been introduced as a precursor to class I. This is likely to resolve the problem of high repetition in class I.</p>	<ul style="list-style-type: none"> <li>The quality of EMIS data needs improvement.</li> <li>State level PMIS data system needs to be developed.</li> </ul>
Haryana	<ul style="list-style-type: none"> <li>The DISE 1999-2000 data have been shared with the national level. The same have been analysed and disseminated with the state. 5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</li> </ul>	<p>Received data upto 3<sup>rd</sup> qtr. of 2001-02.</p>	<p>Some use, but needs to be developed. Non availability of MIS personnel at the SPO and DPOs in full strength is rather a prolonged issue.</p>	<ul style="list-style-type: none"> <li>State level PMIS needs to be developed.</li> <li>Inadequate manpower in place. At the state level, there is no system analyst. In a couple of districts there is no programmer.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Karnataka	<ul style="list-style-type: none"> <li>Regular. The state has collected DISE 2000-01 data for classes upto elementary level i.e., upto class VII. The data have since been shared with the national level. The same have been analysed.</li> <li>5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</li> </ul>	Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	<p>The data generated through MIS are used extensively. The process of AWP&amp;B is MIS data based. Besides, assessment of teachers' training needs as well as teachers' training and deployment is also based on the MIS data. DISE is being implemented in non-DPEP districts also. The preliminary findings of DISE 2000-01 data have reportedly been extensively discussed with the DPCs at the state level.</p>	<ul style="list-style-type: none"> <li>A detailed state specific PMIS system is being developed. The same may be put in place urgently.</li> </ul>
Kerala	<ul style="list-style-type: none"> <li>Regular. DISE 2000-01 have been shared with the national level. The same have been analysed and disseminated with the state.</li> </ul>	Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	Not evident.	<ul style="list-style-type: none"> <li>Usage of MIS data and analysis needs to be encouraged.</li> <li>The SIS has reportedly developed new monitoring tool to identify strengths and weaknesses in implementation of DPEP. However, the same is yet to be</li> </ul>



State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Madhya Pradesh	<ul style="list-style-type: none"> <li>Regular but with considerable time lag. DISE 2000-01 data have been shared with the national level. The same have been analysed and have been disseminated with the state.</li> <li>5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</li> </ul>	<p>Regular. Received data upto the 3<sup>rd</sup> qtr of 2001-02.</p>	<p>DISE data have been analysed by the SPO and shared with the DPOs. The school information system has reportedly been implemented in the Alternative Schools also. After compilation, these data would also be analysed and shared with DPOs. However, the data pertaining to the Alternative Schools are yet to be shared with the national level.</p>	<p>shared with the national level.</p> <ul style="list-style-type: none"> <li>Vacancies in expansion districts need to be filled up.</li> <li>Data needs to be made available on time.</li> <li>Quality of data needs to be addressed.</li> </ul>
Maharashtra	<ul style="list-style-type: none"> <li>Regular. DISE 2000-01 data have been shared with the national level. The same have been analysed and disseminated with the state.</li> <li>5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further</li> </ul>	<p>Not regular. Received data upto 4<sup>th</sup> quarter of 2000-01.</p>	<p>Extensively used especially for teacher rationalisation and deployment. Besides, the data are used for preparation of the AWP&amp;B.</p>	<ul style="list-style-type: none"> <li>Adequate manpower not in place in expansion districts.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Tamil Nadu	<p>analysis and reporting.</p> <ul style="list-style-type: none"> <li>Regular. DISE 2000-01 data have been shared with the national level. The same have been analysed and disseminated with the state.</li> <li>5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</li> </ul>	<p>Not regular now. Received data upto the 4<sup>th</sup> quarter of 2000-01.</p>	<p>Extensively used for AWP&amp;B. The state has also conducted a cohort study to study retention and repetition, identified a number of schools, block-wise, that merit immediate attention. Actions to address the issues have been initiated.</p>	<ul style="list-style-type: none"> <li>May develop state specific PMIS.</li> <li>At the state level, there is no System Analyst.</li> </ul>
Andhra Pradesh	<ul style="list-style-type: none"> <li>The school based data are now being collected through DISE.</li> <li>The state has also initiated implementation of 5% sample checks. The field works are likely to be over by mid-April, 2002.</li> </ul>	<ul style="list-style-type: none"> <li>Not regular.</li> <li>In fact, so far no PMIS report reached the national level.</li> </ul>	<p>It is reported that while preparing the AWP&amp;B, prioritisation is done on the basis of EMIS data.</p>	<ul style="list-style-type: none"> <li>Better implementation of DISE and</li> <li>Development of state specific PMIS.</li> </ul>
Bihar	<ul style="list-style-type: none"> <li>Regular. However, the lag time is high.</li> <li>DISE 2000-01 data have been shared with the national level. The same have been analysed</li> </ul>	<ul style="list-style-type: none"> <li>Not regular</li> <li>Received data upto the 4<sup>th</sup> quarter of 2000-01.</li> </ul>	<p>The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&amp;B.</p>	<ul style="list-style-type: none"> <li>Vacancies need to be filled up both at the district level as well as at the state level.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>at the national level and shared with the state.</p> <ul style="list-style-type: none"> <li>Quality of data needs improvement.</li> </ul>			
Gujarat	<p>Regular. DISE 2000-01 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. 5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</p>	<p>Not regular. Received data upto 4<sup>th</sup> quarter of 2000-01.</p>	<p>The analysis of data (to be used while preparing AWP&amp;B) has been initiated.</p>	<ul style="list-style-type: none"> <li>State specific PMIS may be developed.</li> </ul>
Himachal Pradesh	<ul style="list-style-type: none"> <li>Regular. DISE 2000-01 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state.</li> <li>5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the</li> </ul>	<p>Not regular. Received data upto the 4<sup>th</sup> quarter of 2000-01.</p>	<p>The process of analysing MIS data to use for preparation of AWP&amp;B has been initiated.</p>	<ul style="list-style-type: none"> <li>State specific PMIS may be developed.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Orissa	<p>national level for further analysis and reporting.</p> <p>Regular. DISE 2000-01 data have been shared. The same have been analysed at the national level and major findings have been disseminated with the state.</p>	<p>Not regular. Data received for 1<sup>st</sup> Quarter of 2001-02.</p>	<p>Data are analysed and discussed. However, better utilisation of such analysis by users is needed. Based on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.</p>	<ul style="list-style-type: none"> <li>• Further sensitisation of the users needed.</li> <li>• State specific PMIS may be developed.</li> </ul>
Uttar Pradesh	<ul style="list-style-type: none"> <li>• The DISE 2000-01 data received at the national level have been analysed and the highlights have been disseminated with the state.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular. Received data upto the 3<sup>rd</sup> qtr of 2001-02.</li> </ul>	<p>The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&amp;B.</p>	<p>Manpower needs to be put in place especially at the district level. In most of the DPEP districts, there is only one Data Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators.</p>
West Bengal	<ul style="list-style-type: none"> <li>• Regular. DISE data for 2000-01 has since been shared with the national level where it was analysed and the highlights have been shared with the state.</li> <li>• At a state level workshop, the findings have been shared</li> </ul>	<ul style="list-style-type: none"> <li>• Not regular. Received data upto the 1<sup>st</sup> quarter of 2001-02.</li> </ul>	<ul style="list-style-type: none"> <li>• Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level functionaries based on DISE 2000-01 data.</li> </ul>	<p>Finalisation of the state specific PMIS. There is no programmer in a couple of expansion districts.</p>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>with the DPCs and the need for improving data quality alongwith the process has been discussed in detail.</p> <ul style="list-style-type: none"> <li>● 5% sample check has since been carried out to assess the quality of EMIS data. The raw data is presently being punched at the national level for further analysis and reporting.</li> </ul>			
Jharkhand	<ul style="list-style-type: none"> <li>● DISE data for 2000-01 has since been shared with the national level where it was analysed.</li> </ul>	<ul style="list-style-type: none"> <li>● Not regular.</li> <li>● In fact, so far no PMIS report reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>● Yet to be known</li> </ul>	<p>Infrastructure in place, especially at the SPO level, is grossly inadequate</p>
Chhattisgarh	<ul style="list-style-type: none"> <li>● Partial DISE data for 2000-01 has since been received at national level.</li> </ul>	<ul style="list-style-type: none"> <li>● Not regular.</li> <li>● In fact, so far no PMIS report reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>● Yet to be known for most of the districts.</li> </ul>	<p>Infrastructure in place, especially at the SPO level and in some DPO level is grossly inadequate</p>
Uttaranchal	<ul style="list-style-type: none"> <li>● DISE data for 2000-01 has since been shared with the national level where it was analysed.</li> </ul>	<ul style="list-style-type: none"> <li>● Not regular.</li> <li>● In fact, so far no PMIS report reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>● Yet to be known</li> </ul>	



# **SUPERVISION**

## **Strategies**

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

Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions, renamed as Joint Review Mission, since the 8<sup>th</sup> Mission, are manned with the nominees of funding agencies and Government of India. So far 14 JRMs have been mounted. Some of the JRM's perform the functions of an In-depth Review Mission (IDRM). 6<sup>th</sup> JSM and the 10<sup>th</sup> JRM were such missions for Phase I and II districts respectively. The system of biannual Joint Review Missions is continuing whereas it has been decided in 1997 that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as targeted missions for specific purposes as and when required.

## **State's Role**

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

## **Bureau's Role**

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

## **State visits by the Bureau**

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

## **Supervision Training**

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

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

### Role of the Unit

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

### Future Strategy

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

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

**JRM's :** So far 14 JRMs / JSMs have been launched. The following table provides information on various JRM's and their focus areas.

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



		1998
Joint Supervision Missions	VIIth JSM – March, 1998. (Led by GOI)	VIIIth JRM – October – November, 1998 (Led by DFID)
Priority Areas for the JSMs	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints, assessing the extent to which the recommendations of last JSM implemented.</p> <p><b>Next Steps :</b></p> <ol style="list-style-type: none"> <li>1. The DPEP Bureau may support the states to undertake the following : (i) to examine the training modules with to ensure emphasis on the change process and institutional development; and (ii) to organise a high level workshop on the lines referred to in para 9.</li> <li>2. The Mission suggests DPEP Bureau consider the following: <ul style="list-style-type: none"> <li>• further intensifying networking and dissemination including continued support to visits of state, district and block level staff, particularly teachers, to other school districts and states to observe good practices and promising innovations; and</li> <li>• in various national level workshops in different functional areas, the innovations carried out in different states be discussed to examine their potential for replicability.</li> </ul> </li> <li>3. The Mission recommends that states further develop their teacher training plans to take into account the need to maintain the momentum of the programme over time, to</li> </ol>	<p>Focus for VIII JRM was on:</p> <ol style="list-style-type: none"> <li>1. To assess the extent to which DPEP is making progress towards its objectives.</li> <li>2. The extent to which decision making has been decentralised and resourced to support the process, to date and what has been learned from that experience.</li> <li>3. To gauge the extent to which PMIS and EMIS and qualitative indicators are feeding into improved planning and management.</li> <li>4. To identify constraints which are impeding progress to suggest follow up activities to improve performance.</li> <li>5. To assess the extent to which DPEP is influencing the mainstream education system.</li> <li>6. To discuss progress towards cost effective strategies for the utilisation of resources.</li> </ol> <p><b>Next Steps :</b></p> <ol style="list-style-type: none"> <li>1. The Mission recommends that states review their teacher recruitment procedures and give attention to the process of filling teacher vacancies and appointing new teachers in DPEP districts before the start of the next JRM.</li> <li>2. Serious consideration be given by states to reallocating the increasing project financial resources to support more human development and to broaden the existing definition of training. Ensuring that more training follow-up and pedagogical support be provided to teachers by CRCs; supporting the development of alternative training models which involve teachers in defining their own training needs; delivering training which allows for increased peer learning and reflection; and continue building capacity in the DIETs in DPEP districts.</li> <li>3. The DPEP Bureau and SPOs to continue</li> </ol>

		1998
	<p>acknowledge that training needs to be iterative and to recognise that teachers acquire skills differently.</p> <ol style="list-style-type: none"> <li>4. The Mission recommends that the states may address teacher deployment issues on a priority basis.</li> <li>5. The DPEP Bureau and the states to continue to ensure that information generated be used to guide and manage, in a coherent and integrated fashion to formulate the state and district AWPBs and to monitor the progress towards closing the equity gap.</li> <li>6. The Mission recommends that the districts take definite steps to ground the interventions for the working children and the children with disabilities.</li> </ol>	<p>strengthening the collection and verification of data and data findings via a sample study procedure; and improve dissemination, integration and utilisation of available information and research findings which might focus on; net enrolment rates and enrolment in recognised and non-recognised private schools, alternative and non-formal schooling, retention and drop-out rates, student attendance and teacher rationalisation. The DPEP Bureau and the SPOs to continue to strengthen their current systems to assess the reliability and validity utilised in data collection and use.</p> <ol style="list-style-type: none"> <li>4. The states to pursue with some alacrity state-specific solutions as to institutionalise financial, administrative, pedagogical and structural DPEP gains. State-specific workshops could be held to share experiences in terms of institutional development plans, institutional reforms and studies for sustainability, in which all appropriate departments would be invited to participate.</li> <li>5. States to focus on expanding provision for children with disabilities and to develop comprehensive strategies to address the needs of marginalised groups.</li> </ol>

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

teachers to assure state norms on student-teacher ratios. The appointment process for additional teachers should be completed as per (plan and) each state's time-bound plan.

2. States may consider to strengthen the analytic and planning capacities of education staff and stakeholders at various levels. Plans for increasing this capacity could build on existing efforts to strengthen local capacities in planning for school improvement, the local adaptation and use of the EMIS information, micro-planning, and the preparation of Annual Work Plans and Budgets.
3. States need to build on their success in establishing Block Resource Centers and Cluster Resource Centers by continuing to assist Center coordinators to further develop (with teachers) local visions of effective pedagogy, teacher observation models that demonstrate these visions, training courses, and in-school help for teachers. The states may wish to prepare Work Plans and Budgets for strengthening this important area of program development.
4. States may continue their efforts to develop the role of the community in improving primary education by providing ongoing training and support to Village Education Committees. By including orientation to the principles underlying the pedagogic improvement process that DPEP is supporting and that broaden the roles and active participation in improving education of all VEC members and others in the community.
5. Plans for utilizing unspent funds, should focus on human resource development and capacity building and on strengthening support especially for marginalized groups. DPEP-II states and DPEP-III may also wish to consider how further to give priority to human resource development, capacity building, and support for marginalized groups.
6. Education for marginalized groups including children with disabilities should continue to be a priority area of

- To assess the extent to which increased capacities to facilitate and enable school improvement and community ownership can be perceived in the DPEP states and districts.
- To assess the extent to which conditions to sustain DPEP activities after the programme ends have been created, particularly in DPEP I and UPBEP states and districts, and efforts and progress made in terms of maximising the programme's impact on the primary education system as a whole.

### Next Steps

1. The following recommendations are made for next steps :
  - to prepare for the remaining implementation period a clear perspective paper on how available information, human, institutional and financial resources may be most effectively deployed to achieve all the objectives of the programme; in particular, to develop a holistic, phased overall strategy for addressing the various components of pedagogical renewal in an interrelated fashion;
  - to develop the collection, analysis, ownership and use of the EMIS to support decentralised, area-specific planning and implementation;
  - to develop further and vigorously implement strategies, including those for alternative education, distance education, IED, gender and ECE, to address the specific needs of the special focus groups in all districts;
  - to proceed with institutional development and capacity building programmes, especially for CLRCs and DIETs; and

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

2000		
<b>Joint Review Missions</b>	XIth JRM – March – April, 2000. (Led by GOI)	XIIth JRM – November, 2000. (Led by DFID)
<b>Priority Areas for the JRMs</b>	<p>Focus for XI JRM was on:</p> <ul style="list-style-type: none"> <li>➤ To review the efforts made and interventions initiated particularly since the previous JRM to consolidate the programme gains and address critical gaps in terms of progress towards DPEP's objectives.</li> <li>➤ To assess extent to which institutions at various levels have been created and strengthened in planning and management of primary education (institutional development and reforms).</li> <li>➤ To assess extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I and UPBEP.</li> <li>➤ To assess the status of the programme implementation and the extent to which funds have been utilised.</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. GOI and the project states to address, on a priority basis, the issue of capacity building for ensuring quality of data, its analysis and interpretation and its utilisation for decentralised planning, particularly, at sub-district levels for ensuring availability of authentic data on the outcome indicators of the project and on 'out of school' children.</li> <li>2. Apart from the mid-term learning assessment of the extension district and the complete state-wise report of the national level study on classroom processes the states may initiate some assessment of pedagogical interventions undertaken by them and the influence these have on classroom processes and children's participation and learning.</li> </ol>	<p>Focus for XII JRM was on :</p> <ul style="list-style-type: none"> <li>➤ Progress towards achievement of Programme objectives and outcome indicators: determine the extent to which all the programme targets have been achieved and identification of where are the remaining areas of difficulty</li> <li>➤ Improvements in the quality of primary schooling: determine progress with respect to key issues previously identified</li> <li>➤ Programme management and implementation: determine progress with respect to key issues previously identified, with particular focus for DPEP I states which are approaching programme completion</li> <li>➤ The Mission will review lessons learnt till date and major accomplishments in the programme since the last JRM, identifying individual states and districts as examples where appropriate. The Mission will also assess progress in resolving outstanding issues in the "special watch" state (Assam) and with respect to issues raised by the last JRM, and highlight priority issues</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. The Mission suggests that the GoI and states might intensify efforts to enrol and retain all</li> </ol>

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| <p>3. All the DPEP states to review the efficiency and effectiveness of the teacher management systems and processes applied in the states. The states need to develop a time-bound plan for rationalisation of teacher deployment and filling of vacancies along with systems that facilitate the implementation of these plans and ensure more equitable PTR in remote village. The Mission requests the EE Bureau to provide the next JRM with a status paper on all para teacher schemes.</p> <p>4. The states and the districts to delegate more authority to sub-district level structures for selecting, designing, and implementing local-specific activities. In this context, the state and district DPEP teams need to support the block and cluster level teams in elaborating the underpinning strategies and longer-term plans for addressing the identified issues. The Mission furthermore requests that the states may provide a review of the district AWP&amp;Bs, to provide the next JRM with information about the extent, nature and quality of local-specific activities and innovations as presented in the AWP&amp;Bs and share that information with the states also.</p> <p>5. The state DPEP teams facilitate visioning exercise for overall institutional framework and the roles and functions of and linkages among the institutions by key resource institutions at state, district and sub-district level. Furthermore, the Mission recommends that the state develop, in a participatory manner with the key institutions, a broad framework for institutional development.</p> <p>6. It is important to ensure that comprehensive plans for sustainability are completed and approved by the DPEP-I states before the next JRM and that these plans are ready for incorporation into the state approved budgets for FY 2001-02.</p> <p>7. the GOI may take urgent steps in ensuring not only timely releases but also release of sufficient amounts of funds to enable an undisrupted pace and pattern of programme implementation giving due cognisance to states' peak period of implementation.</p> | <p>categories of out of school children.</p> <p>2. Given the emerging evidence from the cohort studies on drop-out primary education cycle completion rates which have been undertaken in some states, the Mission recommends that DPEP should focus more directly on raising completion rates.</p> <p>3. In view of the significant position of AS in the states' strategy towards UPE, there is a need to compile an information base on AS comparable to regular schools. States then need to be encouraged to review their strategies for UPE with respect to equity and quality.</p> <p>4. The Mission suggests that states need to take cognisance of the extent to which multi-grade classes prevail and develop strategies whereby schools and teachers can apply pedagogic processes that can be effective. States may like to share their plans and action taken in this regard with the next JRM.</p> <p>5. The Mission suggests that the EE Bureau and states analyse the "hot spots" of implementation and expenditure by district and component, determine reasons for slow expenditure, take action as appropriate, and report on the work in this regard to the next JRM.</p> |
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	<b>2000</b>	
	States may also ensure timely and full release of state funds.	
	8. The Mission recommends that Assam needs to be brought under the 'special watch' category in terms of lack of the state government's commitment to the project.	

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

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

#### **Institutional Capacity Building**

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

#### **Program Management**

- Examine implementation by

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

#### **Status of DPEP in anticipation of the Phase I nearing its completion :**

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

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

#### **Next Steps**

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

		2001
	<p>district and component, and assess the extent to which and the states have identified specific problems in implementation and are dealing with these.</p> <ul style="list-style-type: none"> <li>• Assess the preparedness of the newly formed states for management and implementation of the project.</li> <li>• What is the current status of release of 15% state share ? What is the amount still to be released by the states ?</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. It is recommended that DPEP continue to support steps to improve the understanding, collection and use of information on drop-out, learning achievement, and completion (including greater clarity on knowledge and competencies measured by achievement studies, how many years are taken to complete the cycle and how many students pass, fail and eventually transfer to higher grades).</li> <li>2. The Mission recommends that a special effort be made to see that CRC Coordinators are able to ensure that teachers evaluate students regularly and that reflection on student learning occurs during in-service and supervision activities.</li> <li>3. Given the issues with regard to factors affecting Alternative Schooling that are raised in both the EEB's Progress Overview and the Aide-Memoire, the Mission suggests that the EEB commission independent research across all DPEP states on Alternative Schools</li> </ol>	<p>recording reasons for repetition, analysis of reasons for repetition merits urgent attention and action by the States and the EEB.</p> <ol style="list-style-type: none"> <li>3. The Mission notes the considerable progress, which has been made, at the national level and in some States, with regard to researching and understanding the issues associated with evaluation of children's overall learning achievement, especially in terms of formative evaluation. The Mission urges the EEB and all States to prioritise this as an area for on-going attention and requests, that detailed reports on progress are provided by the EEB and States to the next Mission.</li> <li>4. The Mission notes that the share of single and two teacher schools in many DPEP districts is high and the share of the single teacher schools has increased in some districts. Strategising around this development at all levels is needed. As the recent DISE data also indicates that a very high percentage of teachers in these schools are men, the EE Bureau and the States may like to explore this development in more detail and develop means to enable appointment of qualified women teachers into these schools and to provide them required support.</li> <li>5. The Mission is of the opinion that the programme implementation and its sustainability in the three new States and the States of Bihar, Rajasthan, Assam and Kerala require special attention and support. The EEB may like to organise an internal Mission to Chhattisgarh, Jharkhand and Bihar before the next JRM and to work out a strategy for more comprehensive technical support to these States. As the DPEP-I is nearing its completion the EEB and the States need to finalise their sustainability plans and work out a clear exit strategy to ensure that the DPEP gains are not lost. The Mission proposes that the EEB provides a detailed overview in this respect for the next JRM.</li> <li>6. The Mission likes to acknowledge the efforts made by DPEP to promote early</li> </ol>



2001	
<p>as outline in para 4.5.</p> <p>4. GOI is encouraged to provide additional guidance and facilitation to the three new states in planning and funding the state-level support structure for DPEP.</p> <p>5. MHRD may ensure timely release of funds to the State Societies. States may also ensure timely and full release of state funds to the Implementing Societies.</p> <p>6. GOI should ensure that Bihar and Jharkhand rebudget their project funds for the remaining two years of the project period within the next three months.</p>	<p>childhood education by supporting pre-primary classes, ECCE centres and strengthening ICDS. The EEB and the States may like to pay special attention to sustaining and further strengthening of the efforts made. This may be taken into account in the context of finalisation of the sustainability plans.</p> <p>7. While welcoming the overall impact evaluation on DPEP as well as the evaluation of the varied pedagogical interventions in the DPEP-I States currently underway, the Mission emphasizes the need for component specific studies that could inform future initiatives in elementary education. DPEP experience indicates the need for broad-based formative evaluations to feed into and strengthen quality programming and monitoring.</p>

2002	
<b>Joint Review Missions</b>	<b>XVth JRM - April - May, 2002 (To be Led by Govt. of India)</b>
<b>Priority Areas for the JRMs</b>	<p><b>1. <i>Learning, Completion and Quality</i></b></p> <ul style="list-style-type: none"> <li>• <b>Assess interventions and strategies to improve completion rates and to address repetition, drop-out and low achievement.</b></li> <li>• <b>Examine the progress in developing systems for evaluating students' learning for use by teachers in schools.</b></li> <li>• <b>Assess new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade situation, teaching learning process and teacher and pupil attendance.</b></li> <li>• <b>Progress towards improving learning achievement.</b></li> <li>• <b>Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages.</b></li> </ul>

## **2. *Equity***

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

## **3. *Planning, management and supervision***

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

## **4. *Sustainability***

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

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

5. *Status of programme implementation*

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

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

**Internal Supervision Missions :** The system of regular I.S.Ms. was discontinued in 1997. Now, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 10 targeted Internal Supervision Missions have been launched to various states including the 3 recent ISMs to Chhattisgarh, Bihar and Jharkhand launched in March / April, 2002. These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation, in a state.

The particulars of these targeted ISMs are as follows :

Haryana December 13 – 15, 1995	Gujarat June 23 – July 2, 1997	Orissa January 16 – 24, 1998	Maharashtra March 3 – 9, 1999
Haryana ISM (December 1995) : This mission was launched to report on the actions taken since the Joint Supervision Mission of September 1995 in relation to its recommendations and the activities undertaken in DPEP in this period as well as to form its own assessment of major issues arising in the course of	Gujarat ISM (June – July 1997) : This mission was launched on the recommendation of JSM suggesting the Bureau to pay special attention to the state of Gujarat,	Orissa ISM (January 1998) : An Internal Supervision Mission to Orissa was launched in January, 1998. This was necessitated by a recommendation of the In-depth Review Mission (October, 1997). This Mission has observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal Supervision Mission	Maharashtra ISM (March 1999) : In a bid to improve the pace of implementation of the programme, the DPEP Bureau launched an Internal Supervision Mission to Maharashtra in March 1999. The Mission was assigned the tasks: • To assess the

<p>programme implementation. The Missions in its report, described the various steps taken by the state in response to the recommendations of previous JSM. These actions included appointment of key project personnel, initiating the filling of teacher vacancies, a ban on transfer of teachers and other staff engaged in DPEP work without the permissions of the State Project Director, steps initiated to create a separate cadre for DIET faculty at the state level in order to recruit professionally competent faculty for the DIETs, strengthening of SCERT and orientation of VEC members to cite a few.</p>	<p>a close monitoring and technical support as the mission found the progress to be relatively slow. The mission recommended launching of an ISM after a period of three months. Accordingly, the GOI launched the Mission which expressed its satisfaction over the steps initiated by the state on the recommendations of JSM.</p>	<p>may be mounted in about 3 months time to monitor the implementation progress in key areas —pedagogical renewal area, civil works, orientation of project management staff and stake holders, regarding DPEP objective and strategies. The Internal Mission however found that after September 1997, things have moved faster in the state and activities related to civil works, media campaign and training have been taken in a big way. This could be seen by the expenditure pattern of the state. As against only 3.50 crores expenditure during first six months (i.e., April to September 1997) the expenditure during the next three months (i.e., October to December 1997) has gone upto 8.54 crores.</p> <p>The Union Education Secretary visited Orissa and held indepth discussions.</p>	<p>progress in each major intervention of DPEP.</p> <ul style="list-style-type: none"> <li>• To assess the progress in Phase-I districts towards achieving of DPEP super goals.</li> <li>• To identify constraints in achieving the progress.</li> <li>• To suggested measures to speed up the implementation of the programme.</li> </ul> <p>The mission submitted its reports highlighting the constraints and suggested measures to speed up the implementation of the programme.</p>
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<b>Orissa</b> <b>January 17 – 20, 2000</b>	<b>Himachal Pradesh</b> <b>September 11 – 18, 2000</b>	<b>Rajasthan</b> <b>October, 2000</b>
<p>Orissa ISM (January 2000) : An Internal Supervision Mission visited Orissa during January 2000 as the 10<sup>th</sup> JRM could not visit the state because of the Cyclone. The objectives of the mission were (1) to asses programme implementation in the existing districts (2) to asses the state of preparedness of the proposed 8 expansion districts, particularly whether the conditions for the existing districts have been fulfilled (3) to identify</p>	<p>Himachal Pradesh ISM (September 11 – 18, 2000) : An Internal Review Mission visited Lahoul Spiti and Pangi Valley of Himachal Pradesh to review the DPEP implementation as it has not been visited so far by any JRM due to its Geo-climatic conditions. The main areas of review were :</p> <ul style="list-style-type: none"> <li>• Progress towards the DPEP's objectives with regard to access and enrolment, retention, learning outcomes and equity</li> <li>• Changes in class room process</li> <li>• System – school support</li> </ul>	<p>A two day ISM to Rajasthan was organised in October 2000, comprising of TSG consultants and led by Bureau coordinator for the state to assess the progress of programme implementation and to identify the causes for slow implementation of programme there. The mission found that personnel at SPO level have been appointed and so also the JEs and BRCC's. The report of the mission has been shared with 12<sup>th</sup> JRM.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. There has been a re-thinking on project structures procedures for staff appointment and textbook</li> </ol>

<p style="text-align: center;"><b>Orissa</b> <b>January 17 – 20, 2000</b></p> <p>constraints in achieving progress in respect of (1) &amp; (2) above (4) to suggest measures to speed up implementation of the programme and reach stage of readiness for expansion. The team held discussions with the state officials and during visit to Keonjhar district held wide – ranging discussions with community representatives, teachers, CRC and BRC coordinators and district functionaries including the DIET faculty at Keonjhar. The team identified immediate steps to be taken on a priority basis and also assessed the status of DPEP implementation. The report of the mission was shared with the state authorities and the Bureau.</p>	<p style="text-align: center;"><b>Himachal Pradesh</b> <b>September 11 – 18, 2000</b></p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. The efforts towards child centered activity based teaching learning processes, needs further strengthened. Also the DRGs should be strengthened by involving the DIET faculties.</li> <li>2. The district should try the distance mode of training due to its geo-climatic conditions.</li> <li>3. VEC school linkages need to be strengthened by means of regular meetings and micro planning exercises.</li> <li>4. The teachers need to be encouraged to develop local specific need based TLMs rather than buying from the market.</li> </ol>	<p style="text-align: center;"><b>Rajasthan</b> <b>October, 2000</b></p> <p>development and trialling and lack of clarity about the label of decision making for different activities. These decisions need expedited otherwise it will cause delay in project implementation and lead to unfulfilled project goals.</p> <ol style="list-style-type: none"> <li>2. A Deputy Director should be appointed in SPO to look after community mobilisation. Also some linkages and understanding with state level personnel of Panchayat Raj departments needed.</li> <li>3. The civil work staff need training and orientation immediately. Also there is a need to monitor closely the revised implementation schedule.</li> <li>4. The appointment of girl child activist should be made immediately.</li> <li>5. The state must see how DPEP can be used for quality improvement in text books. A scheme of delegation of powers to different authorities in SPO and DPO should be put in place.</li> </ol>
<p><b>Chhattisgarh</b> <b>March 20 – 22, 2002</b></p> <p>Due to slow progress of the programme and problems related to creation of new state, 14<sup>th</sup> JRM advised Government of India to mount an Internal Supervision Mission to Chhattisgarh. Accordingly a mission was launched. The report of ISM is annexed elsewhere.</p>	<p><b>Bihar</b> <b>April 1 – 5, 2002</b></p> <p>Due to slow progress of the programme, 14<sup>th</sup> JRM advised Government of India to mount an Internal Supervision Mission to Bihar. Accordingly a mission has been launched. The report of ISM is annexed elsewhere.</p>	<p><b>Jharkhand</b> <b>April 1 - 5, 2002</b></p> <p>Due to slow progress of the programme and problems related to creation of new state, 14<sup>th</sup> JRM advised Government of India to mount an Internal Supervision Mission to Jharkhand. Accordingly a mission has been launched. The report of ISM is annexed elsewhere.</p>



# **APPRAISAL**

## **Objectives**

The appraisal of Perspective Plans paves the ways, after certain formalities, for starting implementation of DPEP in a state. The perspective plans as prepared by the state and district teams present the issues, the strategies and interventions aimed at resolving the issues and the financial implications thereof.

## **Strategy**

The states and districts that intend to launch DPEP, prepare the draft perspective plans. In case the states have difficulty in preparing the plans, the "Planning Assistance" is arranged by the Bureau to help states prepare the plans. On receiving the plans, the Bureau launches pre-appraisal missions which go to the state, make field visits, discuss the issues with the district and the state level officials and submit reports to the DPEP Bureau. The draft plans are then revised in the light of the recommendations made by the Pre-appraisal Mission for assessment of the Appraisal Mission. The Appraisal Missions present their report to the Bureau and discuss it in the presence of the officials of the state. These appraisals are followed by the Appraisal Missions of the funding Agencies who also share the report with Government of India. In the case of DFID assisted projects, a joint GOI-DFID appraisal mission is mounted. After a nod from Government of India and the funding agencies, the states start implementation of the programme.

## **Appraisal Training**

Following the successful completion of DPEP-II national appraisals, it was agreed that the district and state plans of all the expansion districts for DPEP-I States, Orissa, U.P. and Bihar (DPEP-III) would be appraised by National teams and IDA will only review a sample of the national appraisal reports. This implied that the Bureau and TSG had to gear up to meet the challenge.

To facilitate quality appraisal of these expansion districts preparedness to implement DPEP, the Appraisal and Supervision Unit within the TSG undertook a series of activities. Realizing that the task on hand is mammoth, the Unit designed a comprehensive 5-day familiarization programme, conducted with the assistance of the LBSNAA, Mussoorie. The programme included an orientation to DPEP, an introduction to the general appraisal process and DPEP specific requirements, such as financial appraisal; functional area component appraisal; report writing and a session on team ethics. Five programmes were held during the period of May-December, 1997 leading to the creation of a resource pool of 80 persons, the fifth one was held in September, 1997.

The participants for these programmes were carefully identified. The effort was made to tap the national expertise available in educational financing, planning and management, special programmes for focus groups, pedagogical and other school effectiveness issues by involving

them in these trainings. This familiarization programme also helped the DPEP Bureau and TSG to identify quality appraisers that is critical in team formation.

### Appraisal Handbook

As a ready reckoner for appraisers, the Appraisal Unit within the TSG developed an 'Appraisal Handbook'. Having been prepared with assistance from the Bureau, this handbook includes sections on appraisal process, the assessment of components from various angles and content and structure of the expected national report. The purpose of the handbook is to highlight the specific requirements of DPEP appraisal and provide ready guidelines to every appraiser going to the field.

### Future Strategies

Involvement of TSG's functional units in the desk/summary appraisal for West Bengal, Orissa and Rajasthan by way of inviting their comments or inclusion of these in core in-house appraisal teams proved to be very encouraging. Valuable inputs, received from functional units, were helpful in accomplishing the task as these cover almost entire gamut of the programme. We intend to follow the same in future.

### Status of Appraisal

<p><b>1997</b></p>	<p><b>Expansion districts</b></p> <p>Satisfied with the pace of implementation of the programme and its coverage, the GOI decided for the expansion of DPEP into more districts of DPEP-I states and Orissa, the states where the programme was already under implementation. Accordingly, National Pre-appraisal and Appraisal Missions for Appraisal of expansion districts in the DPEP-I states and Orissa were launched during January – July, 1997 followed by the missions from IDA for the expansion districts.</p> <p><b>U.P. and Bihar :</b> National Pre-appraisal and Appraisal Missions for the states of U.P. and Bihar were launched during January – July, 1997. As in the case for the expansion districts, these missions were also followed by IDA missions. As a result 15 districts in U.P. and 17 districts in Bihar were selected for the implementation of the programme.</p> <p>The ambitious schedule of mounting missions, many a times simultaneous to several states was undertaken. It was decided that each appraisal team would have at least four members of whom one will be an architect/civil engineer another a social sector expert, one expert in pedagogical renewal processes and an economist/planning experts. However, the size of the mission was extended to 8-10 in M.P., U.P. and Bihar to cater to large number of districts to be appraised in these states.</p>
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	<p>Whereas the pre-appraisal missions had been of approximately 12-14 days duration, the appraisal missions typically lasted for 16-18 days. The resource persons for those missions were drawn from the pool that was developed through 'familiarisation' programmes. For the sake of maintaining continuity, efforts were made to retain the same team for both pre-appraisal and appraisal. The process of appraisal was very demanding and asked for rigour as well as professional competence. The World Bank reviewed the process through extensive visits and complimented the work undertaken by the Bureau/TSG.</p> <p>During 1997 a total of 22 pre-appraisal and appraisal missions were launched for the appraisal of expansion districts. This is a landmark in the national capacities for appraising such project.</p>
1998	<p><b>Andhra Pradesh :</b> The plans for introducing DPEP in A.P. in 14 more districts were pre-appraised by a GOI mission in November, 1997 which was later joined by the World Bank team. In January 1998, the appraisal was conducted. Due to the large number of districts involved, the mission comprised of 8 experts drawn from various fields. The World Bank reviewed the appraisal process later in February 1998.</p> <p><b>U.P. and Rajasthan :</b> Pre-appraisal missions to U.P. and Rajasthan were launched in May and June, 1998 respectively for appraisal of plans for three districts of U.P. and ten districts of Rajasthan.</p> <p>The unit participated in a G.O.I.-World Bank Mission (December 1998) to U.P. to assess districts Bahraich, Barabanki and Rampur for inclusion in DPEP-II and recommended positively to G.O.I.</p>
1999	<p><b>U.P. :</b> A Govt. of India Pre-Appraisal Mission to U.P. was launched in May-June, 1999 to appraise the plans of 38 districts to bring these districts under DPEP fold with World Bank funding. A striking feature of these proposals has been that unlike the other proposals, they propose an average expenditure of Rs. 20-25 crores, almost half of the upper ceiling as envisaged in DPEP guidelines by cost-saving devices. Subsequent to this, the Bank completed its appraisal in Sep., 1999. The unit also helped the state in brining out the costings in standardised format.</p> <p><b>West Bengal :</b> An in-house appraisal of plans for 5 districts in West Bengal was carried out in August 1999. The unit helped in this process by way of providing appraisal inputs. The plans including the costing tables were finalised in consultation with State Project Office and the Bureau.</p>
2000	<p><b>Orissa :</b> A Desk review of plans for 8 districts of Orissa was carried out in January / February, 2000. Suggestions were made to revise the plans. Subsequently, a Joint DFID-GOI Appraisal Mission visited the state in June,</p>

	<p>2000. The unit in conjunction with other units in T.S.G., helped state in finalizing the costings. Necessary formalities are being completed to ensure that programme starts in these districts by this year.</p> <p><b>Rajasthan :</b> A summary review of Perspective plans of 9 districts of Rajasthan was carried out in February / March. A GOI Pre-Appraisal Mission visited the state during April/May, 2000.</p> <p><b>Gujarat :</b> Desk appraisal of plans of 6 expansion districts in Gujarat was undertaken in April, 2000. GOI mission to Gujarat was mounted in April, 2000 followed by a Dutch-World Bank mission in July, 2000. It may be mentioned that out of these six districts, GOI will fund 3 districts through a Dutch grant while the other three districts would be funded by the state. The unit visited the state to help the state finalizing their costings.</p>
2001	<p><b>Rajasthan :</b> A GOI pre-Appraisal Mission appraised the revised plans of the 9 districts during February, 2001 followed by an I.D.A. team. Based on the recommendations of the mission, the state modified the plans which were subjected to an "In-house Appraisal Process". The findings discussed with the state in March, 2001 and the state advised to further modify the plans. Based on revised plans, GOI cleared the plans followed by World Bank.</p> <p>Expansion of programme in the states of Orissa, Rajasthan and Gujarat, have been approved by GOI in May, 2001 and states advised to take necessary steps to start implementation of programme. Consequently, the programme is now under implementation in these districts.</p>

# ABBREVIATIONS

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

**Non-Governmental Organisation**  
**National Institute of Bank Management**  
**National Informatics Centre**  
**National Institute of Educational Planning and Administration**  
**National Research and Resource Centre, Mussoorie**  
**Overseas Development Administration**  
**Project Management Information System**  
**Participatory Rural Appraisal**  
**Panchayat Raj Institution**  
**Parent Teacher Association**  
**Public Works Department**  
**Regional Institute of Education**  
**Scheduled Caste**  
**State Council of Educational Research and Training**  
**School Development Plan**  
**State Institute of Educational Management and Training**  
**State Implementation Society**

**SRG** **State Resource Group**  
**ST** **Scheduled Tribes**  
**TLC** **Total Literacy Campaign**  
**TLM** **Total Literacy Mission / Teaching Learning Materials**  
**TOR** **Terms of Reference**  
**TRI** **Tribal Research Institute**  
**TOT** **Training of Trainers**  
**TSG** **Technical Support Group**  
**TWD** **Tribal Welfare Department**  
**UEE** **Universalization of Elementary Education**  
**UNDP** **United Nations Development Programme**  
**VEC** **Village Education Committee**  
**VEP** **Village Education Plan**  
**VHAI** **Voluntary Health Association**  
**VIPP** **Visualization in Participatory Planning**  
**VTM** **Village Teacher Motivation**