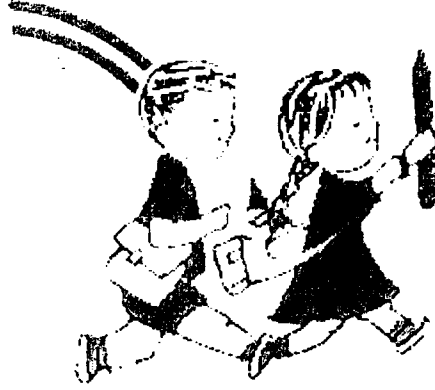


DPEP



जिला प्राथमिक शिक्षा कार्यक्रम

DISTRICT PRIMARY EDUCATION PROGRAMME

Part 2

State Reports

16th Joint Review Mission

(November-December, 2002)

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- . The information given in the State Reports is as on June 30th, 2002. However, the latest information has been provided wherever possible.

ANDHRA PRADESH

I) Project Cost

DPEP Coverage:

Particulars	Districts covered	(Rs. in Lakhs)
		<i>EFC approved project cost</i>
		1996-2003
DPEP – I 5 districts	I. State Component	1644.00
	1. Karimnagar	3228.00
	2. Warangal	3170.00
	3. Kurnool	2971.00
	4. Vizianagaram	2873.00
	5. Nellore	3387.00
	Total baseline cost	17273.00

Particulars	Districts covered	(Rs. in Lakhs)
		<i>EFC approved project cost</i>
		1998-2004
DPEP–II Expansion Districts 14 districts	I. State Component	1506.30
	1. Adilabad	3986.51
	2. Ananthapur	4002.265
	3. Chittoor	4000.837
	4. Cuddapah	3975.485
	5. Guntur	3984.500
	6. Khammam	3957.755
	7. Mahaboobnagar	3969.210
	8. Medak	3995.474
	9. Nalgonda	3936.847
	10. Nizamabad	3933.829
	11. Prakasam	4000.006
	12. Ranga Reddy	3931.659
	13. Srikakulam	3970.899
	14. Visakhapatnam	3998.809
Total baseline cost	57150.385	

II) Project Structure

Vacancy position in SPO and DPO

Vacancy Position at SPO

All positions in the State Project Office except the following (shown in the table) are filled. Besides, one consultant to look after the Civil Works, IED Programmes and Accounts are in position.

DPEP I

No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
53	39	14	Lecturer	1
			Textbook Dev. officer	1
			Asst. Engineer	1
			Attendars	7
			Data Entry Operators	2
			Professor / Consultant	1
			AAO	1

DPEP Expansion Districts

No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
22	20	2	Dy.EE	1
			AE (Civil)	1

DPEP I - Vacancy position at DPOs**Table - 2.**

S. No.	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
1.	Vizianagaram	22	11	11	APC	1
					Typist	2
					Attender	2
					Jr. Accountant	1
					Data Entry Operator	1
					JE	1
					Draftsman	2
					GCDO	1
2.	Nellore	22	17	5	Typist	1
					AAO	1
					Draftsman	1
					JE	2
3.	Kurnool	22	15	7	Typist	1
					Drafts man	2
					AAO	1
					Jr. Asst.	1
					JE	1
					Jr. Accountant	1
4.	Karimnagar	22	18	4	Jr. Accountant	1
					JE	1
					Draughtsman	1
					AMO	1
5.	Warangal	22	18	4	Jr. Assistant	1
					JE	2
					Draughtsman	1
	Total	110	79	31		

Note : As the civil works are at completion stage most of the Engineers are surrendered to the Parent Department.

DPEP-II Expansion districts

S. No.	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
1.	Srikakulam	22	20	2	Typist 1 Draftsman 1
2.	Visakhapatnam	22	20	2	Jr. Accountant 1 Dy. E.E 1
3.	Guntur	22	17	5	Typist 1 Sr. Accountant 1 JE 1 Draftsman 1 Sr. Asst. 1
4.	Prakasam	22	16	6	Typist 1 JE 1 Jr. Accountant 1 Attender 1 AAO 1 Draughtsman 1
5.	Chittoor	22	13	9	Jr. Asst. 1 Typist 1 AAO 1 Jr. Acct 1 JE 2 Draftsman 2
6.	Cuddapah	22	14	8	Superintendent 1 Typist 1 AAO 1 Jr. Accountant 1 JEs 2 Draughtsman 2
7.	Anantapur	22	15	7	APC 1 AAO 1 Typist 1 JEs 2 Draughtsman 2
8.	Mahabub Nagar	22	15	7	Typist 1 Jr. Accountant 1 AMO 1 Dy.E.E 1 JE 2 Draftsman 1
9.	Ranga Reddy	22	14	8	Jr. Asst. 1 Attender 1 Jr. Accountant 1 Dy.E.E. 1 Typist 1 JEE 2

S. No.	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
					Draughtsman 1
10.	Medak	22	17	5	Typist 1 Data Entry Operator 1 JE 1 Draftsman 1 GCDO 1
11.	Nizamabad	22	16	6	Typist 1 Dy.EE 1 JE 2 Draftsman 2
12.	Adilabad	22	17	5	Dy. E.E 1 JEs 2 Draughtsman 1 GCDO 1
13.	Khammam	22	18	4	J.E 2 Draftsman 2
14.	Nalgonda	22	15	7	Typist 1 Asst. Prog.-cum Trg. Officer 1 Dy.EE 1 JEs 2 Draftsman 1 GCDO 1
	Total	308	227	81	

III) Function Of Executive Committee / General Committee

- 11th Executive committee meeting was held on 15.04.2001.

IV) Submission Of Annual / Audit Report

- Annual Report for the year 2000 – 2001 have been submitted to MHRD, Govt. of India, New Delhi.
- Audit of the accounts for the year 2001 – 02 is in progress.

V) Expenditure

DPEP – I

Rs. in Crores

Total Expenditure up to August 2002 : 168.683

(Rs. in Crores)

Expenditure Details	Govt. of India Share (85 %)	Govt. of A.P Share (15%)	Total Share (100%)
Out of Total Expenditure up to Aug 2002	143.380	25.303	168.683

DPEP – II**Total Expenditure up to August 2002**

Rs. in Crores.

: **424.710**

(Rs. in Crores)

<i>Expenditure Details</i>	<i>Govt. of India Share (85 %)</i>	<i>Govt. of A.P Share (15%)</i>	<i>Total Share (100%)</i>
Out of Total Expenditure up to Aug 2002	361.000	63.710	424.710

VI) Progress In Functional Areas**1. Civil Works As On 31.8.02****DPEP-I Districts**

Under civil works programme, out of 4779 works sanctioned, 4779 (100%) works have been grounded and 2914(60.97%) works were completed. Remaining works are at various stages.

i) District-wise Abstract – Progress of Civil Works

S. No	Item of work	No. of works sanctioned	Works completed	Works in progress	Works not started
1.	Vizianagaram	873	527	346	0
2.	Nellore	1020	559	461	0
3.	Kurnool	944	606	338	0
4.	Karimnagar	1013	652	361	0
5.	Warangal	929	570	359	0
	Total	4779	2914	1865	0

DPEP-II Expansion Districts

In DPEP-II Expansion districts under civil works programme, out of 21570 works, 21017 works (97.44%) were grounded. 19866 works (92.10%) were completed. 1151 works (5.34%) are in progress.

District-wise abstract of Civil Works: Progress as on 31.8.2002**i) Abstract of DPEP-II Expansion Districts**

S. No	Item of work	No. of works sanctioned	Works completed	Works in progress	Works not started
1.	Srikakulam	1555	1493	12	50
2.	Visakhapatnam	1553	1232	284	37
3.	Guntur	1389	1287	57	45
4.	Prakasam	1555	1459	55	41

5.	Chittoor	1251	1229	20	2
6.	Cuddapah	1524	1467	7	50
7.	Ananthapur	1527	1511	16	0
8.	Ranga Reddy	1773	1474	127	172
9.	Medak	1635	1505	42	88
10.	Nalgonda	1575	1511	36	28
11.	Mahabubnagar	1498	1440	53	5
12.	Khammam	1572	1527	40	5
13.	Nizamabad	1769	1748	8	13
14.	Adilabad	1394	983	394	17
	Total	21570	19866	1151	553

Grand Total

	No. of works sanctioned	Works completed	Works in progress	Works not started
DPEP-I	4779	2914	1865	0
DPEP-II	21570	19866	1151	553
Total	26349	22780	3016	553

2. Planning

Workshops

- A two-day workshop for developing plans for Sarva Shiksha Abhiyan has been organized on 2nd and 3rd April, 2002.
- A workshop has been organized to develop MIS formats for Primary Schools from 25-26th April, 2002.
- A review-cum-workshop with APC/AMOs of 19 districts to finalise District Annual Work Plan and Budgets, 2002-03 of DPEP has been organized from 24-25th May, 2002.
- Perspective plans and Annual Work Plans & Budgets pertaining to Sarva Shiksha Abhiyan are being revised basing on the ceiling on the budget from 28-30th Aug. 2002.

3. Pedagogy

A) Teacher Training

Workshops

- A workshop to develop self learning material (SLM) for classes III, IV and V for Telugu subject has been organized from 5th to 8th March, 2002. The purpose of developing SLM is make the children to learn in the absence of teacher, particularly in multi-grade situation. The self learning material has been tried out in the classrooms by District Resource Persons from 2nd week of March to 3rd week of April, 2002.
- A vetting workshop of self learning material has been organized to modify the SLM basing on observations recorded in field try-out.

- A workshop to develop training module for effective use of Urdu language readers of class III, IV and V by Urdu teachers has been organized from 15th to 20th July, 2002. The training module has been field tested by authors during July and August, 2002.
- An editing workshop has been organized to edit the above said training module from 23rd to 27th August, 2002 basing on the field tryout. The module is ready for printing.

Review-cum-planning meetings

- A review-cum-planning meeting with teachers' centers Secretaries and Academic Monitoring Officers has been organized on 27th and 28th May, 2002. The following items were discussed during the meeting.
 - ⇒ Functioning of teachers' centres
 - ⇒ Re-organisation of TCs
 - ⇒ Documentation of good practices in TCs
 - ⇒ Participation of Lecturers of DIET, DRPs and MRPs in TC meetings to provide on the spot guidance to teachers.
 - ⇒ Maintaining diary by teachers
 - ⇒ Effective monitoring of functioning of TCs etc.
- A review-cum-planning meeting with Lecturers of DIET and DRPs has been conducted on 8th and 9th July, 2002 on academic monitoring of schools. The issues that were reviewed and discussed during the meeting:-
 - Monitoring procedure followed combinedly by DRPs and Lecturers of DIET during the academic year 2001-02.
 - Developing mandal-wise database on enrollment and retention of children.
 - Status of children who were mainstreamed through back-to-school programme.
 - Good classroom practices.
 - Plan of action for the year 2002-03 with emphasis on quality improvement.
- A review-cum-planning meeting with members of teachers' research forum has been conducted on 16th and 17th July, 2002. The main objectives of Research Forum are :
 - To promote competencies among teachers on various interventions in the field of education.
 - To take up small-scale studies which have bearing on good classroom practices.
 - Providing and strengthening professional teacher support to the teacher at the grass-root level.
 - Forming and conducting research conventions at the district and mandal levels.
 - Studying the impact of various DPEP Interventions with reference to enrolment, retention and achievement.
- ***Exposure visit to Assam***

A team of eleven State and district Sectoral Officers which includes Academic Monitoring Officers visited Assam in August, 2002. The team visited Primary schools, ECEs, Alternative schools, interacted with VECs, studied innovative practices such as 'Learning Book' etc., in Bongaigoan and Darrang districts.

B) *Competency based material*

- A workshop has been organized to develop a handbook on preparation of interactive material from 16th to 19th March, 2002. The book is ready for printing.
- An editing workshop has been organized to edit the "handbooks on competency based activities in school subjects (except English) for class 1 to 5". The book is ready for printing.

C) *Academic calendar*

- A workshop has been organized from 14th to 18th May, 2002 to translate the academic calendar meant for Primary schools into Telugu. The calendar has been printed by the School Education Department and sent to the schools for implementation of various activities stated therein.

D) *Learning Guarantee Programme*

Government order

Government of Andhra Pradesh released G.O. Rt. No. 300, dt: 21.5.02 wherein it is stated, "It has been decided to introduce the programme of "Learning Guarantee by Teachers" in all the Primary, Upper Primary and High schools of the State.

In response to the G.O. quality improvement programme is being tried out in Tandur, Moinabad mandals of Ranga Reddy district and in Bommala Ramaram Mandal of Nalgonda district.

Workshops

- Workshop on quality improvement in schools have been organized from 14-16th June, 2002 at SPO; AMOs, DIET Lecturers of Nalgonda, RR District and MEOs, MRPs, DRPs and selected HMs of Moinabad and Bommala Ramaram mandals participated. Discussions were held on various strategies to be implemented for improvement of quality in Primary Schools.
- A 4-day training-cum-workshop has been organised to district teams on "learning guarantee". AMOs, DIET faculty, SRG, selected MRPs, DRPs and teachers participated. A tentative six week programme to improve Language and Arithmetic which is skills to be implemented in schools of Moinabad and Bommala Ramaram mandals is worked out.
- A two-day workshop was conducted on 26-27th Aug, 2002 to finalise the teaching learning process to be implemented under "learning guarantee programme".

4. Alternative Schooling

A) *Alternative Schools*

- At present 2,048 Alternative Schools are functioning in 19 DPEP districts.
- All the Alternative Schools (ALS) are started functioning in small habitations where the total number of school age children are approximately 20 to 25 and does not satisfy the norm for provision of a regular primary school. ALS though started with class-I and II,

now most of ALS are providing instruction upto class V. The role of Instructors who are working for ALS is not only teaching but also mobilizing the community and bringing "out-of-school children" to ALS. All such community instructors are being paid an honorarium of Rs. 1000/- per month. Provision is made for a school grant of Rs. 500/- to all ALSs and TLM grant of Rs. 200/- per annum.

- The HMs of near by Primary / Upper Primary schools provides constant guidance to the ALS Instructors as well as takes the responsibility of admitting the children in his / her school who are passing out of ALS. So that the strong linkages are being developed between the ALS and nearby Formal school.
- After admitting the children in the Formal School the Instructor of ALS frequently visits the Formal School and extends support to the children mainstreamed in respects i.e., adjustment of the child in new atmosphere, interacting with the teachers for improving the achievement levels of the children and see that the child completes the cycle of Elementary Education.
- The list of children mainstreamed from the ALS are available in the ALS as well as in the Formal School.
- Regular Attendance Monitoring of the children has been taken up fortnightly by MRP, so that the children who are irregular to the school can be brought to school immediately by motivating them.
- Regular achievement tests are being conducted in ALS for improving the academic standards of the children. The progress reports and marks registers are being maintained.
- A Study has been taken up to know the achievement levels of the children who are mainstreamed from the ALS in Formal School, when compared to the children of Formal School. Such data is being compiled and analysed.

B) *Transitional classes / Non-Residential Bridge Course centers*

- Non-Residential Bridge Course centers are being run in many districts in the habitations where more number of dropout children are present. These centers are being run in Regular Primary schools. After attainment of stipulated competencies, the children are being mainstreamed in the same Primary school. At present 3310 (DPEP I – 986, DPEP II – 2324) Non- Residential Bridge Course centers / Transitional Classes are functioning in 19 DPEP districts.
- The Transitional class is being run in the premises of Primary / Upper Primary school for the "out of school children" of that habitation. The HM of school supervises Transitional class and provides guidance to the Instructor from time to time in all respects.
- Bridge Course Materials are provided to children according to their levels.
- As soon as the children attain academic levels according to their age, they are admitted into the eligible class in the **same school**.
- The Instructor and Headmaster regularly follow up the children and support the children who are mainstreamed.
- The teachers and Headmaster of the school take proper steps from time to time for improving the achievement levels of the children.

C) *Residential Bridge Course Camps*

- Long-term and short-term Bridge Course camps are being run in many of the districts for out of school children and child labourers. At present 337 Residential Bridge Course centers are functioning in 19 DPEP districts with 26,786 children. Besides Residential

Bridge Course centres, 517 centres are being run under NCLP in 19 DPEP districts. 28,865 children are pursuing education in these centres.

- The academic levels of each child is being assessed immediately after joining into the camp. For this a **pre-test** is conducted.
- Basing on the performance of the children, they are graded into A,B,C,D. (E.g.: A child of 10years never enrolled is graded under 'A' group).
- Target class of each child is decided in initial stage itself, according to the age of the child.
- Bridge Course materials are being provided to the children according to their Grades and they are promoted from one Grade to another Grade basing on their performance in Periodical Achievement Tests. Children progress reports are being maintained.
- A **post-test** is conducted after completion of the course. If the performance of the child is found upto the mark, the children are prepared for mainstreaming. The Formal textbooks are introduced for short duration to such children, before joining them into Formal Schools.
- **Celebration of mainstreaming day:** The camp In-charge convenes a meeting with MEO, MRPs, parents of the children who are going to be mainstreamed, HMs of the schools where the children are going to be admitted, wardens of Hostels where the children are to be admitted and volunteers / MRPs who are going to follow-up the children after mainstreaming into the Formal School.
- The MEO issues a certificate for smooth admission of the children from Bridge course to Formal Schools.
- Regular Attendance Monitoring of the children is being taken up by the MRP fortnightly / once in a month.

Follow-up Strategies

- The volunteer / MRP is taking the responsibility of follow-up of the children mainstreamed from Bridge Course Camp. (This is fixed on the mainstreaming day).
- The MEO/ MRP / volunteer frequently visits the schools and hostels and interacts with the teachers and wardens to sort out the problems of children, if any. He extends full support to the children for their continuity in the school and see that the child completes the cycle of Elementary Education.
- A study is being taken up to compare the achievement levels of children mainstreamed from the Bridge Course Camps, with the Regular Formal School Children. The data is being compiled.

D) Bridge Course Material

Name of the book	Equivalence	Content
Workbook-I (Telugu & Maths)	Class I & II	Text with activity sheets
Workbook-II (Maths & English)	Class III, IV & V	Text with activity sheets
Workbook-II (EVS & Telugu)	- do -	Text with activity sheets
Teachers Handbook-I (Telugu & Maths)	Class I & II	Competencies in each subject and activities
Teachers Handbook-II (EVS, Telugu, Maths and English)	Class III, IV & V	Competencies in each subject and activities and evaluation.

E) *Impact of Chaduvula Panduga*

During "Chaduvula Panduga" a mass enrollment drive with quality inputs organized from 2nd to 12th August, 2002, 1677 Non-Residential Bridge Courses (NRBCs) and 66 Residential Bridge Course (RBCs) camps have been started in 19 DPEP districts. Number of children enrolled in NRBCs and RBCs are 36,444 and 5,907 respectively (**Note:** NRBCs and RBCs mentioned at B and C (pages 130 and 131) include the NRBCs and RBCs started during Chaduvula Panduga).

F) *Back to School Programme :*

Back to School Centres have been started and functioned during summer vacation 2002, for 45 to 60 days, with the convergence of Social Welfare Department throughout the state.

Out-of-schoolchildren i.e., never enrolled and dropout children in the age group of 9 - 14 years are enrolled and provided academic inputs according to their academic level. After the programme, on the basis of pupils' achievement level, they are mainstreamed into Formal system.

Total Number of Back-to-School Centres functioned	-	627
Total No. of Children enrolled	-	51222
Total No. of children mainstreamed	-	47012

G) *Quality in Residential Bridge Course Camps :*

- To improve the quality of education in Residential Bridge Course centres, a state level training programme has been organized to Key Resource Persons from 2nd to 6th March, 2002. Key Resource Persons in turn organized similar training programmes in the respective district to volunteers of RBCs and NRBCs. State Resource Group members acted as observers for district level programmes.

During these training programmes inputs have been given on use of Bridge Course material and development of interactive material.

- A review meeting with Community Mobilization Officers of DPOs and Key Resource Persons has been organized on 11th and 12th April, 2002 at SCERT to get the feedback on district level training programmes.

Community Mobilisation

A) *Workshop*

- A three-day workshop has been organized from 13th to 15th May, 2002 to develop School Committee calendar. Unlike the last year's wall calendar, feedback cards for twelve months has been designed in diary shape so as to enable the School Committee Chairpersons to fill up the card with relevant information and send it to District

Project Office for analysis. This will be implemented from December, 2002 i.e., after election of School Committee.

B) Chaduvula Panduga

Chaduvula Panduga (Education Festival) has been conducted from 2.8.02 to 11.8.02 throughout the State.

To organize Chaduvula Panduga in a successful manner, an orientation programme has been conducted to district teams from 17th to 22nd July, 2002.

Each district team comprises AMO, DRPs and MRPs. The teams were trained in conducting various activities in Balamelas. The district teams inturn conducted similar orientation programme in their respective districts.

By the end of Chaduvula Panduga, it has been proposed

- To bring all school age children of age group of 5-15 years into Regular Schools / Alternative Schools / Non-Residential Bridge Courses / Residential Bridge Courses.
- To create child-friendly environment in the classrooms through Balamelas.
- To make the community to realize that education is business of all members in the society and not to employ a girl / boy below 15 years of age.

To create child-friendly environment in the classrooms, songs, stories, creative activities like drawing, painting, preparing models, activities pertaining to environmental study has been taken up. Schools are made attractive by providing whitewash and running black boards, display boards and display of teaching learning material including material supplied under operation Blackboard scheme and Audio Visual Education Scheme.

To make the community to realize that education is the business of all, the following activities have been taken up

- Prabhata-beri on every day
- Meeting the parents of out of school children
- Constituting "Bala Mitra Mandali" to bring social pressure on the parents who are not sending their children to school.
- Contributions for development of school (Vidya Nidhi)

Outcome of Chaduvula Panduga

1) Number of children(5-15) years enrolled During Chaduvula Panduga	4,78,235
2) Number of child labour cases booked	4,706
3) Penalty amount collected	Rs. 49,56,526
4) No. of habitations achieved 100% enrolment	19,283
5) Amount collected as Vidya Nidhi	Rs. 2,18,31,120

Girl Child Education and Early Childhood Education

A) Girl Child Education

Workshops

- District level workshops have been conducted in Cuddapah, Prakasam, Srikakulam, Chittoor, Warangal, Nellore, Nizamabad and Mahabubnagar districts to the Headmasters working in schools located in low female literacy villages. Selected Mandal Resource Persons, District Resource Persons also attended the workshop. During the workshop the following aspects were discussed.
 - Duties and responsibilities of the HMs working in Primary schools located in low female literacy villages.
 - Activities to achieve 100% enrolment of girl children.
 - Activities to achieve 100% retention of girl children.
- A brief note on steps / initiatives to be taken on prevention of early girl child marriages for wide publicity in Grama Sabhas during Janmabhoomi programme have been prepared by SPO. These steps / initiatives are discussed in Grama Sabhas during Janmabhoomi Programme. Smt. T. Janaki Rani, Rtd., Director, AIR, Ms. Lalitha Jyothi, Social activist participated in Janmabhoomi programme held in Nizamabad district on 13th May, 2002.

Research

- Data pertaining to National level research titled "A study on classroom culture and processes from the gender perspective" has been sent to Government of India. State level report is awaited.

Printing of material

- Papers presented by Women activist in Women convention have been compiled and a book titled "Spurthi-Mahila Samalochana Vedika" is under printing process. The book contains discussion papers on various issues of Girls Education such as UEE – Girls Education, Education of SC, ST Girls, Girl child rights etc.

Review Meetings

- Review Meeting with all the District Girl Child Development Officers have been taken up on 15th and 16th May, 2002. The following items were reviewed.
 - Organisation of Women conventions at district level and mandal level.
 - Girl Child friendly elements.

Exposure Visits :

- Exposure visits of DGCDOs are being organized to other districts. These visits aims to study
 - Functioning of Bridge Course camps for girls.
 - Practices in Primary / Upper Primary schools for girls.

- Discussion with Head teachers and School Committee members of school located in low female literacy habitation on girl child friendly elements.

Conventions at District and Mandal levels

- A Core team with eight members for Women conventions have been formed in Cuddapah, Prakasam, Chittoor, Visakhapatnam and Nellore districts.
- Women conventions are being organized in all the districts. During these conventions, discussions on the following areas are encouraged.
 - Girl Child labour
 - Education SC, ST girls
 - Social evil like early girl child marriages etc.

The outcome of these conventions is to formulate suitable strategies basing on the local context.

- Proceedings of the district and mandal level women conventions are documented.

Study tours

- State GCDO visited DPEP, Assam from 21.8.02 to 25.8.02 to study
 - Strategies for Girls Education
 - Functioning of ECE centers mainly in tea gardens.

B) Early Childhood Education

Trainings

- Conducted training programmes at District level for MRPs / DRPs on school readiness programme in the month of March / April, 2002.
- Conducted training programmes at Mandal level for ECE/Anganwadi Instructors on school readiness programme in the month of March / April, 2002.

Printing of material

- Printing and distribution of training module for three phases of 10-days training which includes training strategy and resource material for trainers.
- Printing and distribution of activity bank which comprises songs, games, creative activities and readiness activities.
- Printing and distribution of story card kit which comprises 100 cards with one side picture and one side narration with lamination.

Participation in National Level Workshops / Seminars

- Participated the National Conference on ECCE in the context of Sarva Siksha Abhiyan from 5th – 6th Sept, 2002 organized by NCERT and MHRD at Hyderabad.

- Participated as a Resource Person in training for creating effective linkages between ICDS and DPEP from 27th to 29th Aug, 2002, held at NIPCCD, Bangalore.

Media

- Publishing and distribution of *Chaduvu – Vignanam* magazine to all schools is being continued.
- Published advertisement on white meter reading cards on eradication of child labour
- Reviewed the newspaper clipping received from the districts.
- Digital documentation of
 - EC meeting and
 - Cohort study workshop.
 - Teachers training on Balmela.
- 24 hour toll free phone service provided to collect the child labour information. The no. is 1600334008.
- The web sites, www.apdpep2000.com and www.schoolinap.com were renewed.
- Income tax exemption for "VIDYA MITHRA EDUCATIONAL SOCIETY" is received. Formed a team to work on Vidya Mitra.
- Audio cassettes titled "Anandam Ma Prapancham" containing have been developed and distributed to all the schools in the State.
- Advertisement on child labour eradication was issued in daily newspapers to build awareness among parents, employers and others during "Chaduvula Panguda".

Research and Evaluation

Cohort study

- Undertaken cohort study on dropouts in schools of 117 UEE mandals in all the 19 DPEP districts.

Data in respect of primary schools was collected from all the districts. At present, computerization of data is in progress after thorough scrutiny of the data.

Data in respect of Upper Primary Schools is still being furnished by the districts.

MAS (Midterm Assessment Survey)

- Assisted the external agency (IASE, OU, Hyderabad) in carrying out Midterm Assessment Survey (MAS) in DPEP phase-II 14 districts in respect of collection of data at district level, computerization of data collected during January and February, 2002 and production of output reports (tables)

The report prepared on MAS in phase-II districts is finalized and now ready for publication.

Workshops

- Organized a workshop from 3.6.2002 to 6.6.2002 at SPO, DPEP, Hyderabad with 15 members of State Resource Group for the preparation abstracts of reports on small

scale research carried out by about 394 teachers and MRPs in the state during 2001-02.

The abstracts were got in DTP for finalisation and printing. Appreciation letters were issued to about 360 teachers and MRPs for the successful completion of the studies. APCs, Principals of DIETs and DIET Lecturers are also being commended in this regard.

External Evaluation Study

- Worked out logistics for the external evaluation of DPEP activities in the State by Indian Institute of Management, Bangalore in terms of selection of sample districts, sample schools and sample villages for collection of data.

Production of Question bank

- Edited the test items that were got in DTP (prepared in the subjects of Telugu, Maths and English of classes I to V) and finalized for printing as question banks and supply to schools in the state.

Other activities

- Developed criteria for evaluation of "Chaduvula Panduga" programme conducted in the state from 2.8.02 to 11.8.02 to reward the agencies that have put forth outstanding efforts for the enrolment of out of school children during the programme. The criteria is being finalized.

9. Children with Special Education Needs

Trainings

- A three-day orientation programme has been organized to 25 teachers on "teaching of Mathematics to Hearing Impaired children" from 5.3.02 to 7.3.02 in collaboration with Andhra Mahila Sabha, Hyderabad.
- A three-day orientation programme has been organized to 25 teachers on "teaching of science to Hearing Impaired Children" from 14.3.02 to 16.3.02 in collaboration with Andhra Mahila Sabha, Hyderabad.
- A three-day orientation programme for 25 teachers on teaching of language to Hearing Impaired Children" has been organized from 26.3.02 to 28.3.02 in collaboration with Andhra Mahila Sabha, Hyderabad.
- A five-day orientation programme for IED teachers and Resource Persons has been organized from 30.4.02 to 4.5.02.
- A four-day orientation programme to Lecturers of DIET on IED has been organized in July, 2002 at NIMH, Sec'bad.

Participation in National level workshops

- Attended workshop on "Inclusive Education and Employment of Youth" held from 5th to 6th June, 2002 at Coimbatore.

- Participated in National workshop on IED held at Gurgoan from 12th to 13th August, 2002.
- Participated in National workshop on "curriculum modification" for the diploma / degree course on "Mental Retardation" held at NIMH, Secunderabad.

Membership in Rehabilitation Council of India.

- IED consultant, DPEP has been nominated as member of Southern Zonal Advisory Committee, Rehabilitation Council of India", Secunderabad.

Support from NIHH

- Two Audiologists from NIHH are attached to IED cell of State Project Office for internship. The services of Audiologists are being utilized for monitoring the IED activities.

Assessment camps

- Assessment camps have been organized from 1st July to 31st July, 2002 in 14 DPEP phase-II 23 districts in collaboration with ALIMCO.

Aids and Appliances

- Aids and appliances have been provided to disabled children in collaboration with ALIMCO after assessment for O.H. children

Monitoring

- Monitoring the Bridge course camp for IED children in Warangal district. Out of forty eight children, thirty five are mainstreamed in formal schools, provided hearing aids in convergence with disabled welfare.
- Monitoring the functioning of IEDC schools and IE schools in Mahabubnagar, Sangareddy, Nizamabad, Karimnagar districts.
- Monitoring and providing resources for 45-day training programme on four major disabilities which are organized in Chittoor, Kurnool, Adilabad, Kadapa, Karimnagar, Warangal, Mahabubnagar, West Godavari and Prakasam.

D. Distance Education

A) Audio programmes

Workshops

- A workshop has been organized at Srikakulam from 14th-18th May, 2002 to develop audio scripts for lessons pertaining to Telugu, Mathematics and Environmental Studies subjects of III and IV classes. About 34 scripts have been developed.
- A workshop has been organized at Vizianagaram from 26th-29th June, 2002 to develop Audio scripts for lessons pertaining to Telugu, Mathematics and Environmental

Studies subjects of III and IV classes. About 45 scripts have been developed in the workshop.

Trainings

- A One-day training for MEO on Broadcasting Radio Lessons from 2nd March, 2002 and on 24th, 25th and 26th June, 2002.
- A One-day training to HMs of Primary / Upper Primary schools on Radio lessons of Class III and IV has been organized on 27th, 28th and 29th June, 2002.

Module Preparation

- "Vindam Nerchukundam", a book on Radio lessons has been developed.

Production of Audio Programmes

- 34 Audio programmes are produced in Language, Maths and Environmental studies subjects for class III and IV at AIR, Visakhapatnam in June, July, 2002.

Feedback

- About 5000 feedback / response sheets received from teachers and pupils on Radio Broad Casts are being analysed.

B) Support to Mana TV

- A workshop has been organized to develop video scripts from 15th-19th July, 2002. Resource teachers developed video scripts for Mathematics and Science lessons.
- A workshop has been organized to develop video scripts for live telecast from 21st to 22nd August, 2002. About 8 video scripts were developed during the workshop. The live telecast will be taken up through channel-2 of Mana TV

Production

- Production of video programmes have been taken up through empanelled producers for telecast through channel I of Mana TV.

Calendar of programmes

- A calendar of video programmes to be telecasted through Mana-TV has been prepared for the months of Aug, Sept, Oct, Nov and Dec, 2002 and submitted to the Director, I & PR Department.

11. Textbooks

Revision

- Revision of Urdu readers of classes III, IV and V have been completed. The readers have been got printed and distributed.

- Class-I & II Mathematics textbooks have been translated into Urdu got printed and distributed.
- Revision of class III Mathematics textbook has been completed and translated into Urdu, English and Hindi mediums. Except Hindi medium all other media books have got printed and distributed.

Workshops

- A workshop has been organized to prepare illustrations for class III Mathematics from 11.3.02 to 14.3.2002.
- A workshop has been organized to discuss on illustrations drawn by the artist and to prepare tryout schedule.
- Draft III class mathematics book has been tried out in 58 schools from 6.4.02 to 10.4.02.
- An editing workshop has been organized from 16.4.02 to 17.4.02 basing on the tryout.
- The edited III class Maths book has been finalized in consultation with National level experts at Udaipur from 26.4.02 to 28.4.02
- A workshop to prepare the final version of III class Mathematics textbook has been organized from 3.5.02 to 10.5.02.
- A workshop to develop Mathematics textbook for class IV children was organized from 12.7.02 to 15.7.02. Editors and Authors of the book attended the workshop.

12. Tribal Education

Bilingual Material

- Bilingual material developed for 6 tribal dialects (Banjara, Savara, Gond, Kolami, Kui and Adivari oriya) to help the tribal children to overcome the bilingual problem where the school language (Telugu) is different from home language (tribal dialect). The material developed got printed and distributed to schools in the following districts. This material is being used in tribal schools.

- | | | |
|------------------|---|-------------------------|
| 1. Srikakulam | - | (Savara) |
| 2. Visakhapatnam | - | (Kui and Adivari Oriya) |
| 3. Warangal | - | (Banjara) |
| 4. Adilabad | - | (Gond and Kolami) |

Workshops

- It is proposed to organize one-day workshop with DEOs and academic experts of ITDs to discuss on the impact of bilingual material and to prepare plan of action to develop stories and action songs depicting tribal culture in Telugu to develop listening, speaking, reading and writing abilities among tribal children.

Financial Support to NGO

- Financial and Academic support has been extended to Community Coordination Network (CCN), a voluntary organization in Visakhapatnam district which has started

142 schools in school-less habitations in agency area of Visakhapatnam district (Munchingput and Peddabayalu mandals).

13. MIS

DISE

- DISE data entry for the year 2001-02 is completed in all the districts and the data is received by SPO.

Phase I – 5 districts	submitted to GOI
Phase II – 14 districts	submitted to GOI
SSA – 4 districts	submitted to GOI

- DISE data for all the 23 districts submitted to GOI in DISE @ S format
- 5% sample check of DISE data was submitted to the Ed.CIL and GOI.
- The DISE data has been analysed and shared with the APCs.
- DISE data for Kadapa and Nizamabad was shared with 15th JRM team members.

DISE 2002-03

- Plan of action for 2002-03 collecting DISE data for the year is in progress.
- Entire **child information** kept in the AP portal to enable people to access through www.aponline.gov. in school education / children list.

Workshop

- Organized workshop with the coordination of R & E cell of SPO on Cohort study and discussed in detail about the formats used for Cohort study with Prof. Yash P Agarwal, NIEPA, New Delhi.

Working with NGOs

- A meeting on MIS system for educational administration at mandal level was conducted with members of Azim Premji Foundation, which is supporting for achievement of UEE in AP.
- A meeting was conducted on the S/W for mandal level monitoring through PDAs with IIIT, CGG (Centre for Good Governance) and TCS (Tata Consultancy Service)
- Installed RF link at APDPEP connecting AP Secretariat through APSWAN.
- www.chiefministerinfo.com a online data updation site is developed and placed at CGG to collect data on enrollment, cases booked against child labour, penalty collected from employers and Vidyaniidhi.

Trainings

- One-day training programme has been conducted to all APCs and Data Entry operators on use of www.chiefministerinfo.com.
- A multimedia CD on operational instructions was given to all districts for updating ie., www.chiefministerinfo.com.

14. Capacity Building

Workshops

- A workshop to develop handbook on "Activities in Primary Science" has been organized from 6th to 10th May, 2002 at Warangal. About one hundred experiments have been listed out from 7 units of EVS-II of classes III, IV and V.
- A workshop to perform "Activities in Primary Science" listed out in the previous workshop has been conducted from 3rd to 7th June, 2002.

Inter-State visits

Visit to Science Centre, Kolkata

- Science Resource team from Warangal visited Kolkata from 16.6.02 to 23.6.02 to see working models in Science city, Birla Industrial and Technological Museum, Energy Pari, Nehru Children's Museum etc., for improving their professional skills.

Visit to Assam, DPEP

- A group of eleven members from State Project Office and District Project Office visited Assam State to observe the effectiveness of interventions taken up under DPEP. The team visited schools, ECEs, Alternative schools in Bongaigon and Darrang districts of Assam. Lessons learned from the visit and programmes that can be implemented in Andhra Pradesh are
 - Computerisation of all the physical facilities available in the school along with photographs.
 - Pedagogical input in the training of School Committee Chairpersons.
 - Mobile teams to monitor the functioning of ECEs
 - "Learning book" programme which is introduced on pilot basis etc.

ASSAM

1. Project Coverage, Structure and Cost

Coverage

Total No. of Districts in the State	:	23
Districts Under DPEP, APSAP, Assam	:	9

District covered	Revised EFC approved Project Cost (Rs. in Lakhs)
DPEP -I (1994 – June 2003)	
State Component	1-043.49
Darrang	4028.37
Dhubri	3776.41
Morigaon	3859.68
Karbi Anglong	3519.47
Total :	16227.62
DPEP -II (1996 – June2003)	
State Component	1294.51
Barpeta	3272.80
Bongaigaon	2711.03
Goalpara	2528.84
Kokrajhar	2687.98
Sonitpur	3138.27
Total :	15633.43

Structure

Details regarding vacancy position

At SPO Level

Name of the Post	Present Position	Remarks
Phase-I, Total vacancy :5		
Superintendent (DPEP-I)	The Post is lying vacant since May, 1998	Being filled up through selection process.
Media Officer (DPEP-I)	The post is vacant since October, 1998	At present, post is kept vacant as the Consultant (Teachers Training) is felt to be competent to handle the job.
State Programme Officer (ECE)	The post is vacant since 27-01-2001	Filled up by consultant (ECE).
State Programme Officer (Community participation)	The post is vacant since 2-07-2001	Being looked after by a consultant.
State Project Engineer	The post is vacant since 29-08-2001	Senior most JE is holding the charge as SPE.

Chief Accounts Officer	The post is vacant since 29-09-2001	Senior Accounts officer is holding the charge as CAO.
Phase-II Total vacancy :5		
Junior Engineer	The Post is vacant since 1997.	Filled up by deputation.
Accounts Officer	Two posts are lying vacant since May '99	Being filled up soon.
Stenographer	One post is lying vacant since 1997	Post filled up through bringing people from Govt. .
Assistant Research Officer	One post is lying vacant since October, '99	Being filled up shortly.

At district Level

Name of the Post	Present Position	Remarks
Phase I Districts: Total Vacancy: 17		
1) Associated District Project Co-ordinator	Seven post is lying vacant.	The post are being filled up..
2) District Project Engineer	Three post is lying vacant in Dhubri Morigaon and Darrang Districts.	Process for recruitment of DPE through deputation from Govt/Govt. undertakings is in process..
3) Junior Engineer	Ten posts of JE/SA are lying vacant in Darrang, Dhubri, Morigaon and Karbi Anglong Districts.	JEs have been engaged on deputation.
4) Consultant, IED	Two posts of Consultant one each in Morigaon, Dhubri Districts.	Process for filling up the posts is going on.
5) Research Asstt.	Two post at Darrang and Morigaon is lying vacant	The post is not filled up due to work done by other staffs.
Phase II Districts: Total Vacancy: 19		
1) Associated District Project Co-ordinator	All the five posts in the DPEP-II Districts are lying vacant.	Being filled up shortly..
2) IED Co-ordinatror	Three posts one each at Barpeta, Bongaigaon and Kokrajhar are lying vacant.	process for filing up the posts is going on.
3) Research Asstt.	One post is vacant at Sonitpur	As the posts is manned by other personnel's , need for recruitment is not felt..
4) Junior Accounts Officer	One post is vacant in Sonitpur.	. Recruitment process is on.
5) Junior Engineer	Three posts, one each at Sonitpur, Goalpara and Barpeta vacant.	Being filled up through deputation from Govt/Govt. Undertakings.
6) LDA/UDA	Two posts, one each at Goalpara and Sonitpur is lying vacant.	filled up.

7) District Programme Officer	One for CP at Sonitpur and one at Barpeta for NFE One each for TT at Barpeta and Bongaigaon are presently vacant.	Steps have been taken to bring personnel from the GOA
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Functioning of Governing Body / Executive Committee

- So far one Meeting of Governing Body was held on 2/7/99.
- Altogether 26 meetings of the Executive Committee have been held, the latest being convened on 10th September, 2002.
- The 22nd E.C. meeting and 22nd special E.C. meeting held in the month of December, 2000.
- The 23rd meeting was held on 14th June 2001.
- The 24th EC Meeting held on 24th December, 2001.
- 25th EC Meeting held on June 24th, 2002
- 26th Special EC Meeting held on 10th September, 2002

Submission of Annual Audit Report

- The Annual Reports upto 2000-01 has been submitted to MHRD, GOI.

Expenditure

	[Rs. in Lakhs]			
	Planned Budget till 2001-02	Cumulative Expenditure as on 31.03/2002	AWP&B 2002-2003 (incl. Spill over)	Expenditure as on 31.08.2002
DPEP-I	19967.22	11864.51	3536.317	758.14
DPEP-II	18190.997	10985.65	5165.16	674.04

Disbursement

Cumulative/ Actual during the year:

	[Rs. in Lakhs]	
	Cumulative Upto 31.03.2002	During The Period From 1.4.2002 to 31.08..2002
DPEP -I	11595.36	
DPEP-II	10770.79	

Utilisation Certificate

- Utilisation Certificate upto 2000-01 submitted to MHRD, GOI.

2. Progress In Functional Areas

A. Civil Works.

Progress Overview of DPEP-I Districts

[as on 31/08/2001]

Sl.No.	Activity	Target	Work Not Started	Work Completed	Work In Progress	% Of Completion
1	BRC	25	0	19	6	76
2	CRC	353	12	304	37	86.12
3	Ex. School	527	10	437	80	82.92
4	Addl. Classroom	145	28	112	5	77.24
5	Repairing	358	54	263	41	73.46
6	Toilet	588	1	531	56	90.31
7	ECE Centre	106	0	106	0	100
8	Char School	26	0	26	0	100
9	70 Bedded Hostel	4	0	3	1	75.0
10	Residential School	4	1	0	3	0
11	URC	2	0	2	0	100
12	Addl. Work For BRC And SBH	5	0	5	0	100
	Total	2143	106	1808	229	84.37%

Expenditure Overview

Area	Expenditure (Rs. In Lakhs)	Revised EFC Cost (Rs. In Lakhs)	% Of Expenditure
DPEP-I	2506.67	5403.80	46.39%

Progress Overview of DPEP-II Districts

[as on 31/08/2001]

Activity	Target	Work Not started	Work completed	Work in progress	% of Completion
BRC	29	0	23	6	79.31
CRC/Addl. Classroom	833	0	607	226	72.87
Ex. School	396	0	223	173	56.31
Repairing	1889	0	1495	394	79.14
Toilet	1018	0	826	192	81.14
70 Bedded Hostel	5	0	3	2	60.0
Drinking Water Facilities	1355	0	1114	241	82.21
Total	5525	0	4291	1234	77.67%

Expenditure Overview

Area	Expenditure (Rs. In Lakhs)	Revised EFC Cost (Rs. In Lakhs)	% Of Expenditure
DPEP-II	3006.38	5205.93	57.69%

B. Pedagogical/ Teacher Training/ Textbooks

- State Academic Resource Group has been established.
- Need Assessment Test and training for the targeted teacher had been completed in three DPEP-I districts (Excluding Karbi Anglong)
- A targeted number of 10537 teachers were trained.
- Mass teachers training on Whole School Approach in DPEP-II districts in 1998, the training was provided to all the teachers.
- 6-day MTT on transaction of Resource Materials in DPEP-I districts in Jan, Feb 1999.
- 2-day MTT on Class-I, Integrated textbook in 1999.
- 5-day orientation programme for Head Teachers of Model Schools in 1999 in both DPEP-I and II.
- Special orientation for CLRG, BLRG (3-day and 5-day respectively) in 1999.
- Workshop at State Level to activate DIET.
- 6-day MTT on Resource Materials in both DPEP I and II (in Dec'99, Jan 2000)
- 4-day MTT in both DPEP I and II (on going).
- New Integrated textbooks for Class II and I introduced in 1999 and 2000 respectively.
- Resource materials (Part-I) for Class I, III and IV prepared and distributed.
- Resource Materials (Part-II) for Class I and IV is under process.
- Workbook (Part-I) for all the subjects of Class III & IV developed and distributed to children.
- Preparation of Learning Book for NGT is under process (for all classes).

Activities conducted During the Year 1999-2000 (April to January 2000)

State Level Training cum Workshop:

- Two day KRP workshop for CLRG training programme for CRCC, BRCC, DLRG members and DIET faculty (April,99)
- 10 day workshop on gradation of TLM development on "Natun Path" for Class-I for BRCC, CRCC, DPOs, BTC instructors and DIET faculties (April, 99)
- Three day reinforcement workshop for CRCCs (April, 99- May'99)
- Three day workshop on capacity building for ABRCCs (May, 99)
- One-day workshops on sustainability, the participants were Asstt. Director and Reader of SCERT, DIET Faculties, DPOs, CRCCs, SIE Faculty and Consultant & SPO (TT) of DPEP, Assam (May, 99).
- Three day workshop on RPs training on Model school for all DPOs (TT) all ABRCCs & DLRGs (June, 99)
- Two day KRP training on 10 days Mass Teachers Training (MTT) for all DPOs (TT), all BRCCs and DLRGs (June 99).
- Preparation of Resource Material (RM) for Class-III-IV in all four subjects (Language, Maths, EVS, and Science) for Assamese & Bodo medium, DPO (TT), BRCC, DLRG and SPO/Consultant (TT), Primary School Teachers, SCERT Faculties took part. (May, 99 - June, 99)
- Preparation of RM for Class-I, (Part-I & II) for Assamese & Bodo language.

- Preparation of TLM book for Class-I, Assamese & Bodo.
- 2 day KRP Training for 4 days Mass Teachers Training Conducted at SPO on 24th & 25th Feb 2000.
- Preparation of Resource Materials (Part-II) for Class-III& IV on Language, Maths, Science & Social Studies are in final stage.
- Resource Material for Class – I developed printed & distributed.
- Workshop held on 4-9 February 2000 to [prepare TLM for Multi-grade Teaching
- Preparation of material for K-man is under progress.
- Work Book for students of Class-III & IV developed and printed and distributed to children.

District Level Training cum Workshop:

- Five day RP training for 10 day MTT held in nine DPEP Districts (July,99).
- Field visits by DLRG, BLRG, CRCC, BRCC and CLRG are continuing as per schedules.
- In some of the Clusters even during summer holidays, CRCC took classes.
- Monthly Review Meeting at Cluster and Block level held regularly.
- 4 day RP training conducted for 6 day MTT
- 6-day Training for all teachers on resource materials conducted in Dec-Jan
- New Text Book for Class-II introduced in January 2000.

Activities Conducted After the visit of 11th JRM

State Level Training cum Workshop:

- 2-day workshop for BRCCs Phase-I and II (12th to 13th May 2000)
- 2-day BRC workshop for Phase I and II (24th – 29th August 2000)
- 5-day workshop for adaptation of Resource Materials in Bodo (25th to 29th September 2000)
- 5-day workshop for adaptation of Workbook in Bodo. (15th to 19th September 2000)
- 5-day workshop for development of learning book for unitary schools (22nd to 26th September 2000)

District Level Training cum Workshop:

- Reinforcement Training for CRCCs to transact four day teacher training module (18th –23 Aug 2000)
- 4-day MTT on efficient classroom transaction ongoing.

Activities Conducted After 13th JRM

1. Understanding changes initiated by the DPEP, Assam.

(A) In-depth discussion with the state level stakeholders regarding the formation of school development plan :

- Sharing and integration of the school development plans prepared by the pedagogy and the community participation component.

- Analysis of the performance indicators received from the field and consolidation there upon.
- Efforts for boosting up the implementation of school development plan with the help of the performance indicators in model schools in particular.
- Discussion with State Resource Group Members about the policy matters accrued from the strategies undertaken to change the classroom scenario.

(B) Review of the Need based training modules prepared at the district level

- Identification of the hard spots in the development process of modules.
- Identification of the areas of the module that needed further enrichment.
- Participation of the state functionaries in the module finalisation workshop at the district level.
- Reviewing the adequacy of the modules in the training venue.
- Discussion on the possible modification of the entire modus operandi of need based training.

(C) Support to schools.

- School support in different districts
- Discussion with the BRCCs, CRCCs, DPOs, VEC.
- Formation of Teachers Resource Group & their involvement in the training programmes

(D) Understanding of the key issues at the state level BRCC workshop.

- Finalisation of the BRC work plan upto February 2002
- Self appraisal of the performances of the BRCCs.

2. Orientation and training of different personnel of DPEP and Non-DPEP districts.

- Orientation of the teachers educators of BTC (first batch)
- Resource support to teacher training programmes organised by NGOs.
- Need based trainings for teachers have been organised in the districts.
- Five day Mass Teachers training in Darrang district scheduled from 4th October 2001.

3. Preparation in various state/national level workshop .:

- Workshop for preparation of text books organized by the SEBA
- Workshop on MGT organized by the SCERT.

4. Review of MGT friendly Books .:

- Review of the learning books for Class I & II
- Preparation of a comprehensive plan to try out learning books..

5. Preparation of Materials :

- Translation and adaptation of Bengali version of Karma-Puthi for class-II & IV
- Editing and layout of Samal-Sambhar and Karma-Puthi in Bodo medium
- Collection and modification of existing TLMs..

6. Preparation of approach/ base papers on different emerging pedagogic issues :

- Preparation of themes for media presentations
- Preparation of articles for Ahban – the bi-monthly magazine published by DPEP Assam
- Documentation of pedagogical renewal process
- Translation of different modules/ base papers/ documents into English..

7. Convergence with SCERT and other institutions :

1. Academic discussion with the SCERT regarding the development of Text Books, Samal- Sambhar
2. Mutual preparation in different level workshops
3. To reach at a consensus for developing an action plan for training up concreted efforts..

Activities Conducted after 14th JRM:

1.Consolidation of the interventions initiated by DPEP:

- Preparation and implementation of School development Plan in each school;
- Support to Schools:
 - DACG and BACG have been formed for Joint and individual academic monitoring and support involving the SCERT, DIET, DEE, DSE etc.
 - Formation of Teachers Resource Group and involvement in training programme;
 - Adoption of Blocks, Lab schools, model schools by DIET<BTC, BEEO and SI of schools;

2. Orientation and Training of different Personnel's:

- 2 day BRCC Workshop (where the DPO-TT and CP also participated) conducted;
- Resource Support to training programme organised by NGOs;
- 1 day orientation / Workshop at district level for BRCC and CRCCs, Head teachers of MGT, BEEO, SI etc.
- 1 day orientation at Block level;
- 3 day orientation at cluster Level.

3. State level Programme:

- Participation in State Academic Core Group (SACG)discussion;

- Participation in DACG meeting at district level;
- Participation in various SSA programmes;
- Orientation of CRCCs of proposed clusters;
- Participation in the W/S for development of Class-IV materials;

4. Preparation of materials on;

- Sikon Puthi for all classes, Work Book for Benagali and Bodo Language printed .

5. Convergence with SCERT and DEE:

- Formation of SACG;
- Joint District visit.

Activities conducted after 15th JRM visit to State:

During the period from December, 2001 to August 2002 the following are the workshop conducted for the component related to pedagogy:

- **Planning workshop with BRCCs at State level.**
 - 3 – day workshop 2nd January ‘02
 - 3 – day workshop 15th May, ‘02
- **Planning workshop with CRCCs of the Learning Book Cluster.**
 - Feb – 02 – (3-day workshop)
 - June – 02 – (3-day workshop)
- **3 -day workshop for reviewing the efficacy supervision format word in the field.**
- **3-day Seminar on school calender and timing - Aug – 02.**
- **Monthly visit to DACG (District Academic Core group)Meet by the State resource group members.**
- **Participation in SACG(State Academic Core Group) Meeting by the SPO(TT) and SRG of TT Component.**

Development of curricular material

- **7-day workshop for development if Early Language Development Programme. June ‘02.**
- **Finalization of ELDP material part 1 & 11 Aug ‘02.**
- **Printing of part 11 ELDP material Sept ‘02.**
- **Finalization of Learning Book part - || material June ‘02.**
- **Printing of LB part-| material Sept. ‘02.**

C. Community Mobilisation:

- VEC have been re-constituted / oriented about DPEP.
- 3 days training completed for all VEC members of Nine DPEP Districts

- VECs are engaged in documenting local knowledge
- One evaluation study on the functioning of VECs in Darrang, Dhubri and Morigaon completed in 1998.
- Sishu Mela held at Sub-Cluster level and Sishu Sadans are being formed for every schools catchments area.
- NGOs are mobilised, for instance Moina Parijat.
- A team of committed Resource Person has been formed in each District to organise and conduct Health Awareness camp with the help of local Health Department functionaries. Linkages are being set-up with the Health Department for school health programmes in Districts.
- A 'Health Awareness Manual' has been developed with the help of Voluntary Health Association of Assam.
- Environment Week held at village and at Cluster level to encourage enrolment and retention in schools.

Activities done since the visit of 8th JRM

Children's Participation:

Children's are acknowledged as a section of the community playing a key role in it. During the period April to August'99 the following activities have been conducted.

- Study of existing Student Govt. in school.
- Development of strategy and modules for reviewing student/children governments allowing for greater participation.
- District level workshop for functioning & dissemination of information to RPs & teachers on children's participation for acceptance of teachers in all DPEP Districts.

Status

Formed in model school & project cluster Fine-tuning is going on so that they are school/area specific.

VEC Women Empowerment Programme:

- Extension to new area [approx. 5-10 new villages]
- Expansion of Resource Group by identifying & training new members.

Environment Awareness and Plantation Programme involving Community:

- Awareness, material development & distribution
- Promoting ideas of community woods, traditional herbal garden, protection of forest, awareness of environmental resources etc.
- Awareness programmes organised at communities initiative
- Special plantation programmes in schools

Community Participation in Teaching Learning Process:

- Development of awareness materials initiated

- Limited dissemination of information.
- Study of effect in certain schools/communities to assess impact.

Activities conducted after the visit of 10th JRM

- Resource Groups constituted at state and district levels for training of VECs and community based bodies like women groups, mothers groups, Self Help Groups etc given further training.
- The Resource Groups re-oriented to be responsible for developing implementation strategies based on actual field level experiences. The Resource Group also monitors and evaluates activity progress and direction. The Resource Group is sub-divided into teams based on their areas of specialisation viz. Women Empowerment, Children's Participation, Micro-planning and convergence, though their responsibilities occasionally converge. Awareness and organisational activities are also within their ambit.
- Booklet on opportunities for Children's Participation. This is a reference book for forming student's governments, conducting children's fairs and workshops, and children's clinics.
- Leaflet for awareness on Self Help concepts and reference book for Resource Persons on guidelines.
- Leaflet and guidebook on formation and organising of women groups.
- An audiocassette is in the process of development for awareness on DPEP activities.
- Micro planning extended to all project clusters in all DPEP districts except Karbi Anglong.
- Micro-projects by communities follow the micro-planning exercises.
- Formation of Sishu Sadan (Student Governments) in all schools is nearing completion. Preceded by workshops/ clinics for teachers and functionaries at the block level. Hence each district if not block has a Resource Group to ensure continuation of Children's Participation activities.
- Sishu Melas have been conducted in all districts and is nearing completion in most districts. These were preceded by intensive model Sishu Melas and workshops for teachers and Resource persons.
- Activities for conduct of children's workshops/clinics initiated
- Health Awareness Programmes in inaccessible areas have been followed by intensive follow-up activities by the communities. This includes sanitation programmes.
- Formation and revival of village level women bodies like Mahila Samitees and traditional women groups to take up self-support activities and undertake social action. This is expected to lead to greater women participation in decision-making at the village level and that of creating enabling environment for the Girl Child. These are known as Mother's groups, Mahila Samitees, Mahila Jagaran Manch, etc. Activities of these groups encompass collective thrift and savings, literacy promotion, income generation activities, entrepreneurship and social action. These groups have been involved in negotiating with garden management to improved school conditions. They have organised enrolment and attendance drives at their own initiatives.
- A Self Help Group movement is being promoted in conjunction with other organisations. DPEP sends a strong message on self-help activities towards creating enabling conditions for the improvement in the status of Primary Education.
- Organising the formation and revival of village level women bodies like Mahila Samitees and traditional women groups.

- Promoting the Self Help Group movement with other like-minded organisations with an education focus.
- Workshops conducted at various levels on children's participation activities resulting in the creating of effective resource teams upto the grassroots.
- Workshops for VEC forums on TL practices and opportunities for community participation.
- Village and hamlet level awareness programmes and inter-active programmes held for organising rural communities particularly women. Various inputs are shared and conscientization exercises initiated.
- Regular interactive sessions with VECs and communities through Resource Groups on school development.
- Training on Health Awareness for Resource Persons, VECs and women groups. Follow up support through convergence with district department of Health and Family Welfare.
- Community members (Resource persons) involved in classroom transactions as volunteer teachers.
- Resource Persons from the community participates 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.
- Community taking up micro-projects like sanitation and health awareness programmes.
- Community providing and contributing infrastructure including sheds, thatched houses, buildings, space for AS centres, NFE centres, ECE centres and schools.
- All Civil Works related to school buildings and CRCs is being carried out through the VECs.
- Community involved in school decoration and development.
- Women groups in Tea Garden areas involved in negotiating with Management for improving schooling conditions.
- Communities acting as pressure groups on agencies and government for improving schooling conditions.

Activities conducted since the visit of 11th JRM.

- 2-day workshop on Module Preparation for the training of VEC Members and Head teachers on School Development Plan on 22nd and 23rd May 2000.
- 3-day workshop on Community Participation from 4th to 6th July 2000.
- Workshop on Community Participation on 20th and 21st September 2000.

Activities conducted since the visit of 12th JRM.

- Sishu Mela conducted at Cluster and Block level in all the DPEP districts.
- Re-orientation of VEC members conducted.
- Sishu Sadan in Schools strengthens by way of counselling by BLRGs.
- Survey for new centres planned in DPEP districts under AWP&B 2000-01 has been conducted through BLRG with active involvement of VEC members.
- Follow-up rigorous supervision and monitoring of activities in the villages concerning the schools are done.

- Under Women empowerment programme, BLRG and DLRG have been associated with the SHG and other women groups for implementing the micro projects taken-up by them.

Activities Conducted After 13th JRM

- 2 day workshop on finalisation of Tools for identification of VECs need held in September 2001
- Block level support programme by SRGs in DPEP-II districts
- 3 day development of Tools for identification of VECs need in August 2001
- VEC contact programme by SRG (10-15 days per month)
- 2-day workshop on SHG & Mothers group in February 2001.
- 3-day workshop on School development plan in February 2001.
- Development of Directory on VEC, SHG, SRG, Mothers Group

Activities Conducted After 14th JRM

- Block level support programme by SRGs in DPEP-I districts
- Block level support programme in SFG blocks by SRGs in DPEP-II districts
- Monthly Meeting with State Resource Group Members.
- 4 day workshop on development of Need Based Training module for VECs .
- 2 day workshop on finalisation of Need Based Training module for VECs
- 2 day workshop on School Mapping & Micro Planning.
- Visit to SFG areas for convergence with Community Groups i.e. Mothers Group etc.
- Development of strategy for ensuring the 100% Enrolment of 5-7 years age group of children for the year 2002.

Activities Conducted After 15th JRM

- **VECs have been re-constituted in all the districts.**
- **School management Committees (SMC) have been constituted in all the 30,000 odd schools in 9 DPEP districts.**
- **Village education register is prepared in all the districts and up dated time to time.**
- **Members of Panchayat Raj Institutions have been oriented on schools development plan and they have been given exposure out side the State.**
- **Village Resource Persons (VRP) has been identified by the VECs to work in remote, backward areas of districts.**
- **Local groups have been formed in some remote, backward areas to work intensively among the community for furtherance of education in primary sector**
- **VER format has been prepared and supplied to each VEC to maintain at VECs.**
- **Mother groups have been formed in each schools (wherever they do not exist till date) and they are being oriented.**
- **Orientation of Mothers group members, gao Panchayat education Committee members (GPEC) , members of Anchalik Panchayat and Zilla Parishad arranged**

Number of VEC, PTA, SHG, MTA, MG, Mahila Samittee in DPEP districts

Districts	Village Education Committee	Pupil Teacher Association	Self-help group	Mother Teacher Association	Mothers Group	Mahila Samittee
Darrang	1290	0	313	160	30	0
Dhubri	1212	0	350	0	1550	0
Morigaon	542	0	208	0	208	0
Karbi Anglong	733	0	300	0	300	0
Barpeta	1077	225	158	0	300	0
Bongaigaon	903	997	510	0	543	0
Goal Para	691	984	31	984	299	0
Kokrajhar	1182	700	750	0	280	0
Sonitpur	1754	0	42	0	280	600
Total	9384	2906	2662	1144	3790	600

D. Alternative Schooling

- State /District Co-ordinators are in position in all Nine DPEP Districts
- SRG/ DRG constituted
- Textbooks for 1st and 2nd semester NFE centres are developed. For 3rd and 4th semester of NFE centre Formal schoolbooks are given. Formal School textbooks are given to the learners of Alternative Schooling Centres.
- Supplementary book, one on 'Drawing' and the other on 'English Rhymes Book' are developed for all learners of NFE, Makatabs and AS centres. Another book on 'good hand writing' is also given to all these learners.

(As on 30th September 2000)

Districts	NFE Centres (Amar Kendra)			Makatabs			Alternative Schooling (Amar Kendra)		
	Target	Achievement	Functional	Target	Achievement	Functional	Target	Achievement	Functional
Darrang	120	120	120	-	-	-	437	437	437
Dhubri	45	45	43	-	-	-	270	270	270
Morigaon	240	193	193	60	57	57	242	242	226
Karbi Anglong	100	100	93	-	-	-	200	57	57
Barpeta	30	28	28	-	-	-	465	420	404
Bongaigaon	50	50	44	-	-	-	302	302	280
Goalpara	50	50	44	30	30	27	285	237	237
Kokrajhar	30	30	30	-	-	-	235	225	225
Sonitpur	100	100	100	30	30	27	204	196	196
Total	765	716	695	120	117	111	2640	2386	2332

- Against the target of 2640 centres, 2297 Alternative Schooling (AS) centres have been opened in nine DPEP Districts functioning as on 31st January 2000.
- Selection of New AS workers
- Two-day orientation of DLRG members on pre-centre opening activities held in DPEP Districts (except for Karbi Anglong).
- Three day induction training on pre-centre opening activities on AS workers completed.

- Seven day DLRG orientation for 21 day pre-service training of AS workers held in three venues Guwahati, Barpeta and Bongaigaon.
- 21 day pre-service training of AS workers held.
- VEC level monthly meet of Siksha Mitra's and Parents are regularly held.
- BRC level AS workers meet are regularly held in all DPEP Districts.

Activities Conducted After the visit of 10th JRM

- 5 day State Level Workshop held on Pedagogical Issues of AS.
- A meeting with NGOs held on Issues of education of urban deprived children.
- Two day Planning Meet for tele-conferencing on AS
- Two day orientation of facilitators and RPs for tele-conferencing
- Preparatory activities for selection Supervisors for new centres and workers for remaining centres completed.

Activities Conducted After the visit of 11th JRM

- Bi-monthly 2-day Review cum Workshop for BRCC on AS.
- Compilation of Database Information on As Strategy.
- Orientation of Field Level Functionaries (BRCCs/CRCCs) on AS through Tele-Conferencing.
- Development of bridge materials for learners of Amar Kendra's and Makatabs (Materials to bridge condensed curriculum based textbooks and Formal Schools textbooks).
- Evaluation of learners conducted by the districts.
- Refresher training of workers conducted by districts.

Activities Conducted After the visit of 12th JRM

- As per the 12th JRM recommendation, the AS Centres are now functioning from 10 AM TO 3 PM.
- IN KARBI ANGLONG 7-DAY NEED BASED TRAINING OF WORKERS OF ALTERNATIVE SCHOOLING CENTERS CONDUCTED.
- 5-day training for AS co-ordinators (Supervisors) has been conducted in Karbi Anglong.
- Training on Natun Path, and Lam-Chilli (language book in Karbi language) including the Kabri language Grammar conducted (4-days) in Karbi Anglong.

Activities Conducted After 13th JRM

Better understanding teaching methods in AS centres and training of AS workers:

- Training modules giving focus on multi grade situation to be increasingly handled by AS workers are prepared at the district level.
- Need based training on class room transaction are imparted to the AS workers at the district level.

In pursuit of improvements in and better understanding of alternative schools:

- Regular consultation at the state level with district, block and field functionaries are regularly organized to work out strategies to address special categories of children like adolescent girls, over aged and working children .
- District level planning on launching of 100 day Bridge course centres for drop out children and Mobile centre for working children of tea garden areas has been worked out.

Completion of primary schooling by AS learners :

- District level data on completion of primary schooling by AS learners is prepared

Monitoring of attendance of learners in AS centres:

- Initiative on record keeping on monthly attendance ,i.e. regular, medium and poor attendance of AS learners has been started at the block and district level.

Learning achievement of AS learners :

- State level workshop to evolve an mechanism for preparation of effective evaluation tools for assessment of learners on attainment of required competencies as per the stage of the learner was held.
- Evaluation as per mechanism was organized at the district level for the learners of AS centres.

Identification of location of AS centres as per need and relocation of existing centres to more needy areas:

- Initiative on closing down of AS centres having no genuine enrolment has been started
- Identification of needy areas and relocation of closed down centres in such areas has been started.

Ensuring quality in AS centres:

- Increasing daily timing of AS centres in general from 3 hours to 4-5 hours where possible
- Identification of AS centres that can not run for longer hours

Activities conducted after 14th JRM:

- A process has been initiated for identification of un served habitations and restructuring of alternative schooling set up;
- Inter district Exposure visit by AS workers, Supervisors, and selected resource group persons

- One set of teachers supporting materials have been developed and distributed to the workers of Amar kendras to minimise the gap between the condensed curriculum and formal school curriculum

Activities conducted after 15th JRM

- **935 Short term Bridge Course(45 days) have been conducted whereby 31,000 children of the 5-7 years age group have been enrolled in formal primary schools.**
- **Six month duration long term bridge course is planned to be conducted for older children of 8-12 years old who are not enrolled in schools and their mainstreaming in formal primary schools.**
- **DIET faculties have been given exposure to the modus operandi of M.V. Foundation of Andhra Pradesh**
- **No shift system followed in AS Centres. all the learners sit together. if in any case no .of learners exceeds 80 than additional As worker is engaged and the learners are divided in to two groups**
- **All As workers, Jonab or Sikha Mitras received 5-day orientation on Refreshers course or on use of learning born in pil0il As, 40 As (av) per presently one supervision per 25 AS centres.**
- **Monthly meeting of As workers at cluster level instead of block level meet. In addition to it supervisor level / AS workers meet were held from last sept/02, onwards..**
- **Learning books which are used in formal school in MGT situation in proposed clusters are also in produced in selected As**
- **Follow up actions are taken for mainstreamed children for monitoring the attendance of the children.**
- **9 blocks (one each from 9 districts) are selected as pilot blocks for intensive community motivation etc. to be declared as block achieving UEE later on.**

E. Micro Planning

The following steps comprise the Micro-planning exercise:

- Identification of villages with low enrolment, Low Female Literacy and also villages lying within project cluster for micro-planning to be conducted
- Training of Resource groups to function as animators facilitating participatory research and planning during the exercise
- Conduct of the PRA exercise with the active participation of interested members of the community and VEC and identification of key issues and priorities through rigorous consultations with local community
- Development of village/ school development plans and micro-projects indicating issues, strategies, activities/ key action points, resources and implementation schedule
- Implementation of plans/ micro-projects and evaluation based on a the premise of experiential learning
- Incorporation of key issues and action points into the Annual Work Plans of the respective Districts

Coverage:

- Micro-planning has been extended to all districts except Karbi Anglong where the field exercise has been delayed by the law and order situation
- Over four hundred villages covered so far
- Micro-planning is being carried out on an ongoing basis in select project clusters and is to be extended to the remaining project clusters on a priority basis

The Learning so far:

- Micro planning gives a clearer understanding of communities and the issues relevant to them through the consultative processes.
- It is a participatory exercise that has the potential of generating awareness and organising communities around the crucial issues.
- A pre-requisite for micro planning is greater convergence with other development agencies as the issues affecting education are varied and concern almost every aspect of community development.
- It is a time intensive exercise and hence up scaling is a slow process.
- Micro planning demands the development of good analytical and facilitation skills in animators that takes time to develop.
- PRA exercises generate great expectations in local communities that are difficult to fulfil while on the other had rapid survey based micro-planning is not always contextual and issues remain unascertained.

Future plans

- Analyse of collected data and integrating the data from different sources.
- Capacity building at various levels.
- Expansion of resource team and constitution of a core team at the district level.
- Involvement of NGOs.
- Cover one block in each district on pilot basis.
- Linkage with other development agencies to develop comprehensive action plans.
- Starting regular activities for monitoring and implementing the action plans through cluster level resource groups.

Activities Conducted after the visit of 12th JRM

- Identification of out of school children has been done through resource group and community has been mobilised to send their wards back to school.
- Micro project has been identified in discussion with the community and appropriate advice has been given to the community for their self-sufficiency.
- Special needs of schools have been identified and community has been mobilised to contribute towards fulfilment of the needs.

F. Media

- Drama for Theatre Group/ (Abahan Group) sponsored
- A Film on DPEP theme is under making by noted film Director Shri Jahnu Baruah.

- Documentation of DPEP activities done by Video Filming of Workshop / Training of DPEP.
- Meeting with NGO working in the field of Education, Nature, Environment arranged.

Activities conducted since the visit of 8th JRM.

- A state level Sishu Samaroh held in collaboration with SCERT, Assam (27th – 28th February'99) at Guwahati.
- Leaflets on CLRG printed and distributed among CRCCs, CLRGs and VEC members (February'99)
- Leaflets on Alternative school printed and distributed to VEC members BRCCs and CRCCs and AS workers for enhancement of knowledge on AS.
- Leaflets on Mukulika Kendra (ECE centre) printed and distributed among VEC members, ECE workers/Supervisors, BRCCs/CRCC

Activities Conducted after the visit of 10th JRM

- A film (Pokhi) by noted film director Shri Jahnu Boruah completed.
- Posters relating Community Participation, Girls education, Early Childhood Education, Alternative Schooling and Integrated Education are under printing
- Table calendar and Activity calendar have been developed, printed and distributed.
- Radio talks have been initiated.
- Convergence with Directorate of Information & Broadcasting, Field Publicity DAVP.

Activities Conducted after the visit of 11th JRM

- Radio Programme (Abhigyan), every Saturday on 6 PM through All India Radio, Guwahati.
- Free film shows (POKHI) for street children in different localities of greater Guwahati with the help of NGO.
- District visit of Media Persons of different Media Units of Govt. Organisation.
- 3-day Workshop on delivery of Posters relating to CP, AS, GE, ECE and IED was organised.
- Participation in the IMPCC Meet.

Activities Conducted after the visit of 12th JRM

- 20 nos. of AIR programme have been conducted in the field of AS, CP, ECE, TT and IED components.
- Film shows for Street children.
- Visit of Media persons comprising All India Radio, DAVP, Janasanyog.
- 7 nos. of Video programme (on VEC, ECE, IED, AS, Pedagogical process, successful teachers. Women empowerment developed.

Activities Conducted After 13th JRM

- Regular broadcast of Radio Programme on every Sunday at 7-30 AM : *So far major areas covered during the airing includes : 2 talks and 4 discussions on Teachers Training, 2 discussions on school library, 2 discussions on role and responsibilities of BRCC, 1 talk on and 2 discussions and 1 drama on community participation, 2 discussions on Self Help Group , 2 talks on ECE & AS, 2 discussions on IED, 2 discussions on good school, 6 discussions on professional development of teachers and 11 nos. of magazine programmes. Radio programmes had also been initiated in Karbi Anglong Sonitpur and Kokrajhar district through local Radio Stations. With an aim to make the programme more meaningful and lively field level workers like Teachers, DIET personnel, BRCC, CRCC, AS workers, ECE workers were invited to take part in the programme with the state level functionaries.*
- Visit of Media Persons to district : Regular news items published in local dailies.
- Tele cast of 7 video programmes through Door Darshan Guwahati : *Six areas on which video programmes telecasted are : role and responsibilities of VEC, ECE, Pedagogical renewal process under DPEP Assam, Successful Teacher, Women empowerment and IED. Field level functionaries of different districts were involved in depicting their own performances. Copy of six video programmes have been distributed to all nine project districts, DPEP DIETs, SCERT, Assam, Elementary Education Department, MHRD, New Delhi, EdCIL, all SIE, Jorhat and some selected non-DPEP DIETs.*
- Kokrajhar district has produced a 30 minutes video documentary film on DPEP.
- Regular receipt and analysis of feed backs of the broadcasted programmes and further improvisation

Activities Conducted After 14th JRM

- Radio Programmes on various activities continued to be broadcasted through AIR Guwahati on every Sunday at 7.30 AM;
- Fed back of the radio programmes received from various corners of the state are analysed and used in next programmes for improvement.
- Documentary film produced on various topics;

Activities Conducted After 15th JRM

- **Radio Programmes on various activities continued to be broadcasted through AIR Guwahati is continuing.**
- **Both the print and electronic media are used for publicity of the activities of DPEP.**

G. Gender

- Gender Co-ordinators at State/ District level in position.
- A State Level Workshop was organised for DLRG/BLRG/Programme Officers with the help of consultants from Ed.CIL.
- Indicators (PMIS) on Gender related issues were analysed and an action plan prepared. As follow up action, field visit were undertaken in Darrang District by RPs.

- Awareness Campaign in Char, Tea Garden and SC/ST area conducted to sensitise people on gender equity.
- A comprehensive Module was prepared for taking up of campaign of girls were identified and situation specific preventive measures are being undertaken.
- Workshop for orientation DLRG/BLRG conducted to conduct special drive for girl's enrolment and women empowerment.

Activities Conducted since the visit of 8th JRM:

- Two Booklets were developed where issues related to Girls Education was one of the basic topics related to Girls' recipients of National Bravery Award was also included.
- A checklist of 'Do's & don't' was provided to Textbook developers to include Gender issues.
- A Network was set-up with NGOs, NEIBM, Women's Study Centre of Guwahati University for effective implementation of the study with proper perspective to gender issues.
- Mahila Samakhya is operational in one Block in three DPEP districts. It is being expanded to DPEP-II districts also.
- Makatabs are used as Alternative Schooling Centre for girls' education.
- In each AS centre 60% of the learners of the girls.
- Balika Surabhi Mancha started in Dhubri for 5-14 years old girl child.
- Mahila Pragati Mancha started in Dhubri to support ECE centres.
- A study is under progress on girls' education and DPEP intervention in Morigaon Districts.

Activities Conducted since the visit of 10th JRM:

- Awareness materials developed
- Women VEC members convention held
- Completion of feature film on girls education and community participation named "Pokhi" by noted Director Sri Jhanu Baruah
- 3-day State level Seminar on Gender Equity Issues scheduled on 13th to 15th March 2000.

Activities Conducted since the visit of 11th JRM:

- Training to 100 SFG Groups of Darrang District by NABARD.
- Preparation of Drama Script on awareness for girls in Bongaigaon District.
- Orientation of Mothers' Group on Health and Development issues in all districts.
- Awareness Campaigns on Girls' Education in 12 Tea Gardens of Sonitpur District.
- Cultural Programme on issues related to Girls' Education at Kathalguri in Morigaon District.
- Adult Women Literacy classes at Kapili Block of Morigaon District.
- AIR Recordings on activities of Mother Groups for broadcasting.

Activities Conducted after the visit of 12th JRM

- Survey for new centres planned in DPEP districts under AWP&B 2000-01 has been conducted through BLRG with active involvement of VEC members.
- A total of 1456 nos. of ECE workers who are weak in the methodology are re-oriented in the district of Barpeta, Goalpara, Kokrajhar and Sonitpur.
- Refreshers training of Mother Group members conducted.
- Comparative study of Achievement of students of L.P School having ECE background with those of non-ECE background completed in the district of Darrang, Dhubri and Goalpara.
- 35 ICDS centres in Nilip and Chinthong Block of Karbi Anglong district and 75 ICDS centres of Goalpara district has been strengthened by way of providing training to ICDS workers.

Activities Conducted After 13th JRM

- Refresher training of Mothers Group in districts
- Special campaign on enhanced girls education at selected pockets in all districts
- Orientation of women VEC members in districts
- Organisation Melas, convention etc. in districts
- Conduct of special enrolment drive for girls for the new academic session
- Gender Study team of 14 members undergone a five day training at Orissa. Other major activities completed in connection with studies includes:
- Translation of tools in Assamese, field trial of tools at Darrang district for five day, Improvisation of tools after field survey, Second phase training of report writers at Jaipur, re-orientation of the field team at State Office, launching of field study at field level from 3rd October 2001

Activities Conducted After 14th JRM:

- National Study “Classroom culture and processes” with a gender perspective on going from October, 2001.
- Field data collection for the above study is over;
- Coding is also completed;

H. Early Childhood Education (ECE)

Activities conducted after 13th JRM :

- Compilation of Lesson Plan Bank on Weekly themes to be transacted in the ECE Centres.
- Translation of the Weekly Lesson Plans.
- Compilation of various Training modules which will serve as models for trainings, such as Induction training, Need Based training, Refresher training, supervisors training, Training of ICDS workers etc.
- Revision of formats for collection of data related to the ECE centres and the learners and maintenance of complete data on the basis of the same.
- Development of Software for collection of information on Self Help Group and Mothers’ Group and complete information thereof.

- Conduct of Need Based Training in some districts.
- Resource Support to NGO's and other organisations in training their Resource persons.
- Relocation of some of the ECE centres and setting up of new ones.
- Training of Self Help Group by SIRD (State Institute of Rural Development) on various Economic activities such as piggery, fishery, agriculture, floriculture etc.
- Conduct of non financial activities such as Health Check up programmes (involving PHC, Red Cross, & NGOs), Plantation drives, Preparation of No Cost TLMs by members of the Mothers' Groups, Water Purification (Filters), Cleanliness drives in the ECE centres, Awareness drives on Health and Sanitation, Celebration of National Days in the ECE centres etc.
- Organisation of Melas and Conventions besides the regular meetings.
- Some of the Innovative activities conducted are as follows:
 - Setting up of Sand Corners in each ECE centre, construction of temporary building with the help of local resources (community), Mothers Group celebrating the birthdays of the students in the ECE centres, Mothers Group members keeping vigil of the attendance of the Centre Level workers as well as the students and visit to the students home (to enquire) in case of absence of the students, Mothers Group contributing snacks, fruits or water in the centres, Workers accompanying the students to and from home, ECE workers identify the illiterate women of the village and make efforts to impart some education to them etc.*

Activities conducted after 14th JRM

- Development of child wise record card to monitor development of each child in Mukulika Kendras,;
- Development of a Classroom observation format for supervision of Ka Maan Sreni;
- Development of a package for training of Ka Maan Sreni teachers;
- Training of Key Resource persons for Ka Maaan Sreni at State Level;
- Conduct of a training of selected schools teachers on Ka Maan Sreni ;
- Conduct of an induction training for newly appointed ECE workers;

Activities conducted after 15th JRM

- **K. R. P. Training for Ka-Sreni implementation.**
- **T L M development workshop at state.**
- **Ka-Sreni training at all districts.**
- **T L M development workshop in all districts.**
- **Intensive Supervisor & onsite support by K. R. P.**
- **Conduct of village level sensitisation meetings in villages wherever Ka-Sreni Trainings have happened.**
- **Conduct of Cluster level meeting on Ka-Sreni.**
- **Orientation of all Educational functionaries (DEEO, BEEO, SI's, DIET, etc.) on Ka-Sreni.**
- **Analysis of Ka-Sreni training at state level.**
- **Printing & distribution:-**

- (i) **Children Record Card for all ECE centres.**
- (ii) **Compilation of theme based Activity Plans for ECE & Ka-Sreni.**
- (iii) **Evaluation booklet for ECE & Ka-Sreni.**

- **Gradation of ECE centres.**
- **Development of strategies for up gradation of centres.**
- **Need Assessment & Conduct of Need Based training.**
- **Exposure visit & working for SPO, DPO, DRP & DIET faculty members (non DPEP) on ECE in and around Delhi & Bodh.**

I. Special Focus Group (SFG)

- For Char area (Religious minority dominated) Makatabs have been identified to be the centre of learning. In addition to already existing 200 Makatabs, advocacy and other related pre centre opening activity have been completed for additional 360 Makatabs in the districts of Darrang, Dhubri, Morigaon, Barpeta, Goalpara and Sonitpur.
- One additional Jonabs (teacher) achieving minimum educational qualification of HSSLC Passed is provided to each Moqtabs.
- Teacher Training Modules Translated in Bodo (Tribal) Language.

Activities Conducted since the visit of 10th JRM:

- Workshop organised for (Teacher supporting) STLM for Garo and Rabha teachers of Dhubri district.
- Special programmes are organised in seasonal festivals in tribal areas such as Jonbil Mela in Morigaon, Bathou puja in Darrang, Youth Festival in Karbi Anglong, Rabha Sahitya Sabha in Dhubri district, Bodo Sahitya Sabha in Kokrajhar district.
- Collection and compilation of local specific material is under going in Bongaigaon district.
- Resource Materials are being translated/adapted in Bodo and Garo.

Activities Conducted since the visit of 11th JRM:

- Resource Materials in Bodo-language are in the process of finalisation.
- Adaptation/translation of Class III and IV (Part-I) workbooks in Bodo Language are in the final stage.
- Garo Medium Workbook translated/adapted and distributed in the schools of Goalpara District.
- Karbi language book "Lam-chilli" Part I and II introduced in the schools of Karbi Anglong districts irrespective of medium as an additional language book.
- Person/Agencies identified for conduct of five studies in SFG areas.

Activities Conducted since the visit of 12th JRM:

- In Karbi Anglong 7-day need based training of workers of alternative schooling centres conducted.

- 5-day training for AS co-ordinators (Supervisors) has been conducted in Karbi Anglong.
- Training on Natun Path, and Lam-Chilli (language book in Karbi language) including the Kabri language Grammar conducted (4-days) in Karbi Anglong.
- Samal Sambhar in Bodo language for Class-III (Lang. Sc, Maths, EVS) is under preparation.
- Workbook for Class-III & IV in Bodo language for all subjects is under preparation.

Activities Conducted After 13th JRM

- Rising of school development fund has been extended to 5 other blocks.
- Organisation Children's competition on different co-curricular activities at regular intervals.
- Community Library has been set up at Boitamari BRC
- Study on poor enrolment in SFG area is completed
- Bodo Resource Material for Class I, III and IV (Part-I) and Workbook for Class III and IV (Part-I) are completed
- Karbi Language book, Lam Chilli (Part-III), Karbi Grammar Book, Karbi-Assamese-English Workbook Developed
- A special programme organised in Pan Bari Cluster of Boro Bazaar Block for the children of Class III to increase creative thinking as well as reading writing habits has been replicated in Udalguri Block of Darrang district
- Work Book Part-I for class III & IV have been translated to Bengali
- Kokrajhar district has reviewed the Class-I Integrated textbook of the Bodo version and suggested the Govt. for necessary modifications, as the present textbook in Bodo was mostly a literal translation.
- As a result of several rounds of dialogues the Tea Garden Management at Sonitpur district agreed to extend their support in the universalisation efforts of DPEP including sponsoring of the AS centres located at the Tea Gardens
- Documentation on:
 - *The activities of the mothers group and its support towards DPEP objectives with special reference to Rongjuli, Balachara and Rangcha Para CRCs of Dhudhnoi and Balijana Block Goalpara*
 - *Special Interventions in SFG areas of Bongaigaon district since inception of DPEP with special reference to International Border area of Boro Bazaar Block and Bongaigaon, Boitamari block of Bongaigaon district*
 - *Changes in classroom practices in SFG area with special reference to Uttar Harisingh and Belguri CRC of Udalguri Block, Darrang district.*
 - *School level changes with special reference to Patachar Kuchi CRC of Bajali block Barpeta district*
 - *Activities of Project Cluster of Manaha CRC of Mayong block and Community Based Museum of hanimara CRC of Bhurbandha block, Morigaon district*
 - *Good practices in Tea garden area with special reference to Balipara block and bapuji CRC of Biswanath Chari Ali Block Sonitpur district*
 - *A Report on Study conducted in Char area Alternative Schooling Centre of Asharikandi CRC of Gauripur block, Dhubri district*

Activities Conducted after 14th JRM:

- Sishu Kalyan Puji or children benefit fund/school development fund have been raised in selected formal schools in SFG areas in coordination with community, mothers group DPEP functionaries and teachers.
- One Matrix Mela has been organised in SFG areas of Goalpara district.
- Community based approach has been started to literate the adult illiterate women's/mothers in selected areas.
- Community has contributed / constructed the school building at the AS Centres
- Process has been initiated in the field to develop the reading habit among children
- Four studies have been conducted in SFG areas in all DPEP districts. The draft reports have been submitted by the researcher

Activities Conducted after 15th JRM:

- **Sishu Kalyan Puji or children benefit fund/school development fund have been raised in selected formal schools in SFG areas in coordination with community, mothers group DPEP functionaries and teachers.**
- **One Matrix Mela has been organised in SFG areas of Goalpara district.**
- **The reasons of low achievement in specific SFG areas are also found out through conduct of four research studies draft reports of which have been submitted.**
- **Study findings of one of the study shared in the National Met of R&E coordinators at Bhopal in September, 02**
- **Documentation of activities conducted in SFG areas have been done.**

J. Children With Disabilities:

To fulfil the statutory obligation to comply the provisions of the Central Govt. Act, "Persons with Disability (Equal Opportunities, protection of Rights and Full Participation) Act, 1995, and as per directions received from MHRD, GOI DPEP Assam introduced the component of Integrated Education for Disabled Children from 1998-99 and following activities were done:

- One State programme Co-ordinator having requisite qualifications and experience of working for disabled Child in the state of Assam has been appointed in December'98 to look after the Component of Integrated Education. Similarly, District Level Consultants on IED was also placed in Sonitpur, Goalpara and Darrang districts and was oriented including an exposure trip to Andhra Pradesh.
- A State Resource Group comprising faculties of SCERT (dealing with disability), Deaf & Dumb School, NGOs (Sishu Sarathi, Sahayika, Mon Bikash Kendra), faculties of Guwahati Medical College has been formed and now fully operationalised.
- District Level Resource Group (12-15 members) has also been formed in three districts (Darrang, Goalpara and Sonitpur) and fully operationalised. In the district, district level Resource group and NGOs are members besides some

young, educated and willing to work for disabled child. The group has been given twelve days orientation on the line of thinking of DPEP Assam. Physicians dealing orthopaedics, ophthalmology, ENT, Mental Retardation etc has been associating the Resource group whenever needed.

- A comprehensive module has been prepared for the orientation of VEC, HM BRCC, CRCC and other community members.
- Five Clusters from one Block has been identified in all the above three districts for initial implementation of the IED component. Survey for identification of disabled children done in all nine DPEP districts through House-to-House Survey, held in 1998.
- Medical Camps has been organised in the selected five clusters of the identified Block in the districts of Sonitpur, Darrang, and Goalpara) for detail examination of extent of disability of the identified child.
- The number and type of Aids & Appliances to be distributed among disabled children is being worked out and Ministry of Social Empowerment & Justice, GOI is being requested (through the Social Welfare Department of GOA) for supply the same.
- In the General Community Mobilisation Programmes under the component of Community Mobilisation & VEC, VEC members have been oriented on various disabilities and need of special attention towards disabled children.
- The issue of inclusion of at-least one parent of a child with disability in the Village Education Committee has been taken up with GOA and instructions to that effect has already been issued.
- All the selected Block Resource Centre Co-ordinators, Cluster Resource Co-ordinators numbering 50 BRCCs and CRCCs and 151 Head Teachers under the selected Clusters have also been oriented on IED. Special Teachers and Resource Persons have been sensitised.
- Five numbers of school readiness of centres has been planned in each of selected blocks. Already interventions have been initiated in 57 schools of Darrang District, 50 schools of Goalpara District and in 57 schools of Sonitpur District.
- In the Module for Mass Teachers Training scheduled to be held during the current year inputs on Integrated Education have been included for general awareness of teachers on IED.
- Daylong inputs on IED have also been included in the Module for 21days training of Alternative Schools Workers already completed in May-June/99 and are instructed to include all disabled children in the centres.
- Daylong inputs on IED to ECE workers.
- A Brochure & Information Booklet on IED has been developed, printed and distributed among BRCCs, CRCCs, and Head Teachers.
- Bi-Monthly meeting of State Resource Group Members is held regularly to discuss various pros & cons of IED.
- Under the current AWP&B it has been planned to increase the Target Areas to - 2 blocks and 10 clusters in each district, opening of Readiness Centers in the targeted areas, disbursement of Aids & Appliances to Identified Children in addition to the training of 150 School Teachers for facilitating.
- Advocacy, liaison, and convergence with other components of DPEP and other concerned departments and organizations have been initiated.

Activities conducted since visit of the 10th JRM.

- General teachers training (4 days) completed.
- Aids given.
- Readiness centres opened.
- World Disabled Day observed.
- TLM prepared for readiness centres.
- Enrolment week observed with Community Participation.

Activities conducted since visit of the 11th JRM

- Up scaling of coverage areas through additional blocks in three districts of Darrang, Goalpara and Sonitpur.
- Identification Survey in the additional coverage blocks.
- Assessment of newly identified disabled children.
- Distribution of hearing aids, loco motor aids (in collaboration with Bharat Vikash Parishad) in Darrang, Sonitpur and Goalpara districts.
- Medical Camps in all blocks of Goalpara District.
- Eye Check-up in 90 schools of Darrang District in collaboration with Blindness Control Society.
- Parent counselling workshop in all districts.
- Orientation of VEC members of all the newly covered clusters on IED
- State level workshop on Module preparation for DLRG Training.
- Workshop on special TLM development for children with special needs.
- Orientation of DLRG on early intervention and early stimulation at SPO.
- Orientation of BRCCs on convergence action plan, survey through CRCC-HM-Teachers-VEC-Community.
- 4-day teacher training in Goalpara district.
- 2-day CRCC training in Sonitpur District.
- 2-day DLRG training on Readiness Centre in Sonitpur.
- 4-day training of DLRG, BRCC, CRCC on disability and IED in Karbi Anglong.
- Survey in all blocks of Karbi Anglong district.
- Networking with special schools for capacity building.
- Printing of information booklet by SPO.
- Printing of folders, booklets, posters, and video in the districts.
- Documentation on feedback on usage of hearing aids and other success stories of disabled children who are enrolled in formal schools.
- AIR recording on IED for awareness.

Activities conducted since visit of the 12th JRM

- Preparation for holding 45-day training of IED workers (RCI foundation course) in progress.
- Medical camps have been organised in Four DPEP districts.
- Survey of identification of disabled children (2nd round) completed in all DPEP districts.
- Booklet on success stories is being compiled.
- 10-day training of District level RPs held at SPO.

- Up scaling of the activities of IED component is proposed under AWP&B 2001-02 for all districts.

Activities Conducted After 13th JRM

- Audio Visual Documentary prepared on IED
- All India Radio Broad casting of IED objectives and activities
- Distribution of Aids and Appliances in convergence with Composite Regional Centre
- Refresher raining of DLRG of four districts for 5 days
- Development of Self Instructional Materials on all types of disability
- Conduct of Sishu Mela at block level
- Conduct of awareness meetings in all blocks of four districts
- 30 nos. readiness centres started in Karbi Anglong
- Documentation of case studies of the children enrolled in the readiness centres
- Workshop conducted in four districts on parental/family counselling
- Up scaled from 3 districts, 3 blocks and 15 clusters to 4 districts, 27 blocks and 349 clusters

Activities Conducted After 14th JRM:

- Observation of World Disabled day in all the districts under DPEP;
- Recording and Broadcasting of IED activities through AIR Guwahati;
- Sishu Mela for disabled children held;
- Women's Awareness camp conducted at Cluster level in districts on disability;
- Training of DIET faculties and DLRG members of 4 districts;
- Convergence with other government and non-government agencies on IED.

Activities Conducted After 15th JRM:

- **1 RCI 45-days Foundation Course completed.**
- **3000 teachers trained all over the state in 39 teacher training institutes for in teachers trainees.**
- **1040 Aids & Application distributed in convergence with National institutes and Composite Regional Centre.**
- **Selection of District Co-ordinators for remaining district under the Programme..**
- **Selection of IED workers for remaining district under the Programme.**
- **Training of the above.**
- **Training of District Resource Persons on Mobility, Braille and Hearing Aids ear moulds.**
- **10 days Module Prepared for Induction Training of workers.**
- **Establishment of Resource Centres at district level for Blind.**

K. Distance Education

- Distance Education Co-ordinator appointed and participated in the orientation meeting at Delhi.

Activities conducted since visit of the 8th JRM.

- Developmental try out of Self Instructional Materials (SIM) at Darrang District in November'98.
- Workshop on Identification of Tele-Conferencing Inputs for Teachers and Field level functionaries held in November'98.
- Developed a Perspective Plan for Distance Education programme of supplementing the on going Teachers training activities in January with the help of faculties from IGNOU, New Delhi.
- Exposure trip to New Delhi (IGNOU) and Ahmedabad (ISRO) conducted by State DEP Co-ordinator.
- Organised workshop on development of schedule for field try-out of SIMs (Self Instructional Materials) at State Project Office, DPEP, Assam (May, 99)
- 11 modules of SIMs were finalised
- Undertaken Field try-out of the SIMs in Bhurbandha District
- Organised Training cum Development workshop for Video Scriptwriters, (June 99)
- Organisation of workshop on Planning and Orientation of field level functionaries,
- Monitoring of two Video Programme under documentation of Good Practices viz. Multi-Grade teaching (MGT) and Low cost no Cost Training Materials.
- Training cum Development workshop for Video Script writers as part of the capacity programme held in June'99.
- Workshop on Planning & Orientation of field level functionaries held in the month of July 99.
- Preliminary preparations undertaken for Teleconferencing sessions to be conducted for the first time in Assam.
- Installation of dish Antenna in seven DIETs of DPEP Districts and BTC Karbi Anglong & DRC Bongaigaon completed.

Activities Conducted after the visit of 10th JRM

- Installation of Fax machines in each of the nine DPEP Districts.
- Conducted workshop for orientation of facilitators' observers & RPs for the 1st Teleconference programme.
- Production of 3 video programme to be displayed in the first Teleconference programme.
- Final preparation for the 1st Teleconference programme including Supplementary Reading Materials to be distributed to each participant. Charts, diagram, feedback form etc. complete.
- Successfully conducted the 1st teleconference programme on 20th & 21st December 1999.
- Self Instructional Materials, printing of (SIMs) are being undertaken
- Distance Education Co-ordinator & Programme Officer (TT) attended an Orientation Programme under Distance Education Programme.

- Internal Planning meet for 2nd Teleconference programme on Alternative Schooling and Teacher raining (13th January, 2000)
- Planning workshop for 2nd Teleconference (31st Jan – 1st Feb., 2000)
- Workshop for preparation of materials to be used for 2nd Teleconference programme (Supplementary Reading Materials & Video Script) (11th & 12th Feb., 2000)
- Workshop on orientation of RPs & Facilitators for 2nd Teleconference (22nd & 23rd Feb., 2000)
- Preparation of Video Cassettes for use in 2nd Teleconference programme.

Activities Conducted after the visit of 11th JRM

- Supplementary reading materials and video programmes prepared for 2nd Teleconferencing programme.
- 2nd Tele-conferencing programme on AS and TT organised.
- Initiatives taken to explore prospects of organising tele-conference from Software Technology Park at Guwahati.
- Finalisation of video scripts in a capacity building workshop.
- Printing and distribution of SIMs “Abhigyan” to selected teachers, CRCCs and BRCCs on Pilot basis. Based on demands of the field level functionaries these SIM has been given for reprinting to be distributed on a larger scale.
- A comprehensive and detailed study undertaken on the proceedings and feedback of the first TC programmes.
- Collection of information on the innovative practices and success stories in DPEP Assam.
- Organisation of training cum development workshop for audio script writing.
- Field-testing of the audio scripts on selected teachers and CRCCs.
- Modification and finalisation of audio scripts.
- Some of the scripts has also been used for AIR broadcasting.
- Preparation of Self Instructional Module in IED.

Activities conducted since visit of the 12th JRM

- Workshop for finalisation of Audio Script.
- Distribution of reading materials on Action Research prepared by Distance Education Programme.
- Workshop for development of SIM on various disabilities to generate awareness.
- Distribution of discussion papers for CRC meets.
- Planning meet for 3rd Tele conferencing on Community Participation.

Activities Conducted After 13th JRM

- Planning for development of a package for supporting the teacher educators of DIETs/BTC on newly introduced areas on pre-service and in-service curriculum
- 10 audio scripts have been finalised and ready for production
- One finalised audio script was produced and aired by AIR
- Modifications of SIMs (Abhigyan) based on the feed backs of the users
- SIMs on IED have been edited and finalised

- Process has been initiated to translate these SIMs
- Conducted a comprehensive study & analysis on the 1st TC programme
- Video Recording and photographs of 2nd Tele Conferencing Programme
- Up-gradation exiting Dish Antennae to Digital System under process
- Steps have been initiated for installation of Dish Antennae in all 56 DPEP BRCs

Activities Conducted After 14th JRM

- Development of a booklet for orientation of VEC members;
- Finalisation of Self Instructional Materials on IED.

L. Management Information System (MIS)

Activities Conducted after the visit of 8th JRM

- Training of DPEP-II MIS personnel completed.
- Analysis and sharing of EMIS 97 Date completed.
- 5% Sample Check of EMIS 97 Data completed:
- EMIS data for 98-99 data collected.
- Advance training of MIS personnel of ORACLE, WINDOWS-NT-INTERNET, and VISUAL BASIC organised.
- MIS personnel attended National Level Workshop on EMIS at NEW Delhi and Bangalore
- One MIS State Programmer had undergone training on Plan Appraisal at SIEMAT, Allahabad.
- Two day sharing workshop on EMIS data held and Action Plan prepared for EMIS data collection for 1999-2000.
- Collection of data on enrolment in the un-recognised, private and venture schools of DPEP Districts partially completed. The data has been sent to MHRD, GOI and GOA.
- MIS in-charge and SPO (Planning) attended national Workshop on EMIS data and preparation of Plan at NIEPA.

Activities conducted since visit of the 11th JRM.

- Collection /compilation/sharing of EMIS 1999-2000 database.
- Collection and compilation of enrolment data for last four years.
- Preparation of State Specific PMIS Reports.
- 4-day State Level workshop on PMIS from 2nd May to 5th May 2000.
- 4-day State Level EMIS review workshop from 24th August to 27th August 2000.
- Generation of reports on specific issues viz. single teacher schools and school facilities etc.
- EMIS data collection for the academic year 2000-01 has been initiated.
- Follow-up action taken on the observation of the National EMIS W/s after holding a State Level EMIS Review W/s.
- Support to the Govt. of Assam on demand.
- Internet Connectivity obtained.

Activities conducted since visit of the 12th JRM

- Sharing of EMIS data 1999-2000 completed
- Financial Accounting software has been developed and testing is going on.
- EMIS 2000-01 data collection going on.

Activities Conducted After 13th JRM

- Holding of Regional Workshop on 5% Sample EMIS Check
- Compilation and sharing of EMIS 2000-01 data
- Conduct of 5% Sample Check of EMIS data
- Development of software on (i) House to House Educational Survey, (ii) Computerised Accounting System, (iii) Directory for Community Resource Persons, Self Help Group, VEC (iv) Upper Primary Education Database
- Translation, printing and distribution of revised DISE format
- Orientation of District Programmes at SPO
- Orientation of BRCCs & CRCCs at district and block level
- Training of teachers at cluster level and collection of data for 2001-02 is in progress
- Computerisation of habitation level data of House to House Educational Survey in progress
- Sample preliminary reports generated and tested

Activities Conducted After 14th JRM

- Attended National level workshop on new DISE.
- Holding State level workshop with MIS District personnel on new DISE.
- New DISE 2000 implemented in all districts.
- Sharing of DISE 2001-02 data in State and National level.
- Implementation of computerised “Directory for Community Resource persons, Self Help Group, VEC” in some districts.
- Various SSA (Sarva Siksha Abhiyan) related works are going on.

Activities Conducted After 15th JRM

- **A Centralised MIS System is planned to be installed connecting all the districts of the state through Internet**
- **The analysis of the DISE 2001-02 is completed and the DISE data collected from 14 Non-DPEP districts are also computerised , consistency checking done and reports are being generated.**
- **The data have been widely used for preparing perspective plan for all districts including DPEP(SSA Perspective plan)**
- **The detailed School(technical) Infrastructure Survey have been computerised and the prioritisation of the needs of individual schools have been identified based on which the works are planned to be executed.**

EMIS related Issues: It was felt that due to certain limitations in the data collection process and its authenticity, a fresh exercise should be initiated for collection of last five years data under the same data capture format. And accordingly while collecting the data

for EMIS'99-2000 additional Performa has been incorporate for the earlier years. All the nine DPEP districts have carried out the exercise and the compilation process is completed.

The final database for the year 1999-2000 and the four years enrolment data is shared.

PMIS related Issues: district and the state representative have attended National level workshop on PMIS. The findings have been shared and accordingly a state level workshop on finalization of the proforma to be used has been organised. Development of software is scheduled to start from Dec 2000 after field-testing of the performas at the Project Clusters.

As a part of the National IT Policy and the decision to introduce IT Education in schools, a Pilot project has been thought for the DPEP-I and II districts. Under the process it has been decided to select the best school in the district where the necessary IT infrastructure and trained manpower will be provided. The project will be in close collaboration of TT and MIS component, resources like Computerised Teaching aids and TLM materials with 3D Animation and visual effects will be used to capture the classroom transaction and use it as substitute teaching learning mechanism. A detailed introductory discussion with the state and district Programme Officers were held at the state level. School selection is under process.

M. Research/Evaluation

- A steering Group for Research at SPO and a Research Advisory Group set up by SIE Jorhat.
- Assam-DPEP has developed its own strategy and agenda for research and evaluation activities. Priority areas were identified and widely disseminated.
- Three State Internal Mission on Effectiveness of Project Structure, functioning of ECE and NFE Centre conducted and report compiled. One Evaluation Study on the functioning of VECs in three DPEP-I district conducted and report compiled.

Activities conducted since visit of the 8th JRM

- A National workshop on Sample Monitoring & Evaluation organised by DPEP, Assam at Guwahati from 5th to 7th January'1999
- *Under sample monitoring & evaluation, five studies each have been conducted in three DPEP-I districts of Darrang, Dhubri & Morigaon on the same topics as follows.*

Impact of interventions of DPEP on Community Participation.

Improvement of Standard of Teaching Mathematics in Primary Classes.

Improvement of Standard of teaching Language in Primary Classes.

Impact of Intervention of DPEP on Enrolment & Attendance.

Impact of New teaching Learning Methodologies in Class Room transactions.

- The field level data collection on Evaluation study of Moqtabs in Assam conducted by NSDART, Mussoorie completed and the draft report shared in a workshop at SPO, DPEP, Assam on 30th March'99. The Institute has since submitted the final Report.

- A State Level Seminar On Pupils Evaluation Techniques was conducted at NIRD Campus, Guwahati and SIE Jorhat conducted the Seminar under the auspices of DPEP Assam. Altogether 33 papers on Pupils Evaluation techniques were read in the Seminar.
- A Research study on impact of DPEP interventions on Girls' Education is under taken by DPEP- Morigaon. The report is awaited.

Activities Conducted After the Visit of 10th JRM

- Four Research Studies on Low Enrolment in the DPEP Phase-I districts completed.
- A Study on Classroom transaction in DPEP and comparison of two DPEP districts is under way.
- TORs for five studies on the problems in Special Focus Group Areas are under preparation.

Activities Conducted After the Visit of 11th JRM

- State level sharing workshop on the final reports of Four Research Studies on Low Enrolment in the Phase-I districts on 2nd and 3rd May 2000.
- State level workshop on Sustainability and Mainstreaming of DPEP activities on 16th and 17th June.
- Completion of Mid Term Assessment study for six districts.
- Completion of study on "Impact of Intervention of DPEP on Community Participation".
- Draft report on Classroom transaction on DPEP. A comparison of two DPEP districts submitted.

Activities Conducted After the Visit of 12th JRM

- A comparative study on Class Transactions in the district of Darrang and Morigaon completed.
- Mid Term Assessment for six DPEP districts completed.
- Two studies on SFG area are under way.

Activities Conducted After 13th JRM

- Two studies on SFG area completed and two others are under way.
- Terminal Assessment Survey in 3 DPEP-I districts completed and preliminary findings submitted to NCERT, New Delhi

Activities conducted after the 14th Joint Review Mission:

- Draft reports of all the four studies conducted in the SFG areas submitted
- The study to find out the reasons of high drop out rate in two DPEP districts of Darrang and Goalpara instituted and the data collection stage is over.
- The Draft Report of Terminal Assessment Study submitted by the Agencies conducted and the tables have been submitted to NCERT, New Delhi for their perusal.

Activities conducted after the 15th Joint Review Mission:

- **Terminal Assessment survey in DPEP Phase-II districts including Karbi Anglong is initiated.**
- **Base Line Assessment survey for all 23 districts covering both lower and upper primary level is also initiated.**
- **Action research are presently doing by each DIET faculty members**
- **TOR for impact studies on community participation, AS/ECE interventions are planned**

Capacity Building:

- One workshop on Research Methodology has been conducted for DIET faculties & BTC instructors for five districts consisting of DPEP-I & DPEP-II (Bongaigaon, Barpeta Dhubri, Goalpara, Kokrajhar) districts conducted at Dhubri. A total of 34 faculties & instructors participated.
- At the end of the workshop, Action Research Project has been developed by the participants, which are being scrutinised and finalised for conducting Action Research Project.
- The final report of evaluation study of Moqtabs as Alternative School submitted by NSDRT, Moossurie.
- Five day training on action research and research methodology for BTC instructors of 19 BTCs of Assam held in Samaguri DIET conducted by SIE, Jorhat under the auspices of DPEP Assam. .

Activities Conducted After the Visit of 10th JRM

- The Sustainability study has been submitted to GOA and GOI. GOA has taken certain decision on the study findings.
- The report on the State Level Seminar on Pupils Evaluation Techniques held in the month of March/99 submitted by SIE Jorhat and submitted to MHRD and EdCIL TSG (RESU).
- The Mid Term Learners Assessment Survey scheduled in six DPEP districts of Assam is under way.

Activities conducted After the Visit of 11th JRM.

- Sponsoring of three Education Department Personnel for one week training on Planning at NIEPA including participation of SPO (Planning) in the said training.

Activities Conducted after 14th Joint Review Mission:

- The Principal Investigator of the study on high drop out rate has been sent to Calcutta to finalise the modalities for conducting the study in consultation with Dr. A.B.L. Srivastava, Chief consultant, Ed. CILsTSG.

Activities Conducted after 15th Joint Review Mission

- **Two days orientation of DIET faculties conducted at Sankardeva Kalashetra at Guwahati on Action research . Problems in certain broad**

areas identified for taking up in the field. The SCERT Assam conducted the orientation.

N. Documentation:

Documentation and Special Focus Group Component of DPEP, Assam has taken initiatives to document some good practices performed by districts during this year. That are-

1. Documentation of Manaha Project Cluster of Mayong Block in Morigaon district.
2. Documentation of Hanimaraghat Cluster Resource Center as well as Community Based Mini Museum and its support towards teaching-learning process of Bhurbandha block in Morigaon district.
3. Documentation of Mothers Groups and its support towards DPEP objectives with special reference to Dudhnoi & Balasara clusters of Dudhnoi Block and Rangsapara cluster of Balijana block in Goalpara district.
4. Documentation on changes in classroom practices in SFG area with special reference to Uttar Harisingha & Belguri clusters of Udalguri block in Darrang district.
5. Documentation on SFG areas of Bongaigaon district with special reference to Bongaigaon & Boitamari blocks and International boarder area of Borobazar block.
6. Documentation of Community Library of Boitamari Block in Bongaigaon district.
7. Documentation of Science Laboratory of Boitamari block in Bongaigaon district.
8. Documentation of Craft Centre jointly developed by Boitamari block and District Resource Centre, Bongaigaon district.
9. Documentation unit has given special emphasis to develop a database including the following information of AS/NFE/Moqtabs/ECE centres.
 - Name of cluster.
 - Name of block.
 - Name of VEC.
 - Name of district.
 - Name and No. of AS/NFE/Moqtabs/ECE centres.
 - Name of Siksha Mitras/Instructors/Jonabs/Malini/Saha-Malini.
 - Total number of learners class-wise.
 - Still photographs of AS/NFE/Moqtabs/ECE centres along with learners and Siksha Mitras/Instructors/Jonabs/Malini/Saha-Malini.

3. Systemic Issues:

Position of overall teachers vacancies in the districts

- On record there are no single teacher school. However EMIS data 2000-01 shows there are still 17% schools having single teacher.
- As per latest EMIS Data (2000-01) 39% of the schools are with PTR more than 40:1
- For rationalization and deployment of teachers School wise data shared with Education Department on a number of occasions followed by high level discussions/meetings for the purpose. Except Morigaon, to some extent the rationalization efforts of the state govt. could not be materialized so far

- Vacancies based on teacher pupil ratio were required to be filled up through State Govt. own funds.

Functioning of DIETs including Vacancy Position:

Diet's not yet established in Bongaigaon and Karbi Anglong Districts.

SI No	Name of DIET	Sanctioned Post	Filled up Position
1.	Kokrajhar		
	Principal	1	1
	Vice Principal	1	-
	Sr.Lecturer	6	5
	Lecturer	17	15
	Total	25	21
2.	Sonitpur (Biswantht Chariali)		
	Principal	1	-
	Vice Principal	1	1
	Sr.Lecturer	6	6
	Lecturer	17	17
	Total	25	24
3	Barpeta (Howly)		
	Principal	1	-
	Vice Principal	-	-
	Sr.Lecturer	6	1
	Lecturer	14	14
	Total	21	15
4	Dalgaon (Darrang)		
	Principal	1	-
	Vice Principal	-	-
	Sr. Lecturer	6	1
	Lecturer	14	13
	Total	21	14
5	Dudhnoi (Goalpara)		
	Principal	1	-
	Vice Principal	-	-
	Sr. Lecturer	6	3
	Lecturer	14	13
	Total	21	16
6	Golokganj (Dhubri)		
	Principal	1	-
	Vice Principal	1	1
	Sr. Lecturer	6	1
	Lecturer	17	16
	Total	25	18
7	Morigaon		
	Principal	1	-
	Vice Principal	1	1
	Sr. Lecturer	6	1
	Lecturer	17	16
	Total	25	18

Functioning of SCERT including vacancy position

SCERT building has been completed and the SCERT including some of its branches have been shifted to the new building. A part of the building is also occupied by DPEP Assam as per the decision of the GOA. The shortage of staff in SCERT has been met through placement of Consultants.

Functioning of SIEMAT including vacancy position. ASSAM

SIEMAT is to be set up at Guwahati. The construction of SIEMAT building could not be started as the Project Board of DPEP did not agree on the construction ..

SIEMAT has been envisaged to be developed as an independent institution in Assam to look after the Educational Management and Training in the elementary sector. The present status of the institution is as follows:

- *Decision taken to shift SEIMAT from Jorhat to Guwahati.*
- *Site for construction finalized at SCERT Campus, Guwahati.*
- *Modalities and status being finalized with Government of Assam.*
- *Process of Appointment of Staff initiated.*
- *SPO Staff providing support to planning and management activities; trained in micro planning and school mapping, data analysis and interpretation, project and annual plan preparation.*
- *Training's of HMs, BEEOs / SIs on Supervision and inspection and on school mapping and micro-planning for project staff.*
- *Construction to start soon.*
- *The mode of selection of personnel of SIEMAT is yet to be decided. Independent consultancies to be arranged till formal appointments are made.*

Status of SIEMT as on 31st December 2001 ASSAM

- As per decision of the Executive Committee, posts are to be filled up taking personnel from Govt. however, till date nomination has not been received from GOA. Officials of DPEP on a part time basis presently man the post of Lecturer, Training Co-ordinator and LDA.
- The site for construction of building for the Institute (SIEMAT) has been finalised near to the SCERT building at Kahilipara. An amount of Rs. 99 lacs has been kept under AWP&B 1999-2000 for construction of the building.
- Two planning meeting and two EC meeting held
- As per decision of EC the work for preparation of Institutional Development Plan of SIEMAT has been assigned to an individual consultant.
- Draft Report of Institutional Development Plan of SIEMAT has been submitted by the Consultant and shared with all the EC Members.
- Draft Report of Institutional Development Plan of SIEMAT sent to NIEPA for comments, which are yet to be received.
- EC Meeting to considered the Draft Report would be organised shortly on received of comments from NIEPA and EC Members.
- Despite several reminders NIEPA has sent the comments and EC approved the report

- Two day orientation programme for DEEOs and ISs Planned

4. Position regarding DPEP experiences impacting the overall system.

- State Government has taken a decision to introduce the revised textbooks developed under DPEP in the entire States. It has also been decided to set up DLRG/BLRGs in the non-DPEP districts also through State Government funding.
- DLRG & BLRG as in DPEP has been constituted in all non-DPEP districts by SCERT
- **The House to House Survey, School Mapping and Micro planning exercise have been conducted in all the non –DPEP districts as a part of the pre-Project activities of Sarva Siksha Abhiyan.**

Recent initiatives for impacting the overall system:

a) Formation of Academic Core group at various level:

Pedagogical renewal process has been initiated in all DPEP states including Assam and over the last 6 years interventions have been made in textbooks, curriculum, teacher training and material development. This resulted in a shift from the traditional mode lecture based teaching to a more exploratory and activity based approach. Lots of interesting innovations have taken place inside the classroom in specific areas like teaching learning materials, lesson planning, classroom organization, project works etc.. Increased attention has also been paid towards school based planning and management with greater involvement of community. This renewal effort has been basically supported by BRCs and CRCs.

However, in spite of the serious efforts made towards popularisation and adoption of innovative practices in all the schools under the programme, only a limited number of schools can claim a significant result. A need was felt for a more intensive and integrated supervision strategy with full involvement of educational institutions like Block Elementary education Officers(BEEOs), Sub-Inspector of Schools(Sis)etc. DPEP has worked largely through BRC and CRC coordinators in the quality improvement effort. Often the Deputy Inspector of schools(DIs)/BEEO/Sis have felt left out of the process. This has allowed the mainstream education system to remain aloof and also at times oppose some of the practices being performed by DPEP.

To bridge this gap and to positively utilise the strength and influence of educational administrators , we have now launched an ambitious programme of getting the DPEP resource centre coordinators , DIET faculty members and educational administrators together at all levels in a joint quality improvement effort(beginning Febryary,2002).

The Block Level Academic Core Group(BACG) includes one lecturer of the DIET of the district, concerned BEEO, SIs working under him, the BRC coordinator, Block VEC forum president and some selected CRCCs of the block. The core Group sub-divides the whole block into Zones and one SI of school is the in -charge of one

Zone. This team attend the Block level CRCCs meet and chalk out a monthly plan for monitoring and support in the block,

The District Academic Core Group(DACG) comprises of the District Project Coordinator, the District Elementary Education Officer, the BEEOs, Principal DIET, BRCCs and SI of Schools. They are to monitor and review block wise progress. This is the apex body as far as the district is concerned which ensures the support to hardest to reach schools, timely holding of meeting at sub-district levels etc. and research work for quality improvement.

An attempt has also been made to introduce some result orientation in the working of DIETs. and now each and every DIET faculty member has been made responsible to develop at least one school as a Model school.

The BEEOs, SIs, DIET faculty, BRCC, CRCC have each adopted a school to try out the classroom inputs and support teachers in school improvement. Also each DIET faculty member is placed as in-charge of the quality improvement forum of one block of the district.

At the State Level the State Academic Core Group(SACG) headed by the Mission Director and conducted by the SCERT is the apex group which review the functioning of DACG & BACG and also takes up academic tasks on its own. It has representatives from Directorate of Elementary and Secondary Education in addition to DPEP and SCERT.

It is hoped that the functioning of Academic Core Groups will have an impact in the whole pedagogical renewal process in the districts under DPEP Assam by introducing various elements like learning corner, daily lesson planning, community interaction, student government etc.

b) Streamlining the functioning of State Council of Educational Research & Training:

The SCERT which had not been playing a very active role in the entire quality improvement effort is now geared up to implement an ambitious work plan for the current year. This includes:

- Constitution of an Advisory committee for preparation of new textbook for Class-IV which includes the preparation of unit plan along with specific instruction and guidelines for development of textbook. Total 4 textbooks in different subjects are being prepared; An editorial Board with eminent educationist is also constituted.
- Review of the textbook for Class-I and II ;
- Adaptation of Textbooks for Class-I to IV in Bengali, Bodo, Monipuri and Hindi language;
- Review and restructuring the Teacher education curriculum for 1 year In service primary teacher educator, 2 year Pre Service Teacher educators, orientation of instructors of teacher education institutions like DIET/BTCs;
- Development of Bridge course Curriculum, materials and training strategy;;

- Teacher training in Summer Institute for Upper primary teachers; Science, Mathematics, & English;
- Information technology courses.,

Innovation

- A Core group for cost Effective Technology has been formed for Civil Works
- Cost effective design for different types of school building, BRC, CRC, Toilet etc. received from different consultants. The core group selected the appropriate designs and implementation of the same with a fare degree of success and replication.
- Resource mapping for building materials and labour through consultant under Innovation head.
- The findings of resource mapping helped for preparing site-specific estimates for repairing and other purposes and in utilisation of local building materials and labour.
- Construction of proto-type innovative school building under taken at Goalpara.
- Different types of child friendly elements like joyful chalk board, multi-purpose ledges, out door teaching place with wall board, children wise low height chalk board below window sill around the inside walls, inclining hump, platforms surrounding available big trees etc. were incorporated into the innovative designs and implemented in most of the works.
- Provision for door widening and ramps for disabled children in new schools and repairs.
- Engagement of Science Volunteers to popularise Science at primary level
- Development two pictorial Story Books and colourful wall magazine for schools.
- Setting up of 3-4 experimental clusters based on the experience of Columbia.
- Mail Boxes at Schools.
- Publishing of colourful wallpapers for schools.
- Model School
 - Development of one school as a model in a cluster. This school is Judged against a set of performance indicators and is used as a norm setter for other neighbouring schools; In the monthly CRC level teacher meet; the performance of other schools are compared with this model school and action has been initiated to bring about the changed designed.*
- Flexible routine:
 - This routine has been designed to make children participate in the actual Classroom planning irrespective of multi grade & unitary teaching situations.*
- Project Cluster
 - Besides of taking the district as the broader unit of implementation of the programme, the cluster has been conceived as the unit of implementation of action of the entire intervention. This is a lab for all experimentation being undertaken in the programme.*
- Science Laboratory
- Friend school

The neighbouring schools come into bond where mutual sharing of all interesting activities done by the schools is systematically organized. The activities of student government's of different schools are shared. The students contribute for the development of low cost school library by providing local stories; songs; episodes; historical & cultural themes etc.

- **Working Tables:**

Instead of existing benches & desk: working tables have been prepared in many schools to facilitate co-operative learning. The different types of low cost working tables are being designed and prepared from bamboo; timbers etc

- **Siksha Sevika Programme in 10 low female literacy rate districts**

- **Guest of the Month:**

*For proper utilization of library books and growing reading habit (self & group reading habit) among the children, DPEP Bongaigaon has taken initiatives to introduce a new programme called '**Guest of the Month**' in Bongaigaon block. In every fourth Saturday of month, a session on library books is kept in the school schedule. The VEC president himself conducts the session. Before issuing the library books to children, he selects some books for that day. He gives a brief introduction on each and every book with a few words on author of the book. This whole exercise gives an additional colour. The children get a chance to know the content, and to select the book of their choice. In addition to it, he too speaks on a particular book and asked to share the zest of the book the children had gone through in the previous month. The young ones who could not read too get a scope see the illustrations of the books and discuss with in their small groups what ever they found in illustrations. Even some times, they co-relate some of those pictures with their own life. In fact, all these have an indirect as well as direct relation with language and personality development.*

- **Mobile Library:**

*During the month of July this year, a programme of **Mobile Library** implemented in the villages under Bhurbandha BRC in Morigaon district. The CRCC and teachers visits village to village and displayed books at the premise of Namghar or school. Generally, the books are brought from the school library of the nearest schools. Books from CRC and BRC were also used. Villagers are invited to see and read the books there for around 2/3 hours. Most of the participants were women. They come to read books inspite of their though schedule of agriculture and household works. Interested readers were allowed to borrow the books to read in home. Women gathering in some house and reading the book titled '**Where there is no doctor**' (Assamese) was a regular sight in the villages.*

The objectives of the programme were-

- *For proper utilization of library of village school and CRC.*
- *To help the villager in developing reading habit.*
- *To make the villager aware about the role of school and CRC library.*
- *To help in forming reading habit in students.*

The same programme is replicated in Dhubri, Sonitpur and Goalpara districts also.

5. Concerns

- Delay in obtaining approval of State Government on Sustainability Plan.
- Non-rationalization of teachers posting.
- A large number of activities planned under the Annual Work Plan & Budget 2001-02 could not be done due to paucity of fund .There was delay in release of fund from the State government and the consequent delay by the Central Government.. The first instalment of the central share has been received in September, 2001 while the second has been received in January, 2002. The State Government released a portion of its share only in the fag end of February, 2002. The civil works programme has also suffered due to non receipt of fund in due time. However, after receipt of the fund during January-February, 2002, activities are being implemented in full swing.
- **The delay in finalising decisions by the Govt. on rationalisation of teachers and other reforms in ands around school hinders progress of the programme.**

BIHAR

Total No. of Districts in the State	:	37
Total No. of Educational Districts under DPEP	:	11
Total No. of Revenue Districts under DPEP	:	20
Total No. of DLOs in DPEP	:	11

NB: DLOs are in Education's districts.

There are in all 20 Revenue districts in 11 Educational districts.

Period of Project (DPEP-III) : October, 1997 to September, 2003

Extension upto September, 2005 has been requested, which is under active consideration of GOI and WB.

A: Project Structure: (Rs in Lakh)

Districts Covered	EFC Approved Project Cost	AWP&B for 2002-2003	Expenditure in the current financial year 2002-2003	Cumulative Expenditure form 1997 to 30-09-2002.
1. Bhagalpur	4000.00	944.363	203.37	1775.81
2. Bhojpur	3719.32	1394.444	224.44	1941.82
3. Darbhanga	3586.01	1398.693	113.91	918.87
4. Gaya	3928.93	1378.023	175.58	1658.19
5. Munger	4000.00	1223.210	150.43	1313.13
6. Muzafferpur	3247.64	913.855	129.23	1784.08
7. Purnea	4000.00	1056.274	139.78	1595.63
8. Rohtas	3707.91	1047.934	98.04	1679.69
9. Sitamarhi	3280.67	978.550	978.55	1477.15
10. Vaishali	3673.01	1339.914	120.47	1083.43
11. West Champaran	3589.50	1085.471	207.18	1463.10
12. State Component	2802.35	488.356	77.24	1862.98
Total =	43535.33	13249.357	2071.37	18607.23

B: Vacancies Position in SPO & DPOS

	Sanctioned	No. Filled	Vacant
SPO(SLO)	46	36	10 *
DPOs(DLOs)	432	262	170 *
BRCCs	151	151(o)	X
CRCCs	1895	1895(x)	

(o) BEEOs are ex-officio BRCCs.

(x) Regular Teachers are deputed as CRCC ex-officio.

* These project posts are vacant for the last 37 months because of court case pending in the Hon'ble High Court on point of reservation.

C: Functioning of General Council / Executive Committee of BSPP (SIS)

- General Council (GC) is in position and fully functional. Last meeting of the GC was held on 19.04.2002 under the chairmanship of Dr. Ram Chandra Purvey, Hon'ble Education Minister, Government of Bihar.
- Executive Committee (EC) of the BSPP is also in position and fully functional. Last meeting of the EC was held on 26.08.2002. EC has been meeting at regular quarters.

D: Submission of Annual Report & Audited Accounts:

The Annual Report & Audited Accounts for the year 2000-2001 has already been approved by the CG and sent to DPEP Bureau, MHRD: GOI, New Delhi.

The Audited Accounts for the year 2001-2002 has already been sent to MHRD, GOI, New Delhi.

E: Utilisation Certificate:

Utilisation Certificate UC) upto 03/2002 has been submitted to GOI.

F. Expenditure :

1. Total Planned during the year 2002-2002 : Rs 13249.357 Lakh
2. Total Fund allotted during 2002-2003 upto August-2002 : Rs 4582.97 Lakh
3. Cumulative Expenditure from April-2002 to September-2002 : Rs 2071.37 Lakh

Sl no	Month	Cumulative Expenditure
1	April-2002	Rs 168.93 Lakh
2	May-2002	Rs 388.53 Lakh
3	June-2002	Rs 681.17 Lakh
4	July-2002	Rs 956.20 lakh
5	August-2002	Rs 1400.30 Lakh
6	September-2002	Rs 2071.37 Lakh

- Expenditure against AWP&B works out to 16%
- Expenditure against funds allotted comes to 47%

G. Whether 15% share Contributed by the State Government.

Rs in Lakh

Year	GOI Release	State share due	State share released	Remarks
1997-98	2717.95	480.05	480.05	
1998-99	1094.00	1500.00	1500.00	Received in next financial year
1999-2000	4000.00	1347.00	1347.00	
2000-2001	2800.00	705.85	705.85	Received in next financial year
2001-2002	5770.00	800.00	800.00	
2002-2003	4400.00			Not due

II. Claim Submitted/ Disbursement:

1. Claim submitted :	Rs 1262.985 Lakh
2. Claim Allowed :	Rs 842.5445 Lakh
3. Claim Disallowed	Rs. Nil

Month Wise Amount Claimed. Rs in Lakh

Month	Grand total
April -2002	0.95
May-2002	185.38
June-2002	309.56
July-2002	232.61
August	394.97
September-2002*	658.05
Total amount claimed	1921.03
Total Disbursement	842.54

Note: * Disbursement awaited from GOI.

Status on ALS

Coverage	Total AS Centres opened – 2975 (Apna - 1354 & Angana – 1621)
Current Status	Running AS Centres 2201 (Apna – 973 & Angana – 1128)
Proposed upto AWPB 2000-2001	<ol style="list-style-type: none"> Apna Vidyalayas in small habitations situated in remote inaccessible areas, and for working/dropout/out of school children of 6 to 11 yrs age group. Angana Vidyalaya for 9+girls (dropouts as well as first generation learners) on the pattern of Jagaji centres of Mahila Samakhya programme.
Total children covered through AS	Approx. 57804
Administrative Arrangements	
Appointment of AS coordinator (State and district)	AS coordinator at state & district levels in place.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG & DRG constituted.
Visioning & strategy building workshop	<ul style="list-style-type: none"> Completed.
Issue of Equivalence	<ul style="list-style-type: none"> For 9+girls Children of SC/ST children not going to school as school is more than 1 km away. Children helping their parents or engaged in child labour. Dropouts & highly marginalised children. Children of schoolless habitation. Working children and children of migrant class.
Profile of the group	
Duration of the programme	<ol style="list-style-type: none"> 2 yrs (for 9+ age group children.) 3 yrs (for 6-8 yrs. age group children.) In four semesters.
School hours	<ol style="list-style-type: none"> 3 hours (Apna) 3 hours (Angana) Mata Samittee to decide schools timings.

No. of learners per centre	i. 15-25 (Apna) ii. 15-25 (Angana)
Teacher qualification	i. Min. 8 th pass women (Mostly belonging to the disadvantaged section).
Honorarium	Rs. 700/- (Apna) per month
Training Duration	i. 30 days Induction Training ii. 3 days recurrent training after every 3 months iii. 10 days refresher training before every subsequent semester. iv. 10 days training to MTs v. 10 days training to ASRGs vi. Monthly reflections.
Expenditure Per School/Per year (Rs)	i. Rs. 9250 (in the first year) ii. Rs. 7650 (in the following year)
Expenditure/child/year (Rs)	i. Rs. 462 (in the first year) ii. Rs. 382 (in the following year)
Academic Support	By Academic Support-cum-Resource Groups (ASRGs) for every 5 to 10 centres as the case may be, provision for one ASRG has been made. The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections.
Honorarium of Supervisors	Rs. 1000/- per month
Material used	i. Curriculum developed for AS ii. Books developed for semester (I) in Language, Mathematics and EVS printed & distributed. iii. Books developed for semester (II) in Language, Mathematics and EVS printed & distributed. Books developed for Semester-III in Language, Maths & EVS printed & distributed. iv. The Books so developed for Semester-I & II have been revised after first trialling on the ALS centres and through rigorous participatory workshops. v. Books developed for Semester-III in Language, Maths and EVS distributed. vi. Additional reading writing material has been developed for Angna schools. vii. Books for Semester-IV in Language, Maths & EVS distributed.
Collaboration with NGOs	<ul style="list-style-type: none"> • Mata Samitees fully involved in running the schools. • In material development, collaboration with individuals drawn from NGOs.
TLMs	<ul style="list-style-type: none"> • No separate TLM grant given to the instructors. During training of the instructors, lots of TLMs are prepared and carried by instructors to the AS schools. All learners are provided with free textbooks, slate pencils and copies with a cotton bag.
Internal evaluation	<ul style="list-style-type: none"> • Concurrent evaluation of the programme through in-house State Evaluation Team undertaken. The report shared with the districts, SCERT, instructors & ASRGs.
Pupil's evaluation	<ul style="list-style-type: none"> • At the end of every Semester pupil's evaluation for all the learners are conducted at the district level and report shared is with the parents. Achievement level of most of the children found quite encouraging.
Process of phasing out started	<ul style="list-style-type: none"> • AS Centres which have completed the 3 years duration are under the process of phasing out. 775 centres have been phased out up to 31.08.2002.
Mainstreaming	<ul style="list-style-type: none"> • Collective efforts by ASRG, Instructors and Mata Samiti is being made with the help of VEC to mainstream the AS Children in different classes of nearby Primary/Middle schools.

	<p>8731 children have been mainstreamed up to 31.08.2002 from AS.</p> <ul style="list-style-type: none"> • Monitoring of mainstreamed children being done by the Mata Samiti, VEC members, Instructors & ASRG's with the help of DLO personnel. • Test Check on pilot basis to study due achievement level of children coming from AS to Primary Formal Schools has been conducted in every district and report shared at State/ District/ Cluster level.
Tagging AS to PFS	<ul style="list-style-type: none"> • All AS Centres have been tagged with due hereby Primary Formal Schools/ Middle School and the teacher of the tagged Primary School/ Middle School is playing the role of Mentor/ Guide to AS.

Status Report on BRC/CRC

Status staffing	<ul style="list-style-type: none"> • 466 BRC-RPs identified and in place @ 3 per centre. The BRC-RPs are school teachers. The BEEO/REO is the BRC co-ordinator. The CRCCs are in place. They are also teachers.
Selection procedure & Orientation	<ul style="list-style-type: none"> • 10-15 good primary school teachers were identified for each BRC through a rigorous shortlisting process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were shortlisted to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers. • The training of CRC coordinators initiated in the districts. 1895 CRCCs have been trained. • The BRC resource persons and CRC coordinators are deputed for one year and thereafter return back to schools. However, new entrants who are selected and trained as per the procedure outlined above replace them. • BRC-RPs are being imparted 5 days re-current training by SCERT.

Status on Research & Evaluation

1. Organization & Management (i) Staffing	<ul style="list-style-type: none"> • Two State Resource Persons in place in SPO.
(ii) Other Institutions Role	<ul style="list-style-type: none"> • SIEMAT, SCERT and Research Institutions are involved in Evaluation. • State Evaluation Team constituted and trained. The NIRD, Hyderabad provided resource support for the training of SET members.
(iii) Advisory Group	<ul style="list-style-type: none"> • State Resource Group in place. Further widening of SRG net is in process.
2. Action Research Programmes (i) Operational Levels and Status	<ul style="list-style-type: none"> • Action research training conducted for district level. • State level Action Research Group formed and trained. • District level Action Research Group formed & trained.
3. Promotion of Research in Primary Education (i) Strategy	<ul style="list-style-type: none"> • 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.
(ii) Studies Completed by State Level	<ul style="list-style-type: none"> • 8 studies (including baseline) completed. 4 studies planned in current year of which is in progress .

<p>(iii) Areas in Focus for the Current Year</p>	<ul style="list-style-type: none"> • BAS & MAS completed. (i) Study on culture & process from Gender Perspective. (ii) Dynamics of Grade-I Enrolment (iii) Cohort Dropout. (iv) Dynamics of grade I enrolment. (v) Grade repetition. (vi) Pupil's evaluation in the current year. (vii) Evaluation of different Component by External Agency. (viii) SIEMAT has separate agenda for research. (ix) Research based on the findings of EMIS Data. (x) Preparation of Districtwise State Level Report based on Project Objectives.
<p>4. Impact Assessment (i) Strategy</p>	<ul style="list-style-type: none"> • TOR for all components cleared by MHRD. • State Level Evaluation teams formed. • Matter for advertisement ready. • Formats for EOI and RFP ready.
<p>(ii) Evaluations Planned /being Undertaken</p>	<ul style="list-style-type: none"> • MLL evaluation (1998) completed. • MLL evaluation (1999) completed. • External evaluation of MS complete • Programme evaluation by external agencies initiated • Pupil's evaluation plan in various stages of implementation in the district. • Internal evaluation of MS completed. • Evaluation of Programmes by State Evaluation team of 3 components completed. • Programme Evaluation by External Agencies to be taken up. TOR for each component prepared separately & approved by MHRD. • A study of classroom culture and Processes from gender perspective: Data Collection complete, coding complete. Software from MHRD awaited for computer entry of data. • Componentwise assessment and evaluation of the district performance from the point of view of physical & financial achievements being done. • SET report-shared with the districts. • A study on Dynamics of Grade-I enrolment is being taken up. TOR for this study send to MHRD for clearance. • A study on Cohort Dropout has been initiated. • Format developed for Quality Monitoring of Formal Schools. Pilot running of the format is being done. • Development of Format for Quality Monitoring of AS centres in process. • 1st phase workshop organised with the World Bank representatives & DPCs on Monitoring of the programme.
<p>5. Networking</p>	<ul style="list-style-type: none"> • Has a network with R&E institutions. Efforts made for widening the same. • Universities and Educational Institutes are being contacted.
<p>6. Mid-Term Assessment Study</p>	<ul style="list-style-type: none"> • Draft Report of MAS shared with district functionaries.
<p>7. Sustainability Study</p>	<p>To be taken up by GOB.</p>

Status on SIEMAT

<p>Nature of Institution</p>	<ul style="list-style-type: none"> • SIEMAT is a unit located in the SCERT. • The Director of SCERT is also Director of SIEMAT, but SIEMAT is a separate unit with functional autonomy. • Addl. Director, SIEMAT assists Director, SIEMAT in the management of the programmes. • The BEP-SLO and SIEMAT work in close coordination.
<p>Date of Establishment</p>	<p>2nd October 1997.</p>
<p>Appointment of Director and date of appointment</p>	<p>Director, SCERT works as Director, SIEMAT. However, Addl. Director, SIEMAT is vacant since 13.11.2001. The Officer of SCERT is functioning Additional Director, SIEMAT</p>
<p>Proposed staff structure</p>	<p>21 (Excluding Director)</p>
<p>Staff in position</p>	<ul style="list-style-type: none"> • Academic. <ul style="list-style-type: none"> • Addl. Director – 0 (Acting Additional Director is functioning) • Lecturer – 1 • Research Associate – 1 • Non-Academic – 7
<p>Activities.</p>	<ul style="list-style-type: none"> • All five-research studies are complete. Two more Research studies on BRCC, CRC, DIET inter linkages and on “Enrolment & Cohort” have been undertaken. • First round Training programmes of educational administrators of the project districts completed. Second round training programme begun, 8 training programmes are completed. Three Training programme. On ‘Plan Preparation’ were completed. Total 30 training programmes & 825 personnel trained. • DSEs & DEO of Project & Non Project districts imparted training. • Publication of regular quarterly magazine “SIEMAT SAMVAD”. • Training equipment’s such as computers, OHP, slide projectors etc. procured & furnishing of computer room completed. Second round purchases of two computers AND Training Hall equipment is in progress. • Two national seminars organised. • Capacity building of faculty at NRRC, NIEPA, NCERT, Ed-CIL & U.P. SIEMAT, Allahabad were done. • Two books published. • SIEMAT involved in AWP&B preparation and Appraisal of 2002-2003. • SIEMAT involved in different workshops organised by Education Department, GOB. • SIEMAT also involved in SCERT Activities.

Status on Gender Interventions

<p>Staffing Position State Gender Co-ordinator District Gender Co-ordinator</p>	<ul style="list-style-type: none"> • State Gender Coordinator in place. • Separate ECE Coordinator in SPO in place. • ECE/Gender Coordinator in DPO in place.
<p><u>Resource Groups</u> (Gender & ECE)</p>	<ul style="list-style-type: none"> • State and district resource groups under Mahila Samakhya formed and functional. • MS being an integral part of the BSPP. Highly motivated state and district core teams of MS in place. • SRG and DRG for ECE constituted. • Monitoring of Girls' Education is selected BRC with the help of trained Sanyojikas.
<p>Community mobilization Material Development</p>	<ul style="list-style-type: none"> • 'Munia Beti Padhti Jaye' audio Cassettes developed • Quarterly newsletter being published regularly.. • Audio & videocassettes on gender developed/disseminated. • Munia Beti Campaign materials (calendar) developed/disseminated.
<p>Interaction at sub-district level</p>	<ul style="list-style-type: none"> • Under MS , 1890 Mahila samoohs in villages functional. • Prabhat Pheris, Padyatras Bal Melas and Ma-Beti Mela at block and district level. • One block in each project district selected for focus gender interventions. • Jagjagi /Bal Jagjagi centres. • MSK at 6 places.
<p>VEC</p>	<ul style="list-style-type: none"> • Women constitute one third of VEC members. The total membership of a VEC 15/21 and the women constitute 5/7 of the same. • One post of chairperson/vice-chairperson of the VECs earmarked for the women. • In the Orientation training, VECs women members take active part. • In the professional training of VECs atleast two women members from each VEC are being imparted training. • The State Govt. has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VEC will be constituted as per this act.
<p>Community Participation</p>	<ul style="list-style-type: none"> • The management of Apna/Angana Vidyalayas rest with mothers committees. • Community providing local resources for preparation of TLMs at ECE centres at number of places. • The management of ECE centres opened under the project rest with the mothers committee.
<p>Pedagogy Training of academic staff</p>	<ul style="list-style-type: none"> • Gender sensitization training imparted to teachers/programme personnel. • Gender sensitization forms part of all training modules. • 971 Jagjagi teachers trained. • 1220 female ALS instructors/220 ECE instructors trained.

<p>Teacher Support Material</p> <p>Workshops/Seminars etc.</p>	<ul style="list-style-type: none"> • 16 MLL based textbooks developed in which gender issues have been properly addressed. • Book on TLM by the name “ Sikhana Ashan Hai” developed which addresses gender issues effectively. • Training modules of BRC resource persons, teachers, VECs, educational administrators and CRC coordinators also include orientation on gender sensitization. • A national seminar on UPE organised, special emphasis was given to gender issues in the said seminar. • A special women issue of SPO quarterly magazine “BEP Ahwan” and “Halchal” newsletter has been brought out. The issue addresses girls education & women empowerment issues.
<p>Textbooks</p>	<ul style="list-style-type: none"> • Gender issues addressed in the revised curriculum and textbooks of primary, formal schools and ALS schooling modalities.
<p>Capacity building Preparation of Gender training module.</p> <p>Sensitization programmes for DPEP personnel.</p>	<ul style="list-style-type: none"> • All SPO, DPO and Programme Personnel imparted professional training in which gender sensitization is an integrated part. • Training modules developed <ul style="list-style-type: none"> → ECE/AW workers → ECE programme personnel/ICDS Supervisors/AWTC instructors/ICDS helpers → Mata Samittees → Jagjagi teachers → Sahyoginis → Sanyojikas.
<p>Networking</p>	<ul style="list-style-type: none"> • Close linkages with MS/NGOs/ Anganwadi/AWTC.
<p>Mahila Samakhya</p>	<ul style="list-style-type: none"> • Close operational linkages
<p>Innovation.</p>	<ul style="list-style-type: none"> • ‘Friendship Camp’ was organized at State Level for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organized. • EMIS captures data on girls enrolment. • The girls enrolment in ALS modalities being monitored . • The textbook distribution among girl children being monitored through revised PMIS format. • Mahila Diwas i.e. Women’s Day, Balika Diwas i.e. Girls’ Day organised in all the project districts in which thousands of women participated and debated on the gender issues. • Mahila Shikshan Kendras for adolescent girls.
<p>Alternative Schooling</p>	<ul style="list-style-type: none"> • Special modules for Angana Vidyalaya for 9+girls – modeled after Jagjaggi of MS. • Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samitees. • 1022 Angana vidyalaya for the 9+girls – Dropouts as well as illiterates opened so far.
<p>Research Evaluation</p>	<ul style="list-style-type: none"> • Study on problems in education of Muslim girls completed.

Status on Community Mobilization & VEC Interventions

Administrative arrangements	<ul style="list-style-type: none"> • Media/Community Mobilization coordinator in place at SLO and DLOS. • Core team on Community Mobilization, VEC/ VSS functional in every DLO. • SRG/DRG formed.
Community Mobilization Material Development	<ul style="list-style-type: none"> • Posters/pamphlets/Banners/calenders developed in every DLO/SLO being made. • Booklets/Brochures on DPEP published & distributed. • Following materials have already been developed; <ul style="list-style-type: none"> A. Books <ul style="list-style-type: none"> • Village Education Committee – concept, process of formation training of Utprerak • Microplanning – concept process, etc. • Village Education Committee members training module • Microplanning Training Module • Microplanning Operational Manual • Lok Chetna – Concept, process etc. • Lok Chetna – Training Module • PRI Members Training Module • SANKALP – Training Module B. Audio Cassettes <ul style="list-style-type: none"> • Audio Cassettes of Abhiyan Geet for environment building • Audio Cassettes of Muniya Beti Padhati Jaye Campaign • Audio Cassettes of Shiksha Geet Mala for environment building • Audio Cassette on Women Economic Empowerment. • Audio Cassettes of Shiksha Geet Mala in Maithali, Magahi. C. Plays <ul style="list-style-type: none"> • 4 plays developed, printed and distributed • 1. Eke Upai (Bhojpuri) • 2. Jabhi Jagi Tabhi Bhor • 3. Ghar-Ghar Alakh Jagayenge (Magahi) • 4. Durangi Nitiya (Angika) • Another 38 plays developed and are under production. D. Booklets/Brochures/Pamphlets: <ul style="list-style-type: none"> • On different issues developed and distributed. • Material for capacity building through Distance mode developed & distributed in different collegial languages. E. Video Film <ul style="list-style-type: none"> • On Teacher Training (Hum Honge Kamyab) • Alternative Schools/ECE (Nai Dagar) • Civil Works (Neer Ka Nirman) • Community mobilisation (Log Mere Gaon Ke) • ECE (Ankur) • Each of 30 minutes, developed. DD, Patna telecasted once. F. Magazine <ul style="list-style-type: none"> • Magazine “BEP Ahwan” released every quarter at SLO level. Newsletters published by Munger, Muzaffarpur, Gaya, Rohtas & Bhojpur districts so far. G. Campaign and other mobilisation Activities <ul style="list-style-type: none"> • Enrolment Drives/ Bal Mela/ Maa-Beti Mela/ Shiksha Mahotsav'2002 • Wall writings • Nukkad Natakas in Plays

	<ul style="list-style-type: none"> • Theatre Workshop for capacity building of cultural groups • Environment building and mobilisation activities with VEC formation, Orientation and Microplanning activities.
Campaign and other mobilisational activities	<ul style="list-style-type: none"> • Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises. • Munia Beti campaign launched. • Wall writings, Padyatras, Bal Melas,, women's meet, sports-meet, Ma-Beti Mela, Audit-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • State level Bal Mela organized. • State level Maa-Beti Mela organized/bal melas at district and sub-district level organised. • State level Balika Mela organized. • Praveshotsavas organized in every district. • Jhankhis on UPE being put up on on the occasion of Republic Day/Independence Day celebrations at the state and district levels. • A National Seminar on UPE organized. • A State level conference on Sarva Shiksha Abhiyan organized. • Mahila Day organized at DLO level. • Innovative wall paintings done in Bhagalpur district. • Kala Jathas formed in Gaya, Bhojpur, Muzaffarpur, Rohtas, West Champaran, Sitamarhi, Vaishali , Darbhanga, Bhagalpur, Munger & Purnea districts. • One day Orientation 5 days training of VECs, Lok Chetna, Quarterly Reflection of VEC President and Secretary at block level, 1 day training of PRI Members, 1 day training (Workshop) of Mukhiyas being organised in all districts. • 2 days training of Community Leaders.
Community Participation /Community Organizations	<ul style="list-style-type: none"> • All VECs constituted/Reconstituted through a well-orchestrated & process-oriented mobilization campaign in all districts. The campaign is process-based in which community is at the fore. • VECs motivated to run schools during teachers strike in Bihar. • Mata Samitees formed to run ALS & ECE centres. In fact, DPEP is facilitator, & Mata Samitees are the de-facto agencies to run ALS/ECE. • Community providing resource support at grass root levels. • Village committees are constructed under "Bihar State VSS, Act 2000"
Empowering Community Organization (VEC, MTA, PTA, Panchayats etc. Materials development)	<ul style="list-style-type: none"> • Training modules for VEC & Micro-Planning developed. • Training module on community construction process developed. • Training module for mata samitis developed • Training Module for PRI Members developed.
Orientation Training/workshops for Community Organization	<ul style="list-style-type: none"> • Workshops to monitor progress of VEC formation organised at different levels. • One-day orientation to newly constituted/re-constituted VECs organized. • Five days training to VEC members initiated. • 1 day training to RPI Members initiated • Quarterly Reflections of VEC President and Secretary at block level organised • 1-day orientation training (workshop) to Mukhiyas initiated.
Orientation Training / workshop provided for staff Master Trainers	<ul style="list-style-type: none"> • Qtly. State level Resource Persons Training Programme for VECs organised. • State Level Workshop on different strategies of VEC formation and its implementation by DLOs organized.

Civil Works

Progress report of Civil Works under Bihar Education Project & DPEP
During 1996-97, 1997-98, 1998-99, 1999-2000, 2000-2001, 2001-02

Under BEP			Under DPEP			
Type of building	Nos. of scheme taken up	Nos. of completed scheme	Transition into DPEP	Scheme planned	Completed	Total in progress
Cluster Resource Centre	355	333	22	1104	831	275
Additional class room	292	268	24	1652	598	537
New school building				1538	148	335
Buildingless school building	0	0	0	443	106	245
Block Resource Centre	7	6	1	139 + 6 PTEC	115	16 + 1 PTEC
Total	654	607	47	4882	1798	1409

Status on Early Childhood Education

Staffing Position State ECE Co-ordinator District ECE Co-ordinator	<ul style="list-style-type: none"> • In Place • In place.
Resource Groups	<ul style="list-style-type: none"> • State Resource Group and District Resource group constituted.
Interaction at village level.	<ul style="list-style-type: none"> • Campaign for opening of ECE centre. • Campaign for formation of Mata Samiti. • Orientation of Mata Samiti. • Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children • Monthly meeting of Mata Samiti/community.
Community Participation	<ul style="list-style-type: none"> • Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, everything is done by community/mata samiti. • Community/Mata samiti has the right to select another Didi in case she is not doing satisfactorily. • Community/Mata samiti provides waste materials for preparation of playing kit.
Capacity Building	<ul style="list-style-type: none"> • Orientation of Mata Samiti • Monthly meeting of Mata samiti • Induction training of ECE Didis/AWWS • Reflection meetings of ECE Didis • Induction training of ECE trainers • Induction training of ECE programme coordinators • Reflection meetings of ECE coordinators • AWTC/MLTC principals/instructors training • Workshop for PLM Development • Reflection meetings of SRG • Capacity building of SRG • Induction Training of ICDS Helpers
Networking	<ul style="list-style-type: none"> • Linkages with primary school, ICDS and other NGOs/programmes related with ECE.
Activities	<ul style="list-style-type: none"> • Supply of Playing kit to AW centres (Non-World Bank) and ECE centres. • Establishment of 765 ECE centres in all 11 districts. • The trainers team of ECE with specific training on Monitoring of ECE centres work as ASRG who are given Rs. 1000/- per month for 5 to 10

centres. A format is evolved for the same.

- Reflection training of ECE trainers.
- AWTC/MLTC principals/instructors training
- Reflection Meeting of ECE programme coordinators
- Development of Helpers and Mata Samitis Training Module.
- Three Books published and distributed to AW/ECE & Baljagjagi centres namely :
 - Aao Ganyeen Geet
 - Aao Kahani Sune
 - Aao Khelien Khel
- Four Training Modules developed and are under process of printing :
 - 15 days ECE/AW/Baljagjagi Didis
 - 10 days ECE Training
 - 6 days Lady Supervisor
 - 4 days AW Helpers
 - 1 day Orientation Training Module from Mata Samiti
- 5 ECE posters developed and are in process of printing.
- Children Evaluation Card developed and in process of printing.

Status on Curriculum /Textbooks/TLM

Classes covered /Nature of material/
Development process

- 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I & II language books in Hindi, Urdu & Bangla, Class I, II,III,IV & V, Maths in Hindi, Urdu & Bangla EVS Social Science Class III and EVS Science Class-III in Hindi, Urdu & Bangla)
- Books trialled and feedback incorporated, ready to be placed before JAC: Hindi-III, Urdu-III & Bangla-III
- Manuscripts developed and sent for print and trial:
 - (i) Language Textbooks for Class-IV & V Hindi, Urdu & Bangla
 - (ii) EVS (Social Science & Natural Science) for Class IV & V in Hindi. Total 10 titles.
- Revision of curriculum is to be under taken by SCERT.
- A TLM guide for teachers by the name of "Sikhana Aasan Hai" developed, printed & distributed to every school in the project districts for use.
- The textbook development work and the teacher training are integrated activities – horizontal & vertical both.
- The teachers, trainers, writers, subject experts, community members, DRGs/SRGs and state/national level experts are involved in the development of textbooks through a process of workshops (Regional & State levels) and trials. The SCERT & Textbook Publishing Corporation is also involved in the process.

Status on IED

Activities	<ul style="list-style-type: none">• 75 IED Resource Teachers have been trained by two recognized NGOs and provided 45 days foundation training• IED coordinator at SLO/DLOs in place.• 8 blocks in each district identified to launch the programme.• Component of IED incorporated in the Ujala-II training module for general teachers.• CRCC training module has a component on IED.• 3 days training module for CRCC has been developed and all CRCC trained.• House Hold Survey work has been completed and formal categorisation is under process.• Red Cross Societies have been requested to provide aids and appliances as per requirement.• Assessment Camps & follow up camps have been organised in each project district for orthopaedically handicapped children and aids & appliances have been provided by ALIMCO.• In the year 2002-2003, it is planned to provide coverage to the entire district.
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Status on Teachers Training and Support Activities

Coverage/Rounds/Cascade	<ul style="list-style-type: none">• One round of teachers training by the name of Ujala-I imparted to all teachers. Ujala-I is a 10 days residential teacher training programme focussing children of classes I & II.• The second round of teachers training by the name of Ujala-II is being imparted to all teachers for 10 days and is near completion.• So far more than 47603 teachers imparted Ujala-II training. This module is a 10 days residential training & covers the need of students of Classes III to V.• 5 days subject specific training module of Hindi, Math and EVS (Natural Sc.) developed and training is being imparted.• Cascade model training process:-<ul style="list-style-type: none">(i) The SRG trains the BRC-RPs, who in turn train the teachers.(ii) The trainings are conducted at BRCs. Training is residential in nature.• The Ujala I & II training modules were developed through a rigorous participatory process involving teachers/trainers/SRG/DRG and textbook developers. The SCERT/DIET support was also harnessed. After the draft of module was ready, a trial of the same was conducted with empowered teachers & feedbacks were consciously obtained. The final module emerged after incorporating the feedbacks.• The focus is on the following –<ul style="list-style-type: none">(i) Motivational, aspects, attitudinal change, school management, MLL, Language, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values(ii) The methodology is participatory & activity based.• CRCC training module developed by SCERT. CRCCs being trained at district level.• A 5 days training module (content based) for BRC-RPs have been prepared by SCERT. The training has been initiated.• Regular reflection of BRC-RPs at the district level taking place.• One-day monthly reflection of teachers at CRC level.• A workshop held on monitoring of learning achievement in schools
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	was organised and follow up action started.
Status on State Resource Group and District Group	<ul style="list-style-type: none"> • Pedagogical Improvement unit at SPO is working in close association with SCERT. • Depending upon the need, resources from Universities/Institutions being tapped. There are plans to augment the unit by appointing more persons. • The DRGs are fully functional. The members participate in the regional level workshops. These include school & college teachers, NGOs, members of community etc. • BRGs/CRGs also have been formed.

Status on Micro-Planning in Bihar

Name of districts in which micro-planning is being initiated.	<ul style="list-style-type: none"> • Muzaffarpur, West Champaran, Sitamarhi, Rohtas , Bhagalpur, Bhojpur, Gaya, Munger, Vaishali, Darbhanga and Purnea.
Detailing of activities undertaken and methodology/techniques used alongwith current status in each.	<ul style="list-style-type: none"> • PRA techniques is used. DRG is constituted in every district to supervise micro-planning process, which is carried out by facilitators and animators at the village level. An in-house module on micro planning "PRASOON" developed detailing therein the concept, methodology and activities involved. A training module for the Abhipreraks/Prerak (motivators/animators) developed. • In every district sufficient number of Abhipreraks/Preraks have been trained. These trained Abhipreraks/Preraks have been engaged in Micro-Planning exercises in one or two block in every district. The preraks are drawn from VECs. • Altogether 7999 villages have been covered under Micro-Planning in 11 districts. • A new module of Micro Planning 'LOK CHETNA' has been developed in which the microplanning exercise will be completed within 5-7 days.
Agency responsible Institution/ NGO/Individual.	<ul style="list-style-type: none"> • Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak & Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC/ VSS.
State Level Workshops.	<ul style="list-style-type: none"> • State level workshop was organised at Patna (8-9 Sept. 1997, 27-30 December 1997, 17-18 January 1998 & 24-28 March, 1998.) • State level Resource Persons Training (TOT) in Micro-Planning at Patna from 12th to 16th January '99. • State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur) from 11 to 15 March '99. • State level Resource Persons training programme (TOT) at Muzaffarpur in July '99. • State Level Resource person training programme (TOT) at Dumka on December '99. • State Level Resource person training programme (TOT) at Muzaffarpur on April 2001 • Monthly Reflections with Coordinators take place at the State level.
Future Plans.	<ul style="list-style-type: none"> • Organize quarterly trainings to train the Resource Persons on Micro-Planning. • To scale-up Micro-Planning exercises in all districts. • Computerisation of data generated through Micro-Planning exercises. • Monitoring of the implementation status of the school development plan emerged at the end of Micro-Planning exercises. • Use out of school children data and data on enrolment of children in the private schools collected through micro-planning exercises for UPE.

	<ul style="list-style-type: none"> • Cross checking EMIS data with the data generated by Micro-Planning exercises. • People empowerment through Micro-Planning exercises. • Mapping for ALS modalities through micro-planning exercises.
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Status on Media

Media Activity	
Administrative Arrangement	<ul style="list-style-type: none"> • Media Coordinator in place at SLO/DLOs
Publicity material developed (Print)	<ul style="list-style-type: none"> • Pamphlets, folders, posters, newsletter, Calender published. Quarterly magazine BEP Ahwan at state level being published. • Newsletter at Bhojpur, Munger, Muzaffarpur, Gaya, and Rohtas being brought out.
Audio Video material	<ul style="list-style-type: none"> • Audio Cassettes of songs in local dialects developed; • 5 films on Civil Works, ECE, ALS, Community Mobilization and Training (PFE) developed each of 30 Minutes. • A set of 6 Audio Cassettes, on Shiksha Geet, Abhiyan Geet, Munia Beti campaign and women empowerment; A set of 2 Audio Cassettes on Shikana Geetmala developed and being used in mobilization.
Trainings and workshops	<ul style="list-style-type: none"> • Study tours to other states organized. Training module published. Theatre and music workshops for development of scripts organized. Regional Theatre workshops being organized regularly for capacity building of cultural groups at level of linguistic zones. • Four plays developed during Regional Level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in four local languages; Vajjica, Angika, Bhojpuri and Magahi. Plays in other three languages; Santhali, Maithili and Khoratha have also been developed. Another 38 plays developed and are under production.
Community Mobilization	<ul style="list-style-type: none"> • Local theatre groups identified, drawing competition for children, special campaign for IED, Jhanki on mild to moderate disability. Jhanki on education for all. Muniya Beti Padhati Jayen campaign, Padyatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized. Shiksha Mahotsav'2002 organised.
Press and Mass Media	<ul style="list-style-type: none"> • Newspapers, radio and doordarshan harnessed for media advocacy. • Success stories on BEP activities published in Newspapers. • The private T.V. channel, – Patna city news, has covered events organized under DPEP.
Networking	<ul style="list-style-type: none"> • Political parties, trade unions, NGOs, Teachers Associations Youth Clubs, NYKs established.

Status on Distance Education Programme

Activities	Progress
Planning: (a) Workshop for DEP intervention for the states for <ul style="list-style-type: none"> • Development of Perspective Plan for DEP • Finalisation of activities for the current year 	<ul style="list-style-type: none"> • Completed • Completed
(b) AWP&B proposal for 2000-2001	<ul style="list-style-type: none"> • Approved
Capacity Building <ul style="list-style-type: none"> • Development of content briefs for 	<ul style="list-style-type: none"> • Need assessment done. 24 brief prepared. • 19 Video scripts completed (Capacity Building & Development

<p>DL materials</p> <ul style="list-style-type: none"> • Training and Development Workshop for Self-Instructional Materials <p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> - Development of Prespective Plan for DEP - Finalisation of activities for the current year <p>(b) AWP&B proposed for 2000-2001</p> <p>(c) AWP&B proposal for 2001-2002</p>	<p>Workshop on Video Script Writing)</p> <ul style="list-style-type: none"> • One workshop completed, 8 Audio Scripts ready for final production. • One workshop completed for orientation of DIET Principles/Media Përsons/PIU members on Teleconferencing. Theme selection for Teleconferencing. • One workshop completed. Some videocassettes out of the available one identified for duplication and dissemination at BRC level. • 2701 VHS copies of two Video films prepared under BEP duplicated for All BRC & CRC. The distribution in progress. • MOU signed between BEP & SIET of VIDEO PRODUCTION & Telecasting of Video Programmes developed by BEP. 19 Video scripts developed by BEP have been sent to SIET of final production. • "PAHAL" a Self Instructional Material (SIM) prepared & developed are being sent to BRC, CRC & DIET directly from SPO quarterly. • SIM called 'GUTHI SULJHI' has been developed on 5 topics related to MGT are under process of printing. • 774 VHS Cassettes (129 sets of 6 Cassettes) sent by DEP-DPEP distributed to all 15 DIET & 5 sets to BRC of each district for Teacher Training Programme. • Modalities are being worked out to use SIM in ALS as well by modifications. • 8100 Audiocassettes (2700 sets of 3 cassettes) sent by DEP-DPEP distributed to all DIETs, BRCs & CRCs of each districts for Teacher Training Programme. • 7 DRS facilities provided under Integrated Education Programme. • Training programme for DIET Principals/ Incharge regarding Teleconferencing at SRO. • Preparation of Teleconferencing.
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Status of DIETS

Staffing of DIETS

Activities	REMARKS
	GOB is taking steps to operationalize DIETs. Principals and 6 – 8 academic staff members are in position in all DIETs in the project districts.

Strengthening of DIETS

Activities	<ul style="list-style-type: none"> • Adequate provisions have been made for strengthening of all DIET in DPEP districts. • Available DIET staff being involved in pupil's evaluation. • All DIET being provided with books for libraries by the project. • DIET, Gaya has already provided a Jeep under DPEP. • 6 DIETs in DPEP districts have been selected for providing DRS facilities under Distance Education Programme.
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Status on Management Information System (MIS)

Hardware/Software	Hardware in place.
Manpower	One Assistant Computer Programmer in place in SLO. One Post of System Analyst and One post of Programmer vacant. Five vacancies of ACP in DLOs.

EMIS	Data of 1997-98 of all districts is available. Data of 1998-99 of all districts is available. Data of 1999-2000 of all districts is available. Data of 2000-2001 of all districts is available. Data of 2001-02 of all districts is available. Data has been collected upto Elementary level i.e. Class I – VIII.
PMIS	State is monitoring physical progress in a proforma developed in house. PMIS system in place. District progress card has also been devised for monitoring various key activities. PMIS Report for the quarter ending 30.06.2002 of current Financial year sent to DPEP Bureau.
SAMIS (Student Attendance Management Information System)	Software has been developed. Implementation is in progress for the academic year 2001.
House Hold Survey/Balpanji Register	Household survey have been conducted in all the districts. Computerisation is in progress. Updation of Bal-Panji registers in progress.

Status on Tribal Education

Staffing and Orientation	At the State level the ALS co-ordinator is looking after this component as well.
Community Involvement	The Community Mobilisation campaigns have been organised among the tribal population. Theatre workshops have been organised in Santhali & HO tribal languages. Audiocassettes of educational songs in “Nagpuri” have been prepared & distributed in tribal areas around Ranchi. Calender with slogans in tribal languages distributed. In tribal areas 1/3 rd members of Village Education Committee belong to the tribal communities. In scheduled areas in south Bihar districts half of the VEC members are tribals and the President is necessarily a tribal. The tribal people form mainstay of community construction processes in tribal areas. The Mothers Committee in tribal areas consists of tribal mothers and run Apna/Angana Vidyalayas.
Access	Empahsis has been laid in opening up of Apna/Angana Vidyalayas in tribal dominated villages of tribal districts. The ECCE centres have also opened in those areas. New schools sanctioned in the tribal areas and started in most of the cases with the help of community teachers called Sahyogis.
Quality Improvement	<ul style="list-style-type: none"> • A research study on culture of Birhors, a nomadic tribe of Bihar completed. Some positive elements of culture of this tribal community are going to form part of the textbooks. It is expected that this effort will help Birhor children identity themselves better with the educational process. • Dramas in tribal languages developed. Artists from tribal areas participated in the workshop which aim at capacity building of cultural groups. The cultural groups are participating in awareness campaigns. • Awareness material on ‘Muniya Beti Padhati Jaya’ campaign developed in the form of calendar where slogans in all the Tribal languages namely Mundari, Ho, Kurukh, Khariya etc. have been depicted. The Calendar was distributed in tribal areas. • In the teacher training, emphasis on sensitization with the tribal culture is being given

Status on Capacity for Planning and Management

State Project Office:

- SPO is fully functional in terms of personnel and infrastructure

Overall staff position and position of staffing of key posts in SPO is as below:

Overall:	Sanctioned (46)	:	Filled in (36)
Key Posts:	Sanctioned (20)	:	Filled in (15)

- State Resource Groups (SRGs) have been formed and are functional in major component areas.
- Internal Supervision Mission (ISM) teams have been constituted comprising of senior personnel from Programme, Civil Works and Management cum Accounts sides in the Bihar Education Project. ISM teams have been visiting some DLOs with a view to having first hand knowledge of programme-related difficulties and facilitation smooth implementation of DPEP activities in the district. These ISM teams have been providing relevant and dependable feedback to SPO thus enabling the SPO to take corrective measures in time.
- Regular RPMs are held at State Level.

District Project Office:

- ❖ All 11 DPOs are fully functional in terms of key programme personnel and infrastructure. Out of 226 key posts sanctioned 159 posts are filled in. These posts are vacant because (i) some left Bihar Education Project for permanent assignment elsewhere repatriation of deputationist to the parent department. (ii) few were removed from Bihar Education Project on account of lack of adequate performance on their part.
- ❖ District Resource Group (DRGs) have been formed and are functional in major component areas in DLOs

Related programme personnel have been trained at national and state level institutions of relevance and repute in the DPEP related areas.

These institutions are:

- a) N R R C, Mussoorie (UP)
- b) N S D A R T, Mussoorie (UP)
- c) Bihar College of Engineering, Patna

The personnel are regularly sent to attend Seminars/Workshops organised by following institutions

- a) N C E R T, New Delhi
- b) Ed-Cil, New Delhi
- c) PRAXIS-ACTION AID
- d) S C E R T, Gurgaon, Hariyana
- e) NIEPA, New Delhi

Training areas are (i) preparation of Annual Work Plan & Budget (ii) Appraisal of AWP&B (iii) Multi-grade teaching (iv) T L M (v) P R A (vi) Procurement procedure, (vii) Supervision of DPEP (viii) Alternative Schooling (ix) Education of urban deprived children (x) Community mobilisation and awareness (xi) Participative Rural Approach (xii) Management Information System.

CHHATTISGARH

The state of Chhattisgarh formed of November 1, 2000 is spread over an area of 135194 square kilometers and comprises of sixteen districts.

Consequent to the creation of the State of Chhattisgarh, 6 DPEP districts have been transferred to Chhattisgarh from erstwhile state Madhya Pradesh. Moreover after the bifurcation of these six districts, now there are 15 districts under DPEP in the new State.

1. Coverage:

- Total number of districts in the State : 16
- Districts covered under DPEP : 15 (original 6 districts)
- The only Non-DPEP district Durg was brought under DPEP in the year 2001-02

2. Project Period:

Project period of DPEP I districts has been extended for the period of 1 year and the period will now be over in December 2002 whereas the project in DPEP II will continue till March 2003.

3. Project Costs:

Phase	Districts	EFC approved project cost (Rs. in lacs)	Project Period
DPEP I			
	Bilaspur, Raigarh, Rajnandgaon, Surguja	16264.20	1994-2002
Bifurcated districts	new Janjgir-Champa, Korba, Jashpur, Kawardha, Korea		
DPEP II			
	Bastar, Raipur	7998.82	1997-2003
Bifurcated districts	new Dantewada, Kanker, Dhamtari, Mahasamund		

DPEP I

(Rs. in lacs)

S.No.	District	EFC Cost (revised)	Expenditure up to 31.3.2002	Expenditure from 1.4.2002 to 30.6.2002
1	Bilaspur	4541.58	3866.94	107.20
	Janjgir-Champa			
	Korba			
2	Raigarh	3830.87	3385.56	120.30
	Jashpur			
3	Rajnandgaon	2906.40	2748.66	206.10
	Kawardha			
4	Surguja	4221.35	3839.86	55.70
	Korea			
5	Durg	664.00	62.80	00.00
6	SPO	147.33	17.33	36.00
Total	DPEP I	16311.53	13952.6502	557.7004

DPEP II

(Rs. in lacs)

S.No.	District	EFC Cost (revised)	Expenditure up to 31.3.2002	Expenditure from 1.4.2002 to 30.6.2002
1	Bastar	3999.80	3273.54	126.50
	Dantewada			
	Kanker			
2	Raipur	3999.02	3084.03	147.80
	Dhamtari			
	Mahasamund			
Total	DPEP II	7998.82	6389.0702	306.7004

4. Staffing position at SPO and DPO

S. No.	Level	Post Planned	No. in position
1	SPO	28	27
2	DPO	120	65
3	BRC	134	134
4	CRC	1914	1914

State Project Office is running in the rented building. In State Project Office 27 posts out of 28 are filled.

5. Annual Work Plan and Budget 2002-2003

Annual work Plan and Budgets approved for DPEP are as below :

(Rs. in lacs)

S. No.	State/District	AWP & B
1	Bilaspur	606.2290
2	Raigarh	497.9483
3	Rajnandgaon	507.5150
4	Surguja	630.9777
5	Bastar	744.6508
6	Raipur	891.6395
8	Durg	7.0000
9	State Component	130.0000
Total		4015.9603

6. Fund Release (till 30-9-2001)

(Rs. in lacs)

	Funds released by GoI	Funds released by State	Total
DPEP I	3700.00	699.553	4399.5530
DPEP II	3200.00	323.0175	3523.0175

7. **SCERT:** SCERT in the state has been formed. Total 20 persons have been posted in SCERT.

8. **SIEMAT:** Yet to be decided. SIEMAT is proposed to be opened with a separate wing in SCERT.

9. Review of Functional Areas:

A. *Planning and Management*

Capacity Building for Planning and Management

Agency	Activity	Year
LBSNA/ NSDART	Work shop on Perspective plan preparation for SSA	2001-02
NSDART	Monitoring and Evaluation under DPEP	2001-02
NSDART	Pedagogical issues related to DPEP	2001-02
NIEPA	Training on Educational Indicators	2001-02
NIEPA	Workshop on DISE Implementation	2001-02
TSG Ed CIL	Workshop on EGS MIS Implementation	2001-02
TSG Ed CIL	Workshop on Procurement	2001-02
TSG Ed CIL	Workshop on IED	2001-02
TSG Ed CIL	Workshop on DISE Implementation	2002-03
NIAR, Massorie	Workshop on 'Working with Community & Quality issues in EE'	2002-03
RCI Bhopal	Workshop on IED	2002-03
TSG Ed CIL	Workshop on IED	2002-03

B. *Community Mobilisation and Participation:*

1. Massive enrolment drive to bring Dropped out and unenroled into school - " School Jabo Padhke Aabo" in the month of June – August 2002
2. Training of 20631 VEC members proposed in the year.

c. Submission of AWP & B for SSA 2002-03: Appraisal of SSA AWP & Bs 2002-03 for all districts have been done by GoI on. The proposed budgets are as follows:

Name of District	Proposed Budget
1. Bastar	771.791
2. Bilaspur	555.872
3. Dantewada	597.057
4. Dhamtari	221.181
5. Durg	676.459
6. Janjgir-Champa	495.061
7. Jashpur	446.078
8. Kanker	390.62
9. Kawardha	224.772
10. Korba	275.361
11. Korea	275.564
12. Mahasamund	265.048
13. Raigarh	510.367
14. Raipur	824.527
15. Rajnandgaon	494.681
16. Surguja	908.194
Total	7932.633

Structure

No. of VEC: 20728

No of SMC: 5720

Material Development

- Brochures, pamphlets, folders printed.
- Publication of bulletins achievement of DPEP
- Development of IEC materials such as posters, handouts, brochures, news-papers and advertisements for mobilization of community for girls' education and UPE.
- Mobilisation through Radio programmes.
- **Audio Cassette for teaching English in class I & II.**
- **Preparation of Video Cassettes and Compact Disk for teaching English in classes I & II.**

Campaign and other Mobilisational Activities

- **School Jabo Padhke Aabo drive**
- **Kalajathas of ZSS**
- **Mobilisation through "Nukkad Nataks".**
- **Slogans and wall writings.**
- **House hold survey.**
- "School Chalo" Abhiyaan.
- "Mahila Shiksha Abhiyaan"
- "Shiksha Panchayat"
- Make the school green and clean
- Enrollment drive
- Praveshotsava
- Bal Mela
- Gram Sampark Abhiyaan
- Padhabo Padhaabo School Jabo Abhiyaan initiated on 2.7.2001, to encourage the school going habits and retention. Under the direct supervision of Hon. Chief Minister and Governor of the state.
- Orientation of PRIs, VECs and community for making habitation level educational plans.
- Selection of best mode for Praveshutsav and will be propogated as the role model of the Praveshutsav in the State.

Empowering community organizations

Material

- Training manuals and posters prepared for VECs.
- Activity Diary Developed.
- VEC diary printed and Training of VEC held in the state.
- Training Module "NEEV" used for the training of VNS & BNS.

- Training Module for VEC, training module for involving community and participatory Micro planning, training materials, revised formats for VER finalized.
- **Posters developed to mobilize community**

Orientation/training/workshops

- Orientation programmes for VEC members organized.
- A workshop was organized in March 2000 in which experts from state and district participated.
- The strategy for participatory Micro planning of LSA and orientation of VEC & SMC reviewed and consolidated on the basis of past experiences.
- Participation in National level workshop on community participation held in Kolkata.
- **Training and orientation of State , District, Block, Cluster level functionaries by NIAR Mussoorie**

Orientation/Training/Workshops for staff/ MTs

- Master trainers identified at block level and trained at DIET.
- Meeting organized at the state level with SRG for Shiksha Panchaya.
- Sahayogini given training at the state level.
- Regular monthly meeting cum orientation of MTs/ CACs at cluster level.
- MT/ CACs have also been given 12 days training at district level on non graded TLM.
- MTs have been given 12 days training at district level on Seekhana-Sikhana Package of Class V.
- RSK, ZSK, JPSK and JSK orientation has been planned.
- **CACs have been given training on 3 days English training in Tele-conferencing mode.**
- **SPO staff is trained to use computers to speed up the work.**

Participation

- **VECs participated in LSA (House Hold Survey).**
- **VEC/SMC involved in the selection of para teachers in both SSK, AS and EGS.**
- Gram Shiksha Sabha undertook social audit of Village Education.
- Active participation of community in construction of PS Building through VNS & BNS.
- Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.
- SMCs are involved in micro planning and development of VEP.

Other activities to promote participation

- Volunteers from tribal community appointed to mobilize and generate awareness among these communities.
- Shiksha Panchayats are being organized in which social audit of Panch/ Sarpanch is done through reading of progress report of their educational centers. It has resulted in the development of sense of responsibility among the community.

C. Pedagogical Renewal

- Teacher training & support system
- The Jan Shikshak & EGS Gurujis were given 12 days training on self learning material developed by state & district academic groups. The SLM covered the AS methodology of teaching learning process & hard-spots that emerged as a result of evaluation of all children of EGS which was done in April 2000.
- The training focuses on AS methodology & hard-spots that emerged as a result of evaluation.
- After the introduction of English from class 1, one teacher from each school has been given one week's training based on the books & teachers guide prepared by Chhattisgarh SCERT.
- Very soon training in English is proposed for all the BRCC & CACs to monitor the teaching properly.
- State Academic group has been formed & had a meeting to discuss on academic issues.
- **Need based teacher Training proposed in the month of November. More than 12000 teachers to be trained.**

Curriculum, textbooks & TLM

- Textbook for class V introduced in 1999-2000 developed by state of MP & provided to the districts of Chhattisgarh.
- Modification of textbooks to make them state specific has been carried out by SCERT Chhattisgarh.
- Teachers guide for class V has been developed.
- All textbooks & teachers guide have translated into Urdu.
- Textbooks and teachers guide for classes 1 & 2 have been developed by SCERT.
- TLM of state has been made state specific.
- To make children aware of the state, a special supplementary book on the history, personalities & culture of State is being developed.

State Resource Group & District Resource Group

SRG & DRG for different subjects are being formed. State Academic Group has almost started functioning.

SRG for Civil Works and MIS formed.

D. DIET

Staffing Pattern

Principal/DEO/ DD rank	Senior Lecturer	Lecturer	Supporting Staff	Total
1	7	17	13	38

E. Gender

Staffing

- State Gender Co-ordinator : Filled
- District Gender Co-ordinator : 3 out of 6 in place
- Sub-district : Sahayogini in place in Surguja & Raigarh & , Rajnandgaon.

Community Mobilisation & Material Development

- Audio tapes of girls' education
- Brochure on girls' education developed in Raigarh.
- Gender specific awareness material & scripts prepared.
- **Documentation of culture related to gender issues in progress.**

Activities

- Mahila shiksha abhiyan phase II.
- Conduct of melas, rallies, kala jathas.
- Maa-beti melas organized in some districts.
- Mahila shiksha abhiyan phase III.
- School chalo abhiyan in all the districts.
- Padhabo-Padhaabo School Jabo launched from July 2nd , 2001.
- Study on classroom processes from gender perspective organized in the state.
- Formation of Mahila Samoohs.
- Shiksha panchayat-special training for women members.
- Gender sensitization of cluster teachers.
- Gender sensitization build into the training programme of teachers & managers.
- **Study on the classroom processes with gender perspective.**

Workshops

- 2 day SSK orientation programme for DRG in May 99.
- 2 day SRG workshop for preparation of Sahayogini evaluation format in December 1999.
- 2 day orientation of Gender Co-ordinators for Quality Watch.
- **One day workshop of gender coordinators in Bilaspur in the month of February, 11,2002.**

Innovations

- Providing primary school facilities within Madarsa.
- Sahayoginies placed in 1 block of 3 DPEP districts as per MS model.
- 24 Ashram shala for girls in tribal pockets.

Research & Evaluation

- Effect of bal melas in bringing back school.

- Study on girl child-dist. Bilaspur
- Impact of EGS, AS NFE & SSK on girls enrolment.
- Status of education of women & girl child working in stone mines.
- Contribution of AS in UPE with reference to girls education.
- Impact of gender sensitization of parents & teachers.
- **Problems of lady teachers working in remote areas.**
- **Identification of the reasons of low enrolment of girls at the Upper Primary level.**

MIS

- MIS is functional in SPO
- Two Programmer & two Data entry Operator in place.
- Networking with districts through internet.
- Training of Programmers in oracle 8i & DISE 2001 software.

Alternative Schooling

- Current Status : 4910 (all AS have been merged with EGS)
- Total children covered through AS : 304051

Staffing :

- AS co-ordinator is in place at state & district level.
- EGS Incharge, DPC, BRCC, BEO take care of EGS/ AS schools at district & block level.

Status of SRG/ DRG:

- DRGs at district level has been formed.
- SRGs also formed in the state.

H. Early Childhood Education

- Own centers & convergence with ICDS.
- 1,23,103 girls benefited by SSK & Angawadi.
- Training of SSK teachers sahayika.
- 7 day refresher training to teachers & 3 days refresher training to head teachers of schools to which SSKs are attached.

I. Integrated Education of the Disabled

- One block in every district selected for IED programme.
- Convergence with NGOs and DRCs.

J. Media

Publicity material developed (Print)

- Posters, badges, flags developed for Padhna, badhna campaign.

- Many posters, models, pamphlets, multimedia presentation is under process for formation celebration.

Audio-video material

- Audio & video materials developed by the state of MP is being used in the districts of Chhattsgarh. State proposes to develop its own material.

K. Research and Evaluation

- Staffing: Consultant (R & E) in place in SPO.

Evaluation planned/ undertaken:

- National level study on classroom culture with gender perspective is in progress. For building in the state, DIET & other personnel are also involved in the study.
- A study on the functioning of Clusters has been conducted.
- In DPEP I district Terminal Assessment survey completed.
- Some study done by M. Ed. Students.
- Ph. D. on impact assessment of DPEP is going on.

Details of the various training Programmes attended by SPO, Chhattisgarh

S. No.	Name of Training	Date of Training	Place	No of Participants	Name of the Participants
1	Gender Studies	6/8/01	Dehradun	14	DD/MS/OD/DP/
2	Integrated Education of Disabled	12-14/09/01	Trivandram, Kerala	2	PS/DN
3	Community Mobilization	4/2-6/2/02	Calcutta	1	PS
4	Quality Improvement		Delhi	2	Amb/
5	Upper Primary Education	11-14/12/01	Pune	3	DD/MS/SR/Amb
6	Gender Studies	3-7/10/01	Jaipur	1	MS
7	Civil Work		Delhi	4	
8	Sarva Shiksha Abhiyan	17-21/9/01	Mussoori	16	DD/MS/
9	Implementation, Monitoring Evaluation	23-25/1/02	Bhopal	6	SS/SR/
10	Community Participation and Microplanning	6-9/2/02	Mumbai	2	Saini/Vish
11	DISE	13-14/2/02	Calcutta	2	RK/GS
12	Civil Work Evaluation	11-12/2/02	Delhi	1	
13	Quality Improvement	11-15/2/02	Mumbai	9	MS/OD/GP/SN/SR/YV/J S/SK/V/AZ
14	Evaluation Workshop	27/2-1/3/02	Delhi	3	OD/Amb
15	School Improvement	4-5/3/02	Delhi	3	SKJ/GP/SSr.
16	MultiGrade Teaching	5-9/3/02	Chittoor, AP	4	MS/Ch/Rz/Tek
17	AS Coordinators meet	13-16/03/02	Pune	1	OP

GUJARAT

Total No. Of Districts in the State	: 19 (Now 25)
Districts under DPEP II	: 3 (now bifurcated into 5)
Districts under DPEP IV	: 3 (funded by Netherlands)
	: 3 (funded by Govt. of Gujarat)

Project Structure

DPEP II

(Rs. in lakhs)

District Covered	EFC Approved Project Cost	Current year AWP & B (2002-03)
State Component	0731.66	170.06
Banaskantha (& part of Patan)	3942.50	892.85
Panchmahal (Godhara & Dahod)	3980.90	1041.95
Dangs	0912.99	156.47
Total	9568.05	2261.33

DPEP IV

(Rs. in lakhs)

District Covered	EFC Approved Project Cost	Current year AWP & B (2002-03)
State Component	1436.52	226.76
Kutch	3793.74	902.92
Surendranagar	3348.58	1003.84
Sabarkantha	3978.66	1184.37
Total	12557.50	3317.89

A. Vacancies Position in SPO and DPO

State Project Office

	Posts Sanctioned	Filled up	Vacant
SPOs	55	48	07

DPEP II

	Posts Sanctioned	Filled up	Vacant
DPOs	98	76	22
BRCC	23	23	00
Add.BRCC	23	23	00
CRCC	482	482	000

DPEP IV

	Posts Sanctioned	Filled up	Vacant
DPOs	96	45	51
BRCC	70	70	00
CRCC	1000	800	200

B. Functioning of GC/ EC : Whether fully constituted, whether due for reconstruction, whether meeting regularly (Annually/Quarterly, Whether participation by all members:

Both GC and EC have been fully constituted. The second meeting of the Governing Council, chaired by Smt. Anandiben Patel, Hon. Education Minister of Gujarat, was held on September 19, 2001. EC has been meeting at regular quarters. The Fifteenth meeting of EC was held on March 4, 2002. The Sixteenth meeting of EC was held on 28th March, 2002, during which a separate executive structure at state and district level was proposed for Sarva Shiksha Abhiyan.

C. Submission of Annual Reports

The Annual Audited Report for the year ending 2000-2001 has been sent to DPEP Bureau, MHRD, New Delhi. **The Annual Audited Report for the year 2001- 2002 is at the final stage of preparation. The English and Hindi versions of the same are expected to be dispatched to Government of India in the second week of October, 2002.**

D. Utilisation Certificate

Utilisation Certificate up to August , 2002 has been sent.

DPEP II

Expenditure

1. Total Planned during year **2002-03** **Rs. 2261.33 lakhs**
2. Cumulative from April' 2002 to **Rs. 422.08 lakhs**
 August '02
3. Total since inception **Rs 1011.62 lakhs**

Sl.No.	Month	Expenditure (in Lakhs)
1.	April-2002	66.24
2.	May-2002	77.07
3.	June-2002	73.81
4.	July-2002	117.04
5.	August-2002	87.90
Total		422.08

DPEP IV

Expenditure

1. Total Planned during year 2002-03 **Rs.3317.89 lakhs**
2. Cumulative (April – August,2002) **Rs. 386.70 lakhs**
3. Total since inception of the project **Rs 735.60 lakhs**

Sr No.	Month	Expenditure (in Lakhs)
1.	April- May2002	38.01
2.	June-2002	89.79
3.	July-2002	164.32
4.	August-2002	94.57
	Total	386.70

Disbursement DPEP II

1. Total planned during the year 85% of AWP & B
2. Cumulative from April-August,2002 **Rs. 198.02 lakhs**
3. Total since inception of the project **Rs 8190.48 lakhs**

Sr.No.	Month	Disbursement (in Lakhs)
1.	April-2002	29.03
2.	May-2002	34.54
3.	June-2002	30.95
4.	July-2002	60.65
5.	August-2021	42.83
Total		198.02

Disbursement DPEP IV

- 1.Total planned during the year 85% of AWP & B
2. Cumulative from April-August,2002 **Rs. 358.78 lakhs**
3. Total since inception of the project **Rs 654.13 lakhs**

Sr.No.	Month	Disbursement (in Lakhs)
1.	April-May2002	35.83
2.	June-2002	81.90
3.	July-2002	154.42
4.	August-2002	86.62
Total		358.78

DPEP - Phase II

Plan Implementation and Review of Functional Areas

A. Planning and Management (P & M)

- The posts of OIC (P&M) and Asst. OIC (P&M) are filled.

B. Micro planning

- Micro planning, initiated in a total of 90 villages of three districts on a pilot basis, has been completed.
- Orientation and training of district level officers engaged in planning and management of elementary education was carried out. A two day workshop was held

in Banaskantha and Panchmahal districts during February 2001. Participants included BRC, Addl. BRC, CRC Co-ordinators, OICs from districts and Planning and Management personnel from GCERT and DIET. The major objective of the workshop was to orient the participants on decentralised and local level planning concepts, approaches and methodology of micro-planning. This workshop equipped the P & M functionaries with skills to undertake micro-planning exercises.

- Microplanning in 2217 villages in Panchmahal, 32 villages (one village from each CRC) in Dangs and 48 villages in district Banaskantha has been completed involving VEC, MTA, PTA and community. Data generated at various levels have been consolidated and computerized.
- P&M Officials from SPO, GCERT and Districts participated in the National level workshop on Community Participation and Microplanning held at Mumbai. Participants from eight states shared their experience in microplanning under DPEP and received orientation and inputs to improve upon future microplanning activities under DPEP & SSA.

C. Community Mobilisation

• VEC Formed & Trained

Districts	No. of VECs Formed	No. of VEC Members Trained
Banaskantha	858	6097
Panchmahal	1876	12376
Dang	309	2177
Total	3043	20650

• MTAs, PTAs Formed & Trained

Districts	No. of MTAs, PTAs Formed	No. of MTA, PTA Members Trained
Banaskantha	2039	29288
Panchmahal	3264	45729
Dang	396	5670
Total	5699	80687

- A total of 20650 VEC members have been given orientation cum training programme. During the same period about 80687 MTA and PTA members were also trained. During this programme they were oriented on how they could organise enrollment drive and work towards 100% enrollment, improving retention and reducing drop-outs.
- They were oriented on other thrust areas of the project, e.g. education of the girl child, SC/ST children, disabled children, etc. The concept of alternative schooling was explained to them. They were also trained on preparing Village Mapping and School Improvement Plan. The local CRC Coordinators provided the training support.
- **The VECs, MTAs, PTAs have been meeting regularly. The focus of the meetings has been on improving retention, especially of girls. The members actively participated in the meetings and discussed the problems and strategies related to retention.**
- **Large contributions, both in cash and kind have been received from the community in all three districts for building school's physical and educational**

infrastructure. A sense of ownership is evident in the involvement of community, parents and teachers in school construction and management activities.

- Enrolment drives are DPEP interventions, which have been adopted by the State Education Department for implementation in all the districts of Gujarat. The drives were organized in all the primary schools of the Phase II & IV districts. Processions were taken out in villages to motivate the parents and guardians to enroll the eligible, out-of-school children in Std.I. The details of children enrolled in primary schools following the enrollment drive in the three project districts are given below :

District	Eligible School going children			Children Enrolled during Enrolment Drive			
	Boys	Girls	Total	Boys	Girls	Total	(%)
Banaskantha	39393	36540	75933	39926	33287	73213	96.41
Panchmahal	47630	47175	94805	46568	47063	93631	98.76
Dangs	4930	4890	9820	4675	4732	9407	95.79

- **Workshop for women and Anganwadi workers organised at the cluster level to orient them on strengthening community participation.**
- Convergence with Panchayat has been achieved. The Panchayats are diverting funds towards construction of school boundary walls, urinals and storage tanks for drinking water.

D. Pedagogy/Teacher Training/ Textbooks

- The position of the BRC/CRC Coordinators appointed in the DPEP districts at present is as under:

District	No. BRC Co-ords.	No. of Add. BRC Coordinators	No. CRC Co-ords.	Total
Banaskantha	11	11	225	247
Panchmahal	11	11	225	247
Dang	01	01	032	034
Total	23	23	482	528

- All Coordinators are in place.

Textbooks

New textbooks for Std. I & Std. II

New textbooks for Std .I have been introduced in all the schools of the state, generating good response from the students and teachers. From June 2001, the new textbooks for Std. II have been introduced all over the state.

New textbooks for Std. III

Gujarat State Board of School Textbooks (GSBSTB) and Gujarat Council of Educational Research and Training (GCERT) have prepared the new textbooks for Std. III, which were put into trial in 2000-2001 in those 400 schools of DPEP districts where the text books of Std. I & II were tried out. From June 2001, these new textbooks have been introduced in all schools of the three DPEP districts after incorporating the feedback following their trial in the earlier phase.

English Workbooks for Std. V.

The final version of English Workbooks (Part I and Part II) and a set of 80 flashcards were provided to all teachers of three project districts. Later, the same process was replicated in the non-DPEP districts. A total of 20 Resource Persons and 125 Master Trainers were trained, who in turn imparted training to 22,000 teachers from non-DPEP districts on new English Workbooks and flash cards. After the training, each teacher was provided with a set of new English workbooks and flash cards. The integration of these study materials into Class V syllabus will go a long way in improving speaking, reading and writing skills of the students of Class V.

Teachers Training

To enhance English teaching skills of primary teachers of Class V, telematerial has been developed by DEP-DPEP Gujarat. In this context, a workshop of core team members was held on August 27-28, 2001 to review the telematerial. The 10-member core team was constituted of primary teachers, DIET lecturers, CRC Co-ordinators and SPO officials.

During the workshop several useful suggestions were received which were incorporated into the final version of telematerial. Copies of the printed telematerial were distributed among primary teachers of class V to be used during the teleconference.

Vidhyasahayak Recruitment & Training

The recruitment of Vidhyasahayaks, under the Vidhyasahayak Scheme of Government of Gujarat, is taking place in phases. As on August 31, 2002, a total of 10684 Vidhyasahayaks have been recruited and given induction training. During June ,2001, the Master trainers (MTs) were trained, who later imparted competency based training to Vidhyasahayaks at the BRC level during July ,2001. The new Vidhyasahayaks were oriented on new methods and techniques of activity based joyful teaching/ learning processes in DPEP, their its role and functioning.

The status of recruitment and training of Vidhyasahayaks is as under :

Districts	No. of Vidyashayaks recruited	No. of Master Trainers (MTs) for Vidyashayaks training	No. of Vidyashayaks given induction training
Banaskantha	5905	89	5905
Panchmahal	4500	118	4026
Dangs	471	10	459
Total	10876	217	10390

The pilot training for the new textbooks of Std. III was organised at Malgadh, Deesa in dist. Banaskantha during September 2001. During the training, the CRC Co-ordinators and teachers reviewed and analysed the content of the new textbooks and suggested modifications.

E Alternative Schooling

- The Back to School programme in Gujarat has completed a full cycle. Out of the proposed 2800 AS centres, a total of 2282 centres were opened viz., 890 centers in Banaskantha, 1334 in Panchmahal and 58 in Dangs, covering 49422 out-of-school children, of which 26657 were girls, constituting 53.94% of the total enrolled children.
- **District-wise details of children mainstreamed under Back to School programme are as under : (August 30, 2002)**

Districts	Boys	Girls	Total
Banaskantha	6048	6797	12845
Panchmahal	6612	7684	14296
Dangs	350	447	797
Total	13000	14928	27938

- By March, 2002, A total of 20714 pupils were mainstreamed into formal schools, out of which 8801 were girls.
- **In June- September, 2002, a total of 1377 Bridge Course Centers were opened, covering a total of 25858 children as shown below:**

District	No. of Centers	Children Enrolled
Banaskantha	511	9861
Panch Mahals	769	14079
Dangs	97	1918
Total	1377	25858

- **The repetition rate has been reduced due to implementation of Bridge Course in the project districts.**
- In June- September, 2001, a total of 2816 Bridge Course Centers were opened : 1184 in Banaskantha, 1525 in Panchmahal and 107 in Dangs. A total of 58403 drop-out children were enrolled in these centers, out of which, a total of 57421 pupils appeared in the examination. Out of these, 35274 children passed.
- A total of 2427 AS Balmitras, including 495 female members have received pre-service training at the Vav and Varahi AS training centres in dist. Banaskantha and Halol AS training centre in district Panchmahal. Details of Bal Mitras trained in the second, third and fourth phase (15 days) in-service training at the Vav and Varahi AS training centers are as under :

Training of Bal Mitras

Districts	Phase II		Phase III		Phase IV	
	Male	Female	Male	Female	Male	Female
Banaskantha	601	88	364	48	157	10
Panchmahal	782	285	242	105	117	42
Dangs	35	10	10	8	7	4
Total	1418	383	616	161	281	56

A special training kit has been developed on the basis of textbook content and Minimum Levels of Learning (MLL) which includes Lesson Card, Activity Card, Progress Card and Evaluation Card.

- Competency and Activity based Lesson cards on Language, Maths and EVS have been developed. Teaching learning process at AS centres are being conducted through these cards.
- **Articles on Alternative Schooling system in Gujarat have been published regularly in the Gujarati magazine 'Prathamik Shikshan Saravani' . The magazine is circulated to all the AS centers, providing regular academic inputs to AS Balmitras.**
- A special workshop was organized during December 4-11, 2001 at Vav and Halol to prepare the Activity Book for Alternative Schooling. At Vav, preparation of Activity Book for Gujarati (Std. I to IV) and at Halol Activity Book for Mathematics and EVS (Std. I to IV) were taken up. District AS Co-ordinators and AS Supervisors participated in the workshop. The state AS Officer guided and supervised the workshop.
- The AS SRG meeting was held at Vav and Halol in district Banaskantha and Panchmahal, respectively, during December 9-11, 2001, to review the progress made by Alternating Schooling programme. The district AS Coordinators made the presentation detailing the different aspects, such as access, over-all functioning of Alternative Schooling and future plan of action. The SRG members gave their feedback and suggestions for effective functioning of AS system in Gujarat.
- During December 8-11, 2001, an orientation training programme for the project staff (BRCCs, CRCCs, and Ad. BRCCs CRCCs) was held in all three districts. The District AS Co-ordinators and AS Supervisors imparted training on the entire operational aspect of Alternative Schooling in the state. Issues discussed in the workshop ranged from opening an AS centers to mainstreaming the out of school children into formal schools.

F. Media & Documentation

- **Periodical Reports & Documentation**

The following periodical reports and documents were produced by the Media & Documentation Unit at State Project Office, between April 1 and September 16, 2002:

1. **Quarterly Progress Report , April- June, 2002**
2. **Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP, April - June , 2002**
3. **English version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.**
4. **Hindi version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.**

- **Publication of Magazines & Press Releases**

Following magazines and press releases were produced during the quarter :

- 1 **Publication of Prathamik Shikshan Saravani, Vol. 28, April-June, 2002**
- 2 **Preparation of Prathamik Shikshan Sarvani ,Vol. 29, July-Sep, 2002.**
- 3 **Press releases and hand-outs on project related activities.**

- **Production & Broadcast of Radio Spots:**

Three scripts for Radio Jingles on universalization of elementary education developed, which were produced and edited at AIR, Ahmedabad. Two of the Radio Jingles were broadcast on primary channel of AIR from Ahmedabad, Vadodara, Rajkot, Bhuj and Ahwa (Dangs). While the radio spots were made for SSA, DPEP Phase II & IV districts also benefited from the broadcast of the messages encouraging enrolment and retention of children, especially girls, in schools.

- **Production of Television Spots:**

Ten scripts for TV Jingles promoting enrolment and retention of children, especially girls, in schools and improvement of quality in primary education have been developed for SSA and DPEP district. Negotiations are on with Doordarshan Kendra, Ahmedabad for production & telecast. Cost estimates are awaited.

- **Video & Photo documentation :**

Video & Photo documentation of Shilanyas Ceremony for construction of GCERT building at Gandhinagar.

- **Press & Mass Media :**

- TV news coverage on Door Darshan Kendra, Ahmedabad, ETV and Alpha TV Gujarati, of the Shilanyas ceremony by Hon'ble Chief Minister of the GCERT building to be constructed under DPEP .
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Conceptual Workshop for DPEOs on Implementation of SSA.
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Video Conference on primary education under DPEP & SSA by Hon'ble Minister for Education, Smt Anandi Ben Patel, using VSAT Mobile Van.
- Press coverage of important workshops and other programmes in major dailies in English (Times of India and Indian Express) and Gujarati (Gujarat Samachar, Sandesh, Jansatta and Gandhinagar Samachar).
- An article on universalization of elementary education written by Shri J P Gupta, State Project Director, published in the pilot issue of a new educational magazine titled Achala, launched on 15th August, 2002.
- Stalls were set up at Haats in Dangs for environment building
- Popular "Bhawai" shows were organised during the period proceeding Praveshotsav in all three districts. Parents and community people were exhorted to enroll all the eligible school going children.
- During a State level Media and Documentation workshop, held at Gandhinagar, OIC-Media, BRCCs, Addl.BRCCs and CRCCs from all three districts were oriented on effective media and documentation techniques. This was followed by block level media workshops in all three districts, where CRC Co-ordinators were trained on reporting and documentation skills.
- The quarterly issue of Prathmik Shikshan Sarvani, the magazine for DPEP functionaries and primary teachers of the project districts is regularly published from State Project Office.
- Annual Report, 2000-2001 was prepared and sent to MHRD, New Delhi.

- Major events, Seminars and Workshops were projected through Newspapers and Doordarshan.
- Major processes and events under all the interventions in DPEP were documented. Photo and Video documentations were done.
- The first ever Press Conference under DPEP was organized under the leadership of Hon'ble Minister for Education, Smt, Anandi Ben Patel, on January 13, 2002, at Circuit House Annexee, Ahmedabad , which was attended by Ahmedabad based reporters and correspondents of all the newspapers, as well as Zee News and Door Darshan. It received wide coverage in both the media subsequently.
- Other significant media events for the State Project Office were the detailed reports on civil works under DPEP accompanied by the interview of Shri Avinash Joshi , State Project Director, on Star News and Door Darshan, Ahmedabad.
- Press coverage of Dutch Ambassador's visit.
- An article "GCPE Undertaking Herculean Task" was published in September,2001, issue of Plain Truth, a newsletter of the Gujarat State Disaster Management Authority (GSDMA).
- English dailies The Times of India, The Indian Express and The Financial Times published news-stories on the extraordinary performance of Gujarat Council of Primary Education in School Repair & Reconstruction Programme in the aftermath of the earthquake.
- The films on earthquake related works were produced by the Gujarat Council of Primary Education in English and Hindi. Both versions were prepared on video and compact disc.

G. Gender Education

- State and District Gender Coordinators in place.
- Materials, e.g. posters, handbooks, brochures have been prepared and used in community mobilisation.
- **Sharing workshop on Gender Education**

A sharing workshop on Gender Education was held at State level on 13th June 2002 to review the progress and to discuss the future course of action. Gender OICs from all the 9 districts, both Phase II & Phase IV, participated in the workshop. OICs from Phase II districts shared their experiences with their Phase IV counterparts. The Gender Awareness Modules for MTAs and Teachers those were developed for Phase II districts were discussed and district specific components are incorporated before finalizing the modules.

- **An orientation training for Gender – OICs and BRC Co-ordinators is slated to be held shortly.**
- **From the gender perspective, community structures, viz. VECs, MTAs and PTAs were fully oriented and activated preceding the enrolment drive in the DPEP districts. The first reports indicate that these have resulted in more and more girls being enrolled in primary schools in most of the villages in DPEP II and IV districts**
- To activate and motivate MTAs, cross visits of the members were arranged in 22 CRCs of 4 blocks, viz., Palanpur, Deesa, Dhanera and Danta in dist. Banaskantha. The rationale of this exercise was to facilitate dialogue among MTA members and allow them to share their views and experiences on their achievements. Through these visits, they were

exposed to the best practices and emulated the same for improving enrollment and retention of students, particularly girls, in their respective village primary schools.

- Blocks and Clusters with low girls literacy rate have been chosen for awareness campaigns. As many as 33 Mahila Jagruti Sammelans were organised in district Panchmahal. Rallies, Prabhat Pheries, Tamasha parties were used for mobilisation.
- The national level research study on “Classroom Culture and Processes with Gender Perspective” was completed and the report submitted to Ed.CIL. A 13 member research team comprising Gender officers, DIET lecturers, CRC Co-ordinators and school teachers carried out the study.
- During July 16 – 19, 2001 Nayak Muslim Jagirdar Mahila Jagruti Sammelan was organised in 8 most backward villages of Tharad Taluka in dist.Banaskantha. The women literacy level of this community is equivalent to nil. Around 60 representatives of this community were contacted and their participation solicited during the sammelan. At the end of the sammelan the community expressed its desire to send the girl children to school.
- For self-awareness of MTA members and women groups and sensitizing them about their role in girls’ education, a handbook and a set of 12 posters in Gujarati have been developed and distributed in all the schools of DPEP districts. The handbook for training of MTA members carries some special features, viz., the information regarding specific schemes to encourage girls education (ECE-AS), guidelines for formation of MTA, MTA meeting schedule and agenda of meeting, role and function of MTA in DPEP, training schedules of MTA and list of activities for gender sensitization.
- A script writers workshop was held for making Audio-Video cassettes from Gender perspective.
- During this period, the volunteers have conducted several women's group meetings at the village level and convinced the parents to send their children regularly to school. They conducted classes for Bridge course. Due to their effort, 13 boys and 10 girls were enrolled under Back to School programme. As many as 70 students got promotion to the next class.
- One day Gender sensitisation training of Mahila Sarpanches and Panchayat members held at CRC level in all three districts.
- Gender awareness training imparted to 3897 female teachers in Panchmahal, 2699 in Banaskantha and 447 in Dangs districts.
- “Tej Punj” : Outcome of Gender Education Programme, district Panchmahal, a Report, was developed.
- The Gender Education Report for 2000-2001 developed.
- Teachers support material on gender awareness, gender sensitive curriculum and gender sensitive attitude of teachers on classroom transaction etc. distributed in every school.
- Adoption of Gender Focus Area approach in plan formulation and budget.
- Gender awareness meeting of CRC Co-ordinators of Gender Focus Areas held for planning and implementation of Gender related activities.
- Opening 231 girl specific AS centres, covering 4117 out of school children - 96 in Banaskantha, 119 in Panchmahal and 16 in Dangs with capacity of 1802, 2140 and 175 girls respectively.
- As on December 31, 2001, from 15 ECCE centres in Panchmahal a total of 92 children were enrolled in Std.I, after completing pre-primary education, out of which 46 were girls.
- Refresher training and kit have been provided to ECCE workers. For regular academic support "Balmandir" - the Gujarati quarterly is provided.

- Gender training modules for teachers, Master Trainers, BRCCs and CRCCs.
- The second meeting of the State Resource Group-Gender was organized on Jan 3, 2002, at the State Project Office, Gandhinagar. The meeting was attended by SRG members, Officer – in - Charge, Gender, from State Project Office and District Project Offices, both Phase II and Phase IV districts. Other participants were Shri Vijay Sherichand, from IIM, Ahmedabad, and representatives from NGOs. Various issues in gender education were discussed and strategies were planned during the meeting.
- Linkages with Government departments, such as Women and Child Welfare, Mahila Samakhya and ICDS.
- Collaboration with Early Child Development Learning Resource Centre, MS University, Baroda for developing training module and kit for Anganwadi workers.
- The Anganwadi workers of ICDS have been given handbook in Gujarati and an educational kit. A module for pre-primary education for ICDS officers and master trainers has been prepared. As on February 2001, around 3200 ICDS Anganwadi workers and supervisors have been trained on activity based pre-primary education at the block level in Panchmahal and Dangs districts.
- As on January 2002, around 5500 ICDS Anganwadi workers and supervisors have received refresher training on activity based pre-primary education and school readiness at the block level in three project districts.
- Formation and strengthening of Mahila Mandals for economic empowerment of women.
- Starting of Std.V in 'Focus Area' village schools have been started as a result of which a substantial number of dropout children have been re-enrolled. These are some of the innovations.
- Gender sensitisation training was imparted to male teachers at Saputara, Dangs. The objective of the training was to orient the conduct and attitude of the male teachers towards the girl students in classroom transaction. The focus was on changing the gender-bias attitude, including a deem view of the abilities and potentials of the girl child. To begin with, master trainers were prepared, who later imparted training to the male teachers.

H. SC/ST/Minorities/ Tribal Education

- **During the quarter the Master Trainers' Module for tribal education was developed.**
- **Mobilization programmes were held in the tribal areas of Banaskantha, Panch Mahals and Dangs, to promote enrolment of maximum number of tribal children who would, otherwise, remain out of the fold of primary education.**
- **A set of 3 posters for mobilization in tribal area schools were developed and distributed.**
- To mainstream the never enrolled and drop-out children, as many as 1210 tribal - specific AS Centres were opened under Back to School programme enrolling 25623 out of school children out of which 13823 were girls.
- In district Dangs, 94 centres have been opened for conducting Bridge Course. A total of 2311 migrant students have been regularised under Bridge Course (April-June 2001).
- As in Dangs, dictionaries were compiled for local dialects (Bhili) in Panchmahals. A local word glossary in Dangi dialect prepared for class I-IV textbooks in Dang and a local word glossary in Adivasi dialect is prepared for class I - IV in Banaskantha district and distributed in schools.

- A cassette on cultural activities has been developed in Dangi language. It contains 'Dhak Vadan', and 'Thali Katha' - tribal dramas in local language. The cassette is shown in Cluster Resource Centres in district Dangs.
- During December 4-8, 2000, a workshop was held at Saputara, in district Dangs, for developing TLM and contextual literature for class I-IV in tribal area schools. Around 50 BRC, CRC coordinators and expert teachers participated in the workshop. In district Banaskantha, the TLM workshop was held at Sarvodaya Ashram, Sanali. Similar workshop was held in Panchmahal district during January 9-13, 2001.
- To improve the quality of teaching, dictionaries and glossaries of local words were developed. Contextual literature has been developed using the locally available resources. While explaining the concepts, illustrations and examples were drawn from tribal festivals, ceremonies and tribal culture and their socio-cultural environment. Tribal songs, folk tales, legends and riddles from tribal oral traditions are increasingly used in classroom transaction. Lesson cards have been developed based on the formal text books. Activities like story telling, action songs, puppets etc, are extensively used at the centre.
- Content-based supplementary material in local dialects, viz., Adivasi in Banaskantha, Bhili in Panchmahal and Dangi in Dangs using local context, were printed and distributed in all the schools of tribal areas of project districts.
- Newly recruited Vidyasahayaks and teachers transferred from non-tribal areas schools were trained on pronunciation of local words those included in local word glossaries developed by DPEP. The one day training at cluster level has already been completed in Panchmahal and Dangs districts, during which a total of 386 teachers in Panchmahal and 62 teachers in Dang district were trained. A total of remaining 529 teachers in district Banaskantha will be given training in the coming months.
- In lieu of the introduction of new textbooks of Std I, II and III, it was required to supplement the local word glossaries. During 9-11 December 2001, workshops were arranged in Banaskantha and Dang districts during which supplementary local word equivalents were incorporated into the glossaries.

I. Disabled Children

- SRG in place
- IED Coordinators at the district level in place
- **Thirteen vacant posts of Resource Teachers in all 23 blocks have been filled. The current staff position of Resource Teachers is as follows:**

Districts	HI	VI	MR
Banaskantha	3	3	2
Panchmahal	4	4	-
Dang	-	1	-
Total	7	8	2

- A set of five books titled Apang Nahin Ashakt (Disabled , Not Weak) on success-stories of disabled personalities were given to BRCs, CRCs, Resource Teachers and all schools of the project districts.
- A set of 6 posters (awareness material) for Locomotor Disability, Visual Impairment (VI), Mentally Retarded (MR) & Hearing Impairment (HI) have been printed and distributed in all schools of 3 project districts. These posters carry messages on developing a positive

attitude towards disabled children by parents, family members' etc. This awareness material will be used during Parent Council, VEC, MTA, PTA meetings.

- Parents of disabled children nominated as member of VEC in 2511 villages in three DPEP districts, all of whom have undergone intensive training. To mobilise the parents and teachers, a bunch of posters has been developed by the Resource Teachers and IED officers. These posters carry messages, both in Gujarati and corresponding local dialects, exhorting parents to understand the problems of children with special needs.
- In a Parent Council meeting organised on February 15, 2001, at Ahwa BRC, dist. Dang, it was declared that the Social Welfare Department, Govt. of Gujarat, will be giving scholarships to children with special needs.
- VEC, MTA and PTA members pledged to motivate the parents to send the disabled children to school. In Dangs, they organised meetings with Parent Councils to discuss various disability related problems and their remedies. Teachers expressed their willingness to help the disabled children in acquiring special aids. The event drew adequate local media attention.
- The week starting on the eve of 'Birth of Braille', - January 4, 2002, was celebrated as an awareness building week. Competitions for essay, posters, songs and slogans were organised on issues related to special needs of the children in all three districts.
- A comprehensive strategy has been developed for identifying various categories of disabilities all over the state. A questionnaire for each kind of disability (VI, HI, MR, OH and LD) has been prepared by Ed.CIL. The questionnaire will be given to the disabled children through which the exact nature and extent of disability could be identified. Camps will be organised in every district where the medical consultant will check the disabled child. Those with 40% and above disability will be sent to District Health Officer (DHO), who will issue a certificate enabling the child in availing special benefits given by the Government agencies and NGOs. For those with below 40% disability, DPEP will provide the necessary aids and appliances.
- As per the guidelines of Rehabilitation Council of India (RCI) and MHRD, a 45 days teachers training programme is planned. The training would help the teachers in TLM development and its use and equip them with other specialised skills and bring about an overall change in approach of teachers towards children with special needs.
- Under the centrally sponsored IEDC Scheme implemented by the IEDC Cell, GCERT, the NGOs were assigned the responsibility of identification, categorization, quantification and certification of children with special needs. The selected NGOs have already completed the certification of disabled children with more than 40% disability, who will be provided with aids and appliances.
- Teacher's training module was developed and distributed in all the schools of DPEP districts. The module will guide the teachers in Classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module will enable the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM (both standard and subject wise) and use of special aids.
- Master Trainers' Training module was developed and distributed to BRC and CRC levels. Teacher's training module was developed and distributed in all the schools of DPEP districts. The module guides the teachers in Classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module enables the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM (both standard and subject wise) and use of special aids.

- A one - day training programme for teachers of disabled children in formal schools was organized in three project districts at the cluster level. The main objectives of the training were :
 - Raising awareness level of teachers on various kinds of disabilities.
 - Designing co-curricular activities for various kinds of disabilities and
 - Content based teaching methods
- The Master Trainers, viz., Resource Teachers and experts from NGOs, imparted the training. The MTs used Teachers Training Module, and various IED Awareness Materials during the training.
- Besides, effecting attitudinal changes in teachers, the training would build the special skills in them to address specific problems of children with special needs (VI, MR, HI and Locomotor Disability) in classroom transaction.
- SPD and the state IED officer attended the National Workshop on Creating Supportive Learning Environment for children with Special Needs was held at Kovalam, Trivandrum, Kerala from September 12-14, 2001. Gujarat made a presentation on the status of IED, strategies adopted and future of DPEP in Gujarat. Participants shared data, modules and materials.
- **To inform and educate the teachers relevant articles, stories, and dialogues on IED are regularly published in Prathmik Shikshan Sarvani ,the quarterly magazine from the State Project Office, Gandhinagar.**

J. Distance Education

- **A state level workshop for capacity building in Radio Script Writing was held on Sep 3 - 4, 2002, at Gandhinagar, for District OICs, DIET lecturers, BRC & CRC Co-ordinators and primary teachers. A total of 16 radio scripts for DEP were developed during the workshop.**
- **The teleconferences were held on Sept 7 & 9, 2002, from RESECO Studio, Gandhinagar, during which roles of BRC & CRC Co-ordinators in efforts for universalization of elementary education under DPEP & SSA were discussed with BRC & CRC Co-ordinators who were present at the BRCs across the state. Also, discussed were issues related with use of School & Teachers Grants, etc. The roles of MTAs and PTAs were discussed in detail with the grass-root functionaries. The resource support was provided by State Project Director and his team of officers in charge of various functional areas.**
- **Video programmes for gender sensitization and use of TLM from gender perspective were produced.**
- **Training of SIM and audio cassette manual was organized in 11 blocks of Panchmahal and Dahod districts during which a total of 6443 primary teachers were trained while, In Banaskantha 7656 teachers, and in Dangs 645 teachers were trained.**
- **AWP & B for 2002-03 was prepared for State and National Components of DEP.**
- **Nine video programmes on Mathematics and Science obtained from GIET were transferred from Betacam and given for duplication for subsequent distribution to BRCs..**
- **Meeting of SRG-DEP was held on 1st May '02**
- **Poster Development Workshops were held at district level and posters were developed on different themes i.e Girls Education, Importance of Education, Distance Education, Integrated Education for Disable Children (MR, HI, VI,and**

LD), Content based Posters (EVS, Maths, Language of Class I to V), Mobilization (Enrollment Drive), Community Participation in school.

- **Video Programmes -3 of English, 3 of Maths, 3 of Science, 3 of IED, 2 of ALS, 2 of Gender, and 2 of Tribal Education produced and given for duplication for subsequent distribution to CRC level.**
- **A Users' Manual for Video Programme was produced.**
- **Meeting for pre-planning of Radio Project held at SPO Gandhinagar on 13th June'02.**
- The teachers' trainings have been adequately supplemented by Distance Education Programme (DEP). Suitable Distance Learning (DL) interventions have been undertaken to support the ongoing training activities. Efforts are made to develop a multimedia training package (print, audio & video) primarily through capacity building activities.
- For effective use of Self-Instructional Material and Audio cassette manual, along with a set of three cassettes (Multimedia package), two-day training programmes were held at Sarvoday Ashram, Sanali, Banaskantha (April 20-21,2001), at Saputara ,Dangs (April 24-25,2001),and at BRC Halol, Panchmahal (April 27-28,2001s),. During these programmes, 108 Master Trainers comprising BRC, CRC, DIET teachers, DPO officials and primary teachers were trained.
- With an intention to improve the awareness of teachers and field functionaries about various disabilities and provide them with guidance for integration of these children in general schools, IED awareness material has been prepared in Gujarati and distributed in primary schools, BRCs, CRCs, DPO, DIET in three project districts and DPEP offices in new districts. The English version of IED awareness material has also been prepared and distributed to other DPEP states.
- A brochure featuring objectives and activities of DEP has been developed, printed and distributed to inform and educate BRC, CRC Co-ordinators and primary teachers about DEP-DPEP Gujarat.
- A workshop of facilitators of 49 receiving centres and panelists was held at Din Dayal Institute, Gandhinagar on September 21, 2001 in which issues related to handling of teleconference both at teaching and learning ends were discussed. Guidance was given to facilitators for maintenance of DRS sets. Other technical aspects were also discussed in detail.
- On September 27-28, 2001, a teleconference was organised at RESECO, Gandhinagar to provide necessary guidance to DIET lecturers, BRC & CRC Co-ordinators and teachers of Class V on the effective use of the newly developed telematerial for teaching English in Class V. During the teleconference, demonstrations and discussions took place on various skills, viz., listening, speaking, reading and writing in English. The teachers' problems related to teaching of English were solved during the live interaction with experts.
- A total of 50 CRC centers have been installed with Digital DRS, which were utilised during the teleconference. To increase the coverage of the teleconference, all DRS sets at Block Resource Centers have been converted from analogue to digital.
- An action research module has been developed and distributed to all primary schools, BRCs, CRCs, DPEOs, and DIETs in the three project districts. This module will help the teachers and education administrators in solving the routine classroom problems faced by them.
- Video programmes such as 'Colours and Numbers' and 'Different professionals' in English, 'Pashabhai Ni Vadi' in Science and 'Different types of angle' in Mathematics

have been developed in Gujarati. These are programmes on hard spots of Class V, which will be used during teachers training programmes and teleconferences in future.

- A three day training programme was organized on December 19-21, 2001, on the conducting of interactive training programmes at DECU-ISRO, Ahmedabad. A total of 21 DEC-DEP Co-ordinators and DIET lecturers from different DPEP states participated in the workshop. Experts from DECU imparted training on various technical and management aspects of teleconferencing. The training emphasized the specific role of anchor persons, resource persons, panelists and facilitators.
- A workshop of facilitators from 73 receiving centers was held at Din Dayal Institute, Gandhinagar on 27th December, 2001. The agenda was to orient the facilitators on smooth conduct of teleconferencing at the receiving centres. A total of 85 participants including 50 CRCCs, 18 BRCCs and 17 IED Resource Teachers received training during the programme.. Major issues discussed during the workshop were technical aspects of teleconferencing, maintenance of DRS sets, role of facilitators during interactive television programme and use of IED modules.

K. MIS

MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.

Staffing

SPO	Officer	1
	Programmer	1
	Data Entry Operator	2
DPO	Officer	1 (Dang)
	Data Entry Operator	2+1+1(4)

Equipment

SPO	Pentium Computer	6
DPO	Pentium Computer	3+3+2 (BK, PM, Dangs)
BRC (All)	Pentium computer	23 (11+11+1)

- **The data collection and computerization for the year 2001-02 has been completed in Banaskantha, Panch Mahals and Dang districts. The same were submitted to MHRD, New Delhi, on 13/5/2002.**
- **Annual Work Plans & Budget for the year 2002-2003 for State Project Office and the districts Banaskantha, Panch Mahal and Dangs were prepared and submitted to MHRD, New Delhi.**
- Continuous support to BRCCs by the state and district MIS personnel with regard to day to day use of computer in the office work. The state team also supervised and monitored the computer usages in the routine as well as specific works.
- The revised DISE 2001 software was implemented at state level.
- Training on DISE data collection in the existing as well as expansion DPEP districts was organised at state level. The same have been carried out at district, block and cluster levels.
- The training on revised DISE software for the district MIS personnel was organised at state level.

- The revised DISE softwares have been installed at District level.

L. Research & Evaluation

- The study on Causes of High Repetition Rates was taken up during this period following the first meeting on the issue organised by RESU, Ed.CIL, New Delhi on 18th March 2002. Gujarat also participated in the workshop along with 8 other states with incidence of high repetition rates of children in primary schools.. The objective was to estimate actual class-wise repetition rate and to find out the discrepancy , if any, between these rates and the rates reported officially for DISE, among others.
- The follow up workshop of Research and Evaluation Co-ordinators on “Grade Repetition” was held during 24-26 June, 2002 at Shimla to finalise the tools of the study. Representatives from Gujarat participated in the workshop.
- Terminal Assessment Survey (TAS)

By June 2003, DPEP Phase II is to be concluded in districts of Banaskantha, Panch Mahals and Dangs. As per the conditions of the Project Agreement, the Terminal Assessment Survey is to be conducted before the project comes to an end in these districts. The study has been assigned to CASE, M. S. University, Vadodara.

- State Resource Group for Research & Evaluation has been already created.
- Till date 70 action researches have been already carried out. 100 more will be taken up.
- 12 areas announced for research through newspaper advertisement. Proposals being received. Application for 8 more subjects for research and further details have been invited from the scrutinized institutes. After discussion and evaluation of their proposals, various research works have been assigned to particular institutes and individuals
- The Revised Mid-Term Assessment Study Report submitted to MHRD after adding supplementary information.
- The revised Baseline Assessment Survey Report has been submitted to the MHRD after incorporating supplementary information.
- The final report of Social Assessment Study has been submitted to MHRD.
- A study on Student Achievement Profile in all subjects (Class III-VI) conducted throughout the state. The final report was submitted during the last academic year.
- Case Studies of DIETs, ICDS/ECCE schemes, migrating tribes, Multigrade teaching, teacher laziness, social activities and gender bias, optional schooling, out of school children, low retention of girls are under progress.
- During December 13-15, 2000, NCERT, New Delhi organised an International workshop on "Transformation of Schools into Successful Schools and role of the State and local community in school governance". All DPEP states including Gujarat participated in the workshop. Hon'ble Minister for Human Resource Development, Govt. of India, inaugurated the workshop. Representatives from Bangladesh, Netherlands and UK shared their experiences. As many as 25 papers were presented on Indicators of "Quality Education at Elementary Stage".
- As per the recommendation of 14th JRM, 3 Research studies have been undertaken involving the external agencies/universities and individuals. The topics are:
 1. Impact of teachers grant and school grant
 2. Role of VEC, MTA, PTA in school improvement
 3. Impact of teachers training

- A total of 33 Action Researches and 11 case studies have been undertaken by CRC Co-ordinators in district Banaskantha on various issues related to pedagogy, teachers training and Gender education.

M. Civil Works

i) **Staffing**

SPO	State Engr. Asst.Engr (AE)	1 post 3 post	1 filled 2 filled
Panchmahals:	District Engr. and AE TRP	2 posts 3	2 filled 3 filled
Banaskantha	District Engr, and AE TRP	2 posts 3 posts	2 filled 3 filled
Dangs	District Engr. TRP	1 post 2	1 filled 2 filled

(ii) **Repair Works**

The progress in repair is as follows:

District	Targeted	Completed	In-Progress
Banaskantha	354	354	0
Panchmahal	391	391	0
Dangs	188	188	0
Total	933	933	0

(iii) **Construction of New school:**

As per the targets set, construction of all 253 new schools has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

District	Targeted	Completed	In Progress
Banaskantha	133	133	0
Panchmahal	111	111	0
Dangs	9	9	0
Total	253	253	0

(iv) **Additional classrooms:**

As per the targets set, construction of all 346 additional classrooms has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

District	Targeted	Completed	In Progress
Banaskantha	110	110	0
Panchmahal	168	168	0
Dangs	68	68	0
Total	346	346	0

(v) Toilets and Urinals: Schools, having 1 to 7 standard but without toilets and urinals, have been provided with the same. All the new schools have been provided with toilets and water supply as they are in remote areas with difficult access.

As per the targets set, construction of all 859 toilets has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break-up is as under :

District	Targeted	Completed	In Progress
Banaskantha	357	357	0
Panchmahal	364	364	0
Dangs	138	138	0
Total	859	859	0

(vi) Innovation fund

- Use of pre-fabricated technologies for remote locations where basic materials/water/labour not available.
- Research and planning for all the 3 districts for cost effective technology using locally available materials.
- Engineer training for use of cost effective technologies.

(vii) Any Other

- Under DPEP, the construction of buildings for 18 BRCs has been completed in the three existing project districts. So far, the construction of buildings of 10 BRCs in Panchmahal, 7 BRCs in Banaskantha and 1 BRC in Dangs has been completed. The construction of building for 1 BRC in Banaskantha is at slab level.
- Gujarat School Repair & Reconstruction Programme

Under this programme, Gujarat Council of Primary Education has undertaken a Herculean task of reconstructing more than 4000 classrooms and repairing of more than 42000 classrooms in heavily/ partially damaged schools, spread across 18 districts of Gujarat that were affected by the earthquake on January 26, 2001.

Repairs :

Racing against time, GCPE has already completed repairing of a total of 42658 class-rooms in 9201 primary schools.

Reconstruction :

Tenders have been issued for reconstruction of 4675 classrooms. Construction of 4404 classrooms has been already awarded. While reconstruction of 1398 classrooms has been completed, the work is in progress in 2859 classrooms.

Systemic Issues

A. Position of Overall Teachers' Vacancies in the Districts:

The overall position of the teachers in the three project districts is as under:

District	No. of Post of Teachers		No. of posts of Vidya Sahayak filled in
	No. Posts Sanctioned	No. of Posts Filled in	
Banaskantha	10938	10165	5905
Panchmahal	16942	14650	4500
Dangs	1399	1193	471

See annexure 1 and 2

B. Functioning of DIETs S

- There are three DIETs, one each in the DPEP districts of Banaskantha (Palanpur), Panchmahal (Santrampur) and Dangs (Waghai).
- All the three DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- The lecturers are oriented about the role and functions in their respective branch.
- The DIETs are working intimately with the respective DPOs and SPO with good coordination.
- Rs. 1 crore received from State Govt. for building of the DIETs.

C. Functioning of SCERT

- **The land for GCERT Campus has been allotted by the State Govt. of Gujarat. Shila Nyas ceremony has been already organised. Under DPEP, the construction work of GCERT building has been started already.**
- GCERT has been granted autonomy formally by the State Govt.

D. Innovation: Nil

DPEP Phase IV

Plan Implementation and Review of Functional Areas

A. Planning and Management (P & M)

- The posts of OIC (P&M) and Asst. OIC (P&M) are filled.
- **Environment generation activities are being carried out in all the new districts (Phase IV) for generating participation and establish coordination with Taluka Panchayat officials, Sarpanches and other local officials and community organizations.**
- **Officers from SPO conduct meetings with BRCCs from time to time to review the status of environment building at grass-root levels. Necessary guidance and support inputs are provided for establishing and consolidating the cooperation and support of officials and community**

B. Micro planning

Microplanning is an integral part of the decentralized planning effort initiated under DPEP. In fact, micro-planning is an essential step to operationalise the district plans. They are to be seen as a continuous process to ensure local specificity through wider participation in planning and management of primary education.

Participatory microplanning requires local capacity building. In lieu of this, a 2 day workshop on community participation and microplanning was organised at district level in all the Phase IV DPEP districts during April 2002.

The training was conducted through cascade mode. The Resource Persons (RPs) from P&M, SPO, those received training at the National level on Microplanning imparted the training to Master Trainers (MTs). Resource support in terms training was sought from UNICEF. The district level training of MTs comprised of BRC Co-ordinators and BRG members was followed by training CRC Co-ordinator and CRG members during May-June 2002. Later, the trained CRC Co-ordinators and CRG members imparted training to headmasters, VEC, MTA, PTA members.

Besides conceptual understanding, the training focused on operational aspects of village mapping, school mapping, preparation of School Improvement Plan (SIP) and Village Education Plan (VEP). Strengthening community management and monitoring of school and generating community contribution for school development were the basic thrust areas. Currently, village mapping is under progress simultaneously with "Praveshotsav" that will be followed by School Mapping at the CRC level and preparation of School Improvement Plan (SIP) at the village level.

C. Community Mobilization

• Formation of VEC, VCWC, MTA & PTA

VEC, VCWC, MTA and PTA, which are village-based, grass-root structures, have been already formed across the six Phase IV DPEP districts. Trainings of the members of VEC have been already organized in Sabarkantha and Surendranagar. while they are under way in the rest :

No.	District	VEC formed	MTA formed	PTA formed
1	Sabarkantha	715	2344	2344
2	Surendranagar	624	915	915
3	Kutchch	947	1340	1340
4	Junagadh	1176	1431	1431
5	Jamnagar	710	1297	1297
6	Bhavnagar	918	1288	1288
	Total	5090	8615	8615

D. Pedagogy, Teacher Training, Text Books

• Primary Schools Upgraded

In DPEP IV districts, most of the schools teaching upto STd V have been upgraded to Std VII. The detailed districtwise picture is as under :

District	Schools Sanctioned	Schools Upgraded
Sabarkantha	916	916
Surendranagar	282	282
Kutchch	174	99

Junagadh	286	286
Jamnagar	172	172
Bhavnagar	187	187
Total	2017	1942

- **Orientation Workshop**

The first Orientation Workshop for BRC Co-ordinators from 6 expansion DPEP districts (Phase IV) was organised on November 2-3, 2001 at Din Dayal Institute, Gandhinagar. A total of 70 BRCCs participated in the workshop. They were oriented about the objectives and goals of DPEP. Respective OICs from SPO provided the details about their respective functional areas.

- **Position of BRC & CRC Co-ordinators**

Appointments have been already made to the posts of BRC and CRC Co-ordinators. Following is the position of these grass-root functionaries in the six project districts in DPEP IV :

Appointment of BRC Co-ordinators

No.	District	Total No.of BRCCs	No.of BRCCs In	No.of BRCs Vacant
1	Sabarkantha	13	13	0
2	Surendranagar	10	10	0
3	Kutchch	10	10	0
4	Junagadh	15	15	0
5	Jamnagar	10	10	0
6	Bhavnagar	12	12	0
	Total	70	70	0

Appointment of CRC Co-ordinators

No.	District	Total No.of CRCCs	No.of CRCCs In	No.of CRCs Vacant
1	Sabarkantha	214	168	46
2	Surendranagar	135	134	01
3	Kutchch	176	94	82
4	Junagadh	180	156	24
5	Jamnagar	144	115	29
6	Bhavnagar	151	133	18
	Total	1000	800	200

- **Exposure Visits by New BRC Co-ordinators**

In January, 2002, exposure visits were organized for 70 newly recruited BRC Co-ordinators from all the blocks of Phase IV DPEP districts to Deesa in Dist. Banaskantha and Bariya and Halol in Dist Panch Mahals, the Phase II DPEP districts. The BRC-coordinators were given field experience of ideal Block Resource Centres, model schools and good practices at grass-root level in DPEP.

- **Sharing Workshop**

A sharing workshop was organized on Jan 1-2, 2002, at the Entrepreneurship Development Institute, Village Bhat, Ahmedabad. Under the leadership of Shri Varesh Sinha, Secretary, Education, sharing of experiences and information on the implementation of DPEP in Phase IV districts was undertaken. The DPEOs, DIET Principals and District coordinators of the six districts participated in the residential workshop. Guidance in functional areas was provided by State Project Director and other State level officers. This event officially marked the launching of the DPEP project in the Phase IV districts.

- **Vidhyasahayak Recruitment**

A total of 10684 Vidhyasahayaks have been recruited and given induction training in the DPEP Phase IV districts. The new Vidhyasahayaks have been oriented on new methods of activity based joyful learning in DPEP, their role and functioning in the project.

- **Enrolment Drive**

Enrolment drives are DPEP interventions, which have been adopted by the State Education Department for implementation in all the districts of Gujarat. In June, 2002, the enrolment drives were organized in all the primary schools of the Phase IV districts. Processions were taken out in villages to motivate the parents and guardians to enroll the eligible, out-of-school children in Std. I. The details of children enrolled in primary schools following these enrollment drives in June, 2002, are being collected in the six project districts, viz. Sabarkantha, Surendranagar, Kutchchh, Jamnagar, Junagadh and Bhavnagar.

- **Visioning Workshop**

The first year of the Phase IV focused on setting up of the infrastructures in the districts. Now the attempt was to be shifted towards the key elements related to teaching learning process in the classroom and the other related matters in the project.

A visioning workshop was organized on May 15-17, 2002 for the Block Resource Coordinators and Officer-In-Charge of various functional areas from six districts. The intention was to orient the grassroots functionaries strongly so that the spirit of DPEP is carried to the school and catalyses the overall achievement rate. The plan for the workshop was chalked out in consultation with the Technical Support Group (DPEP), New Delhi. Apart from providing understanding about the various functional areas of DPEP in greater details, the workshop aimed at improve quality specifically, in Curriculum Development, Textbook, TLMs, Teaching Learning Process, Evaluation Mechanism, Remedial practices, School Improvement Plan and Quality monitoring.

The Resource Persons included Consultant-TSG (Pedagogy), Ed.CIL, New Delhi, and Senior Programme Co-ordinator, DEP-DPEP, New Delhi.

The Workshop was inaugurated by the State Project Director. A session on curriculum development, textbook, Quality monitoring, Remedial practices was taken by the

Director, GCERT and his teams. Secretary, Education, delivered the concluding address highlighting the State's future plan to improve quality of primary education and steps to achieve the Vision 2010.

E. Alternative Schooling

Under DPEP Phase IV, Alternative Schooling interventions are being initiated. Since Sarva Shiksha Abhiyan is also being launched by the Gujarat Council of Primary Education, orientation programmes for SSA functionaries is also undertaken simultaneously.

Conceptual Workshop on Alternative Schooling

A Conceptual & Visioning Workshop on Alternative Schooling was organised on June 25-29, 2002 in which a total of 110 persons were given comprehensive training. During the workshop, 24 persons from DPEP IV districts comprising Officer-in-Charge of A.S., 1 BRC and 2 CRC Co-ordinators from each district, and 42 persons from SSA districts, comprising 1 BRC and 2 CRC Co-ordinator from each district, were oriented on various issues in Alternative Schooling and how to tackle them effectively.

The resource support was provided by the experienced functionaries from DPEP Phase II districts comprising District Officer in Charge of AS and Supervisors. The guidance was provided by State Project Director and State Co-ordinator for A.S.

Hand Book for Alternative Schooling

The Hand book for Alternative Schooling has been developed at the state level, which is also a the Trainers' Training Module for Alternative Schooling for project staff, Resource Persons and Bal Mitras.

Trainers' Training Module

A Trainers' Training Module on Alternative Schooling has been distributed to BRC and CRC Co-ordinators and Master Trainers in all the six DPEP IV districts.

A.S. Training Centers

Training Centers for Alternative Schooling were started from 1st August, 2002, at Nava Chotila in Dist. Surendranagar and Pavapuri in block Idar in Dist. Sabarkantha. A total of 50 Bal Mitras are being trained in each of these centers.

Tribal Education

A handbook on Tribal Education titled ' Darshanika ' developed and distributed in Sabarkantha. Also, Trainers' Training Module for Tribal Education distributed to schools in district Sabarkantha.

F. Media & Documentation

Following activities were undertaken by Media & Documentation Unit during the period from April 1 to September 15, 2002 :

Periodical Reports & Documentation

The following periodical reports and documents were produced by the Media & Documentation Unit at State Project Office, between April 1 and September 16, 2002:

5. Quarterly Progress Report , April- June, 2002
6. Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP, April - June , 2002
7. English version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.
8. Hindi version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.

- **Publication of Magazines & Press Releases**

Following magazines and press releases were produced during the quarter :

- 4 Publication of Prathamik Shikshan Sarvani, Vol. 28, April-June, 2002
- 5 Preparation of Prathamik Shikshan Sarvani ,Vol. 29, July-Sep, 2002.
- 6 Press releases and hand-outs on project related activities.

- **Production & Broadcast of Radio Spots:**

Three scripts for Radio Jingles on universalization of elementary education developed, which were produced and edited at AIR, Ahmedabad. Two of the Radio Jingles were broadcast on primary channel of AIR from Ahmedabad, Vadodara, Rajkot, Bhuj and Ahwa (Dangs). While the radio spots were made for SSA, DPEP Phase II & IV districts also benefited from the broadcast of the messages encouraging enrolment and retention of children, especially girls, in schools.

- **Production of Television Spots:**

Ten scripts for TV Jingles promoting enrolment and retention of children, especially girls, in schools and improvement of quality in primary education have been developed for SSA and DPEP district. Negotiations are on with Doordarshan Kendra, Ahmedabad for production & telecast. Cost estimates are awaited.

- **Video & Photo documentation :**

Video & Photo documentation of Shilanyas Ceremony for construction of GCERT building at Gandhinagar.

Video & Photo documentation of Orientation Workshop for BRC Co-ordinators from DPEP IV districts organized at Din Dayal Institute, Gandhinagar

- **Press & Mass Media :**
- TV Gujarati, of the Shilanyas ceremony by Hon'ble Chief Minister of the GCERT building to be constructed under DPEP .

- TV news coverage on Door Darshan Kendra, Ahmedabad, ETV and Alpha news coverage on Door Darshan Kendra, Ahmedabad, of Conceptual Workshop for DPEOs on Implementation of SSA.
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Video Conference on primary education under DPEP & SSA by Hon'ble Minister for Education, Smt Anandi Ben Patel, using VSAT Mobile Van.
- Press coverage of important workshops and other programmes in major dailies in English (Times of India and Indian Express) and Gujarati (Gujarat Samachar, Sandesh, Jansatta and Gandhinagar Samachar).
- An article on universalization of elementary education written by Shri J P Gupta, State Project Director, published in the pilot issue of a new educational magazine titled Achala, launched on 15th August, 2002.

G. Gender Education

- Sharing workshop on Gender Education

A sharing workshop on Gender Education was held at State level on 13th June 2002 to review the progress and to discuss the future course of action. Gender OICs from all the 9 districts, both Phase II & Phase IV, participated in the workshop. OICs from Phase II districts shared their experiences with their Phase IV counterparts. The Gender Awareness Modules for MTAs and Teachers those were developed for Phase II districts were discussed and district specific components are incorporated before finalizing the modules.

- An orientation training for Gender – OICs and BRC Co-ordinators is slated to be held shortly.
- It has been decided to open 10 ECCE centres each in the Phase IV districts where ICDS centres are not available.
- From the gender perspective, community structures, viz. VECs, MTAs and PTAs were fully oriented and activated preceding the enrolment drive in the DPEP districts. The first reports indicate that these have resulted in more and more girls being enrolled in primary schools in most of the villages in DPEP II and IV districts.

H. SC/ST/Minorities & Tribal Education

- A CONCEPTUAL WORKSHOP ON Tribal Education was organised on June 4-6, 2002, at Idar in Dist. Sabarkantha. During this workshop general teachers and BRC and CRC Co-ordinators were oriented on various aspects of Tribal Education. The focus was on identifying the local issues in Tribal Education and effectively resolving them.
- At state level, a Hand Book on Tribal Education titled “ Darshanika “ was developed and distributed in District Sabarkantha.
- Trainers' Training Module was also developed and distributed in District Sabarkantha.

I Disabled Children

- Children with less than 40 % disabilities are being covered under the project in DPEP IV districts. Children with more than 40 % disabilities are being covered under IEDC by GCERT.
- Teachers' Training Module for IED has been developed and distributed to all schools in the six project districts in DPEP IV.
- Trainers' Training Module has been developed and distributed to Master Trainers, Resource Persons, BRC and CRC Co-ordinators the six project districts in DPEP IV.
- Awareness Material for IED has been developed and distributed to all schools in the six project districts in DPEP IV.

J. Distance Education Programme

- A state level workshop for capacity building in Radio Script Writing was held on Sep 3 - 4, 2002, at Gandhinagar, for District OICs, DIET lecturers, BRC & CRC Co-ordinators and primary teachers. A total of 16 radio scripts for DEP were developed during the workshop.
- The teleconferences were held on Sept 7 & 9, 2002, from RESECO Studio, Gandhinagar, during which roles of BRC & CRC Co-ordinators in efforts for universalization of elementary education under DPEP & SSA were discussed with BRC & CRC Co-ordinators who were present at the BRCs across the state. Also, discussed were issues related with use of School & Teachers Grants, etc. The roles of MTAs and PTAs were discussed in detail with the grass-root functionaries. The resource support was provided by State Project Director and his team of officers in charge of various functional areas.
- AWP & B 2002-03 State and National Component of DEP submitted to GoI.
- Meeting of SRG-DEP held on 1st May '02 for reviewing AWP&B 2002-2003. 15 members were present in the meeting.
- Nine video programmes were produced from source material from GIET on teaching of Mathematics and Science in Class – V. The VHS copies were distributed to all the BRCs.
- Poster Development Workshops were held at district level and posters were developed on different themes i.e Girls Education, Importance of Education, Distance Education, Integrated Education for Disable Children (MR, HI, VI, and LD), Content base Posters (EVS, Maths, Language of Class I to V), Mobilization (Enrollment Drive), Community Participation in school. BRC, CRC, ATD teachers and OICs participated in the workshop. The participants were very enthusiastic and worked in groups for poster development.
- Orientation of BRC about DEP- DPEP, its objectives, project activities and its implementation at field level for Phase IV districts Kuchchh, Jamnagar, Surendranagar, Bhavnagar and Junagadh completed.
- Produced and distributed to BRCs Video Programmes -3 of English, 3 of Maths, 3 of Science, 3 of IED, 2 of ALS, 2 of Gender, and 2 of Tribal Education produced
- A set of seven video cassettes on teaching of hard spots in Std V and others based on special groups were produced and distributed to all BRCs in DPEP IV districts. Video programmes based on Hard spots of Class V

- A Video Programme Users' Manual has been prepared. It was reviewed along with the video programmes at the orientation workshop of BRCs in Kutch. It is under printing and will be distributed with video programmes.
- Meeting for pre-planning of Radio Project held at SPO Gandhinagar on 13th June'02. It was decided to broadcast 4 programmes of 30 minutes in a month during the school timing. For these programmes, radio scripts will be developed in the workshop. The production and broadcast of the programmes will take place with the help of AIR.
- DEP pamphlet has been redesigned and it is under printing. It will be helpful in creating awareness of Distance Education Programme among field functionaries and teachers.
- IED awareness material has been redesigned and it is under printing. It will be useful for creating awareness among BRCs, CRCs, teachers and field functionaries about different areas of disability, i.e. MR, HI, VI, LD and Learning Disability. It will help in integration of disabled children in normal school.

K. Management Information System (MIS)

- MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.
- Annual Work Plans & Budget for the year 2002-2003 were prepared for State Project Office and Phase IV districts, viz. Surendranagar, Kutchh, Sabarkantha, Bhavnagar, Junagadh & Jamnagar. The same were submitted to MHRD, New Delhi.
- Computerization of DISE 2001-02 data is in progress for DPEP-IV districts, viz. Surendranagar, Kutchh, Sabarkantha, Bhavnagar, Junagadh & Jamnagar. It is expected to be completed soon.
- Continuous support was provided to BRC Co-ordinators by the state and district MIS personnel with regard to day-to-day use of computer in the office work. The state team also supervised and monitored the computer usage in routine as well as specific works.
- Routine data entry of letters and other documents.
- Modifications were made on the web-site (dpepgujarat.topcities.com) of DPEP Gujarat
- A detailed Damage Assessment Report on earthquake affected schools spread across several districts has been generated for repair and reconstruction

L. Research & Evaluation

- Under Research & Evaluation, several Action Researches are being undertaken in DPEP IV districts.

M. Civil Works

Under DPEP Phase IV, civil works have been started in the project districts of Kutchh, Jamnagar, Junagadh, Bhavnagar, Sabarkantha & Surendranagar. The VCWCs have been already formed and duly trained on undertaking civil works under the project.

The following table shows the number of civil works in various categories in progress in Phase IV districts :

District	Repair	New School	Additional Classrooms	BRC
Kutchchh	10	0	69	0
Jamnagar	0	4	54	5
Junagadh	18	8	86	5
Bhavnagar	28	0	50	4
Sabarkantha	77	20	39	6
Surendranagar	0	10	46	5
Total	133	42	344	25

- **Gujarat School Repair & Reconstruction Programme**

Under this programme, Gujarat Council of Primary Education has undertaken a Herculean task of reconstructing more than 4000 classrooms and repairing of more than 42000 classrooms in heavily/ partially damaged schools, spread across 18 districts of Gujarat that were affected by the earthquake on January 26, 2001.

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Racing against time, GCPE has already completed repairing of a total of 42658 class-rooms in 9201 primary schools.

Reconstruction :

Tenders have been issued for reconstruction of 4675 classrooms. Construction of 4404 classrooms has been already awarded. While reconstruction of 1398 classrooms has been completed, the work is in progress in 2859 classrooms.

Systemic Issues

A. Position of Overall Teachers' Vacancies in the Districts:

The overall position of the teachers in the six project districts is as under:

District	No. of Post of Teachers			No. of posts of Vidya Sahayak filled in
	Posts Sanctioned	Posts Filled In	Post vacant	
Sabarkantha	10148	9944	204	2235
Surendranagar	5811	4928	883	1832
Kutchchh	6259	5126	1133	2955
Jamnagar	6084	4783	1301	1865
Junagadh (& Porbandar)	10337	9428	909	2056
Bhavnagar	8296	6855	1441	4064
Total	46935	41064	5871	15007

B. Functioning of DIETs

- There are six DIETs, one each in the DPEP districts of Kutch (Bhuj), Surendranagar, Sabarkantha (Idar), Jamnagar, Bhavnagar and Junagadh. All the six DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- The lecturers are oriented about the role and functions in their respective branch.
- The DIETs are working intimately with the respective DPOs and SPO with good coordination.

HARYANA

Coverage

Number of districts covered under DPEP : 7

(Rs. in lacs)

Particulars	Districts covered	EFC approved project cost (Rs.In lakhs)	Civil Works 33.3%	Management 6%
DPEP – I 1994 – 2003				
	(1) Hisar	3969.75	1310.01	238.19
	(2) Jind	3282.92	1083.36	196.98
	(3) Kaithal	3044.74	1004.76	182.68
	(4) Sirsa	3623.68	1195.81	217.42
	(5) State component	891.35	294.16	53.48
	Total	14812.45	4888.11	888.75
DPEP – II 1997-2003				
	(5) Bhiwani	2912.04	960.97	111.89
	(6) Gurgaon	3323.31	1096.69	111.89
	(7) Mahendergarh	2716.80	896.54	111.89
	(8) State Component	595.11	0.00	230.00
	Total	9547.25	2954.20	565.67

Project Structure

1. Vacancies position in SPO and DPO as on 31-08-2002

Phase - I

S.No.	Name	No. Sanctioned	No. Filled
1.	SPOs	51	46
2.	DPOs	100	79
3.	BRC coordinators	28	22
4.	CRC coordinators	266	253

Phase – II

S.No.	Name	No. Sanctioned	No. Filled
1.	SPOs	4	4
2.	DPOs	75	43
3.	BRC coordinators*	27	27
4.	CRC coordinators	277	257

- BEOs are working as BRCs in DPEP – II districts.

2. Functioning Of EC/GC

- ◆ EC meetings are to be held at least once in each quarter of the year. Last EC meeting was held on 20th June, 2002.

- ◆ Nominations to the Society were made in August 94. In accordance with the rules of the Society, the term of non-official members is 3 years. The term therefore expired on 31.7.97 and the new members have already been nominated.
- ◆ G.C meetings are to be held twice in a year. The last G.C meeting was held on 8-1-2002.

3. Submission Of Annual/ Audit Report :

- ◆ Annual Report for the year 2000-2001 has been submitted to GOI. Regarding Annual Report for the year 2001-2002 will be submitted by due date after the Audited Accounts are furnished by the Chartered Accountant.

4. Utilisation Certificates :

- ◆ Utilisation Certificate for DPEP-I & II for the year 2000-2001 stands submitted to Government of India and State Government. As regards utilization certificate for the year 2002-2003 is concerned it will be submitted to the Government of India with in the stipulated period after Audit of Accounts of the Parishad by the Chartered Accountant.

5. Whether Level Of Expenditure Maintained At 1995-96 Level

Yes

6. Whether 15% contributed by the State upto 31.08.2002:

DPEP – I

(Rs. In lacs)

AWP & B (including spillover)		Funds Released by GOI	State Share due against GOI releases of Rs. 13648.11 lacs	State Share received
Upto 2001-2002	19843.41 Including Rs. 2684.37 Lacs for 11 non DPEP districts.	13648.11+ 50.00* * For pre project activities entirely borne by Government of India	2408.49	1932.02
2002-2003 (till 31-08-2002)		--	--	476.47
Total	19843.41	13648.11+ 50.00	2408.49	2408.49

DPEP – II

(Rs. in lacs)

AWP & B (including spillover)		Funds Released by GOI	State Share Due	State Share Received
Upto 2001-2002	9547.25	6465.73	1141.02	938.80
2002-2003 (till 31-08-2002)		--	---	202.22
Total	9547.25	6465.73	1141.02	1141.02

7. **Expenditure during 2002-2003 (Upto 31.08.2002)**

Total planned during the year

(Rs. in lacs)

	DPEP-I	DPEP – II
Total planned during 2002-2003 (AWP&B) including spill over	4412.23 (DPEP districts) 2653.35 (Non DPEP districts out of DPEP-I) <hr/> 7065.58	3253.35
Expenditure during 2002-2003 (upto 31-08-2002)	Rs. 1136.11	Rs. 395.07

- ◆ Cumulative expenditure upto 31-08-2002 for DPEP-I is Rs. 14070.22 lacs which is 70.91% of total approved EFC cost (19843.41 Lacs). For DPEP – II, the cumulative expenditure is Rs. 6765.00 lacs which is 70.86% of total approved EFC cost (9547.25 Lacs).

8. **DISBURSEMENT upto 31.07.2002**

Total planned during the year

	DPEP – I	DPEP – II
Total planned during 2002-2003 (Fresh proposal)	6005.74	2765.35
Reimbursement during 2002-2003 (1-04-2002 – 31-08-2002)	747.50	152.88

- ◆ Cumulative disbursement upto 31.07.2002 is Rs. 11571.20 lacs for DPEP-I and Rs. 5174.77 lacs for DPEP-II.

9. **Plan Implementation Review Of All Functional Areas**

A) **CIVIL WORKS**

DPEP-I

Physical and Financial report for Civil Works ending July, 2002

S.N	Component	Planned upto 2000-2001	Completed	In Progress
1.	Construction of Toilets	2858	2527	267
2.	Installation of Hand Pumps	999	868	44
3.	Repair of School Building	1053	467	72
4.	Construction of B/Wall	468	344	65

5.	Construction of Addl. Single room	516	331	170
6.	Additional of two class room (set of two)	343	227	81
7.	Additional three class room (Set of three)	36	35	1
8.	Computer Room	3	2	--
9.	Cluster Room	266	268	--
10.	New School Building	132	131	--
11.	B.R.C.	28	28	--
12.	E.R.S.B.	141	125	16
13.	SIEMT	1	1	--
14.	Child friendly element	36	2	--

Approved estimated cost upto 2001-2002 = 4941.57 lacs

Financial progress upto July, 2002

1. Expenditure through V.C.C. = Rs. 1449.10 Lacs
2. Expenditure through P.R. = Rs. 897.31 Lacs
3. Expenditure through NCB = Rs. 210.75 Lacs

Total = Rs. 4557.16 Lacs

The civil works against over all provision of 33.33% will be completed within the project period.

DPEP – II

- Civil Works in DPEP II districts of Mohindergarh, Bhiwani and Gurgaon were taken up for execution in accordance with new approved pedagogical design in all the three DPEP-II districts. Most of the works have been completed and remaining works will be completed within the project period.
- Some more cost effective technologies have also been implemented in addition to the cost effective technologies implemented under DPEP-I. The details are as follows

- i) Brick arches instead of lintels,
- ii) Stone masonry in foundation,
- iii) RCC stone door frames

- All the field Engineers in DPEP II districts have been trained in cost effective technologies and quality control measures at National Council for Cement Building Materials (NCB) Ballabgarh.

In addition to above 12 classrooms have been taken up with cost effective technologies using

1. Rat trap bond
2. Filler Slabs

Prototype work at Gurgaon and Bhiwani has been taken up by the Consultants.

The work of SIEMT building at Bhiwani has been complete and the same has been occupied by D.D. SIEMT.

1. Innovation Fund For Cost Effective And Alternative Technology

Progress of Prototypes

All the sites have been earmarked. Designs, drawings approved after discussion with Educationists, Engineers, Architects. The Construction of prototype work in Gurgaon and Bhiwani is in progress.

Process of Construction

The money is being given to Village Construction Committees for procurement of material required for construction of prototypes. The consultants have provided design, drawings supervision and technical, know how for all and any cost Effective Technology adopted by them.

2. Training Programme For Field Engineers

- **3-5-99 to 8-5-99** : Training programme for Civil Engineers of HPSPP was attended by SDEs, JEs & TRPs at National Council for Cement and Building Material at Ballabgarh(NCB).
- **25-7-99 to 10-7-99** : Training programme for Civil Engineers of the HPSPP, Haryana under DPEP which was attended by SDEs, JEs & TRPs at National Council for Cement and Building Material at Ballabgarh(NCB).
- **27-10-99 to 29-10-99** : Training programme on construction project management, planning , scheduling and controlling techniques at New, Delhi.
- **15-03-2000 to 16-03-2000** : Workshop for training of J.Es, TRPs, SDEs for civil works held at Chandigarh. All TRPs, JEs and SDEs attended the workshop.
- **18-08-2000 to 1-09-2000** : 4th National Cross State Sdharing Workshop on Civil Works at Bhubaneshwar. SDEs and JEs attended the worksop.
- **21-11-2000 to 22-11-2000** : Training workshop for field engineers of DPEP Haryana held at Chandigarh.
- **13-12-2000 to 14-12-2000** : Two days workshop on IS 456-2000 held at New Delhi. SDE Bhiwani attended the workshop
- **22-1-2001 – 24-01-2001** : Training programme on reinforcement, corrosion, in concrete causes and protection held at Bhubaneshwar . SDE Gurgaon attended the workshop.
- **5-02-2001 to 9-02-2001** : Training programme on testing and evaluation of concrete making materials held at NCB, Bal.abgarh. SDE Sirsa attended the workshop.
- **21-02-2001 to 22-02-2001** : Training programme on use of fly ash in construction industry held at New Delhi. Executive Engineer and SDE Gurgaon attended the training.
- **5-03-2001 to 7-03-2001** : Training programme on durability of concrete structures held at Jaipur. SDE Narnaul attended the training.

- **14-03-2001 to 15-03-2001** : Workshop on validation of cost effective technologies held at Kolkatta. SDE Narnaul attended the workshop.

Achievements in DPEP – II

Generals

The allocation for civil works in DPEP-II districts have now been increased from 24% to 33.33% Provision of the extra budget has been made in AWP 2002-2003 of district Bhiwani, Mahendergarh & Gurgaon. The approval of AWP& Budget for the yea 2002-2002 is available from Government of India.

The civil works consist of toilets, water facilities, boundary walls, water facilities, boundary walls, additional class rooms, additional two class rooms, new school buildings, existing running school buildings, block resource centers, cluster resource centers etc.

4397 toilets, 1496 hand pumps, 711 repair of school buildings, 499 boundary walls, 529 additional single rooms, 239 additional two class rooms, 35 additional three class rooms, 445 CRC rooms, 53 BRCs , 158 new school buildings and 181 existing running school buildings have been completed upto January, 2002 in all the seven districts of DPEP I & II.

1. Designs, Drawings based on outcome of THINK TANK TEAM Workshop held on 13-3-97 to 14-3-97 at Kaithal and taking into account the various development communicated through Ed.CIL. School design has been prepared by Chief Architect, Haryana and approved by Govt. of India and World Bank.
2. Necessary structural designs and drawings have been developed based on drawings approved by World Bank and are now being implement in the DPEP – II Districts.

3. Special features of new design :-

- i. 14'-6' feet wide verandah has been kept to serve as a room and for multigrade teaching.
- ii. Batten have been provided for hanging charts and portraits etc.
- iii. Blackboard has been provided in the room as well as in verandah for multigrade teaching.
- iv. Ramps are being provided for disabled children.
- v. Black Board have been provided below sill level for children with cement pigment.

The above special features of new design have also been adopted in DPEP-I & Non-DPEP district against enhanced allocation.

4. Cost effective and maintenance free technologies adopted:-

- i. Local material such as stone used in foundation as it is cheaper alternative for brick upto 15" width of walls.
- ii. Brick face work with striking of joints has been adopted which saves plaster and keep natural texture of brick intact (needs no maintenance).
- iii. Pressed steel frames, RCC frames, Stone frames for doors and windows have been provided depending upon availability, to replace natural material like timber(needs no maintenance).
- iv. M.S. square bars grills have been provided instead of structural grills to bring simplicity and saving in cost.

- v. Arches have been provided for verandah to save in energy based material like cement, steel. This also improves aesthetic of school building.
- vi. Wherever RCC work for roofing is cost effective, the same have been provided with smooth surface which not only save cement plaster, whitewashing but also improve quality of RCC and save maintenance cost for time to come (needs no maintenance).
- vii. Stone Patties - wherever shuttering is a problem for RCC roof and stone patties are available, these have been provided as roofing material. Although there is no saving in cost but of local available material is used.
- viii. Rationalization of design - The design has been rationalized in DPEP - II (addition allocation) and is in accordance with exactly as per ISI code and there has been substantial saving in steel and concrete.
- ix. Brick jalis have been provided in part of verandah. It not only improved aesthetic but is also cost effective.
- x. MS or PVC spouts for rain water against embedded rain water pipe have been provided. It not only drains rain water efficiently but is substantial cost saving (needs no maintenance).
- xi. Black boards with pigment in Cement ((needs no maintenance).

Efforts have been made to make school/classroom maintenance free or least maintenance possible, environment friendly, improved aesthetic and to use locally available material. The use of locally available material are easier to execute, easy to maintain and are acceptable to community at large and are sustainable.

While adopting cost effective technologies we have at no stage, compromised quality or life of the building.

Sustainability

- i. The designs are simple which can be easily replicable by local community
- ii. As we have provided brick face work, smooth RCC work, there is hardly any maintenance required except for whitewashing/ colour washing of inner walls, painting of doors and windows.
- iii. The drawings have been prepared by Chief Architect Haryana who is also responsible for issuing/ preparing drawings for all state works. Hence design can be sustained through other departments.
- iv. The design, drawings, specification, cost effective technologies have been sent to Chief Engineer Panchayati Raj who is major Agency for construction of class rooms.

3. Construction of Child Friendly Elements in District Kaithal

In order to make the school child friendly, to help enrolment, retention and to create interest in activity based teaching, child friendly elements have been constructed in three schools of Kaithal, five in Gurgaon and six in Jind district. The school are :

I Kaithal

- i) Khanoda
- ii) Pabnava
- iii) Pollar

II Gurgaon

- i) Nizampur
- ii) Goyala
- iii) Fatchpur
- iv) Rawli
- v) Bhakroli

III Jind

- i) Julani
- ii) Ramkali
- iii) Uchana
- iv) Dhamtan Sahib
- v) Dahola
- vi) Budha Khera

The Child friendly elements are being constructed in other district in number of schools..

These child friendly elements can go a long way in creating child friendly learning environment. Although the elements can be numerous, however some of the elements constructed in Kaithal district are :

- Internal pedagogic elements

- i) Ledges along with walls for multipurpose use.
- ii) Children's chalkboards of various sizes and shapes
- iii) Display battens
- iv) Learning Corners
- v) Different level floors
- vi) Various geometric shapes in floor

- External pedagogic and supportive elements like

- i) Open sitting benches
- ii) Amphitheatre
- iii) Ramps for disabled children
- iv) Chabutras around trees
- v) Attractive external chalk boards.
- vi) Pavillions

- External play elements like :

- i) Slides
- ii) Swings
- iii) Crawl-ins
- iv) Play walls
- v) Sand pits etc.

Ed.CIL has presented a colourful brochure indicating these elements. These brochures were displayed in the meeting of State Project Directors and Secretary Education of various DPEP States held in New Delhi on 11/12-10-99. Copies of brochures were also distributed to the participants. The copy of brochure is placed for JRM also.

These elements at Kaithal have also been visited by delegates from 14 DPEP States of 3rd National Cross State Sharing Workshop o Civil Works held between 16.8.99 to 20.8.99 at Chandigarh. In depth Review Mission and JRMs and delegates from W.B visited child friendly elements in Gurgaon district.

Encouraged by the results of the child friendly elements in Kaithal, Gurgaon, Jind district. Attempt are being made and child friendly elements are being constructed in other district.

Cost Effective Technologies

Some special features and important cost effective technologies in addition to already adopted and shown at item 4 in DPEP II have been adopted in some of the class rooms in Gurgaon, Mohindergarh and Bhiwani. These are

- 1) Rat trap bond
- 2) Filler slabs

Impact of these technologies in respect to Haryana State and their people has been studied for evaluation. The experience has not been very healthy as such. No further construction with Rat Trap Bond /filler slabs has been taken up.

DPEP-II

Physical and Financial report for Civil Works ending July, 2002

S.no	Component	Planned upto 2001-2002	Completed	In Progress
1.	Construction of Toilets	1910	1870	26
2.	Installation of Hand Pumps	742	628	81
3.	Repair of School Building (Minor)	160	100	7
4	Repair of school building (Major)	175	144	8
4.	Construction of B/Wall	220	155	43
5.	Construction of Addl. Single room	309	198	97
6.	Additional of two class room (set of two)	28	12	16
7.	CRC	278	177	96
8.	NSB	38	27	8
9.	ERSB (3 class room)	46	33	--
10.	ERSB (2 class room)	35	23	19
11.	B.R.C.	25	25	--
12.	DIET Auditorium	1	--	--
13.	Matching grant for additional single room	2	--	--
14	Child friendly element	17	11	2

Approved outlay 2001-2002

Bhiwani	=	694.36
Gurgaon	=	757.36
Mohindergarh	=	651.95

2103.67 lacs

Expenditure through VCC upto July, 2002**Through NCB upto 7/2002**

Bhiwani	= 384.40	298.47
Gurgaon	= 435.48	197.87
Mohindergarh	= 415.96	190.63
	1235.84 Lacs	686.97 Lacs

Total = 1922.81 Lacs

Non DPEP Districts

In addition to above DPEP I & II districts civil works have also been started in all the remaining 11 non-DPEP districts at a cost of Rs. 865. 20 lacs. The civil works in the district consist of toilets, water facilities repair, additional single class room and existing running school buildings.

Physical & Financial report for civil works in NON-DPEP district ending July, 2002.

S.no	Name of component	Planned upto 2001-2002	Completed	In progress	
1.	Additional Single class room	223	22	97	
2.	Existing running school building	56	30	23	
3.	Toilets	974	811	68	
4.	Drinking water facilities	419	192	66	
5.	Repair	20	--	--	

Financial

Approved outlay 2001-2002 = 865.20 lacs

Expenditure upto 31-07-2002

1.	Through VCC	= 193.28 Lacs
2.	Through National Shopping	= 225.20 Lacs
3.	Salary, TA/DA of engineering cell	= 8.22 Lacs
	Total	<u>427.00 Lacs</u>

B) Pedagogy**a) Teachers Training**

During the Summer Course 2002, In-service- teachers-training programme was carried out in five rounds in all the seven DPEP districts, at all the 55 blocks in five rounds. Out of the total of 18000 teachers, 17000 teachers received seven days training. The training course was preceded by a great deal of preparatory work i.e Development of Training Module "Sehpathi"

training of KRPs and Master Trainers. Starting from 22.05.2002 the training concluded on 29.06.2002.

Extended Teachers Training

Extended Teachers Training is being conducted at Cluster Resource Centres in the DPEP districts. The teachers in the cluster are divided into two lots. The training meet is organized on the 1st and the 3rd Saturday of every month; the first group meets on the 1st Saturday and the 2nd one likewise on the 3rd Saturday.

Teachers Training Course September, 2002

5 days In-service teachers training course in two cycles from 1.10.2002 to 10.10.2002. As many as 18000 teachers in DPEP, 22000 teachers in Non-DPEP and 20000 teachers in upper primary schools scheduled to receive training.

b) Textbook Development Programme

Book renewal and development is an ongoing continuous process. Curriculum for classes 1-5 has been revised, updated and approved. Envisioning workshops have been held; book-development workshops are in progress. It is opposite to mention here that as many as 14 textbooks are being written afresh. The work on accompanying workbook is also on.

c) Alternative Schooling

- The training module has been developed and provided for instructors and supervisor. The main focus of the training module was multigrade teaching in A.S.
- The training programme for the instructors of A.S is organized in all the DPEP districts.
- 26318 children are attending the Alternative Schooling centers.
- Annual examination have been conducted for the children of Alternative Schooling and 2736 children have been mainstreamed in this current academic year.
- Training for supervisors on monitoring and evaluation is proposed.
- A committee has been constituted for the redefining the present structure of Alternative Schooling.

(d) Community Mobilisation

- There are 3857 VEC members in seven districts of DPEP and women representation is 50% in each of the VECs.
- Maa-Beti Melas and Prabhat Pheris held.
- One hundred Maa-Beti Melas have been organised in DPEP-I &II districts.
- Five types of books on DPEP and civil works in Haryana have been prepared, printed and circulated in the field.
- A training module "Abhiyan" for VEC has been developed through BRCs, CRCs, NGOs, VECs.
- Abhiyan training module and its transactions have been imparted to master trainers and similar training is also being imparted to VECs in selected districts.

(e) Planning and Management

- Participation in National workshop on school mapping held.
- Haryana DPEP has participated in two day long workshop on EMIS held at NIEPA (New Delhi).
- Four day-long review workshop have been organised to assess the progress made by all districts in micro planning.
- Two training programmes of 3 days duration each were organised for the benefit of CRC coordinators of Bhiwani District.
- Participation in the National Workshop on planning held at Hyderabad in January, 2001.
- Training has been given to all DPEO for the development of Perspective Plan as well as Annual Work Plan under SSA.
- Training has been given for the preparation of Utilisation Plan for DPEP-I and DPEP-II.
- Training has been given for House to House survey (Micro planning)
- All the Data related to House to House has been analysed.

(f) Media/Mass Mobilisation

- DPEP guidelines JIPRASHIKA has been published.
- Three years of JIPRASHIKA KI UDAAN, ASTHA KE AYAM, BADHTE KADAM have been developed and published which is based on the GOIs guideline DPEP MOVES ON.
- Two monthly magazines names "Utkarsh" and "Humjoli" have been published at the State Level. "SANGI SATHI" as new name for "HUMJOLI".
- Posters, brochures and fact folios have been developed and distributed.
- Massive enrolment drives were launched by celebrating "Namankan Pakha wara" through frequent personal contacts especially with mothers and female VEC members of the village.

(g) Gender

- A module Dhamal Ghumar also developed and reviewed. This module contains the awakening songs for the education of girls child and various issues relating to gender sensitization programme.

(h) Children with Disabilities

- 16635 children have been identified for IED and all of them have been enrolled.
- Medical check ups have been carried out in all the DPEP districts and various aids and appliances have been provided to 10935 disabled children.
- Sensitisation training has been imparted to parents, VEC members and teachers on the special needs of disabled children.
- Sports for disabled children were organised at Block, district and State level.
- The programmes are proposed to continue and more children with special needs will be covered.
- A project on inclusive education has been initiated, after being duly by the Executive Council. Four districts namely Panchkula, Gurgaon, Hisar and Rohtak have been selected for the first instance. Later all the districts would be covered under the scheme of Government Model IED schools. It is proposed that each of the 124 blocks in the State should have such a school.

- These blocks are meant not only for the Integration of Education for the disabled in its true spirit, but also for concentration of special equipment, materials and specially qualified and trained manpower for children with special needs.
- Training of the teachers, identification of children, their medical assessment 'counseling and admission to these schools (in the above districts) have taken place.

(i) Distance Education

- HPSPP organised a three-day-long teleconferencing programme for seven centres of DPEP-I & II. The programme was structured into presentation sessions and question-answer sessions focussing on specific topics related to text books, teachers hand books, TLM of alternative schooling.
- Training of text book has been given to all primary teachers, DPCs, APCs, BRCs through video tapes in 10 days teacher training programmes.
- A day-long text book training programme have been conducted for BRCs, DPCs, APCs, primary teachers with the help of video presentations.
- Audio Cassettes on 'Prerna Geet' based on 'Abhiyan Geet' of DPEP have been developed by primary teachers.
- A number of teleconferencing have been organised with the help of IGNOU, New Delhi.

Additional Information about the component

Distance Education Programme has achieved a lot in convergence with IGNOU/ ISRO. The DPEP as working in the seven districts of the State, could not have so well without the facilities provided by the DEP. The facilities are in the diverse fields of training of teachers in the new techniques of Pedagogy, integrated textbooks as prepared by the DPEP and also the methodology of overall development of the child.

The programme of Distance Education has effectively utilized the Teleconferencing Technology, with the productive result of enhancing the teachers outlook towards education, gender sensitization and the Alternative Schooling System. Besides, DEP has played a very significant role in the areas of Action Research, Preparation of Teaching Learning Material, Training of the members of the Village Committees, Sensitisation of the committee about the special needs of the Disabled Children etc. A special feature of the DEP has been to facilitate teachers about teaching of English in the structural approach. It was desired because under the State Policy of Education- 2000, English as a subject is introduced right from Class-I. All the programmes under Distance Education were organised in the DIETs under the DPEP districts. The English Programmes were organised at the block level centres as well. All the programmes were telecast on the Gyan Darshan Channel.

A glinips of the programmes is given as under :

S. no	Title of the programme	Dates of telecast	Category of the participants	No. of Beneficiaries
1.	Demystifying "Hanste -Gatte", "Antrang" and "Orientation" about integrated education	28 th -29 th June, 1999	Experts of the text books committee interacted with about teachers / CRCs / BRCs/DIET Lecturers / Anganwari workers / Parents etc.	About 900

2.	Concerns/experiences regarding implementation and expansion of alternating school programme	30 June, 1999	Teachers/CRCs/BRCs/Anganwari workers / Supervisors/ instructors etc...	250-300
3.	Demystifying Gender sensitization campaign and orientation about the gender issues.	27-28 Sep., 1999	Teachers/CRCs/BRCs/Anganwari workers etc.....	250-300
4.	Conceptual changes in Pedagogy and development of T.L.M.	29 th January, 2000	CRCs/BRCs/DIET lecturers/Anganwari workers/Social workers/Parents/Mahila Mandal Pradhans....	600
5.	Interaction with VEC members & Strengthening of Village Education Committees.	30 th January, 2000	BRC/CRC/VEC members/Parents/ DIETs participants	600
6.	Improving Education Practices and Action-Research	3-4 August, 2000	BRC/CRC/VEC members/Parents/ DIETs participants	700
7.	Training on " Teaching-Learning of English."	September 18 to December 16, 2000	Teachers/English Lecturers/DIETs Lecturers	17,503
8.	Orientation of Teachers/Parents and community on Integrated Education for Disabled.	18-19 Dec., 2000	Teachers/Parents/ Anganwari workers/Community members etc. (related to disabled children)	17,503
9.	Interaction with teachers and Master trainers of Haryana through Teleconferencing w.r.t. on-going teacher training programme.	5 th June, 2001 21 st June, 2001 9 th July, 2001	New appointed teacher & MTs. Old teachers & MTs. Old teachers & MTs.	700 700 700

The duration of the programme on AIR was 3 hrs. and Off AIR 4 hrs. daily on an average. This programme was with the sole objective of making the participants aware of the new inputs, techniques and methodology as being innovated in the field of education.

The follow up action on the programmes was also given equal stress. Feed back was taken from the field during and after the teleconferencing programmes through telephone calls, Fax messages and by way of observations. Action was taken in the form of answering the queries. Yet many of the questions remained unanswered. Hence, a book in the form of the Question-Answers in detail on the 'on-going teachers training programme' was developed and got printed so that larger number of teachers, parents and other stake holders in education could be benefited.

In January 2002 the Indian Space Research Organisation (ISRO) through its Developments and Educational Communication Unit organised a training programme for State personnel at Ahmedabad. Five persons from the State of Haryana participated and got benefited out of this

programme. The training was basically in preparing manual on development of communication channel.

Distance Education Programme under the DPEP has decided to supply Internet Access Devices (IAD) to six DIETs in the State namely Ding (Sirsa), Iccus(Jind), Mattershyam (Hisar), Palwal (Kaithal), Mohindergarh and Bhiwani. Two persons from each of these DIETs are also to get training on the IAD at the DPE-DPEP Head Office, New Delhi.

- A prospective plan on Distance Education Component was prepared in the light of Sarva Shiksha Abhiyan.
- A questionnaire for feedback on teleconferencing programme DIET Principals was prepared, feedback collected, compiled and sent to DEP office, New Delhi for further suggestions/improvements.
- Various workshops were organized on preparation of Teaching Learning Material and further training through teleconferencing with a purpose of improving teaching learning process in the class room.

Thus, DEP is going to be very effective support system in the field of education and communication.

(j) Management Information System

- Computers have been installed and operationalised at all seven DPIUs and SPO
- EMIS 2001-2002 submitted.
- A State Level training programme on use of DISE 2001 organized

(k) Research and Evaluation

- A State Resource Group in research has been set up by SPO and APOs. District Resource Groups have been established.
- Two Lecturers from each DIET has been imparted training in Research methodology.
- Four DIETs are conducting Research Studies
- SIEMT and SCERT are conducting studies in DROP-OUTs.
- T.A.S conducted in DPEP Phase – I districts.
- T.A.S being conducted in DPEP Phase –II districts.
- SIEMT conducting a study on causes of grade repetition.
- DIET Mahendgarh has completed a study on “Effectiveness of Cluster Resource Centres”.

(l) Early Childhood Care and Education

- A book on collection of poems for the use of children of the age group 3 to 6 years has been developed and to be got printed.
- A module cum activity for the children of Anganwari centers and workers have been developed and reviewed.

Systematic Issues

10. Position of overall teachers vacancies in the districts.

DPEP – I

Districts	Total planned for 7 year	Appointed	Remarks
Primary School Teachers	2224	--	The posts of Project teachers abolished as per decision of E.C. meeting held on 7.11.2001.
Cluster Resource Coordinator	266	253	--

Source : PPI (MIS Unit)

DPEP – II

Districts	Total planned for 7 year	Appointed	Remarks
Primary School Teachers	1794	--	The posts of Project teachers abolished as per decision of E.C. Meeting held on 7.11.2001.
Cluster Resource Coordinator	277	257	--

Source : PPI (MIS Unit)

(a) BRCs AND CRCs

- BRCs and CRCs have been imparted training for on the spot effective academic support and guidance to the teachers.

11. DIET

- DIET members have been given training through workshops in various aspects of pedagogy and are working as resource persons in their respective district.

12. SCERT

- Training programme for class III, IV and V in all DPEP-I & II districts was organised.
- Out of master trainers then gave training to the class III, IV, and V teachers of DPEP districts.
- Out of the 9278 total teachers 7937 teachers were trained from 27th May to 5th June.

13. Functioning of SIEMT

State Institute of Educational Management and Training (SIEMT) was established in April, 1997 at Gurgaon as a part of SCERT, Haryana, Gurgaon. It was shifted to Bhiwani on 4.9.1998 and made an independent educational management and development institute as a part of Haryana Prathmik Shiksha Pariyojna Parishad.

The Institute comprises of the following 5 academic departments:

1. Area Planning
2. Institutional Planning and Management
3. Organisation and Management
4. Statistics and Survey .
5. Research and Evaluation

Activities undertaken during the past one year

The following activities have been undertaken by SIEMT during the past one year.

- 1. Terminal Assessment Survey(TAS) :-** The Institute conducted the Terminal Assessment Survey (TAS) in DPEP Phase-I districts (Hisar, Kaithal, Sirsa & Jind) during the period May, 2001 to Oct.,2001. The purpose of the survey was to continue the process of periodic assessment into the impact of DPEP for decisive correctional measures on the basis of findings.

Four blocks in each district were selected for the survey. Fifty Primary Schools were randomly selected for conducting the survey for assessing the learning achievements of students in Mathematics and language at the beginning of class – II(end of Class-I) and at the beginning of Class-V(end of Class-IV).

The findings reveal that there has been rise in achievement levels of the children in both the classes and in both the subjects.

- 2. Terminal Assessment Survey in Phase -II districts :** Terminal Assessment Survey in Phase – II districts of Gurgaon, Bhiwani and Mahendergarh is being conducted.

Four blocks in each district have been selected for the survey. Fifty Primary Schools were randomly selected for conducting the survey for assessing the learning achievements of students in Mathematics and language at the beginning of class – II(end of Class-I) and at the beginning of Class-V(end of Class-IV).

Field work has been completed. Data analysis is under progress.

- 3. Action Research:** SIEMT has encouraged Action Research activities specially in classroom situations to improve the quality of education being imparted in the classrooms.

For the success of Action Research programme, the institute has established good links between DIETs and SIEMT.

Five hundred and seventy six action research studies were completed during the years 1999-2000 and 2001-02. Twenty five studies are under progress during the current year.

The following activities/ programmes have been organized during the year

- Training of twenty five classroom teachers.
- Selection of problems and making out proposals for Action Research by the trainees.
- Preparation of calendar of activities for monitoring the programme.
- Monthly Review Workshops at DIET level to review the progress of research studies and to provide on the spot guidance.
- Monthly Review Workshop at the State level at SIEMT

Major areas covered under studies are :-

- Correct Writing
- Teaching of Mathematics
- Correct pronunciation
- Improving the reading of language.
- Improving Writing skill
- Teaching of Environmental Studies
- Improving attendance.

4. Publications: The Institute has brought out the following publications

- i. Arunima (A training module in Action Research)
- ii. Gati- Vidyalya Sudhar Yojna (Training Module)
- iii. Mukhya Shikshak
- iv. Nishpadan – Terminal Assessment Survey in Phase-I district of DPEP in Haryana – A report.
- v. Sarva Shiksha Abhiyan (A folder)
- vi. Prarthna Sabha.

5. Research/Evaluated studies : The following studies are under progress:

- i. Causes of grade repetition
- ii. Study on Drop-outs in Hisar District.

Data for the study at No.ii have been collected and the field work stands completed. Analysis of the data is going on.

6. Training / Orientation Programmes : The institute has conducted training programmes for Head Teachers of primary schools, CRCs, BRCs, APCs, SDEOs , DPOs, BEOs and Lecturer DIETs. Details are as under:-

S. N.	Category	Participant s	No. of Programme		Purpose
			Number	Durations Days	
1	Head Teachers	390	9	3	Planning & Management
2.	CRC's	533	10	1	DISE & VEP, Dropout Study
			3	3	Planning & Management

3.	Lecturer DIET/GETTI	272	12 3	1 3	New Trends
					Planning & Management
4.	BRC's PC/APC's	44	2 1	1 3	Dropout Study
					Planning & Management
5.	SDEO's DPEO's DEO's	70	5	1	New Trends

7. **Research:** The institute is co-ordinating the different research studies being undertaken by the District Institutes of Education and Training (DIETs).

14. NEXT STEPS

Issues for the State Government to address:

1	The issue of frequent transfers of personnel at key positions in the district as well as at the state level continues to be unresolved despite repeatedly highlighted by several JRMs. This issue needs to be addressed with utmost urgency by the State.	The issue [is being addressed by the State. Independent District Project Coordinators have been appointed
2.	Appointment of qualified personnel with fixed tenure at key position at the CRC. BRC and district as well as state units should be ensured. The State should also ensure they don't hold additional charge.	Appointment of qualified personnel is being ensured.
3.	State may consider commissioning independent research studies to assess the impact of the interventions in the areas such as gender, Alternative Schooling, text books and classroom processes.	Independent research study to assess the impact of interventions in Alternative schooling is being conducted by DIET Ding.
4	There is a need to gear teacher training to inculcate deeper understanding of the integration of the subjects in the textbooks and to transact the new pedagogy effectively.	The curriculum for classes I-V has been revised. Integrated text books would be for classes I & II only. Subject wise books are being prepared for classes III-V. Teachers training is being geared accordingly.
5.	SIEMT and SCERT should be given autonomous status and provided necessary administrative and academic inputs to be able to efficiently carry out their mandate of assisting the State in UEE.	The proposal is seriously being considered from all angles.

HIMACHAL PRADESH

DPEP-Coverage

No. of districts covered under DPEP : 4

Particulars	Districts covered	Approved project cost (Rs in Lakhs)
DPEP-II	1. State Component	927.29
1996-2002	2. Chamba	3910.84
	3. Kullu	3114.60
	4. Sirmour	778.91
	5. Lahaul-Spiti	3854.85
	Total	12586.49

Project Structure:

1. Vacancies position in SPO and DPO

Phase-II

S.No.	Name	Sanctioned	No. Filled	Vacant
1	SPOs	45	37	8
2	DPOs	164	150	15
3	BRC Coordinators	33	31	2
4	CRC Coordinators	399	234	165
5	DIET	12	9	3

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

2. Functioning of EC/GC

- Last GC meeting held on 8.11.2000.
- Last EC meeting was held on 23.3.2002.
- Fresh nominations for the Governing Council received from State Govt. on 28th July,2001 after the expiry of two years term of non-official members on 6.7.2001.

3. Submission of Annual / Audit Report

- Audit report for 2000-2001 completed, printed and submitted to GOI.
- Annual report, Audited Accounts, Audit Report, SOE and Audit certificate for 2000-2001 have been submitted to Govt. of India.

4. Utilisation Certificate:

- UC for 2000-2001 submitted to GOI.

Conditionalities :**6. Whether 15% contributed by the State.**

(Rs. in lacs)

Year	GOI release	State share due	State share released	Total fund received from GOI and State Govt.	Exp. Upto 31.8.02	Unspent Balance
1995-96	50.00	8.82		50.00	5.11	44.89
1996-97	729.22	128.69	128.69	857.91	156.50	701.41
1997-98	1874.46	330.79	246.31	2120.70	1492.58	628.12
1998-99	1476.00	260.47	172.24	1648.24	1735.21	-86.97
1999-2000	1000.00	176.47	172.71	1172.71	1972.26	-799.55
2000-01	1900.00	335.29	511.76	2411.76	2187.38	224.38
2001-02	1700.00	300.00	185.29	1885.29	1623.79	261.5
1-4-02 to 31-8-02	1000.00	176.47	123.53	1000.00	658.73	341.27
Total	9729.68	1717.00	1540.53	11146.61	9831.56	1315.05

7. Expenditure**Year wise expenditure**

Rs. in Lacs

Year	AWP&B provision	Expenditure	Exp. as % of AWP&B	Reimbursement	
				Claimed	Received
1995-96	50.00	5.11	10.22	4.82	4.82
1996-97	1498.45	156.50	10.44	131.48	131.48
1997-98	3330.64	1492.58	44.81	1303.83	1303.83
1998-99	3602.98	1735.21	48.16	1511.74	1511.74
1999-2000	3605.97	1972.26	54.69	1666.99	1666.99
2000-01	4274.81	2187.39	51.19	1716.28	1716.28
2001-02	4125.29	1743.64	42.27	1028.18	1028.18
2002-03 up to 31.8.2002	3293.81	538.88	16.36	397.54	397.54
Total as on 31.8.2002	12586.49 Revised EFC Cost	9831.56	78.11 of Revised EFC	7760.86	7760.86

Disbursement

Reimbursement claimed upto 31.8.2002 - 7760.86 Lakhs

The reimbursement received upto 31.8.2002 - 7760.86 Lakhs

8. Activity –wise Financial Progress

S. No.	Name of the Activity	Revised Project Provision	Exp. Upto 31.3.2002	% age	Budget Provision 2002-03	Exp. up to 31.8.2002	%age
1	Civil Works	3619.10	2174.95	60.10	1379.56	141.66	10.27
2	Equipment, Vehicle, Books, Furniture	1428.80	1296.00	90.71	254.73	46.03	18.07
3	Consultancy Services, Development of Text Books & curriculum	41.65	41.45	99.52	21.40	1.43	6.68
4	Fellowship training and workshop	884.36	377.26	42.66	478.57	37.90	7.92
5	Incremental staff salary and operational & maintenance cost	6612.58	5403.02	81.71	1159.55	311.86	26.89
	Total	12586.49	9292.68	73.83	3293.81	538.88	16.36

Plan Implementation Review of All Functional Areas.

9 (a) Improvement in Access

Schools opened under DPEP:

District	Proposed	Notified
Chamba	235	235
Kullu	250	250
Sirmour	300	300
Lahaul-Spiti	23	23
Total	808	808

(b) Quality Improvement (Teacher Training)

- Following training modules were developed:
 - Module on school readiness
 - Module on activity based teaching.
 - Module on preparation and use of TLM.
 - Module on VEC training.
 - Module on gender sensitisation.
 - Module on IED for RPs and teachers.
- About 7500 teachers in the DPEP districts trained for minimum of 15 days in-service training.
- **Due to introduction of integrated text book in the Pradesh it was felt that teachers must be oriented in the use of this text books effectively in the classroom. Accordingly . master trainers were developed at DIET level which in turn trained the teachers teaching Class-I during the session 2002-03.**
- **The past experiences of five years in DPEP has strengthened the idea that the best mode of imparting teachers training is not providing the same in parts but as an integrated whole i.e., it would be in the best interest of the student if teacher is provided the training in different aspects of educational theory, practices and interventions. Accordingly, a fifteen days integrated teacher training module was developed by the state through active participation of teacher educators and teachers. This fifteen day module will be transacted in three phases of duration of six days, five days and four days. The resource camps of the enrichment of the resource group for the first six days phase were organized at state level. The training has been started in all the district. Second phase module would be modified keeping in mind the feedback received from the state.**
- The trainings are imparted to teachers through cascade model. Resource Persons are developed at appropriated level which in turn act as trainer for the lower one in the ladder.
- Half yearly meeting of the pedagogy wing of the districts are held on regular basis. Future plan is developed and course of execution the same is finalized after due deliberations.

- **The face to face training mode is supplemented by distance mode of education. Presently, “Ankur” and “Gyan Kalash”- a radio program is being broadcast by AIR Shimla.**

Cluster/ Block and District Resource Groups

- A 21 days duration induction training module for Vidya Upasaks (para-teachers) developed at the SPO.
- Vidya Upasak induction training manual titled " Samarth" developed by the SPO with the help of DIETs and provided to all the Vidua Upasak trainees.
- A 45 days long resource teacher training module for Integrated Education of Disabled developed by the SRG with resource support from RCI, NIMH , NIHH, NIVH and MHRD.
- Training module for ALS instructors and ECCE workers also developed.
- 15 units of Self Instructional Material (SIM) titled "Samvridhi" developed, printed and shared with the teachers with the resource support from DEP-DPEP.

Capacity building in multigrade-multilevel teaching

- Selected teachers, state resource team, BPEO's, BRCCs & CRCCs of concerned schools were also oriented in the area of MGT.
- Material development workshop was organized at State level where material was developed partially for Class-I and Class-II.
- The process is in progress at block and school level for production and use of the material in multi-grade situation

Use of TLM

- Rs. 500/- PA as TLM grant provided to every teacher.
- Training on production and use of TLM provided.
- Development of use of teaching learning material for use in actual classroom setting for concept formation and evaluation is an integral and on going process of all trainings. This has resulted in making use of TLM a landmark for joyful teaching learning process. Teacher are using the TLM grant in a effective manner. The monthly meetings at cluster level gives ample opportunity to share their experiences in this field on a regular basis.

Capacity building to improve learning standards in primary education

- **A meeting with DPOs and Pedagogy Wing of DPEP districts was held at State Project Office (DPEP) w.e.f. 10th – 11th October, 2001.**
- **Editing of teacher guide book workshop was held State Project Office (DPEP) Shimla w.e.f 10th – 12th October, 2001.**
- **Orientation workshop of text book writers for EVS (Class III) was held at DIET Una w.e.f. 29th October – 2nd November, 2001.**

gujjar community who migrate with their families to a fixed site and stay their for the fixed period. Therefore a instructor from the community would be identified and appointed as an instructor to teach the children at migrated place and after the children return to their village they again get admitted to the formal schools.

AS schools

- 25 ALS have been opened and started functioning in Kullu district.
- 21 ALS and 6 Mobile schools are functioning in Sirmour district.
- The process of opening of 25 ALS in Chamba have been initiated and after finalisation, the interview list of ALS instructors. The ALS will start functioning.

The AS Teacher

- AS teachers have been appointed in Alternative Schools and these schools will be managed by the one AS instructor who has been selected locally by the community. Total Rs. 800 emoluments have been fixed for these instructors.
- 15 days training have been imparted to all AS instructors.
- The AS centres in the state is catering to the needs of Grade I-III children and are following the curriculum, text books and TLM being followed by the formal schools.
- Sirmour district experimented with providing schooling facilities to migratory Gujjar children in Nohradhar education block and Paonta Block by deputing teachers to teach the children of Gujjar families during their stay in the pastures of Nohradhar.
- Module for the training of ALS instructors prepared.
- State EGS coordinators and MIS Incharge attended two days National level workshop at New Delhi on dated 13-14 August,2002.
- State EGS coordinator visited 3 Alternate schools in Sirmour district to monitor the functioning of ALS.
- One day workshop have been fixed at SPO on 28th September, 2002 on the implementation of EGS/AIE scheme.
- It is proposed to replicate DPEP ALS strategy in Non-DPEP district in this year.

Community Mobilisation (including training of VEC members and other community leaders)

- MTAs activated all over the state to ensure their help in participation of girl children.
- VEC training taken to cluster level.
- The BRCs and Engineers trained in dealing with community.
- Sensitization of PRIs has also been taken up by the district.
- The microplanning exercises used as a tool to sensitize the community.
- Schools specific VECs constituted.
- Mother Teacher Association formed in schools.
- VECs being made responsible for universal enrolment and retention of children in their respective areas.

- The community has provided rent free accommodation for running the schools till the completion of school buildings. School buildings being constructed through communities and land for construction of school buildings being donated by community.
- Audio material script namely Gramin Shiksha kee bhumika, Aikikrit Shiksha Aivam viklang Bachche, Hema parahi Mein Aage Barhi were developed under DEP component at the SPO.
- **50 Bal Melas have been celebrated with the help of VEC/PTA/MTA/PRIs/School Children & Teachers in Kullu distt.**
- **Community is directly involved in construction work. All the constructions are done by VEC.**
- **VECs/MTAs have been motivated during monthly meetings to help teachers for school development programmes and teaching learning process.**
- **VEC orientated workshop have been organised in 12 clusters of Kullu district.**
- **Mahila Shashkti Karan Divas have been celebrated at distt. Level.**

(c) Gender and ECCE

- MTAs activated all over the state.
- Block level Mahila Sammelans organised.
- Gender sensitization package for teachers training developed and being integrated into general teachers training module.
- Training modules developed involving SCERT, DIETM BRCs AND CRCs.
- Districts took up sensitization of women teachers.
- Mahila Sammelans, Maa Beti Melas, Balika melas organised.
- One day Mahila mandal camp organised in Chamba district.
- 175 ECCE centres to be made functional during 1999-2000.
- Gender issues in the curriculum and textbooks being developed.
- NER for girls 95% more than for boys (94%).
- NER for SC girls 96% and ST girls 97%.
- 34% of the teachers in DPEP districts are female.
- Women teachers inducted as Cluster Resource Coordinators.
- The experiences of DPEP in organizing these activities are being used to modify and develop refined material for effective organization of Bal-mela and Ma-beti melas. The same has been developed at state level on 13.3.02 to 16.3.02. These melas supplement the classroom activities carried out to develop concepts in different areas . The formation and evaluation of the concepts in natural setting gives unstrained understanding of the same. This is a regular activity at state level
- **A workshop for final submission of data collected from the field (on classroom culture from gender perspective) and discussion with participants was held at State Project Office on 1st October, 2001.**
- **State gender co-ordinator and TTI State (Report Writer) attended the National workshop on data analysis and report writing w.e.f 3rd – 7th October, 2001 held at Jaipur.**
- **A workshop on inter rating the class room observation was held at State Project Office (DPEP), Shimla w.e.f 20th – 22nd October, 2001.**

Nine participants (Researchers) including state co-ordinator and report writer participated in this workshop.

- **A workshop on categorization of inter rated observations was held at DIET Una w.e.f 29th October, 2001 to 2nd November, 2001. Eight participants including State co-ordinator and report writer participated in this workshop.**
- **MTA training material and its module was prepared and edited at State Project Office level. Material is ready for printing.**
- **District Resource group in the area of gender were re-oriented by active intervention of State gender co-ordinator. The module used for this orientation workshop was developed by State Project Office. This programme was carried out in district Kullu & Chamba.**

(d) Children with disabilities

- Identification of children with disabilities in the following age group has been initiated in convergence with the IEDC.
3-6 years Pre-school disabled children
6-11 years School going disabled children
6-11 years Out of school disabled children
- Tie up has been made with the Health Department to arrange for the medical assessment of the disabled children.
- The resource persons for the IED training of the teachers are being prepared to convergence with RCI through Bridge Courses. Bridge course on MH and LH have been conducted.
- A special education teacher with diploma in the education of disabled from NIMH, New Delhi has been appointed as IED Coordinator.
- The Aid and Appliance are being provided to the eligible children through the District Authorities in convergence with IEDC 1992.
- The engineering staff in the districts was oriented towards creation of barrier free environment in the schools.
- Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level w.e.f. 2000-2001.

Identification of disabled children

A comprehensive survey of disabled children was conducted in the 33 Education Blocks in all the 4 DPEP districts in 1999-2000 with the help of teachers. The survey revealed that there were a total of 1977 disabled children in the age group of 5-11 years. Out of which 1849 were in the schools, while 128 were out of schools. The survey also listed 3-5 years pre-school disabled children in these areas for whom intervention can be planned in advance. The enrolment of disabled children increased to 2429 during 2000-01, 3633 during 2001-02 and 5958 in 2002-03.

Facilities and benefits for the disabled children

Networking and convergence for facilities , aids and appliances

The aids and appliances are being provided to the eligible children through the district authorities in convergence with IEDC 1992. Funds are made available by the

Directorate of Primary Education under IEDC for this purpose for the entire state. The facilities made available by the Social and Women Welfare Department are also being sourced the disabled children in convergence with Welfare Department. NGOs and Rotary Club have also offered to provide help for aids and appliances for the disabled children. Convergence with ALIMCO branch at Delhi is in process to provide prosthetics and orthotics aids to the orthopaedic handicapped children

Free education for children with 40% or more disability

Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level w.e.f. 2000-2001.

Provision of resource room for IED activities at the education block level

The IEDC Scheme of the Govt. of India has sanctioned 114 resource rooms of IED for the entire state. The resource room construction funds have been given to the districts and it will be completed by the end of this year. Thereafter these resource rooms shall be equipped with specialised teaching and learning material.

Creation of barrier free environment in the schools

The engineering staff in the districts was oriented towards creation of barrier free environment in the schools. The relevant literature was also shared with them. Instructions have been issued to the Civil work staff to provide provisions of the barrier free environment in the plans of newly constructed buildings in SSA. The schools where disabled children are studying should be provided needful alteration.

Educational Programming for the disabled children.

An IEP of educational programme of disabled child has been developed by the HPPEs. 1893 students IEP have been completed in district Sirmour it is process in Chamba and Kullu districts. The resource persons trained during the condensed course have been entrusted the task to guide general teachers and make education programme of all disabled children regularly.

Teachers Training

Identification of resource person for IED activities

Only 15 Special Educators duly trained through specialised institutes were available in the Secondary Education Department of the State. To increase the number of resource persons, tie ups were made with NIMH, New Delhi and NIOH, Calcutta branch at Dehradun to provide resource support for trainings. Educationists trained in the field of special education and working in the H.P. University, Shimla, DIETs and institutions for the disabled / NGOs were also enlisted for resource support. Networking with the following institutions has been established for resource support.

National Institute for the Mentally Handicapped, Lajpat Nagar, New Delhi.

Ali Yavar Jung, National Institute for the Hearing Handicapped, Lajpat, New Delhi.

National Institute for the Orthopaedically Handicapped, Calcutta branch at Dehradun.

National Institute for the Visually Handicapped, Dehradun.
 NDMC, Aanchal School for the Mentally Handicapped, New Delhi.
 Tamana School for the Mentally Handicapped, Vasant Vihar, New Delhi.
 Rehabilitation Council of India, Shivaji Marg, New Delhi.
 Indian Institute of Human Behaviour & Allied Sciences, New Delhi.
 Association for the Welfare of the Hearing Handicapped Gurgaon.
 Laxman Integrated Public School, New Delhi.
 Balwant Rai Mehta Integrated School, Govt. Institute for the disabled, Chandigarh.
 Orthopaedic Centre Chandimandir, Panchkula.
 Aastha School for the Mentally Retarded, Nahan .
 IED cell of the Directorate of Secondary Education, Himachal Pradesh.
 Himachal Pradesh University, Shimla-5.
 Rotary Club of district Sirmaur.

Training of core staff

The core staff posted at State Project Office and District Project Office of Sirmaur, Chamba, Kullu and Lahaul-Spiti were exposed to different trainings. The staff of the State Project Office and District Offices have also been exposed to various IED activities and interventions in different pedagogy workshops

Workshop on Autism, CP, Mental Retardation 11 July, 02 at Shimla

Training on planning and management of IED

For effective implementation of Integrated Education for the Disabled Children in the DPEP districts, the trainings / orientation of staff in Planning and Management of IED were conducted in all the districts. The special focus in these trainings was on identification checklists, surveys, supervision, Resource Room management, Roles of IED cell, Head of the institution, Resource teachers and General teachers. Monitoring and evaluation of IED and administrative check points were also focussed.

Training of resource persons and master trainers for IED

Since the trained resource persons to take up IED trainings were not available in the state following initiatives were taken up for the capacity building of resource persons.

S.No.	Activities	Date	Participants
1.	State level Workshop for IED at Shimla	22 nd -24 th Dec., 1998	38
2.	Bridge Course on Mental Retardation and Associated Disabilities	15.5.99 to 8.6.99	26
3.	Bridge Course on Locomotor Impairments and Associated Disabilities	15.9.99 to 10.10.99	21
4.	Ten days training of Master Trainers	15.11.99 to 24.11.99	25
5.	Training in Psycho-educational assessment of disabled children for DIET Lecturers	21.10.2000 23.10.2000	19
6.	Capacity Building of Resource Teachers in IED at SPO	3.7.2001 to 5.7.2001	15
7.	Capacity Building of Resource Teachers in IED at Kullu	22.8.2001 to 24.8.2001	32
8.	Capacity Building of Resource Teachers and general teachers in IED at Keylong	31.8.2001 to 1.9.2001	30

9.	Capacity Building of Resource Teachers and general teachers in IED at Udaipur	3.9.2001 to 4.9.2001	30
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Training of DRG/ BRG in IED interventions

The IED component has been made a permanent part of all the orientation training programmes for the DRGs, DIET, BRCs and CRCs faculties. IED training was imparted to the DRGs in the DPEP districts as follows:-

S. No	Date	Training
1.	January 3-6, 2000	Training of BRC, CRC and DIET faculties at DIET, Nahan for Sirmour.
2.	February 28-March 3,2000	Training of DRG for Chamba district at Chamba
3.	March 3-10, 2000	Training of BRC/ CRC of Ani and Nirmand Blocks of Kullu Districts.
4.	June 5-9, 2000	Training of BRC/ CRC at Kaza for Lahaul-Spiti districts

General orientation of teachers for IED implementation

Two days training module has been prepared for the orientation of general teachers in the state. During 1999-2000, the first round of orientation of general teachers in IED activities covering around 6500 primary school teachers in the districts of Sirmour, Chamba and Kullu has been completed. It is in progress, in the district of Lahaul-Spiti. The main focus of training of general teachers was on identification mainstreaming and understanding to the needs of SNG children.

IED interventions in the pedagogical renewal process

IED component has been integrated in to the general pedagogical interventions. It forms a part of general teachers training module. The IED co-ordinator has been made a member of curriculum development and text book renewal team so that the requisite interventions are made wherever necessary.

Development of TLM for the use in the education of disabled children

Teachers were trained during the bridge courses and condensed course for IED to prepare Teaching Learning Material for the children with special needs. They developed the requisite material in the workshop and it has been displayed at DIET, Sirmour. In all DPEP districts special TLM have been prepared and the teachers have also been oriented to use it for children with special needs.

Multi category Inservice Training of Resource Teachers in IED.

The first batch of the inservice Training of the Resource Teachers in IED was conducted at DIET Nahan w.e.f 4.1.2001 to 28.2.2001. 36 Participants from Chamba, Kullu, Sirmour & Bilaspur took part in it. The second batch of the inservice training of the Resource Teachers in IED was also conducted at DIET, Nahan w.e.f. 7.3.2001 to 28.4.2001. 30 participants from Chamba, Kullu, Sirmour, Bilaspur and Mandi took

part in it. 3rd Resource teachers training w.e.f. 3.1.2002 to 27.2.2002 in which 33 participants were trained and fourth IED training w.e.f. 8.4.02 to 30.5.2002 in which 41 resource teachers were trained. Resource Persons from NIMH, New Delhi, NIHH New Delhi, NIVH Dehradun, Tamma Institute, Association for the welfare of the hearing handicapped, DPEP Gurgaon, ED CIL, RCI, Aastha Special School, IED cells have been used to build the capacities of the primary school teachers to enable them to handle teaching learning process of disabled children effectively in inclusive school settings and also to enable them to take up community mobilization and parental counseling.

During the Inservice Training of the Integrated Education for the Disabled the teachers were oriented in five sessions on equipment use in NIVH, NIHH & NIOH and 30 teaching practice sessions in integrated schools. The teachers were taken on field visits to the following specialised institutions:-

National Institute for the Mentally Handicapped, Lajpat Nagar, New Delhi.
National Institute for the Hearing Handicapped, Lajpat Nagar, New Delhi.
Laxman Public School, New Delhi.
Tamma Institute for MR, New Delhi.
Balwant Rai Mehta Integrated School, New Delhi.
Model School for MR, New Delhi.
Govt. Institute for MR, Sector-32, Chandigarh.
Navjeevni School, Patiala.

IED component was replicated to the Non-DPEP districts in a workshop held at State Project Office, Shimla w.e.f. 2.9.02 to 6.9.02. Interventions were initiated to conduct the pre-project activities for Sarv Shiksha Abhiyan.

(e) Distance Education

- DEP visualized to supplement and support the ongoing training activities of pedagogical improvement.
- 17 draft SIMs on hard spots in the subject areas of Maths, EVS and Hindi developed and edited with the resource support of IGNOU.
- DEP has identified 16 video programmes produced by CIET, New Delhi in various subjects to use as supplementary materials during teacher's training.
- Dish Antennas provided to DPEP districts DIETs by IGNOU.
- Nine scripts on teaching of Language was produced and broadcasted from AIR Shimla.
- The Distance education component has been fully integrated with the Pedagogical Renewal Process. The DEC participated in all the trainings and workshops conducted at the state level.
- Self Instructional Material (SIM) titled "SAMVRIDHI" was printed by DEP-DPEP, New Delhi and District Primary Education Programme, Himachal Pradesh as a joint venture. This material has further been shared with the districts to supplement the on-going teacher training programme. The SIM is intended to be shared with every teacher and teacher trainers in the DPEP districts.

- Multi-media approach is the corner stone of distance educational system in which Tele-conferencing is one of the effective medium for transacting Distance Learning materials. To exploit this mode in the geographically tough & remote areas of Himachal Pradesh, DR systems by DEP-DPEP-IGNOU, Delhi have been installed in four DPEP districts of Himachal Pradesh at DIET Chamba, Kullu, Sirmour and Lahaul-Spiti.
- **Analog DR systems at 5 places have been changed to digital one.**
- Teleconferencing is being regarded as Education's "Rising Star" and for Himachal, its first Tele-conferencing programme for DPEP districts was held on 16-17 February, 2000.
- Eight sub-topics were decided in the planning meeting for Tele-conferencing. Pedagogy wing of State Project Office and District Offices of DPEP districts with the help of DIET faculties had prepared reading material on 'Role and functions of CRCCs'. This material was consolidated and finalised in a state level workshop at State Project Office. Final form of Reading Material on 'Role and functions of CRCCs in DPEP' was printed and distributed among DIET faculty, BRCCs and CRCCs of DPEP districts during Tele-conferencing.
- Second Tele-conferencing programme for DPEP districts of Himachal Pradesh was Tele-casted through EMPC, studio, IGNOU, New Delhi for two days i.e., on 16-17 February, 2000. It was inaugurated by Sh. Karan Singh, Hon'ble Minister of State for Primary Education. The pioneer effort of the state has brought effective interaction with the participants (DPO personnel, DIET faculty, BRCCs, CRCCs in DPEP DIETs) through the questions by fax and by Tele-phone. It was observed that 80-100 queries were received by fax and 70-80 by Tele-Phone during these two days. Besides this, thirty minutes in each session was devoted for presentation of respective sub-topics by the panelist. Feed back received by the participants, observers and facilitators was overwhelming.
- For the first time, community especially mothers as member of mother teacher associations were involved in any training programme that was conducted through distance mode. Third tele-conferencing programme based on theme of "Empowerment of mother teacher associations and gender association" was organised for two days on August 8-9, 2002. Mother alongwith teachers enthusiastically participated in this programme and expressed the need of organising more such programme (teleconferencing programme) even at block level. Over all 505 participants at five learning ends were benefited by this programme. A booklet as supportive material was developed in state level workshop and was also used during this tele-conferencing programme.
- **Six audio scripts namely Gramin Shiksha Samiti Kee Bhumika, Baal kavita kaa Pathan-Paathan, Prabhavshali shikshan mein anushashan kee bhumika, Mulyankan padhati mein sudhaar, Aikikrit shiksha avam viklang bachche were developed under the guidance of Dr. O.P. Dewal, Sr. Producer, IGNOU, New Delhi and have been sent for production by DEP-DPEP. Resource support for this activity was provided by Dr. S.S. Jena, Programmer Officer, DEP-DPEP, IGNOU, New Delhi, Professor Chander Bhushan, Retd. Prof. NCERT, New Delhi, Dr. S.V.S. Chaudhary, Sr. Prof., IGNOU, New Delhi. Crude recording was also made by them.**

- Training was imparted to primary teachers of the state on twenty five lessons of new text book for class-1 in fifth phase of Gyankalash in thirty six episodes. This phase was aired from April 16,2002 to July 11,2002 thrice a week i.e. on Tuesday, Wednesday and Thursday for half an hour in day time. The scripts were developed by 38 participants in three workshops. For production of different episodes of programme twenty teachers and 80 children of Govt. Primary Schools had participated. Teachers were given opportunity to have on spot answers to their queries pertaining to lessons transected through distance mode by asking questions on “Live Phone In” six times during the thirty six broadcast.
- **A new “Live phone in” capacity building cum counseling programme- Ankur has been launched from All India Radio, Shimla. The programme was initially aired for half an hour from 11.00 AM to 11.30 AM on first, third and fifth Sundays of every month. But now its duration has been increased to forty five minutes and its coverage has also been extended as it transmits its broadcast through AIR Hamirpur and Dharamshala simultaneously. The programme provides an opportunity to parents, teachers and children (of age group 6-14 years) to have on spot solutions/answers to their queries on academic and associated academic issues by experts of concerned field.**
- State level workshop on capacity building of Video script development was organised in HIPA Fair lawn w.e.f. May 27-31, 2002 in which twenty district and block level functionaries were acquainted with the process and the potential of medium. The outcome of the workshop resulted in twenty video scripts developed by each participants. Five day successive followup workshop on video script development was conducted in Kullu w.e.f. July 8-12,2002. This workshop was attended by twenty five participants who were able to develop twelve video scripts reflecting success stories of state DPEP interventions. Review workshop on same project was held in New Delhi on August 12-14, 2002 which resulted in the finalisation of the scripts by Resource persons from state and national level. Process of their production has been initiated by DEP-DPEP, IGNOU, New Delhi.
- GyanKalash programme a radio based capacity building training Programme for primary teachers have so far completed 120 episodes. To bring improvement in its quality and effectiveness, an impact study has been launched in which atleast fifty teachers per block from thirty three blocks of four DPEP districts are required to send the filled questionnaires. In this respect, district Kullu had already sent the filled proformas of teachers and first lot of such proformas has been mailed to Delhi with a request to initiate the process for further analysis.
- **District and Block Functionaries were also oriented towards use of Distance Learning Material individually as well as their integration in various Teachers Training Programme.**
- **Process of replication of various episodes Gyankalash has already been in progress.**

(f) MIS

- EMIS data for the years 1996-97 to 2001-02 have been compiled and submitted to Bureau.
Internet connection installed at State Project Office.
- **E-mail address > himachalpradesh@dpepmis.org** PMIS completed upto 31.12.2001.
- **DCFs for collection of EMIS data for 2002-03 printed and circulated to the districts in advance so that data collection starts immediately after 30.9.2002.**
- 5% sample checking of DISE data of 1999-2000 was got conducted in two districts viz. Kullu and Chamba and filled DCF were submitted to GOI, Report awaited.
- PMIS data upto 4th quarter ended March, 2002 shared with the Bureau.
- Hardware and Software for SSA districts got procured and installed in 8 non-DPEP districts to take up EMIS from 2002-03.
- **MIS Incharge attended National level workshop on the Analysis of DISE data at Mumbai in the month of October, 2001.**
- **State level MIS workshop was organised at SPO in the month of January,2002 wherein resource persons from NIEPA participated and problems/doubts regarding new DISE 2001 software were cleared.**
- **Assistant Programmer and Data Entry Operator attended National level workshop on DISE software in the month of February,2002.**
- **MIS Incharge SPO attended National level workshop on MIS for EGS on dated 13th-14th August, 2002.**
- **State level workshop was organised at SPO on dated 18th September,2002 wherein DIET faculties and MIS staff of Non-DPEP districts were oriented in the filling up of DCFs. DCFs were also distributed to all the districts.**

(g) Research/ Evaluation

- Capacity building in Action Research taken up with the help of NCERT and HPU.
- Workshops on Action Research have been conducted .
- 343 teachers /BRC/CRC/DIET Lecturers trained in the field of Action Research.
- **252 Action Research Synopses prepared.**
- **112 Action Researches have been completed.**
- **69 documented in two phases.**
- **24 Action Research documented in the 1st phase.**
- **Vedio documentation of 5 Action Researches by IGNOU Delhi.**
- **Study material prepared on Action Research for Teleconferencing to be held in the month of October,2002 at IGNOU, New Delhi.**
- **Study material prepared on Continuous Comprehensive Evaluation for Teleconferencing to be held in the month of Oct.,2002 at IGNOU New Delhi.**
- **IInd Internal Review Mission for tribal area has been launched to Lahaul-Spiti, Pangi Education Block of district Chamba.**

- Various Radio Talks on CCE and Action Research have been broadcasted through “Gian Kalash”.
- One day Research Advisory Committee meeting on Feb., 2nd 2002 at SPO (DPEP) H.P.
- Kullu districts organised a workshop on “Action Research Report writing” at BRC Kullu-I w.e.f. 26-12-01 to 31-12-01.
- State level followup workshop on Action Research at DIET Jarad, w.e.f. 26-12-01 to 31-12-01.
- State level workshop on Editing & documentation & Report writing at Kullu w.e.f. March 8-12, 2002 and March 16-20,2002.
- State level workshop on Editing & documentation & Report writing at Kullu w.e.f. August 12-17, 2002 and August 19-24, 2002.
- Workshop on “Continuous Comprehensive Evaluation” at cluster Jaree, Kullu-I w.e.f. 10-10-2001 to 12-10-2001. No. of participants were 19.
- Workshop on “Continuous Comprehensive Evaluation” at Nirmand block w.e.f. 6-11-2001 to 8-11-2001. No. of participants were 31.
- Workshop on “Continuous Comprehensive Evaluation” at BRC Nirmand w.e.f. 21-11-2001 to 23-11-2001. No. of participants were 23.
- Workshop on “Continuous Comprehensive Evaluation” at BRC Kullu-I w.e.f. 20-12-2001 to 22-12-2001. No. of participants were 33.
- One day meeting of CRG/teachers was held at cluster Jaree regarding CCE on 11-12-2001. No. of participants were 21.
- Distt. Level monitoring & orientation workshop for BRGs at Bhuntar, w.e.f. 11-6-2002 to 12-6-2002. No. of participants were 30.
- One day follow workshop on monitoring and orientation of BRGs at BRC Kullu- 1 on 16-7-2002. No. of participants were 27.
- Block level workshop on monitoring and orientation of CHTs at BRC Anni on 30-7-02. No. of participants were 22.
- Block level workshop on Monitoring and orientation of CHTs at BRC Banjar on 29-8-02. No. of participants were 32.

The studies completed are

Participatory research study on community participation in DPEP.

Universalisation of Primary Education in Himachal Pradesh; Case study of Tissa (Chamba district).

Media support in promoting literacy and education.

Educational problem of children in district Kullu at primary level.

Utilization of Non-Human Resources at primary stage of education.

Parental preferences for quality education at primary stage.

Study on declining trend of first class enrolment conducted draft prepared.

Documentation of all the action-researches and implementation of findings / results.

Implementation of MAS findings / results.

A study on classroom culture and Processes from the Gender perspective planned.

Terminal Assessment Survey (TAS) 2002 is in progress. The final report of the survey shell be submitted before Dec.,31st 2002.

Base Line Assessment Survey (BAS) 2002 for SSA is in progress. The final report of the Survey shall be submitted before 31st March, 2003.

Study on “causes of grade repetition rate” at primary level- in Himachal Pradesh, is presently in progress.

Study on “Impact of Mid-day meals scheme on enrolment , attendance & retention” in Himachal Pradesh is in progress.

Document on Primary Education Code and Compendium of instruction of Primary Education in Himachal Pradesh is in progress.

Impact of teacher training Programmes in H.P.

Evaluation of IED workshop.

Monitoring at HT level.

Documentation of all the Research Studies conducted and implementation of the research findings to improve the learning achievement of the studies.

Documentation of Action Researches and implementation of findings/results.

Implementation of Continuous Comprehensive Evaluation.

(h) Civil Works

- DPEP is implementing the Civil Works programme mainly through the stakeholders. Community is supposed to play a vital role in the development of school infrastructure. All the school buildings, additional class rooms, CRCs, toilets, water supply, electrification etc. are being carried out by the community through VECs. The BRCs, Society Office and SCERT building are being carried through NCB.
- Participation from the community has come in a big way in the successful implementation of DPEP programme in Himachal Pradesh. The Village Education Committees (VECs) were oriented in such a manner that they donated land and levelled the sites themselves after which the HPPES engineers were involved in helping the community on technical aspects. The community has donated the land for 700 out of 808 schools planned under this programme. Maximum participation from the community has come in Kullu district where they have donated land for 211 out of 250 schools. The community has come in a big way to donate anything they possess for the construction of school building; be it financially, physically or by donating any building material etc. In Sirmour district community is donating free labour on the date of casting of slabs in the schools through a process locally known as Haila.
- **Consultant/ Architect for designing, supervision and preparation of estimate of SIEMAT building at Shamlaghat, Shimla has been finalised and work will start in Dec.,2002.**
- **The soil testing and the survey of the site has been completed.**
- **Inauguration of Society Office building by Hon’ble Chief Minister of HP on 4th July, 2002. State Project Office headquarter has shifted to its new building on 5th July,2002.**

- Chamba district has taken up constructions of school buildings using rat trap bonds while Kullu district utilized hollow cement concrete blocks for constructions in some schools.
- The HPPES engineers were exposed to six days intensive training at National Council of Cement and Building Materials (NCB), Ballabgarh, Harayana for the use of appropriate/ low cost technologies like stub foundation, filler slab and Rat trap bond wall under Innovation Fund.
- The 27 prototype school buildings in DPEP districts are at the finishing stages of construction.

Consolidated status of civil works under DPEP in Himachal Pradesh as on 31.8.2002

Name of work	Project Target	Taken up so far	Completed	In Progress					Total
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	
New School Building	808	794	660	4	20	17	38	55	134
CRCs	342	275	221	1	7	10	11	25	54
Repairs	802	369	318	6	0	0	0	45	51
Toilets	612	533	483	19	1	0	1	29	50
Water Supply	505	463	405	24	0	0	0	34	58
Electrification	375	345	309	26	0	0	0	10	36
BRCs	33	18	8	1	2	0	5	2	10
Add. Class room	50	25	19	1	1	1	3	0	6
Mini DIET	1	1	0	0	0	0	0	1	1
SCERT	1	1	1	0	0	0	0	0	0
Society Office	1	1	1	0	0	0	0	0	0
SIEMAT	1	1	0	1	0	0	0	0	1
Total	3531	2826	2425	83	31	28	58	201	401

(j) Media

- Media coordinators in place.
- Introductory hand book on DPEP in Himachal Pradesh was developed, printed and circulated to all the DPEP districts
- Calendars, posters, cards/folders and stickers depicting DPEP aims & objectives and achievements prepared and printed at State Project Office and DPEP districts and distributed to all primary school, education offices and PRIs.
- District Kullu displayed glow sign boards at all bus stands and important public places.
- District Sirmour, Chamba & Lahaul-Spiti prepared hoardings and displayed on the road side and public places.
- District Kullu and Sirmour also made badges for DPEP Personnel .
- The Annual Report for the years 1996-97 to 2001-02 were got printed and distributed to the quarter concerned and the process of preparing annual report for the year 2001-02 has been in progress.
- Sirmour district developed slogans on DPEP aims & objectives . Selected slogans have been painted on the road side walls.
- The News Letter "Hamara School" had been registered from RNI.

- District Chamba has developed 2000 copies of pamphlets on gender awareness and 1500 copies of News Letter and 4 video cassettes.
- 2000 booklets on DPEP objectives and VEC formation have been prepared and printed by the Kullu district.
- 6000 Health cards for school children printed & distributed to all the schools by the Kullu district.
- Prepared material regarding 'school readiness' for publication in weekly newspaper "Giriraj".
- Quarterly newsletter is being published in which all the informational issues are touched to aware the masses in Chamba district besides wall writing.
- For wide publicity of the aims and objectives, activities and achievements under DPEP, advertisement has been got published in "Panorama" newspaper, Shimla.
- AIR Shimla and various newspapers were used for dissemination of information about DPEP interventions.
- **Press releases are being released regularly from State Project Office.**
- **Illustrative advertisement has been prepared for publishing in renowned newspapers, magazines, souvenirs and periodicals etc.**
- **Various articles and features on DPEP achievements have been written and got published in a no. of newspapers and magazines etc.**
- **Process of printing 3000 posters on DPEP activities has already been in progress.**
- **Brochures materials on the major achievements of primary education, District Primary Education Programme and Sarva Shiksha Abhiyan has been finalised and process of printing these brochures has been initiated.**
- **Slogans on DPEP are being written and disseminated to Radio, Doordarshan & Newspapers for display.**
- **InterMedia Publicity Committee (IMPCC) meetings are being represented by the State Project Office everymonth and the problems and suggestions related to publicity of DPEP are being shared by the participants of other departments/fields. In this meeting strategies are being developed to publicize the DPEP activities through Radio and Doordarshan Shimla.**
- **Process of making Four Video documentaries on Good practices of DPEP is in progress in SPO. These documentaries will be of about 15 minutes each on digital Betacam on the following themes:**
 1. **A documentary tele-film revolving round primary school going boys and girls of interior areas of DPEP districts of Himachal Pradesh emphasising the importance of primary education while highlighting the efforts of DPEP in propagating the same.**
 2. **A video documentary on the good practices in respect of civil works under DPEP districts of Chamba, Kullu, Sirmour and Lahaul-Spiti.**
 3. **A documentary film on making of integrated class I and II text books under DPEP.**
 4. **A video documentary on the Role of Mother Teacher Association under DPEP.**

(k) **Innovation**

- Engineers working for DPEP trained in the use of low-cost technologies with the help of NCB, Ballabgarh.
- The innovative process of construction e.g. Matkanda wall in Kaza and Dry Stone (chips) masonry and seismic bands being practised in Chamba were documented and shared with the other districts and TSG.
- Mobile schools have been envisaged for Gujjars.
- Resource mapping for cost effective construction of primary schools taken up by hiring INTACH as consultant. 27 prototypes to be prepared. Work on 5 sites started in Chamba district.
- Rat trap bonds for wall construction introduced in Chamba and Kullu districts.
- Child friendly elements and use of external spaces introduced in Chamba district.
- The District level Engineers were trained in cost-effective technologies through an exposure visit to Costford building centre at Trivendrum.

(l) **Convergence**

- The Tribal area sub plan and special component plan duly cater for provision of books, dress, writing material, stipend/ scholarship for Scheduled Castes and Scheduled Tribe children from the state budget.
- *Sarwati Bal vidya Sankalp Yojna* launched by the state to provide for 3rd class-room in the schools.
- Social and Women Welfare department to extend nutrition and immunization facilities to ECCEs.

(m) **Planning and Management**

- Door to Door survey and school mapping was conducted by education department functionaries with the help of community.
- **Follow up Workshop on School Development Plan for BRCCs CRCCs and Primary teachers of Dalash cluster of Anni Block w.e.f. 23-11-01 to 24-11-01. 15 participants were present in this workshop.**
- **Follow up Workshop on School Development Plan at Dadahu Education Block w.e.f.11-12-01 to 12-12-01 wherein 20 persons participated.**
- **Workshop on Cohort Analysis and AWP&B. 27-12-01 to 29-12-01.**
- **District Primary Education Program Districts Sarav Shiksha Abhiyan developed and sent to Govt. of India.**
- **Workshop on planning for Sarav Shiksha Abhiyan 3-12-01.**
- **Meeting of Deputy Director (Primary Education) at State Project Office on 4-12-01.**
- **Meeting at DIET Solan for consolidation of data on 6-12-01.**
- **Development and appraisal Shimla, Kangra, and Mandi.**
- **Development and appraisal of Sarav Shiksha Abhiyan plans for DPEP Districts.**
- **Appraisal of plan with Appraisal team at DIET Solan on 23-12-01.**
- **Appraisal of plan with Sh. Mohanty on 24-12-01 at Solan.**

- Development and appraisal of plans for DPEP districts in Solan, Kinnaur, Una, Hamirpur & Bilaspur.
- Development of Plans for Kangra, Shimla, Mandi & all DPEP district.
- Workshop on School Mapping at State Project Office on 5.1.2002 for Deputy Directors of Education (primary) and Principal DIETs.
- State transitions plan or State sustainability plan of DPEP to SSA has been prepared and under consideration.
- State programme of Action on Education for All was prepared and submitted to State Govt. in the month May,2002.
- Conceptual note on computerization/Information Technology prepared for 114 primary education blocks under “India-Himachal Pradesh-Economic Reforms Programme”.
- SIEMAT and DIET Mandi developed a manual titled “Prashikshan Sandarshiksha” to be used at school level for the training under SSA.

Systemic Issues:

10. Position of overall teachers vacancies in the districts.

S. No	District	No. of schools	Sanctioned Posts	Filled as on 30.6.2000	Vacant as on 30.6.2000	Para-teachers appointed after 30.9.2000
1	Chamba	1072	3138	2833	305	65
2	Sirmour	967	2893	2636	257	62
3	Kullu	693	2133	1692	441	173
4	Lahaul-Spiti	212	482	437	45	39
	TOTAL	2944	8646	7598	1048	329

Source : Directorate of Primary Education

- 377 Pre-service trainees completed their training in Dec.,2001 and were available for appointment in the 2002 academic session in the DPEP districts.

District	Chamba	Kullu	Lahaul-Spiti	Sirmour	H.P.DPEP
Pre-service trainees	113	102	50	112	377

- **Teachers vacancies in the DPEP districts as on 30.6.2001**

District	Chamba	Kullu	Lahaul-Spiti	Sirmour	H.P.DPEP
Teachers vacancies	527	407	--	187	1121

The Govt. has appointed Gram Vidya Upasaks (para teachers) to tide over the shortage of teachers in the schools.

11. Functioning of DIETS

- DIET faculty from all over the states being groomed to act as resource persons.
- DIETs in DPEP districts have adopted laboratory schools.
- Linkage between BRC and DIETs being strengthened.
- DIETs have been involved in concurrent evaluation/feedback on DPEP implementation.

- **Orientation of text book writers team for EVS is being organised at DIET Una w.e.f.25th-29th Sept.01**
- **Finalisation of Text Book for Class-III in the subject of Mathematics is being organised at DIET Nahan on 15-20 Oct., 2001**
- **Orientation of Text Book Writers for EVS(Class-III) is being organised at DIET Una w.e.f. 29th Oct.-2nd Nov., 2001.**
- **Orientation of Text Book Writer for Class-IV is being organised at DIET Solan w.e.f. 19-22 Nov., 2001.**

Position of posts / staff in DIET as on 30.8.2002 Created under DPEP funds.

Name of DIET	Post sanctioned Teaching staff	Post filled	Posts created under DPEP	Post filled
Chamba	25	15	4	3
Kullu	19	17	4	3
Sirmour	25	22	4	3
Lahaul-Spiti	19	10	-	-

Note :- No post has been sanctioned for DIET Lahaul-Spiti district under DPEP.

12. Functioning of SCERT

- 5 new departments in SCERT have been created which will facilitate in various functional areas of pedagogy.
- Conducted one workshop of MLLs.
- SCERT has taken up the study on decline in class-I enrolment in respect of Chamba and Sirmour district.
- **Workshop on Text Book Writing for Class-V is being organised at SCERT Solan w.e.f. 19th Nov. 21 Nov., 2001.**

13. Functioning of SIEMAT

- SIEMAT approved by EC to function as a wing of State Project Office for the time being. SIEMAT was established in March, 2000.
- Out of 13 sanctioned posts, 9 have been filled up and 4 posts are lying vacant.
- **Workshop on planning for Sarav Shiksha Abhiyan 3-12-01.**
- **Meeting of Deputy Director (Primary Education) at State Project Office on 4-12-01.**
- **Meeting at DIET Solan for consolidation of data on 6-12-01.**
- **Development and appraisal Shimla, Kangra, and Mandi.**
- **Development and appraisal of Sarav Shiksha Abhiyan plans for DPEP Districts.**
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- **Development and appraisal of plans for DPEP districts in Solan, Kinnaur, Una, Hamirpur & Bilaspur.**
- **Development of Plans for Kangra, Shimla, Mandi & all DPEP district.**
- **Workshop on School Mapping at State Project Office on 5.1.2002 for Deputy Directors of Education (primary) and Principal DIETs.**

- **State transitions plan or State sustainability plan of DPEP to SSA has been prepared and is under consideration.**
- **State programme of Action on Education for All was prepared and submitted to State Govt. in the month May,2002.**
- **Conceptual note on computerization/Information Technology prepared for 114 primary education blocks under “India-Himachal Pradesh- Economic Reforms Programme”.**
- **SIEMAT and DIET Mandi developed a manual titled “Prashikshan Sandarshiksha” to be used at school level for the training under SSA.**

JHARKHAND

DPEP Coverage

No. of districts covered under DPEP : 06

Approved Prospective Budget

Particulars	Districts covered	EFC Approved Project Cost (Rs. In lakhs)	EFC approved Civil Works cost	EFC approved management cost
DPEP-III 2001-2002	1. Chatra	2591.696	621.810	155.500
	2. Dumka	3834.698	908.104	177.089
	3. E. Singhbhum	3819.235	846.570	202.800
	4. Hazaribagh	3664.560	875.000	219.859
	5. Ranchi	3873.838	927.500	179.973
	6. W. Singhbhum	3797.228	910.844	177.899
	7. SPO	704.440	-	-
	<i>TOTAL</i>	<i>22285.695</i>	<i>5089.828</i>	<i>1113.12</i>
	<i>GRAND TOTAL</i>	<i>22285.695</i>	<i>5089.828</i>	<i>1113.12</i>

Project Structure :

1. Vacancies position in SPO and DPOs. (in respect of key posts only)

Sl.n.	Name	No. Planned	No. Filled	Vacant
01	S.P.O.	12	09	03
02	D.P.Os.	121	85	36

2. Functioning of E.C. and G.C.

The E.C. and G.C. are constituted. Six meetings of EC have been held.

3. Submission of Annual/Audit Report:

Audit Reports for the Financial Year 2001-2002 has already been submitted by JSPP, Ranchi after statutory audit.

4. Utilisation Certificate:

Submitted to GOI by JSPP Ranchi.

5. Position of GOI and State Share releases: (Rs. in lakhs), Year- 2001-2002

Fund From GOI (through BEPC)	137.11
Fund From GOI	1200.00
Total	1337.11

Fund From GOJ	537.01
Total	537.01

6. **Expenditure: (1.04.2002 to 30.09.2002) (Rs. in lacks)**

Year	Approved budget	Expenditure (As per claim reimbursement)
2002-2003	6183.99	1065.65*

* This expenditure has been made in nearly four months as against expenditure of Rs.1475.85 lacks and Rs 1676.11 lakhs during the entire year of 2000-01 & 2001-02 respectively. The expenditure on on-going activities is likely to be Rs. 6-7 Crore per month in view of the opening of new EGS centres and picking up of Civil Works after monsson.

7. **Disbursement**

Submitted to GOI up to September 2002.

8. **Plan Implementation Review of all Functional areas :**

(A) **Pedagogical Renewal :**

1) **Quality improvement**

- A joint workshop for Bihar and Jharkhand was organised by the World Bank on 'Quality issues' in which DPC's of DPEP Jharkhand participated.
- As a follow-up second workshop was organised at Ranchi in Aug 2002, in which BRC Co-ordinator, CRC Co-ordinator, member of VEC, teachers and DPCs participated. This Workshop was facilitated by the resource person from the Bank.
- Important outcomes of the workshop were developments /identification of 'Quality indicators' and tools for monitoring the indicators.
- Based on the outcomes of the workshop, the DPEP districts have prepared the action plan for quality improvement.

2) **Curriculum /Textbooks/TLM**

- The State government has adopted CBSE Curriculum and NCERT text books for Class I-X. which are being supplemented by following interventions for joyful learning:-
 - a) Science workshop
 - b) Child friendly worksheets
 - c) Activity based learning
 - d) Exposure visit.

3) **Teacher Training**

Coverage/Rounds/Cascade

- Two rounds of teachers training by the name of Ujala-I & II imparted to all teachers which are of 10 days residential training course focusing children of class I & II (Ujala - I) & III-V (Ujala-II).
- Re-orientation of training methodology by making it class room based.

- Preparation of training calendar for the full year and provision of technical support by the State Level Office.
- The newly developed ON SITE WORK SHEET based evaluation cum training to EGS/NPS teachers is under way implementation as a fresh intervention.
- Orientation on NCERT text books & subject specific training to regulars teachers.
- The focus of the training is as follows –
 - (i) Monitoring of learning achievements, school management, MLL, Language, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and value education.
 - (ii) The methodology is participatory, activity based primarily classroom specific with hands on experience i.e. learning with doing.
- Intervention for joyful learning.
 - i) Organization of science workshop from school to district level
 - ii) Introduction and use of child friendly worksheets for faster learning
 - iii) Making learning activity based.
- CRCC training module developed. CRCCs trained in all districts.
- Reflection of BRC-RPs at the district level is taking place regularly.
- One day monthly reflection of teachers at CRC level is continuing. Core groups/resource group formed.

4) BRC/CRC

Staffing Status

- 159 BRC-RPs identified and in place @ 3 per centre. The BRC-RPs are school teachers. The BEO is the BRC co-ordinator. The part time CRCCs are in places. These are teachers.

Selection procedure & Orientation

- 10-15 good primary school teachers were identified for each BRC through a rigorous shortlisting process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were shortlisted to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers.
- The training of CRC coordinators initiated in the districts. **655 CRCCs have been trained.**
- The BRC resource persons and CRC coordinators are deputed for one year and thereafter return back to schools. However, they are replaced by new entrants who are selected and trained as per the procedure outlined above.

(B) Media

Administrative Arrangement

- Media Coordinator in place at SLO/DPO

Publicity material developed (Print)

- Pamphlets, folders, posters, newsletter, published.
- Newsletter at **Ranchi** being brought out.

Community Mobilization

- Local theatre groups identified, drawing competition for children, special campaign for IED, **Jhanki on mild to moderate disability**. Different Campaign, Padyatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized.

Press and Mass Media

- Newspapers and doordarshan harnessed for media advocacy.
- Success stories on DPEP activities published in Newspapers.
- Audio and video conferencing facilities created in DPEP districts.
- The private T.V. channel covered events organized under DPEP.

Networking

- NGOs, Teachers Associations, Clubs, Youth Clubs and NYKs are have been involved.

(C) Community Mobilization

Administrative arrangements

- Media/Community Mobilization coordinator in place at SLO and DLOS.
- Core team on Community Mobilization & VEC functional in every DLO.
- DRG formed.

Community Mobilization/Material Development

-
- Posters/pamphlets/Banners/calenders developed in every DLO.
- Following materials have already been developed;

A. Books.

- Village Education Committee – concept, process of formation training of utprerak
- Microplanning – concept process, etc.
- Village Education Committee members training module
- Microplanning Training Module
- Microplanning Operational Manual

B. Audio Cassettes

- Audio Cassettes of Abhiyan Geet for environment building
- Audio Cassettes of Shiksha Geet Mala for environment building
- **Audio Cassette on Economic Empowerment of Women.**

C. Booklets/Brochures/Pamphlets:

- On different issues developed and distributed.
- Material for capacity building through Distance mode developed & distributed in different languages.

D. Video Film

- On Teacher Training (**Hum Honge Kamyab**)
- Alternative Schools/ECE (**Nai Dagar**)
- Civil Works (**Neer Ka Nirman**)
- Community mobilisation (**Log Mere Gaon Ke**)
- ECE (**Ankur**)

D 1- Audio & Video Conferencing

- Audio and Video linkages through satellite of DPEP districts.

E. Magazine & Other Activities

- Campaign and other mobilisation Activities
- Enrolment Drives/Bal Mela etc.
- Wall writings
- Nukkad Natakas and Plays
- Theatre Workshop for capacity building of cultural groups
- Environment building and mobilisation activities with VEC formation, Orientation and microplanning activities.
- monthly magazine.

Campaign and other mobilisational activities

- **Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises. No of school covered- Formal School-10835 & EGS-1567**
- Wall writings, Padyatras, Bal Melas,, women's meet, sports-meet, Ma-Beti Mela, Audit-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district.
- Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.
- Praveshotsavas organized in every district.
- Jhankhis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels.
- **A State level conference on Sarva Shiksha Abhiyan organized.**
- Mahila Day organized at DLO level.
- Innovative wall paintings done.
- Kala Jathas formed in **Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi, West Singhbhum, districts.**
- One day Orientation /5 days training of VECs being organised in all districts.

Community Participation /Community Organizations

- All VECs constituted/Reconstituted through a well-orchestrated & process-oriented mobilization campaign in all districts. The campaign is process-based in which community is at the fore.

- VECs calendar for monthly meeting of the general body have been prepared and circulated.
- VECs motivated to run schools during teachers strike.
- Mata Samitees formed to run ALS & ECE centres. In fact, DPEP is facilitator, & Mata Samitees are the de-facto agencies to run ALS/ECE.
- Community providing resource support at grass root levels.

Empowering Community Organization (VEC, MTA, PTA, Panchayats etc. Materials development)

- Training modules for VEC & Micro-Planning developed.
- Training module on community construction process developed.
- Training module for mata samitis developed.

Orientation Training/workshops for Community Organization

- One-day orientation to newly constituted/re-constituted VECs organized.
- Five days training to VEC members initiated.

Orientation Training / workshop provided for staff Master Trainers

- Plan and Calendar of training in place.

Areas and instance of participation

- VECs participating in micro-planning, school improvement and community mobilisation.
- VECs were motivated to run schools during teachers strike.
- All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.
- Helping in management of school affairs
- Donation of land for construction of school building
- Upkeep of school building, ensuring enrollment and attendance of children in schools, ensuring attendance of teacher of school
- Providing voluntary teachers

Other activities to promote Participation and Innovations

- Mata Samitees formed to run ALS and ECE centres.
- Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.
- Innovative usage of local folk forms to spread the message of DPEP.

Networking with NGOs, GOs etc. initiated.

- Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities.
- Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.

Total No. of VEC constituted

- 10237 Village Education Committee constituted.

(D) Research & Evaluation

1. Organization & Management

- (i) Staffing - State Co-ordinator in place its SPO.
- (ii) Other Institutions Role - SIEMAT & SCERT yet to be established.
- (iii) Advisory Group - State Resource Group being constituted.

2. Action Research Programmes

- (i) Operational Levels and Status
 - State Level Groups to be constituted.
 - District level Action Research Group formed & trained.

3. Promotion of Research in Primary Education

- (i) Strategy
 - Draws from the experience of DPEP research programme. Priority areas for the year and group finalized.
- (ii) Studies Completed by State Level - Areas & Studies identified.
- (iii) Areas in Focus for the Current Year
 - (i) Classroom observation.
 - (ii) Study of household data.
 - (iii) A Small sample based study on teacher attendance
 - (iv) Student attendance monitoring system.

4. Impact Assessment

- (i) Strategy - State Level Evaluation teams to be formed.
- (ii) Evaluations Planned /being Undertaken
 - External evaluation of Programmes being finalized.
 - Evaluation of Programmes by State Evaluation team being finalized.

5. Networking - Efforts being made for networking.

6. Mid-Term Assessment Study - Initiated & completed by December, 2000.

7. Sustainability Study - To be undertaken as and when required.

(E) Gender Interventions

Staffing Position

State Gender Co-ordinator - Gender Coordinators are in place in SPO.

District Gender Co-ordinator - Gender Coordinators in DPO in place.

Resource Group

- District resource groups under Mahila Samakhya formed and functional.
- DRG for ECE constituted. Core group of ECCE formed.

Community mobilization Material Development

- Audio & Video cassettes on gender developed/disseminated.

Mahila Samakya

- Under MS ,1380 Mahila samooths in villages functional.
- Kishori Trg. of one month.
- One block in each project district selected for focus gender interventions.
- 253 Jagjagi center for education girls and women 233 Bal Jagjagi centres for young children (3 to 6 yrs).
- Residential Mahila shikshan kendra for adolescent girls in five district.
- Special Residential Courses for main streaming of adolescent girls in 3 districts.
- Publication of News letter

Gender element in VEC

- Women constitute one third of VEC members. The total membership of a VEC 15/21 and the women constitute 5/7 of the same.
- One post of chairperson/vice-chairperson of the VECs earmarked for the women.
- In the Orientation training ,VECs women members take active part.
- In the professional training of VECs atleast two women members from each VEC are being imparted training.

Community Participation

- The management of Apna/Angana Vidyalayas rest with mothers committees.
- Community providing local resources for preparation of TLMs at ECE centres at number of places.
- The management of ECE centres in the project rest with the mothers committee.

Pedagogy Training of academic staff

- Gender sensitization training imparted to teachers/programme personnel.
- Gender sensitization forms part of all training modules.
- 346 Jagjagi teachers trained.

Teacher Support Material

- Jagjagi Manual
- Khilauri
- Support Material on Health .

Workshops/Seminars

- A state seminar on UPE organised, special emphasis was given to gender issues in the said seminar.

Textbooks

- Formal School text book in jagjagi supported by teacher support material.

Preparation of Gender training module

All SPO, DPO and Programme Personnel imparted professional training in which gender sensitization is an integral part.

Sensitization programmes for DPEP personnel

- Training modules developed listed below are gender sensitive.
ECE/AW workers
ECE programme personnel/ICDS Supervisors/AWTC instructors/ICDS helpers

Mata Samittces
Jagjagi teachers
Sahyoginis

Networking

- Close linkages with Block/NGOs/Anganwadi/AWTC.

Mahila Samakhya

- Close operational linkages

Innovation

- Workshop on use of medicinal plants
- Training in acutherapy

Alternative Schooling

- Special modules for Angana Vidyalaya for 9+girls – modeled after Jagjaggi of MS.
- Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samitees.

Research Evaluation

- Areas being identified.

(F) Alternative Schooling

Current Status

Total 458 ALS Vidyalayas in operationalised: (280 Apana & 178 Angana Vidyalaya)

Total 1567 EGS vidyalayas set up.

- i. Apana Vidyalayas in small habitations situated in remote inaccessible areas, and for working/dropout/out of school children of 6 to 11 yrs age group.
- ii. Angana Vidyalaya for 9+girls (dropouts as well as illiterates) on the pattern of Jagjagi centres of Mahila Samakhya programme.
- iii. EGS vidyalayas has been setup unserved habitations

Total children covered through ALS

Approx. 3329

Total children covered through EGS

Approx. 8015

Administrative Arrangements

Appointment of AS coordinator (State and district)

AS coordinator at state & district levels in place.

SRG constituted.

DRG constituted.

Visioning & strategy building workshop - Completed.

Issue of Equivalence

Profile of the group

- Children of SC/ST.
- Children helping their parents or engaged in child labour.
- Dropouts & highly marginalised children.
- Children of schoolless habitation.
- Working children and children of migrant family's.
- Adolescent Girls

Duration of the programme ALS/EGS/GSA

- i. Agana 2 yrs (for 9+ age group children.)
- ii. Apana 3 yrs (for 6-8 yrs. age group children.)
- iii. EGS -Regular School Type

School hours ALS/EGS/GSA

- i. 3 hours (Apna)
- ii. 3 hours (Angana)
- iii. Mata Samittee to decide school timings.
- iv. EGS - 5-6 Hrs/days

- i. No. of learners per centre ALS - 15-25 (Apna), 15-25 (Angana)
- ii. No. of learners per centre EGS - 25-100 students

Teacher qualification ALS/EGS

- i. ALS - Min. 8th pass women (Mostly belonging to the disadvantaged section).
- ii. EGS - Min Matriculate.

Honorarium ALS

Rs. 700/- per month

Honorarium EGS

Rs. 1000/- Per month

Training Duration ALS/EGS

- i. 30 days Induction Training (ALS)
- ii. 3 days recurrent training every 3 months
- iii. 10 days refresher training before subsequent semester.
- iv. 10 days training to MTs
- v. 10 days training to ASRGs
- vi. 10 days induction training (EGS).

Expenditure Per School/Per year (Rs)

- i. Rs. 9250 (in the first year)
- ii. Rs. 7650 (in the following year)
- iii. EGS - Rs. 21,250.00

Expenditure/child/year (Rs)

- i. Rs. 462 (in the first year)
- ii. Rs. 382 (in the following year)
- iii. Rs 845/ Student.

Academic Support

Academic Support-cum-Resource Groups (ASRGs) for every 5 to 10 centres as the case may be.

The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections.

Monthly reflections.

Honorarium of Supervisors ALS - Rs. 1000.00 /month

Honorarium of Supervisors EGS - Rs. 1500.00/- per month

Material used

- i. Curriculum developed for ALS
- ii. Books recycled and distributed for semester (I) in Language, Mathematics and EVS.
- iii. Books recycled and distributed for semester (II) in Language, Mathematics and EVS.
Books recycled and distributed for Semester-III in **Language, Maths & EVS**
- iv. EGS-Formal school Text Books (NCERT Text Book)

Collaboration with NGOs

- In material development, collaboration with individuals drawn from NGOs.
Pupil's evaluation
- At the end of Semester-II & III pupil's evaluation for all the learners was conducted at the district level and report shared with the parents. Achievement level of most of the children was quite encouraging.
Internal evaluation
- Concurrent evaluation of the programme through In-house Evaluation Team undertaken.
The report shared with the parents, instructors & ASRGs.

Mainstreaming

- The effort is being made to mainstream ALS children in different classes of primary formal schools. ASRGs are motivating parents in this regard.

TLMs

- No separate TLM grant given to the instructors. But during training of the instructors, lots of TLMs are prepared and carried by instructors to the ALS schools. All learners are provided with free textbooks, slate, pencils and copies.

(G) **Integrated Education of the Disabled**

- State level core group Constituted.
- IED coordinator at SLO/DLOs in place.
- Component of IED incorporated in the ongoing general teacher training programme covered.
- CRCC training module has a component on IED.
- 10 days Ujala-II training module also provides adequate input on IED teachers covered.
- 3 days training module for CRCC has been developed and trialled. 3 Resource Persons identified and trained in each project district.

- 3739 disabled children in the schools 25128 teachers have been given orientation in IED during teacher trainings programmes.
- 216 teachers have been given special training on IED.
- Aid & appliances given to over 1000 children.
- 43 resource teachers completed 45 days training.
- sensitization camps organised for teachers and community members.

(H) Civil Works

Staffing issues

- Few Engineering staff is required in the districts. Training for the engineers is also complete.
- Recruitment of Engineers is in final stage.

Use of new improved designs

- Cost Effective Construction Technology & designs being used for construction.
- All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.

Convergence

- The community is encouraged to rope in JRY/EAS/MLA/MP funds.

Training of Engineers/ VEC

- A 12 day professional training programme followed by 5 day hands-on training has been conducted for engineers.
- Recurrent hands-on training programme also conducted.
- The VEC/BNS is imparted training before construction starts. Masons are also trained in CECT.

Implementation Agency

- VEC (Bhawan NirmanSamiti) / Block Resource Construction Committee.

Supervision Agency

- By DLO

Staffing Position (Supervision & Monitoring (SPO) - Recruitment process is under way.

Site Supervision

- By DLO Team of Engineers and by supervisors~ one each for 4 to 5 sites.

Staffing Issues

- Well qualified AEs / JEs in place in all DLOS/many rounds of professional training imparted.

Appointment of Consultants

- Consultant identified.

Preparation of designs

- Pedagogically enriched. BRC/CRC/School Building/ACR designs prepared. Based on CECT.

Innovation Fund

- Used for providing child friendly elements in schools.

Civil Works

Progress report of Civil Works under DPEP –III Programme during 1998-99, to 30 sep 2002.

Under DPEP			
Type of building	Scheme planned	Completed	Total in progress
Block Resource Centre	53	53	-
Cluster Resource Centre	467	327	125
Additional class room	768	275	554
New Schoolbuilding	476	92	295
Building less school building (ESB)	92	63	20
Toilet	381	168	157
Handpump	592	0	67
Urinal	90	32	40
Repair & Maintenance	60	9	3
Rehabilitation	5	5	0
Mahila Kutir	33	12	14
Child Friendly Element	2	7	0
Barrier Free Environment	2	2	0

(I) Management Information System

Hardware/Software

Hardware & Software in place at DLO .

Manpower

Specialist EMIS in place in SPO.

Assistant Computer Programmers (ACPs') are in place except in two districts.

EMIS

Data of 1997-98, 1998-99, 1999-2000 & 2000-2001 is available and of 2001-02 is in final stage of Report generation.

PMIS

PMIS Report up to Fourth quarter (2001-02) has been sent to DPEP Bureau.

(J) Micro planning/Child Education Plan

Name of districts in which micro planning initiated.

- Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi & West Singhbhum

Detailing of activities undertaken and methodology/techniques used alongwith current status in each.

- PRA techniques is used. DRG/BRG 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" developed detailing therein the concept, methodology and activities involved. A training module for the Abhipreraks/Prerak (motivators/animators) developed.
- In every district sufficient number of Abhipreraks/Preraks have been trained. These trained Abhipreraks/Preraks have been engaged in Micro-Planning exercises in all blocks in every district. The preraks are drawn from the local areas/VEC.
- Altogether 12076 villages have been covered under Micro-Planning in 6 districts.

Agency responsible Institution/ NGO/Individual.

- Groups of individuals/ NGO's identified and trained by DLOs.

State Level Workshops.

- State level workshop was organised at Patna (8-9 Sept. 1997, 27-30 December 1997, 17-18 January 1998 & 24-28 March, 1998.)
- State level Resource Persons Training (TOT) in Micro-Planning at Patna from 12th to 16th January'99.
- State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur) from 11 to 15 March'99.
- State level Resource Persons training programme (TOT) at Muzaffarpur in July'99.
- State Level Resource person training programme (TOT) at Dumka on December'99.
- Monthly Reflections with Coordinators take place at the State level.
- State level workshop on Child Education plans organised at Ranchi.

Future Plans.

- Organize quarterly trainings to train the Resource Persons on Micro-Planning.
- Preparation of habitation level plans for UPE.
- Computerisation of data generated through Micro-Planning exercises.
- Prepare local specific strategies for mainstreaming of out of school children.
- People empowerment through Micro-Planning exercises.

(K) Distance Education

- Certificate course in guidance planned for community teachers.
- Certificate course in Mathematics planned for regular teachers.
- DPEP districts has been connected with audio and video linkages through satellite

(L) ECCE

Staffing Position

State /District ECE Co-ordinator - In place.

Resource Groups

- State Resource Group has been constituted.
- District Resource group constituted.

Interaction at village level

- Campaign for opening of ECE center & formation of Mata Samiti.
- Orientation of Mata Samiti.
- Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children
- Monthly meeting of Mata Samiti/community.

Community Participation

- Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, everything is done by community/mata samiti.
- Community/Mata samiti has the right to select another Didi in case she is not doing satisfactorily.
- Community/Mata samiti provides materials for preparation of playing kit.

Capacity Building

- Orientation of Mata Samiti
- Monthly meeting of Mata samiti
- Induction training of ECE Didis/AWWS
- Reflection meetings of ECE Didis
- Induction training of ECE trainers & programme coordinators
- Reflection meetings of ECE coordinators
- AWW/MLTC principals/instructors training and supervisors training.

Networking

- Linkages with primary school, ICDS and other NGOs/programmes related with ECE.

Activities

- Supply of Playing kit to AW centers (Non-World Bank) and ECE centres.
- Establishment of **506** ECE centres in all 9 districts,.
- The trainers team of ECE with specific training on Monitoring of ECE centres work as.
- Reflection training of ECE trainers.
- Reflection Meeting of ECE programme coordinators
- Training of Helpers and Mata Samitis.

(M) Tribal Education

Staffing and Orientation

- At the State level the MS and ECCE co-ordinator is looking after this component as well.
- Core group has been constituted at the state level.
- Workshops/meeting of the core group have been organised at the state level
- In every district tribal Co-ordinator is in place. JEP team working in tribal areas is well oriented and fully identifies itself with the tribal issues

Community Involvement

The Community Mobilisation campaigns have been organised among the tribal population. Audio-cassettes of educational songs in “Nagpuri” have been prepared & distributed in tribal areas around Ranchi. Calender with slogans in tribal languages distributed. In tribal areas 1/3rd members of Village Education Committee belongs to the tribal communities. In scheduled areas in Jharkhand districts half of the VEC members are tribals and the President is necessarily a tribal. The tribal people form mainstay of community construction processes

in tribal areas. The Mothers Committee in tribal areas consist of tribal mothers and run Apna / Angana Vidyalayas.

Access

Empahsis has been laid in opening up of Apna/Angana Vidyalayas and EGS centers in tribal dominated villages of tribal districts. The ECCE centres have also opened in those areas. New DPEP schools sanctioned in the tribal areas and started in most of the cases with the help of community teachers called Sahyogi Sikshak .

Quality Improvement

- Bridge Language inventory prepared in HO/Mundari languages in Ranchi district.
- Workshop on material development organised at the state level.
- Curriculum Workshop has been organized at SPO
- In the teacher training, emphasis on sensitization with the tribal culture is being given.

Material Preparation

- Process under completion for preparing material in mundari, orwoan, ho, Khadya, Shanthali.

9. Filling up of teacher post

Application have been invited by Jharkhand Public Service Commission for filling up the vacant teachers post.

10. DIETs

GOJ is taking steps to operationalize DIETs.

11. SCERT/SIENAT

Yet to be established.

KARNATAKA

SIEMAT as planning & report
 wing working under DSEK

Districts under DPEP : 11

The existing districts were bifurcated for administrative convenience as follows:

Raichur	-	Raichur, Koppal
Mysore	-	Mysore, Chamarajanagar
Bijapur	-	Bijapur, Bagalkote
Dharwar	-	Dharwad, Gadag, Haveri

thus taking to 16 districts.

(Rs. In lakhs)

State / District	EFC approved total project cost with 3% of Price Contingency	AWP&B 2002-03 (including spill over upto 30-06-2003)
DPEP-I (1994-2003)		
State Component	560.22	158.29
Belgaum	2933.45	862.598
Kolar	3657.34	796.532
Mandya	3035.32	642.066
Raichur	3311.65	848.495
Additional outlay approved by EFC at its meeting on 17.8.2001	7982.00	
Total	21479.98	3307.981
DPEP – II (1997-2003)		
State Component	413.799	158.712
Bangalore (R)	3657.473	514.374
Bellary	3452.945	411.799
Bidar	2633.295	296.220
Bijapur	4558.196	821.096
Dharwad	4805.242	598.235
Gulbarga	4100.355	530.180
Mysore	4394.896	816.364
Total	28016.201	4147.000
Grand Total (DPEP I & II)	49496.181	7454.981

Note: Rs. 2160.00 lakhs towards the salary of 2867 teachers working DPEP Phase II districts of is met out of GoK funds apart from the outlay of 4147.00 lakhs.

II Project Structure

(A) Staffing

	Sanctioned		Posts filled up	
	DPEP-I	DPEP-II	DPEP-I	DPEP-II
SPO	46	7	35	3
DPO	71*	249	43	82
DIETs (Academic Staff)	100	175	78	150

* 15 out of 86 posts sanctioned for the DPEP-I have been reduced in respect of three districts – Belgaum, Kolar and Mandya at the rate of 5 per district.

(B) Functioning of EC/GC

- Reconstituted in October, 1997. The GC meets annually and EC Quarterly. The last meeting of EC was held on 27-09-2002 and GC on 07-05-2002.

(C) Submission of Annual/Audit Report

- Annual and Audit Report for the year 2001-02 is under preparation and will be shared with the Bureau

III. Expenditure

(Rs. In lakhs)

	DPEP-I	DPEP-II
Total allocation (DPEP-1: 1994-2003) upto June 2003 (DPEP-2: 1997-2003) upto June 2003	21480.180	28016.201
Total expenditure up to 31.08.2002	19107.994	25454.581
Allocation (2002-03)	3307.981	6307.000*
Expenditure during 2002-03 up to 31.08.2002	935.620	1585.380
Funds released during 2002-03 (as on 31.08.2002)	1670.600	2969.000

* Rs. 2160.00 lakhs towards the salary of 2867 teachers working DPEP Phase II districts of is met out of GoK funds apart from the outlay of 4147.00 lakhs.

IV Disbursement

	DPEP-I	DPEP-II
Reimbursement up to March, 2002	15237.000	20107.000
Reimbursement during 2002-03 up to 31.08.2002	604.260	653.830
Total	15841.260	20760.830

V Plan Implementation Review of Functional Areas (as on 31.12.2001)

A. Pedagogy

i Teacher Training:

- 35700 teachers were provided training of 6-days duration in phase-I districts since 1998-99.

- 59246 teachers were provided training of 6-days duration in phase-II districts since 1998-99.
- Teacher training has become an on-going process at least thrice a month at BRC.
- Resource Persons at the state level train the BRC faculty who in turn train the teachers, DIET faculty are nominated as nodal officers.
- Focus on activity based teaching practices.
- A 6-day activity based training was provided to the DIET faculty covering all the DPEP districts.
- A 3-day film-based training has been conducted for teachers – so far 26250 teaches and 22402 teachers have been covered in Phase-1 and Phase-2 districts respectively.
- A 5-day training programme for the Head Masters / Mistresses has been conducted and so far 2329 in Phase-1 and 10864 in Phase-2 have been trained.
- **A workshop to develop training package on multigrade teaching was conducted.**
- **Training package for ‘Induction’ of new teachers developed and Master Trainers trained at Bangalore and Gulbarga.**
- **The Induction Training Programme for entrants conducted in two phases during October 2002 at BRC level.**

ii ‘Nali-Kali’

- Multi level and Multigrade teaching approach on the basis of HD Kote experience has been extended to one Block each in 4 DPEP-I districts. Accordingly, **5395 and 8353** teachers have been trained in the DPEP-1 and 2 districts respectively.
- Review of Teaching-learning materials for level I & II for the four districts was conducted during January 2000.
- Programme has been extended from standard 2 to standard 3 in Soundatti block (Belgaum district), Chikkabllapur block (Kolar District), Malavalli block (Mandya district) and Lingasugur block (Raichur district) in DPEP Phase-1 and in respect of six blocks of Mysore district in DPEP phase-2 and teachers handling 3rd standard have been trained in preparation and usage of T-L materials.
- Programme has been upscaled to one additional block in each of DPEP phase-1 districts; i.e. Raibagh block (Belgaum district), Sidhlagatta block (Kolar district), KR Pet block (Mandya district) and Deodurg block (Raichur district) and in one cluster of each of DPEP Phase-2 districts as given under:

Sl. No.	DISTRICT	BLOCK	CLUSTER
1	Bangalore Rural	Doddaballapur	Basettihalli
2	Bellary	Bellary	Koppanagudi
3	Bidar	Bhalki	Halahalli
4	Bijapur	Bijapur	Trikota
5	Bagalkot	Hungund	Kammatagi
6	Dharwad	Dharwad	Nigadi
7	Gadag	Shirahatti	Doddura
8	Haveri	Hirekerur	Chikkerur
9	Gulbarga	Aland	Chinchanasura
10	Chamarajanagar	Chamarajanagar	Mangala

- Teachers handling 1st standard and **Teachers handling 2nd and 3rd standards** in these blocks and clusters have been trained in preparation and usage of T-L materials.
- The programme is extended from 3rd standard to 4th standard in single teacher schools of Mysore district
- The approach has been extended to 3rd standard in four blocks of phase-I districts and integrated the children to mainstream of instruction at 4th standard by introducing activity-cum-workbooks.
- **UNICEF has evaluated 'Nali-Kali'; and the report is shared with districts and others for feed back.**
- **Training is on for teachers handling 3rd standard in 8 blocks of DPEP phase - I districts and 10 clusters (one cluster each in a district) of DPEP phase – II districts.**

iii Work books and Supplementary material

- Activity based textbooks, workbooks and guidebooks introduced in class I-IV in Kannada, Urdu, Telugu, Tamil and Marathi media in language, Maths and Environment Studies.
- Development of similar material for Class V is complete and under trailing.
- **"Kali-nali"** bi-monthly teachers' magazine and a monthly wall newspaper for children are being published from SPO. Districts have also taken lead to publish such supplementary material at the district level.
- 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.
- Printing and supply of Activity cum work books for children of Standards 1 to IV in Kannada, Urdu, Telugu, Tamil and Marathi medium has been completed

iv BRC and CRC

In Phase – I districts

- 40 BRC Co-ordinators – 38 in position.
- Out of 200 BRC faculty sanctioned 103 are in position.
- Out of 339 CRC Co-ordinators 310 are in position.

In Phase – II districts

- 72 BRC co-ordinators – 68 in position.
- Out of 360 BRC faculty sanctioned 242 are in position.
- Out of 867 CRC Co-ordinators 736 are in position.
- BRC co-ordinators oriented to their role.
- 40 BRCs in phase I were identified and trained to orient the new faculty of second Phase
- BRC co-ordinators are engaged mostly in training of teachers, VEC members, Interactive Teachers meeting, Experience Sharing. BRC faculty also involved in Chinnara Mela, Micro Planning and other activities.
- 'CHAITHANYA' – a new package developed for training of teachers, which is being used in BRCs, with funding from the Department of Public Instruction.

- A two-day work shop for sharing experiences of BRC coordinators and DIET faculty in respect of DPEP Phase-1 and Phase-2 districts separately was conducted in the month of March 2001.
- Material on 'Multigrade Teaching' has been developed for SATCOM
- 137 Resource Persons from the North-East region of Karnataka were trained at Regional Institute of English (RIE), Bangalore in English Teaching

B Alternate Schooling:

1. NFE:

DPEP-I

- No NFE centres are initiated in DPEP-1 districts. However, a cumulative total of 251 were functional.
- 13 VTMs appointed in Raichur district.

DPEP-II

- 28 NFE centres are initiated in DPEP-2 districts. However, a cumulative total of 267 were functional.
- All the NFE centres were closed down on 31.3.2001 due to launching of Chinnara Angala in a massive way

2. 'CHINNARA ANGALA' – A SUMMER BRIDGE COURSE:

- 77 centres of which 6 were residential, were opened in six blocks (Shahpur – Gulbarga district, Pavagada – Tumkur district, Yelandur – Chamarajanagar district, Mulbagal – Kolar district, City North-3 block – Bangalore City North district and City South-1 block – Bangalore City South district) during the months of April-May 2000 with a view to provide bridge course for the non-entrants of age group of 6-8 and to raise the competencies of dropouts and to bring them back to school and admit to the standard for which they are fit depending on the achievement of the competencies.
- Total enrolment in these centres was 2310 and out of which 1915 children were given lateral entry into formal schooling.
- Based on the positive impact of this programme, a summer bridge course for 60 days is designed. Integrated workbook and instructional manual to suit the competency levels of IV standard children have been developed.
- An instructional manual specifying pedagogical transaction for each day has been developed
- An integrated work book for children in the areas of Language, Mathematics and EVS has been developed
- Training of Master Trainers and district Resource Persons has been conducted, who in-turn provide training to the teachers and volunteers at the block level
- 1935 centres were functional from 15th April 2001 to 15th June 2001
- 59 Residential centres, with a minimum of 2 per district, were opened in convergence with the Departments of Social Welfare, Backward Classes & Minorities and Women and Child Welfare.

- As against the target of 80,000 out of school children, 71071 were enrolled out of them, 67242 children were brought to main stream of which 32979 were boys and 34563 were girls.
- Continuous on line monitoring of their retention is being done
- In its second phase 611 centres were started w.e.f 8th October, 2001 in the 7 districts of North-East Karnataka, enrolled 22,244 children of age group 7-11 years and 15600 children were brought into formal schooling

Based on the experience on the 'Chinnara Angala' programme of 2001-02

- Workbooks have been revised and developed adding English to cover children who dropped out from higher primary sections.
- Training package has been revised – 2-day for Master trainers, 6-day for District Resource Members and 15-day for instructors at sub-district levels.
- 100 Masters trainers have been trained on 1-2 March 2002 and district level training during 14-19 March 2002; and training of instructors scheduled for 21 March 2002 to 4 April 2002.
- A 60 days bridge course was conducted in 3483 centres targeting 105050 children in the age group of 7-12. Out of these children 81,913 were enrolled and after completion of the Bridge course 77,316 children were mainstreamed to classes I to IV and 76,998 are continuing the school system during 2002-03.
- Documentation of Chinnara Angala conducted during summer 2001 has been done by State Resource Centre, Mysore and shared with the MHRD.
- **Retention of these children is continuously monitored by CRC and Educational Co-ordinators.**

C Community Mobilisation:

- VECs have been formed and training programmes conducted. **59681** and **58454** VEC members have been trained in Phase-1 and Phase-2 districts respectively.
- Besides a 4 day training package 3 self reading material have been developed for VEC members.
- Calendars, posters and brochures printed.
- Awareness programmes conducted, Enrolment drives organised and Kalajathas, Chinnara Melas, VEC melas, Ma Beti Melas convened.
- Experience sharing workshops on Chinnara Melas and VEC melas were organised at the State level.
- 'SAMUDAYADATTA SHALE' – a community owned school programme has been launched in the state.
- Material for SATCOM with respect to the role of PRIs in achieving UEE has been developed.
- As the School Development and Monitoring Committees (SDMCs) have been constituted in lieu of VECs,
- **All the Community Mobilisation programmes are taken up.**

Kalajatha	: 6947
Chinnara Mela	: 1081
Maa-Beti Mela	: 94
Metric Mela	: 48
VEC Mela	: 538

D Micro Planning

- Micro Planning is not conducted in DPEP-I districts during 2000-01. However, 888 villages were covered so far, benefiting 6987 children.
- Micro Planning conducted in 144 villages during 2000-01 and taking to 1104 in total, in respect of DPEP-II districts. There was an enrolment of 6747.
- Micro Planning in 33 blocks spread over all the DPEP Districts conducted.
- Micro Planning with gender focus completed in specific blocks.
- Besides 46 experience sharing workshops were conducted.
- The process is the basis for identifying the places to open NFE and appoint VTMs (Village Teacher Motivators)
- 22 Workshops with the core groups at district level, were conducted
- House-to-House survey was conducted during January 2001 and February 2002 to assess the school age child population, out of school children, which include the non-entrants and dropouts, and also children with disabilities.
- **For the house to house survey, block level resource persons were trained through teleconference.**
- **Based on the information generated from this survey, Chinnara Angala – a bridge course programme has been conducted.**

E Media

- Media Co-ordinator at SPO is in place.
- 18 issues of "Kali-nali" magazine for teachers and 32 issues of monthly children's newspaper were brought out.
- 'Ratna Pakshi', collection of folk stories and 'Baaro Gijuga' collection of folk rhymes produced.
- 'Malka' film on girl child produced and telecast.
- 'Kathe Kathe Karunda' and 'Huyyo Huyyo Maleraya' Audiocassettes for children produced.
- 'Baa Thangi Kaliyo Ke' audiocassette of songs by eminent writers produced.
- 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.
- AIR Gulbarga has broadcasted plays in 13 episodes based on 'Baa Baale Shalege'.
- NGOs were collaborated for awareness generation.
- 'Chiou-Chiou' a booklet based on children's paintings has been brought out.
- **610** VEC Melas and **96** Maa-beti melas conducted.
- A state level seminar on '**Grama Sabha and primary education**' was conducted.
- SDMC melas conducted in 43 villages.
- 8 'Fillers' for Telecast beaming the messages to enrol the children in 'Chinnara Angala' – summer bridge course centres for **out-of-school children were beamed in national and other leading television channels.**
- **9** issues of 'Shikshana Samvada' – teachers' magazine have been brought out.
- **A 'PULL-OUT' of 'Kali-Nali' Wall news paper is included in issue of October 2002.**
- **Districts to develop wall news papers in the next six months by rotation**
- **Documentation on 'Chinnara Angala' is completed**
- **Evaluation of 'Chinnara Angala' for 2002 is under progress.**

F **Gender**

- Gender Co-ordinator in place.
- **1541** Chinnara Melas conducted at cluster level with girl child and SC/ST children in focus.
- The gender perspective is integrated in all training modules and materials developed for community mobilisation and awareness creation.
- Micro-Planning with gender focus completed in specific blocks.
- A 7-module film is completed and used for training teachers under Distance Education mode. This module has built in gender concerns.
- Rural folk tales and stories told by elders have been collected. These emphasise the need for parents and community to interact with the growing girl child to help her total development.
- A study on Class Room practices on gender perspective in 18 schools is in progress in 8 districts of Karnataka

G. **ECE:**

- Since inception, 45 ECE Centres have been established. Though there has been no expansion, those ECE centres already started are being sustained. Government have taken decision to abolish PPCs run by Education Department. Consequently, it was decided to close down these centres at the places covered by Anganwadi Centres.
- Under convergence with ICDS, 2455 Anganwadi Centres have been strengthened. Though there has been no further addition to these numbers after 1997-98, DPEP continues to support them as follows:
 - Provision of monthly honorarium to AWW and Helper for extending the timing of AW centres to match school timings (Rs. 300/- and Rs.250/- respectively).
 - Rs. 2000/- is being provided as one time grant for purchase of materials.
 - However, some of the districts have taken a decision to shelve the intervention and proposes take up a study on the impact of the activity. Based on this the intervention will be revived.
- The ECE unit at DSERT operates as a resource centre for ECE. In addition there are Resource Groups and Master Trainers for ECE comprising DIET faculty and teacher training institutes.
- Training module for ECE has been developed in collaboration with CLR, Pune, DSERT and NIPCCD and is to be tried out.

H **Tribal Education:**

- Gender Co-ordinator at SPO is given additional charge of tribal education.
- Department of Social Welfare is actively involved at both state and district levels.
- Intensive campaigning undertaken in tribal villages. Songs, stories and folk plays organised in tribal language.
- MLL textbooks for class-I in Soliga language developed and introduced.

- Handbook developed for sensitising teachers towards social and cultural specificities of tribal communities.
- Soliga mela – convention of tribals has been organised in convergence with Department of Tribal Welfare and ZP of Chamarajanagar district.
- **Textbook for Class II has been developed and books have been supplied to the children during the year 2002-03.**
- **Textbook for 3rd standard is under development.**

I Integrated Education for disabled children:

- DIETs are providing in-service training to teachers in IED.
- Parent of disabled children included in VEC.
- Linkages established with 'Seva-in-Action' and other NGOs
- Training package pertaining to Key Resource Persons has been revised
- Training of Key Resource Teachers done in one block in each district
- RCI approved institutions have been conducting training of teachers
- Medical camps have been organised in Gadag district and preparatory work is on in other DPEP districts
- State level work shop has been organised to develop a 'VISION' document and also action plan
- Material has been developed at a state level workshop for training of CRC coordinators through Teleconference during November 2001.
- 144 teachers have been trained by the RCI recognised institutions till June 2001.
- **Rs. 48 lakhs have been released to districts for conducting medical camps and providing Aids and Appliances to the children identified through medical camps.**
- **ALIMCO is supplying the Aids and Appliances in a phased manner**
- **A 45-day training programme for 25 Key resource persons of Gulbarga district was conducted through Karnataka Handicapped Welfare Association.**

J Distance Education:

- State Co-ordinator of DEP is in place.
- Workshops for DEP intervention for development of perspective plan completed.
- Video documentation on development process of TLM for use in training at the DIETs / BRCs completed.
- Video recording of gender issues (role play) for use in teleconferencing completed.
- Development of print package on in-service teacher training, action research and cultural issues for use in the teleconferencing programme of DIETs undertaken.
- Training of Teachers at district level was organised from 1-4 August, 1999 through SATCOM.
- Technical committees have been formed.
- Conducted radio script development workshops at Mysore and Gulbarga during 19-24 June, 2000 and 15-19 July, 2000 respectively.
- Training of Master Trainers was organised at Gulbarga who in-turn train the CRC Co-ordinators and then teachers

- 'KELI-KALI' - a programme, first of its kind designed by DPEP, Karnataka, 60 episodes based on the III standard syllabus were beamed through All India Radio, Gulbarga and Raichur
- Documentation of 'KELI-KALI' is under progress
- A study has been commissioned to assess the impact of 'KELI-KALI'
- Audio and Tele Conferences were conducted to get a feed back on the Keli-Kali programme.
- 'Keli-Kali' extended to IV standard during 2001-02 and beamed from AIR, Dharwad and Gulbarga for wider coverage.
- Keli-Kali for III standard is being re-beamed from November 2001 at the demand of the clientele.
- Data on Stakeholders of 'Keli-Kali' was collected during phone-in programme conducted during December 2001.
- **Workshop conducted to prepare Guidelines for the School Improvement Plan**
- **A state level workshop to identify hard-spots in Urdu during September 2002 conducted.**
- **A Satellite Based Educational Television Broadcast (EDUSAT) for all the schools in Chamarajanagar district and for BRCs in the State**
- **'Keli-Kali' - Radio programme for 3rd, 4th and 5th standards launched on 5th August 2002 covering**
 - **32 educational districts**
 - **49,640 schools**
 - **50 lakh students**
- **Teleconference conducted to train Block level Resource Persons in the areas**
 - **Chinnara Angala**
 - **Children Censes**
 - **Action Research**
 - **Multi-grade Teaching**
 - **Inclusive Education**
 - **'Keli-Kali'**

K **MIS:**

- MIS units at state and district levels are functional and personnel are in position in all districts.
- EMIS reports generated for 2001-02 and data shared with Govt. of India and districts.
- PFMS – Software to monitor physical and financial progress has been developed in-house and being used in all the DPEP districts
- **AWP & B for the year 2002-03 was prepared by using the software**
- **EMIS for the year 2002-03 is started and will be completed by first week of January 2003.**
- **A software to monitor the Civil Works has been developed in-house and is being implemented at Districts**
- **A 2-day workshop to develop a report on 'Progress Towards UPE - A trend analysis' was conducted during September 2002.**
- **PoA for EMIS for 2002-03 is finalised and shared with the districts**
- **Training of district / block RPs is planned through teleconference during October 2002**

➤ **The EMIS-GIS software is under development**

L Research and Evaluation:

- Faculty from DIETs + DSERT trained in conducting action research.
- Areas for evaluation identified and discussed.
- Separate unit for R & E being set up at DSERT. *
- Evaluation study on MLL based curriculum in classes I & II completed.
- Evaluation study on use of activity-cum-workbooks / teachers guides completed.
- Action Research conducted in 16 areas and an abridged version of the reports has been brought out.
- Kannada version of the Action Research reports has been disseminated through 'Kali-Nali' bi-monthly teachers' magazine.
- A compendium on Research studies has been brought out
- Five action Research studies are completed at DSERT level and 11 in DPEP- I districts.
- **An Evaluative study undertaken by NIAS is completed**
- **Terminal Assessment Survey in respect of DPEP-2 districts is in progress and report could be shared with DPEP Bureau during December 2002.**

M Civil Works:

- State has appointed one AEE per district for monitoring at district level of DPEP - II.
- 4 Prototype school buildings, using cost-effective technology are completed through innovative fund.
- Three-day state level workshop conducted for block level engineers and the concerned architects.
- State is using Karnataka Land Army Corporation (KLAC) in certain districts for construction activities.
- Upscaling of child-friendly class rooms at least 2 per block
- Consultants have been appointed to evaluate on-going civil works in the districts

Civil works (Physical Progress):

DPEP-I

Sl.No.	Item	Total Target	Completed as on 31.07.2002	In progress	Not started
1	BRCs	40	38	2	0
2	CRCs	234	229	5	0
3	New School Buildings	458	452	6	0
4	Addl. Class rooms	16	16	0	0
5	Toilets	794	747	44	3
6	Drinking Water	793	747	44	3
7	Repairs	207	206	1	0
8	MIS centres	5	5	0	0
9	SCERT / SIEMT	1	0	1	0
10	Hostels to DSERT	1	0	1	0
11	DPEP office, Mandya and Raichur	2	2	0	0
12	Addl. Toilets to BRCs	10	10	0	0
13	Kitchen blocks	11	11	0	0
	Total	2573	2464	103	6

* works dropped

DPEP-II

Sl.No.	Item	Total Target	Completed as on 31.07.2002	In progress	Not Started
1	BRCs	65	27	36	2
2	CRCs	800	619	166	15
3	New School Building	599	428	149	22
4	Addl. Class Rooms	162	144	16	2
5	Repairs	2	2	0	0
6	MIS centres	2	2	0	0
7	Repairs to Guru Bhavans	5	5	0	0
	Total	1635	1227	367	41

Trends:

DPEP-I	Base Year 1994-95	Year 2001-02*
Enrolment	1088757	1286344
Teachers	9257	24379
DPEP-II	Base Year 1996-97	Year 2001-02 *
Enrolment	2003180	2509591
Teachers	58260	40333

*EMIS DATA

VI Systematic Issues:

(a) Position of overall teachers recruitment in the district:

	Total Planned		In position	
	DPEP-I	DPEP-II	DPEP-I	DPEP-II
Primary School teachers	2270	2867	2270	2867
Cluster Teachers	339	871	334	798

(b) DIETs

➤ No additional posts planned under DPEP.

(c) SCERT

- 34 posts are to be created and will be filled up only after Service Regulations. Government have finalised C&R Rules and recruitment is in process
- Construction of DSERT building is in final stages.

VII. Innovation:

- Anthology of folk literature brought out by involving local writers and illustrators, conducting workshops with rural elders.

KERALA

Introduction

The first phase of DPEP was started in Kerala during 1994-'95 in the three districts of Kasargod, Wayanad and Malappuram. The second phase was launched in another three district of Palakkad, Idukki and Thiruvananthapuram during 1996-'97. The thrust area of DPEP, Kerala was to increase the achievement level of the children in primary classes. The new curriculum was implemented in the State as a part of pedagogical renewal process during 1997-'98, which was the major initiative of the project implementation in the State. Even since this reform process was initiated by DPEP there has been a sea change in the primary school classrooms. There has been intense capacity building not only among teachers but also among functionaries during the project period taking into consolidation the fact that in-house capacity building is essential for decentralized educational planning and management. The opening of Multi-grade Learning Centres in remote tribal hamlets, mainstreaming of disabled children and the maximum fulfillment of basic infrastructural needs of primary schools are some of the highlights of project implementation in the State.

Coverage

Total number of Districts in the State : 14

Districts covered under DPEP : 6

Expenditure with respect to EFC approved project cost

1. Project Cost as per original Proposal (10673.816+12827.885) = 23501.701

2. EFC Approved Project Cost (Phase I & II) = 18947.36

Rs. In lakhs

<i>District</i>	<i>EFC Approved Project cost</i>	<i>Exp upto 31/3/2002</i>	<i>Exp during 2002-03 (upto 30/9/2002)</i>	<i>Cumulative Expenditure</i>	<i>% of Exp</i>
PHASE I					
Kasargod	2478.29	2191.02	59.07	2250.09	90.79%
Wayanad	1514.89	1352.89	59.85	1412.74	93.26%
Malapuram	4435.70	4067.98	135.24	4203.22	94.76%
State	1019.95	842.47	6.95	849.42	83.28%
Total	9448.83	8454.36	261.11	8715.46	92.24%
PHASE II					
Palakkad	3058.46	2587.03	127.25	2714.28	88.75%
Idukki	2291.06	1556.48	96.29	1652.77	72.14%
Trivandrum	3132.61	2515.42	97.16	2612.58	83.40%
State	1016.40	535.99	30.17	566.16	55.70%
Total	9498.53	7194.93	350.86	7545.79	79.44%
Kerala	18947.36	15649.29	611.97	16261.26	85.82%

DPEP- BRC CRC & VEC

District	Schools	BRC	CRC	VEC
PHASE I				
Kasargod	443	7	88	41
Wayanad	239	3	38	26
Malapuram	1106	15	225	105
Total	1788	25	351	172
PHASE II				
Palakkad	765	11	125	94
Idukki	336	7	61	52
Trivandrum	680	12	131	83
Total	1781	30	317	229
Grand Total	3569	55	668	401

Project Structure**a) Staffing in State Project Office / District Project Office****Phase -I**

Sl. No.	Name	No Planned	No. Filled	Vacant	Particulars of vacant / progress in filling the same
1.	Stat Project Office	12	8	4	
2.	District Project Office	364	236	128	

Phase -II

Sl. No.	Name	No Planned	No. Filled	Vacant	Particulars of vacant / progress in filling the same
1.	Stat Project Office	46	36	10	
2.	District Project Office	582	365	217	

b) Functioning of Governing Body

- Governing Body meetings were held twice during the 2002-03 viz. 01.07.2002 (XX) and 14.08.2002 (XXI) at State Project Office, Thiruvananthapuram.

c) Submission of Annual Report / Audit Report

- Audit Report for 2001-02 was sent to MHRD, Government of India. Annual Report for 2000-01 was also submitted to the Government of India

Expenditure and Disbursement**a) Expenditure****Total Planned / actual during the year**

Particulars	DPEP-I	DPEP-II
Total Planned during 2002-03	939.93	2058.36

Actual Expenditure 2002-03 upto 30.09.2002	261.11	350.86
Total cum Expenditure upto 30.09.2002	8715.46	7545.79

b) Disbursement (Including State Share)

Particulars	DPEP-I	DPEP-II
Reimbursement upto March 2002	939.93	2058.36
Reimbursement during 2002-03 upto 09/2002		

Plan Implementation / Review Of Functional Areas

1) Planning & Management

- All the districts prepared their AWP&B in a participatory manner. The planning process was done in two phases.
Phase-I preparing the ground : This includes meeting of the District Resource Group, Block Resource Group, Panchayat Resource Group and School Support Group to fix the priorities and concerns of the current year.
Phase-II Plan Preparation : This include plan preparation at all levels from grassroot level to district level. Massive community participation was ensured in the planning process.
- State level review meeting of district officials was conducted at Thrissur DIET on 05.01.2002 in which status of project implementation was reviewed and tentative plan of action for the ensuing months was prepared.
- One day training was given to MIS personnel on MIS on EGS.
- The personnel from the State Project Office attended various training programmes and workshops at national level.
- Development a monitoring at State level monthly monitoring of districts were done by the state team. Infra district monitoring was done by DMC, BMC & VECs in all the districts.

2) Community Mobilisation

Community has been effectively linked with all the educational activities under DPEP. It has been given a crucial role for the overall effectiveness of the schools and monitoring all these activities.

The following activities were done at various levels in the six project districts under this intervention.

- One day orientation was given to members of School Support Groups (SSG) to support the academic activities during June 2002.
- Convened class PTA meetings during June 2002 and August 2002 in all the schools.
- The Grama Panchayat Presidents and the Educational Studying Committee Chairman were given one day orientation in connection with the sustainability of project activities by PRIs during July - August 2002.
- VEC level review and planning meeting held bimonthly in all the Panchayat and Municipalities.

- Actions taken to obtain convergence of DPEP Plans with Peoples Participating Planning Process.
- Conducted the meeting of teachers union representatives in connection with Pravesanotsavam.

Some of the Concrete Instances of Community Contribution

There are certain instances of community contribution in some of the districts in different areas. They are as follows:

- Two Multi-grade Learning Centres buildings were constructed by Kadoor Grama Panchayat and Kalichampara Grama Panchayat in Kasargod district during 2002-03.
- Six Multi-grade Learning Centres buildings are under construction by Grama Panchayat viz. Kadumpady, Borkala, Kollampana, Pallikkal, Karukad in Kasargod districts.
- Additional Multi-grade Learning Centres instructors were appointed by Grama Panchayat.
- Grama Panchayat in Wayanad district completely sponsored the food and refreshment to teachers attending vacation training.
- Library books were supplied to school reading corner by Grama Panchayats in Palakkad district.
- Uniforms were supplied freely to the tribal children studying in AS centers by NGOs in Malappuram district.
- Aids and Appliances were supplied by Banks, NGOs and Rotary Clubs to children with disability in all the six project districts.

3) Planning for Pedagogical Improvement

State level

The following activities were done as a part of Planning for Pedagogical Improvement at State level.

i) Kinginikkootam

'Kinginikkottam' Pravesanotsavam was conducted in all the schools with utmost Community participation. A residential workshop was conducted (2 days) at Youth Hostel, Calicut to develop the source material for this purpose. The same was printed and distributed to all the districts. The state level inauguration of 'Kinginikkootam' was performed at GLPS Parli, Palakkad on the re-opening day of schools i.e. 06.06.2002.

ii) 'Let us talk' - Std. III Communicative English

The State Government has decided to implement Communicative English in Std. III from this year onwards. The SCERT developed the source material and audio cassettes for this purpose and entrusted the DPEP to print duplicate the materials. As such sufficient copies of the handbook and Audio Cassettes were printed and distributed to all the primary schools.

iii) English Teacher Training

A 5 day State level residential workshop was conducted at Sikshak Sadan, Chavakkad for developing teacher training module for communicative English, Std. III in which 42 State Resource Group members attended. In the camp a module and an approach paper were developed. All the SRG members were equipped to undertake district level training for DRG members.

District level

At district level a number of activities were undertaken during April-May vacation time the following are some of the highlights.

- Vacation backup programme and English Festival in Palakkad district.
- School based 10 days vacation special backup programme in all the schools in Trivandrum district.
- Developed a material entitled 'Kurunnukoodaram' and distributed to all schools in Trivandrum district.
- Conducted school Sahavasa Camps and its documentation in Idukki district.
- Dissemination workshop for DRG & BRG as 'Kinginikkoottam' source material in Malappuram district.
- Conducted Learner Achievement Tests and its consolidation at Panchayat and district levels, Sahavasa Camps etc. in Kasargod district.
- 3 day vacation teacher training in Wayanad district using district specific teacher training module.
- Orientation to all Headmasters, PTA Presidents and member of School Support Group on 27.05.2002 in all the districts as school 'Pravesanotsavam'.
- Children's Diaries were supplied to Std.IV children by Block Panchayat in Wayanad district.
- Reader's day (Vayana Dinam) was observed in all the schools on June 19. Activities like preparing notes, book exhibitions, Quiz competition were conducted.
- Conducted Cluster level workshops during July and August in all the district.

Activities undertaken in the districts are given below:

2002-2003 (from April to September)

<i>Type of persons trained</i>	<i>No. of persons</i>	<i>No. of days of training</i>	<i>Theme of Training</i>
Malappuram			
1. Let's Talk - Communicative English Training	52	3 day DRG residential training	Resource Persons Trainers, Ac. Co-ordinators & Teachers
Wayanad			
1. DRG Training	20	3 days	Classroom practices
2. Teacher Training	1510	3 days	Classroom practices
Kasargod			
1. Primary teachers, HMs, SSG	3416	2 days	Classroom issues Kinginikkoottam Material Familiarisation
2. HMs	428	1 day	Kinginikkottam Material

			Familiarisation
3. Primary teachers	1024	1 days	Evaluation cluster
4. MGLC Instructors	42	3 days	Issues on Classroom practices.
Trivandrum			
1. BRC Co-ordinators	24	3 (1 day each)	Classroom Management, School Management
2. DRG Members	39	1	OSS, Classroom practices and School Management,
3. Teachers	5270	2	Classroom practices (CRC)
(without any remuneration, vacation programme was conducted all over the district during April-May)		10	
Idukki			
1. PTA / MTA Presidents	260	1 day	Implementation of Kinginikkottam
2. HMs	320	1 day (two times)	1 Effective implementation of Kinginikkottam 2 Implementation First terminal examination
3. Teachers	1600	1 day (3 times)	Review and planning of academic activities and practical problems in classrooms
4. DRG Members	30	3 day (3 times)	Preparation of guideline for CRC meeting, first terminal examination etc.
5. Teachers	1627	5 days	Implementation of Activity oriented Pedagogy in classrooms - try out.
6. New / Transferred teachers	150	5 days	Implementation of Activity oriented Pedagogy in classrooms - try out.
7. DRG members	40	3 days	SLAP.
Palakkad			
1. BRCs	22	1	JRM visit and vacation Programme.
2. BRCs	22	1	English Patanotsavam and vacation programme.
3. BRCs	22	1	Pravesanotsavam 2002.
4. AEOs, DEOs, BRCs and 1 trainer from each BRC	40	1	State Level Inauguration of Pravesanotsavam
5. Trainers DRG	15	2	Workshop for Supplementary HB for teachers.
6. DRG	20	1	Discussion on CRC Training
7. AEOs	11	1	Term end Evaluation
8. DRG on Communicative English in Std. III	38	3	DRG training on communicative English.
9. Teachers of Std. III	1238	3	Teacher training on Communicative English in Std.III.

4) **Distance Education - DPEP, Kerala**

Period from 01.04.2002 to 30.09.2002

Upgradation of the Interactive Website.

Conducted a workshop with the participation of DIET faculty members and BRC trainers for the preparation of the materials which are to be incorporated in the on-line courses of the Interactive website. Upgrading and updating of the site have already been done. The website www.keralaprimaryeducation.org is a very good tool to apply Information Technology into the Primary Education Segment of Kerala. The optimum utilization of the interactive website can be ensured by the effective implementation of the various modules in the site.

Audio Programme

Scripts were developed for the production of audio programme. Constituted a committee for evaluating the quotation notice for production and duplication of the audio programmes. Studio was hired, recording of the audio programme was arranged and the production part of the audio programme was completed. Quotations have been invited for the duplication and distribution of the audio cassettes to all DIETs, DPOs, BRCs and SCERT. The audio programmes concentrate mainly on the improvement of classroom interaction and activity oriented child centered joyful learning process. Steps have already been taken up for broadcasting the programme through All India Radio.

DL Materials

Self Instructional Materials on selected areas of EVS and Mathematics were developed for the students for Standard IV. Lab schools have been selected for the tryout of SIMs among the students of Std. IV. Collected feedback of the tryout, and on analysis, it is clear that these are highly beneficial for the students, a few negligible drawbacks notwithstanding. Hence it is planned to get these materials printed in card form with coloured, laminated envelope and distributed to all primary schools.

Teleconferencing

DPEP-Kerala had conducted three teleconferencing programmes successfully. The feedback of these programmes were documented. Retuning of the digital DR Systems installed at 35 centres is planned. Since uplinking facility is available at Mysore Studio, a teleconferencing on joyful learning at Early Childhood Care & Education (ECCE) is also proposed. It is planned to conduct the programme with the collaboration of DEP-IGNOU-DPEP-Kerala and SIET-Thiruvananthapuram.

5) **Access and Alternative Schooling**

Status report from 01.04.2002 onwards

Access and Alternative Schooling is a major intervention under the Education Guarantee Scheme (EGS) in DPEP, aiming at addressing the problem of out of school children.

There are 307 alternate schools with a pupil strength of 6514 functioning on six DPEP districts having standard I to IV of which 882 belong to SC community and 3393 ST pupils. There are 307 instructors in position who are being paid the honorarium regularly. Self Learning Material cards in Malayalam, Mathematics and Environmental Science for Standard I and II were developed and distributed to all centers during 2000-01.

Finalisation of Self Learning Material cards in Malayalam, Mathematics and Environmental Science for standard III and IV were done and competitive quotations received for the printing and distribution of the same. The proposal for the approval of the quotations from the MHRD are being processed as the rate has exceeded rupees twenty lakhs.

As part of developing an MIS for EGS schools / centers, the Programme Officer (AAS), and Programme Officer (TT) has attended the two day training at Ed.CIL, New Delhi on 13th and 14th of August 2002. The State Resource Team comprising state level and district level personnels has been constituted and the Data Capture Formats issued for the continued activities such as collection, compilation, data punching and report generation. The following activities are being carried out in various DPEP districts. BRC level and CRC level review and planning meetings are properly conducted in all DPEP districts. The other activities being taken up and administered in six DPEP districts under Access and Alternative Schooling are as follows.

i) Kasargod

- Regular classes in all the 38 alternate schools in the district were conducted up to 20.04.2002 and there after the annual evaluate on made.
- Preparation of library cards were done by the instructors during May 2002, in which a brief note regarding the contents of all library books were prepared for future classroom uses.
- House to House Survey by the instructors were conducted from 15.05.2002 to 30.05.2002 to identify those pupils who remain out of school.
- The school reopening day was celebrated as 'Pravesanotsavam' in June 2002 after the midsummer vacation.
- A two day review and planning workshop was conducted for ten phase I instructors on August 19th and 20th.
- One day BRC level Teaching Learning Materials workshop was conducted for forty two instructors.
- One day BRC level training for thirty eight instructors were held in English teaching in standard III.

ii) Wayanad

- Three day residential workshop was conducted to 53 AS instructors during August 2002 to develop certain Self Learning Materials for the presents 53 alternate schools with the help of the DIET.
- Three day residential trainers in English teaching was conducted from September 28th to 30th.
- Thirteen new alternate schools were started during 2002-03.

- In order to promote total enrolment, novel activities, like 'Pravesanotsavam', 'Padanotsavam' and 'Grihasadas' were arranged in tribal remote areas.
- During the academic year 2001-02 a total number of twenty seven pupils who completed standard IV were mainstreamed in regular schools.

iii) Palakkad

- One day training to twenty School Support Group (SSG) promoters in tribal areas were conducted on 24.08.2002.
- Three day training in English teaching were conducted to 30 AS instructors during September 2002.

iv) Malappuram

- Four day training to ten Multigrade Learning Centre (MGLC) instructors in Malayalam, Mathematics and Environmental Science Std. III and IV were conducted at DIET Tirur from September 8 to 11.
- Five day training to twenty AS Instructors were conducted in teaching learning and evaluation processes from September 26th to 30th at the DIET.
- Necessary learning materials were issued to pupils studying in all alternate schools.

v) Idukki

- New alternative schooling centers were started during this academic year.
- Learning materials were issued to pupils in alternate schools.
- Three day training in English teaching were given to AS instructors during September.

vi) Thiruvananthapuram

- Five day residential training in teaching learning and evaluation of various subjects were conducted for the AS instructors from October 3rd to 7th. Puppet making was also practiced there.
- Two day English teaching was imparted to fortyfive AS/MGLC instructors during September 2002.

Status of AS Centers as on 30/09/2002

District	No of AS centers	Instructors	Boys	Girls	Enrollment	SC	ST	OBC	General
Idukki	104	104	1,048	1,003	2,051	510	1,071	0	470
Kasargod	38	38	570	541	1,111	260	121	585	142
Malappuram	30	30	445	440	885	30	405	422	28
Palakkad	30	30	322	264	586	66	426	88	6
Trivandrum	45	45	403	266	669	12	162	495	0
Wayanad	60	60	633	579	1,212	4	1,208	0	0
Grand Total	307	307	3,421	3,093	6,514	882	3,393	1,590	646

6) ***Gender***

For the State of Kerala the education scenario and the gender issue have always been different. With high literacy rates for males and females, near universal enrolment at primary levels and better levels of enrolment at the other stages, very low drop out for girls and boys and with retention rates therefore being on the higher side, Kerala holds a position of eminence in the field of education. Gender differentials in academic achievements have been noted. The participation of women in the workforce is not satisfactory and is declining. While the demographic parameters position the women of Kerala along with those of developed countries, related indicators do not differ from any other status. The advances reached in educational and health sectors have not impacted on the status of the women in the home or outside and therefore have not helped to raise the status of women or improved their life chances.

The problem of gender in primary education in Kerala needs to be seen from a different perspective. From quantitative outcomes we have to move on to qualitative processes and performances. Girls have to be empowered to break the shackles of negative socialisation and realise their potential to change their own lives. Years of discrimination have isolated them from the mainstream activities and conditioned their thinking process, and have built up self-effacing stereotypes. These need to be changed. Education has to provide girls with the capability to analyse their situation, expose them to new roles, build up aspirations and see a different future. It is evident that the system of education, given over the years, has not been able to bring about the needed changes in this situation. It is also evident by now that increase in enrolment and retention alone do not automatically result in these changes in the learners. It becomes important to move from the dimension of input into education outcomes, which are wider than academic attainments and include personality development and skills of critical thinking and of articulation of needs and feelings.

The study on gender concerns in school activities and class room practices was undertaken by State Project Office, Kerala. It was intended to provide information on the extent of participation of girls in schools activities and in classroom processes and to assess the role of the teacher in providing opportunities for girls to develop their potential through participation in school and classroom activities. The study was also intended to find out the discrimination practices against girls and the role of teachers in this process. The DPEP, Kerala initiated a package of interventions in girls education based on the new requirements. The programmes for interventions were generated through a seminar which brought together academics, administrators and teachers in education experts in women studies and NGO members.

Video taping of school activities and classroom processes

The classroom and processes in a government school in the city were video taped.

Development of gender sensitisation module for Teacher Training Programme

A gender sensitisation module for teacher training was rescheduled and included in Training Programme.

DPEP, Kerala believes that the proper conditioning of children through schools will go a long way to reduce the gender discriminations in the society. So DPEP initiated the process through a well planned gender sensitisation training for all teachers followed by sensitisation lectures in PTAs to sensitise parents.

A feed back about the changes in the classroom practices and in the parents by the awareness programmes and to study whether any alternations in future training programme is essential are more study will be required and it will be conducted in February 2002.

Video Clipping

Steps taken by DPEP, Kerala to develop 4 video clippings to telecast through Media to aware about the Gender disparities in our social life.

Communication Materials

Conducted 2 day workshop to develop communication materials about girl child.

Districts conducted awareness through PTA Meetings convergence with Schools Headmasters and conducted awareness programmes through Panchayat meetings convergence with the Panchayats.

DPEP districts conducted various programmes like Kalajathas, workshops, seminars, drama, debates developed brochures, pamphlets, posters etc. Developed and planned practical interventions in curriculum and its transaction for promoting equality between sex and developing a position self concept in girls and boys.

7) Early Childhood Care & Education (ECCE)

In Kerala the ECCE facilities are Anganvadi Centres of ICDS, Pre-primary centres attached to primary schools, a few Pre-primary centres in the Government sector and a variety of private nursery schools functioning as mere downward extensions of primary schools. There are a few others in the public sector, which are custodial in nature. Of these, the ICDS Anganvadi centres are the major facility available to more deprived sectors. There are altogether about 20000 Anganvadi centres in the state, among the DPEP districts alone there are 8400 centres functioning at present. Besides this there are 471 Pre-primary centres also in the DPEP districts.

Keeping with the changes in the primary education in the state, the early childhood education, which in fact prepares a child for the school, also required a functional restructuring to meet the objectives of the new education programme

So based on the overall strategy for ECCE in DPEP, that is instead of replicate/duplicate the ICDS scheme where it is on ground, DPEP Kerala focused on

Development of Modules for ECCE

- Convergence of ECCE facilities with ICDS and other ECCE programs and primary schools.

Need Assessment

DPEP Kerala has conducted a study on state of pre primary education and the draft report has been received.

Printing of Adhyapaka Sahayi

DPEP developed a handbook for pre primary teachers. Printed 10000 copies and distributed. As per the of pre-school teachers DPEP is decided to print 4000 copies more to be distributed.

Review meeting

Conducted a review meeting to collect the details about ECCE Programmes conducted till now. Social Welfare Officers, District Project Co-ordinators, Programme Officers from Social Welfare Department and DPEP and CDPOs participated in this meeting. To have effective Co-ordinators and convergence for the activities the meeting was convened, participating Officers of DPEP and ICDS of the District level.

Development of Teaching Learning Materials from low cost and no cost material

Conducted two workshops are at Palakkad and another at Eranakulam Rajagiri College of Social Science to develop TLMs for the use of Anganvadies / pre-schools from low cost and no cost materials. It was very interesting and useful for pre-school teachers and for Anganvadi workers, 110 participants (AWW rainers, CDPOs and Supervisors) attended the Programme.

8) Integrated Education for the Disabled Children (IEDC)

General Informations :

Phase III Implementation

Started on : 01-04-2002
Districts covered : 6 DPEP Districts
No.of BRCs : 55 Blocks (i.e. all Blocks in 6 DPEP Districts)

Administrative Set up

i. State level Programme Officers - 2 (PO + APO)
ii. District level Programme Officers - 6 (for 6 Districts)
iii. Area Conveners - 55 (for all Blocks)

I. Activities Initiated :

A. State level

1. Convergence with NISH.

In terms of capacity building, DPEP Kerala visualises convergence with reputed external agencies. The two year contract with the National Institute

of Speech and Hearing (NISH) is the best example for this. The following types of assistance are mutually agreed upon.

- a.
 - i. Technical assistance for capacity building
 - ii. Resource Support
 - iii. Extension services

- b. The tasks being carried out are :
 - i. Development of Computer Assisted Sensory Activities based on the TLMs in Stds I - IV
 - ii. Development of strategic clues for computer assisted learning through child centred and activity based approaches in terms of the special needs of children with disabilities.
 - iii. Development of new approaches on self assessment practices with the help of computers

- c. The achievement expected through this programme are :
 1. Concept formation;
 2. Vocabulary development;
 3. Ability to Comprehend Ideas;
 4. Classification, Comparison of objects / concepts;
 5. Ability for drawing, painting etc.;
 6. Development of Inquiry skills;
 7. Self Assessment of Achievements etc.

2. Consolidation of Data

In the project districts, the Detection Camps were conducted for identification and assessment of children with special needs. The data regarding the Children with special needs were collected from the districts and consolidated in the State project Office.

3. Placement of Resource Teachers

Placement of Resource Teachers is an essential component of IEDC implementation Directions have been given to district offices for the re-appointment of the candidates who were selected and undergone RCI approved foundation course on IEDC programme. 153 Resource Teachers have been placed in 6 districts.

4. Preparation of Annual Work Plan (2002- 2003)

The IEDC Unit has prepared the Annual Work Plan and Budget for 2002 - 2003 for the activities of IEDC implementation. The State Unit has also given guidelines to the districts for the preparation of AWPB for 2002 - 2003.

5. Review Meeting of District level officials - conducted

In order to assess the programmes of implementation of IEDC programme, a State level Review Meeting of district level officials were conducted on 20.07. 2002 at Govt. Youth Hostel, Kozhikkodu.

B. District level

1. Restructuring of Block Resource Groups

Technical Resource Groups at Block level have been reconstituted in all BRCs for proper implementation of IEDC Programme. The members of the BRG were selected in terms of Action Plan already prepared for IEDC implementation.

2. Sayantana Vedi Camps:

In order to uplift the achievement of Learners with Special Needs, 'Sayantana Vedi' Camps are being organised during Week - End days and Holidays with the following objectives.

1. To uplift the achievement of Learners with Special Needs through 'Remedial Practices in terms of Pre - requisites;
2. To tackle the Behaviour Problems of learners through various techniques such as Role Plays, Group Works, Co - Operative Learning etc; and
3. To give guidance to the Parents about activities to be given to the children in terms of Home-School Convergence Practices already designed for IEDC programme.

3. Conduct of Behaviour Modification Programme

In order to address the common behavioural problems seen in children with special needs, various innovative methods are found to be very effective.

So it was decided to develop transactional materials to tackle the problems of learners with special needs by means of using proper techniques with the help of their parents, teachers and peer groups. To that extend, the State Programme Unit has organised a workshop and developed materials for Behaviour Modification Programme. After scrutiny and finalisation it will be distributed to all schools in DPEP districts.

4. Convergence with Local Agencies:

In order to mobilise the resources from the locality, attempts have been successfully made by IEDC functionaries to achieve the expected goals in terms of convergence with the following agencies.

1. Grama Panchayats
2. Rotary Clubs / Lions Clubs
3. Community Health Centres

4. ICDS Units
5. Charitable Institutions etc.

The following activities are being organised by each BRC in all districts.

- i. Conduct of Detection Camps
- ii. Community Awareness Programmes
- iii. Guidance and Counselling Programmes
- iv. Home - School Convergence practices.
- v. Removal of Architectural Barriers.
- vi. Supply of Aids and Appliances and
- vii. To ensure effective involvement of Local agencies for school education.

a) Number of Disabled Children identified through Survey in 6 DPEP Districts :

VI			HI			OI			LD			MR			Grand Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1981	1676	3657	1537	1168	2705	950	672	1622	7784	5288	13072	1343	950	2293	12903	9182	22085

b) Total number of Disabled Children enrolled in 6 DPEP districts

VI			HI			OI			LD			MR			Grand Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
1981	1676	3657	1537	1168	2705	950	672	1622	7784	5288	13072	1343	950	2293	12903	9182	22085

c) Total Number of Disabled Children out of schools in 6 DPEP districts

VI			HI			OI			LD			MR			Grand Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
		Nil			Nil			Nil			Nil			Nil			Nil

Aids and Appliances

Number of children for whom Aids and Appliances procured : (2001-2002)

Visual Impairment		Hearing Impairment		Orthopaedic Impairment	
In School	Out of School	In School	Out of School	In School	Out of School
850	Nil	189	Nil	108	Nil

Category	Number of children given Aids through DPEP	Number of children given Aids through convergence
Aids of Visual Impairment	538	312
Aids of Hearing Impairment	105	84
Aids of Locomotor Impairment	85	23
Total	728	419

- | | | | |
|----|--------------------------|----|-----------------------|
| VI | : Visual Impairment | HI | : Hearing Impairment |
| OI | : Orthopaedic Impairment | LD | : Learning Disability |
| MR | : Mental Retardation | | |

9) Media & Documentation

The Media intervention has played a very central role during the early implementation stages of DPEP. But now that the project has gained public acceptance and support, the role of the Media intervention has been limited to that of giving wide publicity to the programmes conducted by DPEP by way of issuing press releases and ensuring Media coverage by both the print and visual Media. For this details are also collected regularly from all the DPEP districts and publicity is given to programmes that need public attention.

Process documentation of various programmes conducted by different interventions are available at State and District level. A need for compiling, consolidating and publishing the same was felt, since the project is coming to an end by June 2003. In order to achieve this a meeting of District Project Co-ordinators and DIET Principals was held at Thrissur. It was decided to start the work first at District level. Districts are directed to finish their Documentation before 31st December. After which State level documentation for publishing the authentic document is planned. The document is to be published before March 2003.

10) Research & Evaluation

In order to ensure the quality in Primary Education sector, DPEP Kerala has proposed to conduct a number of Research Studies and Action Researches in the AWPB of State Level intervention during 2000 - 2001 & 2001- 2002. As such, 14 studies have been initiated till date as detailed below:

<i>Sl. No</i>	<i>Title of the Study</i>	<i>Chief Investigator</i>	<i>Date of Completion</i>
1.	“Integrative approaches in class room transaction of Poothiri Texts, Sub texts, Inter texts and Contexts – Problems, Solutions and Practical Models”.	<i>Dr. Vedamani Manual Professor of Edn (Rtd) University of Kerala.</i>	<i>Completed</i>
2.	“Impact of DPEP Interventions on Tribal Education Progress in DPEP, Kerala”.	<i>Dr. Bindu University of Kannur</i>	<i>Completed</i>
3.	“Learning Environment provided for developing process skills through Environmental study in Primary Classes – An Analytical study”.	<i>Mrs. Gladis Ponbala Researcher, Mathanpala</i>	<i>Completed</i>
4.	“Multilevel status of Parents and the Academic Progress envisaged in DPEP Kerala – A Critical Study”.	<i>Sri.K.Puram Sadanandan Malappuram</i>	<i>Interim report submitted</i>
5.	“People’s participation in the implementation of DPEP in Kerala - ‘A Critical Assessment”.	<i>Mr.Paily Kurian Trivandrum</i>	<i>Completed</i>
6.	“A study on the functional efficiency of Schools in DPEP districts”.	<i>Dr. Vijayaleskhmi WHI, Trivandrum.</i>	<i>Completed</i>
7.	“Community Participation in the development of Primary Education- Recent Experiences and Emerging Issues - ‘An Analytical study”	<i>Dr.P.M.Mathew Eranakulam</i>	<i>Completed</i>
8.	“Classroom Climate and Student Behaviour Outcomes: A comparative Study of Classrooms under DPEP and Non – DPEP Districts in Kerala”	<i>Dr. Saratchandra Raj Principal, NSS College, Changanassery</i>	<i>Completed</i>
9.	“A Study on Time Management Practices of Primary School Headmasters”	<i>DIETs Kasargod & Wayanad</i>	<i>Completed</i>
10.	“Mid Term Assessment Survey – DPEP II districts”	<i>Dr.P.Kelu</i>	<i>Completed</i>

		<i>Dept. of Edn University of Calicut</i>	
11.	" A study on Gender concerns in school Activities and classroom practices in Primary School"	<i>Dr. Vasantha Ramkumar</i>	<i>Draft submitted</i>
12.	"Study on redesigning the Anganwadies in Kerala"	<i>Research Institute Rajagiri college Kalamassery</i>	<i>Draft submitted</i>
13.	Terminal Assessment Survey - DPEP I Districts	<i>A Group of Consultants</i>	<i>Completed</i>
14.	External Evaluation of Pedagogical Interventions in DPEP, Kerala	<i>Dr. Mohan B. Menon Dr. Anitha Rampal</i>	<i>Completed</i>

11) Civil Works

All the constructions in Civil Works in DPEP districts were done through school PTA / VEC. All the activities were supervised by the President of Grama Panchayat who is the head of VEC. The construction being carried out in term of cost effective technology and child friendly in nature. Costford, Nirmiti Kendra and M/s. Habitat Technology Group are the notable institutions which gave up technological support. Expenditure in Civil Works till date is Rs. 3414.69 lakhs.

Status of Civil Works as on 30.09.2002 - State Phase I & II

		Achievement			Planned		Achievement			Planned		Planned
		C	D	IP	NS	Target	C	D	IP	NS	Target	
01	Additional class room	650	0	55	0	705	250	10	101	7	368	1,073
02	Major repairs	8	0	5	0	13	159	5	66	20	250	263
03	New schools	31	1	5	0	37	3	1	16	4	24	61
04	Replacement of dilapilated/ thatched/building	136	0	2	0	138	0	0	3	1	4	142
05	Replacement rented building	47	1	0	0	48	17	0	8	0	25	73
06	MGLC	29	0	0	1	30	4	0	3	0	7	37
07	Drinking water	86	0	0	0	86	151	8	108	92	359	445
08	Separation wall	496	5	0	0	501	138	16	40	120	314	815
09	Toilet	108	0	10	0	118	213	10	138	87	448	566
10	Minor Repair	0	0	0	0	0	259	7	99	151	516	516
11	Construction of BRC	25	0	0	0	25	28	0	2	0	30	55
12	Construction of CRC	178	0	1	0	179	198	14	56	1	269	448
14	Compound Wall	5	0	0	0	5	0	0	1	0	1	6
Total		1,799	7	78	1	1,885	1,427	71	641	483	2,622	4,507

C = Completed, D = Dropped, NS = Not Started, IP = Work in Progress, NA = Status not supplied by districts

Status of Civil Works as on 30.09.2002 - Phase I

Sl. No.		Kasargode		Target	Wayanad		Target	Malappuram				Target	
		C	IP		C	IP		C	D	IP	NS		
1.	Additional class room	141	2	143	31	52	83	478	0	1	0	479	705
2.	Major repairs	0	0	0	7	5	12	1	0	0	0	1	13
3.	New schools	7	0	7	20	5	25	4	1	0	0	5	37

4.	Replacement of dilapidated/thatched/building	136	2	138	0	0	0	0	0	0	0	0	0	0	138
5.	Replacement rented building	25	0	25	4	0	4	18	1	0	0	0	0	19	48
6.	MGLC	10	0	10	10	0	10	9	0	0	1	0	0	10	30
7.	Drinking water	7	0	7	4	0	4	75	0	0	0	0	0	75	86
8.	Separation wall	124	0	124	0	0	0	372	5	0	0	0	0	377	501
9.	Toilet	1	0	1	0	10	10	107	0	0	0	0	0	107	118
10.	Construction of BRC	7	0	7	3	0	3	15	0	0	0	0	0	15	25
11.	Construction of CRC	79	0	79	38	0	38	61	0	1	0	0	0	62	179
12.	Compound Wall	5	0	5	0	0	0	0	0	0	0	0	0	0	5
Total		542	4	546	117	72	189	1,140	7	2	1	1,150	1,885		

C = Completed, D = Dropped, NS = Not Started, IP = Work in Progress, NA = Data not supplied by districts

Status of Civil Works as on 30.09.2002 - Phase II

	Palakkad			Target	Idukki				Target	Trivandrum				Target	
	C	IP	NS		C	D	IP	NS		C	D	IP	NS		
Additional class room	177	9	0	186	26	0	52	7	85	47	10	40	0	97	368
Major repairs	33	2	0	35	77	4	42	3	126	49	1	22	17	89	250
New schools	3	4	1	8	0	1	12	3	16	0	0	0	0	0	24
Replacement of dilapidated/thatched/build.	0	0	0	0	0	0	0	0	0	0	0	3	1	4	4
Replacement rented building	17	8	0	25	0	0	0	0	0	0	0	0	0	0	25
MGLC	0	0	0	0	0	0	0	0	0	4	0	3	0	7	7
Drinking water	29	11	0	40	51	7	39	11	108	71	1	58	81	211	359
Separation wall	0	0	0	0	75	9	23	3	110	63	7	17	117	204	314
Toilet	67	9	0	76	67	4	29	6	106	79	6	100	81	266	448
Minor Repair	18	1	0	19	165	6	42	12	225	76	1	56	139	272	516
Construction of BRC	11	0	0	11	7	0	0	0	14	10	0	2	0	12	30
Construction of CRC	74	1	0	75	52	0	11	0	63	72	14	44	1	131	269
Compound Wall	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Total	429	45	1	475	527	31	250	45	853	471	40	346	437	1,294	2,622

12) Management Information System (MIS)

The MIS unit is functional at the State office and in all project Districts. The State MIS unit consists of one Systems Analyst, one computer programmer and 4 Data Entry Operators. Main activities of MIS unit are generating of Statement of expenditure (SoE), PMIS (Project Management Information System), The quarterly PMIS (Project Management Information System) report is prepared to monitor the progress of various activities. It includes several performance indicators for different interventions. The data from the districts were collected and compiled at the SPO and forwarded to MHRD. EMIS (Educational Management Information System) and many other monitoring utilities.

- The preparation of AWPB 2002-03 work is carried out. The final data entry and report generation was done in a centralized manner at State Project Office with the help of the software developed for this.
- EMIS 2002-03 were completed and shared with National Bureau and State level Consolidation & Analysis reports were generated.
- The analytical report of EMIS data is initiated and is being carried out by Research & Evaluation unit.
- The work related to EMIS 2002-03 is currently undergoing.
- The work related to MIS for EGS is started and the data collection is undergoing at the districts.
- The site wise civil works details are updated and reports were generated.

MAHARASHTRA

I. Coverage...

Total No. of Districts in the State .. 35
 Districts covered under DPEP .. 11 + 5 Extended districts.

(Rs. in Lakhs)

1	Names of the Districts 2	EFC approved Project Cost 3	Project Period 4
DPEP-I	06	Rs. 18592.370 lakhs (Revised approved Project Cost Rs. 23592.144 lakhs)	1994 to 30 th June, 2003
	Aurangabad, Latur, Nanded, Osmanabad & Parbhani/Hingoli		
Extn. District	Solapur, Sangli, Jalgaon, Ahmed Nagar, Buldhana.	3526.45	
DPEP-II	05 Beed, Dhule/ Nandurbar, Gadchiroli & Jalna	15771.796	1997-98 to 30.06.2003

II. Project Structure...

1. *Vacancy Position : As on 30.06.2002*

	Post Sanctioned		Posts Filled Up	
	DPEP-I	DPEP-II	DPEP-I	DPEP-II
S.P.O.	57	14	42	07
D.P.O.	182	150	141	122
BRCs	238	312	144	289
CRCs	639	551	583	497

2. *Functioning of EC/GB :*

- a) EC Meetings held regularly ; 29th E.C. Meeting held on 02.08.2002.
- b) **The last meeting of Governing Body was held on 10.08.1999. It is proposed to convey Governing Body Meeting in the year 2002.**

3. *Submission of Annual Report and Audited Accounts...*

- ☛ Annual Report and Audited Accounts for 2000-01 already submitted to Government of India and 2001-02 is under process, will be submitted as early as possible.

4. *Utilisation Certificates ...*

- ☛ Utilisation Certificates for 2000-01 in respect of DPEP-I and DPEP-II grants submitted to Govt. of India and 2001-02 is under process will be submitted as early as possible.

5. *Position of Govt. of India and State Share Release...(Upto 30.08.2002)*

DPEP-I

Rs. in lakh

Funds Released by Govt. of India		State Share Release		Percentage (%)
Upto 2001-02	2002-2003	Upto 2001-02	2002-2003	
16251.51	1900.00	2788.86	--	11.82

DPEP- I (Extended Districts)

Rs. in lakh

Funds Released by Govt. of India		State Share Release		Percentage (%)
Upto 2001-02	2002-2003	Upto 2001-02	2002-2003	
700.00	--	--	--	--

DPEP-II

Rs. in lakh

Funds Released by Govt. of India		State Share Release		Percentage (%)
Upto 2001-02	2002-2003	Upto 2001-02	2002-2003	
8708.866	1800.00	1675.63	--	10.62

6. *Expenditure...*

Rs. in lakh

	DPEP-I	DPEP-II
☛ Total Planned During 2002-2003	4629.802	5182.252
☛ Actual Upto : 31.08.2002	1150.050	769.280

DPEP- I (Extended Districts)

	DPEP-I	DPEP-II
☛ Total Planned During 2002-2003	3273.961	--
☛ Actual Upto : 31.08.2002	0197.830	--

7. *Disbursement ...*

Rs. in lakh

	DPEP-I	DPEP-II
☛ Total Planned During 2002-2003	3935.332	4404.914
☛ Actual Upto : 31.08.2002	1145.220	826.66

DPEP- I (Extended Districts)

	DPEP-I	DPEP-II
☛ Total Planned During 2002-2003	2782.867	--
☛ Actual Upto : 31.08.2002	170.12	--

8. A) *Pedagogy*

i) *Teacher Training*

- The allocation and expenditure on Teachers Training under DPEP-I , DPEP-I (Extended District) & DPEP-II is as follows :-

	Allocation	Rs. in lakh Expenditure upto 31.08.2002
DPEP-I	110.077	3.550
DPEP-I (Extended District)	222.838	0.010
DPEP-II	296.793	5.610

- SMART PT training programme conducted from year 1997 on competency based teaching.
- Multigrade teaching project in selected schools from year 1998.
- Training and Development of question bank, Activity bank.
- Training and Development of self learning material.
- Training on learning ladder.
- Workshop for RPs on strategies for remedial teaching,
- Preparatory meetings for development of training manual.

46 training programmes, Workshop, review/SRG/EC/Planning meetings organised at MPSP during April 1st to Aug. 31st 2000. Some of these programmes have been organised by MSCERT. Details of some of the major programme as under :

SMART-PT English-2000 was organised by MSCERT, Pune during April-June 2000 for Primary Teacher teaching classes I. Major areas covered were : planning, teaching learning activities for English, Self-learning approach and informal mode of evaluation. The package also included environmental & value education and demonstration of Science & Maths Kit. This academic input was supported by yoga & cultural activities.

As a part of Training package for SMART PT - English 2000 following booklets were developed & used by MSCERT :

- i. Curriculum for Class-I.
- ii. Learning of English through joyful approach (Ananddai Engraji Shikshan)
- iii. Resource for teaching (Shidori Adhyapanachi)
- iv. New Awareness (Navya Janiva, Nave Bodh)
- v. You Ask - We Answer (Prashna Tumache - Uttar Amache)
- vi. Let us speak.

- BAS for DPEP Phase-II and MAS for DPEP Phase I conducted by SCERT.
 - Mid-term Assessment survey for DPEP II districts conducted by MSCERT during July,2000.
 - RPs trained in a State level programme between 1 to 7 July for hands-on training and survey in 5 schools.
 - These RPs in turn trained district RPs.
 - This training was followed by actual survey in 50 schools from each of the DPEP dist.
 - Software for consolidation of data and generating desired output tables developed by MPSP.
 - The report being finalized at MSCERT, Pune.
- * The 'Book Van' Tour organised in the year 2000-01 in all DPEP districts with coordinated efforts of Ed.CIL, MPSP & NBT. On the background of the environment created a 4 day workshop for developing reading habits among children and teachers was organised between 19th – 22nd June. Major topics covered were : relating reading with achievement, management of school libraries, effective mode of initiating reading process and sustaining culture of 'reading '
 - * A week long programme for appraising community with educational inputs and development in Districts at the instance of DPEP, was launched between 14th – 19th Aug. with title '**Shikshan Jagar Saptah**'. The 7 day programme at village, block and district level was developed with help of district functionaries. It resulted in mutual positive commitments between community & schools.
 - * With the help of Teleconferencing 1200 teachers were trained in the subject “Self Learning “ at Primary Level on 15th – 16th , 17th March, 2001.
 - * SMART-PT English for Std.-II was organised by MSCERT, Pune during April – June, 2001 for Primary Teachers teaching Class-II. This training was given to 30,000 Teachers from DPEP districts through convenience.
 - * Project Method started in 10 Schools in Latur district from June, 2001 on Pilot basis .
 - * Training Module for ‘Volunteer teachers’ of Vastishala prepared by MSCERT & Training Module for Mahatma Phule Education Guarantee Scheme Centres prepared by IIE, Pune – Training of Key Resource Persons and district RPs completed.
 - * Teacher handbook on self learning approach in Languages , Maths and Project method to be used in teleconference developed and under printing.
 - * Three days training on teaching mother tongue at primary level through teleconference mode was conducted from 1st to 3rd Nov.,2001.
 - * **Multigrade Teaching Workshop based on Rishi Valley (Andhra Pradesh) held at Mumbai on 21st -22nd May,2002.**
 - * **Effective use of library book to develop Reading & Writing abilities of children in primary class Mumbai 21st - 22nd May,2002.**
 - * **School improvement and use of library - MPSP Mumbai 3rd June,2002.**
 - * **Multigrade Workshop in DPEP Jalna**
1) 9th - 13th July,2002 2) 9th - 13th August,2002
 - * **Teleconference on Action Research was organised by MSCERT in coordination with MPSP, Mumbai, DEP-DPEP, IGNOU, New Delhi. About six hundred teachers and other functionaries were participated in the conference on 4th and 6th July,2002 in the learning centres DPEP DIETs. The participants developed**

Action Research proposals through group work at the same places on 5th & 7th July,2002.

- * **The handbook on puppetry : This booklet will be published for teachers and other functionaries in the DPEP districts. It will include development of different types of puppets, their use in a classroom situation and use of puppetry for satisfying different objectives of various subjects in Primary Education Curriculum 1988 and 1995. A planning meeting for visioning of the design of the booklet was organised on 19th July,2002 by MSCERT, Pune.**
- * **A workshop was organised by MSCERT, Pune from 17th to 19th September,2002 for development of handbook on "Remedial Teaching" for Teleconference. It will be finalised in the subsequent workshop and will be distributed upto cluster level in the DPEP districts after printing.**
- * **Teleconference on "Teaching of Mathematics" was organised by MPSP, Mumbai in coordination with DEP-DPEP, IGNOU, New Delhi. A learning center was run at MSCERT. Number of participants interacted in the conference from the center were 50.**

BRC Strengthening :

- i) A programme to 'Strengthen' BRCs to function as resource centre has been taken up in the State. Two workshops were held in November, 2000 and January, 2001 in this respect. Orientation workshop was conducted on 29th – 30th August, 2001 by MPSP to strengthen block Resource Centre for upscaling various Pedagogical initiatives, practices and systems.
- ii) BRC strengthening workshops was held from 26th - 29th Nov.,2001 on new techniques of Maths teaching with the help of Bhabha Resource Centre, Mumbai.
- iii) Sharing with BRC subject experts organised through teleconference mode on 29th December,2001.

ii) Textbooks / Other Supplementary Materials...

- Competency based Textbooks for Std. I to V have been supplied to SC/ST & Girls Students. Out of provision of Rs.85.16 lakhs, Rs. 2.98 lakhs, Rs. Nil expenditure have been spent for DPEP : I , DPEP-I (Extended District) out of provision of Rs.163.70 lakh, Rs.59.63 lakh have been spent and No provision and expenditure for DPEP :II during 2002-03 (upto 31.03.2002)
 - Teachers Handbook on SLM, compendium in Language & Maths for Std. I developed by SCERT, Pune distributed to all (DPEP) districts. Handbook for Std. II SLM is completed by SCERT, Pune.
1. SLM for class II in Language & Mathematics has been tested by MSCERT and is in the process of printing.
 2. The text book of English for class I has been developed by Textbook Bureau, Pune which was used for class I to IV during 2000-01. Text books for class II was also developed and supplied in May, 2001.
- * Bal chitravani developed cassettes on teaching-learning process for English for Class I & II.

NFE Centres – (Prerana Centres are being converted as MPEGS Centres)

- * One cycle of 'Induction' and 'Refresher' training of Cluster Co-ordinators with the help of IIE, Pune completed.
- * Training of Master Trainers completed in June, 1999 at IIE, Pune.
- * TLM from IIE is used.
- * New Centres started during 2000-01 on the basis of microplanning data.
- * The State Govt. has taken decision to provide access to all out of school children and child labours. Necessary Govt. resolutions namely 'Vastishala' and 'Mahatma Phule Shikshan Hami Yojana' issued.
- * Districts have opened planned Vastishalas & Mahatma Phule Shikshan Hami Yojana centres for the year 2001-02 in AWP&B.
- * Vastishala Yojna is being implemented vide GoM resolution dated 20th March, 2001.
- * Mahatma Phule Shikshan Hami Yojna (MPEGS) is being implemented vide GoM resolutions dated 13th October, 2000 and 15th May, 2001.
- * Vastishalas have started from 2nd July, 2001 in 11 DPEP districts. (Nos. 1640)
- * Mahatma Phule Education Guarantee Scheme Centres started from 2nd October, 2001 in 11 DPEP districts (Nos. 1697)
- * Special issue of "Jeevan Shikshan" magazine on Vastishala developed by SCERT distributed.
- * **There are 4322 Vastishalas in the state at present. 4497 teachers were oriented for 20 days during 11.06.2001 to 30.06.2001.**
- * **There are 4107 MPEGS Centres in the State at present. 4107 teachers were oriented for 5 days during 06.09.2001 to 10.09.2001.**
- * **The curriculum developed by IIE Pune was adopted for students learning in MPEGS Centers upto last year. However, Government has made applicable primary education curriculum 1998 and competency based curriculum 1995 vide G.R. dated 7th August,1995.**

Staff

- Tribal Education Co-ordinator at SPO is also A.S. Co-ordinator. District Co-ordinators in Parbhani, Nanded, Osmanabad, Beed, Jalna, Dhule are in place.
- DRG for ALS are constituted in all DPEP districts and meetings are conducted.
- ALS kits and Hand Books supplied to all ALS centres.
- One SRG (Tribal Education) Meeting held.
- Tribal Co-ordinator for DPEP Gadchiroli is in place.

Capacity Building :

- * 20 days training for Vastishala Volunteer Teachers in all DPEP districts completed during 11 to 30.06.2001. Subsequent 5 days training with the help of DIETs completed.
- * Development of curriculum for MPEGS centres : State Level workshop conducted during 23rd to 25th August, 2001 (3 days) at J. P. Naik Centre, Pune.
- * State Level training for key resource persons for MPEGS w.e.f. 6th to 10th September, 2001 (5 days) was conducted at J.P. Naik Centre, Pune.
- * District level training for Block Resource Persons in MAHEGS completed during 14th to 18.09.2001 at district head quarters.

- * Block level training for MPEGS centre Volunteers is scheduled during 20.09.2001 to 02.10.2001 (13 days).
- * Up till now, 10 SRG (ALS) meetings held.
- * SRG (ALS) 10th meeting held on 22nd June, 2001.
- * State level workshop in ALS for all District & Taluka Mahila Sanchalikas was conducted at J.P. Naik Centre, Pune during the year 2001 for mobilization of MTAs and VECs.
- * Training for MPEGS centre Volunteers in all DPEP districts completed during (a) Dist. Level – 14-18 Sept., 2001 (b) Block Level – 20 Sept. to 2nd October, 2001.
- * 'Paryayi Shikshan Ek Magova' Booklet was printed. Printed copies were supplied to all 11 DPEP districts.

9. Community mobilisation (including training of VEC members and other community teachers)

- * All VECs are in position and functioning effectively.
- * Community involvement is visible through institutions like Districts/Block Level Educational Advisory Committees.
- * VEC participation in conduction Microplanning exercise.
- * Training of Master trainers for VEC training completed by MSCERT.
- * Utilisation of infrastructure grant jointly by school and VEC.
- * Most of the sites for School building constructions donated by community.
- * Construction of school building in majority cases undertaken by Gram Panchayat/VEC.
- * MTA meetings organised regularly at school level.
- * Four days workshop of VEC, MTA members on Vastishala held in July,2001.

10. Micro-planning

- * First cycle of Microplanning done in January, 98.
- * State Level Sharing Workshop in June, 1998.
- * State Level Workshop on revision and computerisation of Microplanning held in Dec., 98 for Dist. RPs from the project districts.
- * Revision in family survey format and village level consolidation format.
- * Training of teachers and VEC members and collection of Microplanning data.
- * Format A, B & C & D revised and developed.
- * Second cycle of Micro-planning exercise completed in all villages of 9 DPEP districts during May 1999 to June, 1999.
- * Updation of the information upto Sept., 1999.
- * Workshop on sharing of Microplanning 1999 data with districts on 15th – 16th Sept., 2000.
- * Validation of out of school children on the basis of house to house survey for Vastishala/MPEGS Centres completed in April, 2001.
- * Household survey completed in Phase-I districts in December,2001. In Phase-II districts it is planned in April,2002. In Phase-I, data collections is over and data is being used for preparing Perspective Plan of "Sarva Shiksha Abhiyan" (SSA) for Phase-I districts. In Phase-II districts, printing of data collecting formats is in process. Process on data collection will be over by 30th April, 2002. Special

formats for collecting data of out-of-school children with reason is developed and data is being collected at village level.

- * Software for the out of school children is developed at SPO. Software is shared with District Project Office and reports will be generated at SPO & districts.

a) **Vastishala** : (As on 25.09.2002)

Sr. No.	District	Old Contd. (Year 2001-02)	New Started (Year 2002-03)	Total
1.	Aurangabad	274	224	498
2.	Parbhani	50	43	93
3.	Hingoli	47	23	70
4.	Nanded	98	95	193
5.	Latur	55	17	72
6.	Osmanabad	100	37	137
7.	Beed	261	282	543
8.	Jalna	156	116	272
9.	Dhule	107	101	208
10.	Nandurbar	374	151	525
11.	Gadchiroli	95	39	134
Total		1,617	1,128	2,745

b) **Group Residential Schools** : (As on 25.09 2002)

District : Gadchiroli

Sr. No.	Block	Place of GRS	No. of Pupils
1.	Dhanora	1. Malanda	23
		2. Muska	15
2.	Aheri	Marpalley	43
3.	Bhamragad	1. Gangurda	33
		2. Nargunda	40
4.	Etapally	1. Dolanda	42
		2. Ghotsur	44
		3. Gatta	33
5.	Korchi	Belgaon	57
Total			330

c) **Mahatma Phule Education Guarantee Scheme Centres (Old Year 2001-2002) the year 2002-03** :

Sr. No.	District	No. of Centres
1.	Aurangabad	149
2.	Parbhani	358
3.	Hingoli	95
4.	Nanded	149
5.	Latur	246

6.	Osmanabad	58
7.	Beed	300
8.	Jalna	104
9.	Dhule	108
10.	Nandurbar	24
11.	Gadchiroli	35
Total Phase I & II		1,626

These AIE Centres are with enrolment of minimum 20 children or 17 girls.

- ☛ Amount spent on Alternative Schooling till 31.08.2002 is Rs. 48.43 lakhs (21.92%) against a provision of Rs. 220.897 lakhs for DPEP-I and Rs.62.62 lakhs (9.72%) against the provision of Rs. 644.00 lakhs for DPEP-II.
- ☛ Rs.2.30 lakh (1.45%) against provision of Rs.159.02 lakh for DPEP-I (Extended Districts).
- ☛ **A booklet Dnyanjyot was developed and printed (500 copies) regarding the education of deprived children.**
- ☛ **State level seminar for office bearers of Voluntary Agencies running MPEGS Centres was conducted at MSCERT, Pune on 9th and 10th June,2002.**
- ☛ **State level workshop w.e.f. 15th to 16th July,2002 (2 days) was conducted at J.P.Naik Centre, Pune to prepare draft for involvement of educational institutions in education of out-of- school children under MPEGS Scheme. 40 persons participated.**

11. Media

In DPEP, Media plays an important role in propagating desired messages to society and schools.

Following means are used in media.

- i) News papers and periodicals.
- ii) Broadcasting
- iii) Meetings of VEC and MTA.

- * Media advocacy workshop held for district RPs in November, 98.
- * Teachers handbook on Bal Anand Melava developed.
- * DPEP folder developed.
- * Workshop for developing Media Advocacy Plan conducted.
- * Celebration of Nagpanchami and Raksha Bandhan Festival in schools by MTAs.
- * Organisation of Pravesh Dindi, Kalajatha.

1. Visit of Hon. Chief Minister of Maharashtra to DPEP, Mumbai to take review of DPEP in May, 2000.
2. Wall papers on girls education produced.
3. Orientation of district level resource persons on 'Shikshan Jagar Saptah' was arranged in August, 2000.
4. 'Shikshan Jagar Saptah' organised in all districts as District, Block, Cluster & village level from 14th to 19th August, 2000. During this week community was

appraised of the joyful teaching learning processes in the school and various Pedagogical methods used.

5. Developed folders and wall papers on Vastishala (ALS).
6. Propaganda in leading newspapers on 2nd July on the inauguration of 'Vastishalas' and 8th September, beginning of State Level Training on MPEGS (ALS School).

Tours of the press reporters have also been arranged in Jalna & Parbhani to propagate programme of 'Vastishala' and 'Mahatma Phule Education Guarantee Scheme' in these districts.

Efforts are being taken to include the Civil Work in this factor.

Salient features of work done through Media.

Name of the District	Programme
Osmanabad	<ul style="list-style-type: none"> ☛ Teachers' cultural sports Festivals ☛ Students cultural festival ☛ Janjagran Yatra of MPEGS ☛ Vidya Vikas - Magazine
Latur	<ul style="list-style-type: none"> ☛ Press conference – Vastishala ☛ Bulletin of Programme documentation ☛ Broadcasting programme. ☛ 'Vidhyavarta' - Magazine
Beed	<ul style="list-style-type: none"> ☛ Publicity of programmes in News papers ☛ Attention to question of migratory children
Dhule	<ul style="list-style-type: none"> ☛ Bal Anand Melava. ☛ Distribution of folder and Handbook for teachers
Gadchiroli	<ul style="list-style-type: none"> ☛ KALA JATHA programme ☛ Participation of volunteers in Institutions in IED.
Nanded	<ul style="list-style-type: none"> ☛ Various broadcasting programme on AIR ☛ Posters and folders

* **Radio Broadcasting :**

Maharashtra Prathamik Shikshan Parishad has started Radio Broadcast Programme for teachers & students from July,2002.

- **Name of the Programme :** "Zep Navya Yugachi " i.e. World New Era"
 - **Coverage Area :** From All districts (35) .
 - **Issues Covered :** Difficult areas of Mathematics.
Additions, Subtraction, Multiplication, etc.
(for teachers) and songs & stories (For students)
 - **Medium of Broadcast :** Marathi
 - **Number of Episode (Broadcasted) :** Four each for teachers & students.
 - **Frequency and duration :** 30 minutes programme on 3rd Saturday & 4th Friday for teachers & students respectively.

- * Booklet on MPEGs Centre “Gnyanjyoti”.
- * Booklet on “Bal Anand Melawa”.
- * Folk Drama on Alternative Schooling :
 - 1) Script were finalised
 - 2) Ready to perform shows.

12. Gender

- * State and District gender Co-ordinators are in place in phase I & II districts. Induction training of Zilla Mahila Sanchalikas and Taluka Mahila Sanchalikas completed.
- * Workshop on gender sensitization for dist. RPs held from 5th to 7th Nov., 98.
- * Agenda 1998 distributed to all schools in project districts. A Nine Point Action Plan to ensure gender equality in schools.
- * Training of all teachers on ‘Agenda 98’ held during 12 days SMART PT training.
- * Innovation Programme of Prevocational training of Kishori initiated in two functional areas viz., Tailoring and Bakery in Nine clusters from Project Districts.
- * Consultant for gender at SPO appointed.
- * MTAs formed and functional in all project districts.
- * Three meetings of MTAs held in each school every year.
- * Some activities for MTA suggested uniformly for schools.
- * Exposure visit in Gujarat State for District Mahila Sanchalika/Taluka Mahila Sanchalika from 09th to 18th December, 2000.
- * Preparation of Balwadi Tai Handbook.
- * Documentation of success stories prepared.
- * Twelve Review meetings of District/Block Gender Co-ordinators held so far.
- * A gender Study as per guidelines given in the national workshop on ‘Classroom environment in relation to girls education’ under process.
- * Workshop for District, Block Gender Co-ordinators on 17th to 20th July, 2001 ‘To act as a’ facilitators for formal school as well as Vastishala.
- * Review meetings of Gender Co-ordinators planned in AWP&B 2001-02.
- * State Representative attended National workshop at Jaipur from 26th August, 2001 to 31st August, 2001 on the subject “Classrooms environment in relation to Girl’s Education.”
- * Workshop on MTA formation for District functionaries from DPEP-I extended districts (Solapur, Sangli, Ahmednagar, Jalgaon, Buldhana) from 18th December, 2001 to 20th December, 2001.
- * **Review Meetings by District Gender Co-ordinators from May,2002 to June,2002.**
- * **AWP&B for the year 2002-03 appraised.**

13. SC/ST/Minorities

- * Inter district visits of personnel from tribal districts arranged.
- * Sharing workshop on the experiences of these visits organised.
- * SRG on Tribal formed. 1st meeting of core group held on 17th Dec., 98.
- * Sharing workshop on problems of education of tribal children held on 30th & 31st July while social workers working in these districts shared their approaches.

Action Plan, both of state and district finalised in the 2nd workshop held on 2nd Nov., 98.

- * Teachers quarters for teachers in Dhule (12) & Gadchiroli (17) proposed Gadchiroli & Dhule.
- * District Resource Group (DRG) in and BRG – Block Resource Group Tribal Education formulated in meetings regularly conducted.
- * 10 Group Residential Schools in Gadchiroli district opened.
- * Summer Bridge Course Schools (SBCSs) for 45 days w.e.f. 01.05.2001 to 14.06.2001 have been conducted at cluster level in Dhadgaon (Tribal) block of Dhule District.

No. of Clusters : 14

No. of SBCs : 28

(Two per cluster separate for boys & girls)

(Boys – 420, Girls – 420, Total – 840)

The beneficiaries of these bridge course (dropouts of Std. II, III and IV) were mainstreamed in June, 2001.

- * This programme of SBCSs will be upscaled in following blocks in the year 2001-2002 at block level.

<u>District</u>	-	<u>Block</u>
1. Aurangabad	-	Soegaon
2. Parbhani	-	1. Gangakhed & 2. Kallamnuri
3. Nanded	-	Kirpal

- * **9 Group Residential Schools in Gadchiroli district are functioning.**
- * **45 day summer bridge courses have been conducted w.e.f. 02.05.2002 to 16.06.2002. Details are as follows :-**

Sr. No.	District	Blocks	No. of Courses	No. of Pupils		
				Target	Achievement	Mainstreamed
1.	Dhule	Sakri	22	990	960	806
2.	Nandurbar	Nawapur	18	810	703	673
Total...			40	1,800	1,663	1,479

The beneficiaries were out-of-school children in the age group of 9-14 who were dropouts of Std.II, III & IV.

14. Children with disabilities

- * Pilot study undertaken by in one block in Osmanabad with the help of Spastics Society of India.
- * Information about in-and-out-of-school children with disabilities collected in Microplanning exercise.
- * Three posts of special teachers created in nine districts for project period TOR for appointment circulated to districts.
- * Guidelines on IED received from GOI circulated to districts after translation.
- * State level training for SRG and field functionaries arranged.
- * 3 SRG meetings of IED functionaries and resource persons held.
- * Handbooks for general teachers are under printing.

- * Review meeting held on 10th Aug., 2001 for IED district Co-ordinators.
- * 45 days foundation course training, names of the RPs are called from Project district.
- * Selection of institutions is under process.
- * State Representative attended National level workshop on IED at Trivendram, Kerala from 12th September, 2001 to 14th September, 2001.
- * District level meeting of IED Incharge regarding Teacher's Training for 45 days and assessment camp of provision of aids and appliances.
- * Meeting regarding selection of institutions for 45 days training in IED for general teachers.
- * Block level resource persons (3 persons per block) in all 73 blocks of all 11 DPEP districts were trained under 45 days foundation course arranged at seven training institutions at Nagpur, Amravati, Nashik, Pune & Latur in Maharashtra during 19.11.2001 to 04.01.2002.
- * These block level resource persons included cluster heads, BRC personnel & teachers.
- * **State representative attended National Level Workshop in IED, held at Gurgaon (Haryana) w.e.f. 12th to 13th August,2002.**
- * **State level 3 day workshop for block level Resource Persons is arranged at J.P.Naik Centre, Pune w.e.f. 7th to 8th October,2002.**
- * **Workshop for District IED Co-ordinator on IED held on 7th to 9th October,2002.**
- * **IED training to the general teachers to be imparted.**
- * **MTA meetings held in the districts.**

15. Distance Education

- * 6 Video Programmes alongwith guidelines have been supplied upto BRC level for teacher training.
- * Dish Antennas and fax installed at DIETs by DEP IGNOU for teleconference.
- * Orientation of DRC Resource Persons on 'Use of distributed DL Material' in January, 2001.
- * The Self Instructional Material related to enrolment, retention & achievement (10,000 copies) sent to all districts upto Cluster level and to teachers in Latur and Beed districts, in Dec., 2000.
- * One day meeting of experts in May, 2001 for finalising a booklet on unanswered questions in the teleconference held in March, 2001.
- * Two days sharing workshop of experts & RPs from districts on Project Methods May, 2001.
- * Project Method in 10 Schools of Latur finalised and started from June, 2001 on Pilot basis.
- * Three days State level workshop of RPs for developing support print material for teleconference proposed in 2001-02 on self learning approach in Language, Maths & Project Method.
- * On site support by experts on Project Method from State to review the implementation of Project Method in Latur district 40 teachers oriented in July and August, 2001.
- * Two days editing workshop to finalize support print material for teleconference on Language teaching – August, 2001.

- * 13 selected video programmes of SIET duplicated and distributed upto BRC level as training support – August, 2001.
- * Workshop for finalising Distance Learning material on Mathematic Teaching – Nov., 2001.
- * Meeting of district functionaries to review DEP activities – Dec., 2001
- * Orientation of facilitators regarding the teleconference on SSA & strengthening of BRCs – Dec., 2001.
- * Workshop for finalising Distance Learning material on Action Research with the help of MSCERT – Jan., 2002.
- * **Two day Orientation of DIET Staff on use of magnet (Internet Access Device) – April, 2002.**
- * **One day meeting of SRG for DEP to review and plan DEP activities – May, 2002.**

Teleconference :

- * On use self learning method in Primary education held in March, 2001 necessary workshops orientations held (about 6) from September, 2000 to February, 2001.
- * About 1200 RPs from 10 centres located at SPO & project districts benefited follow up conducted by districts.
- * Second Teleconference on Vastishala and MPEGS organised on 14th September, 2001 from IGNOU, New Delhi. About 700 RPs from 10 centres located at SPO and district benefited 2500 copies of support material supplied to districts.
- * Third Teleconference on Language Teaching held in Nov., 2001. About 1057 RPs from 11 centres benefited. 4000 copies of support material supplied to districts.
- * Fourth Teleconference on ‘Developing Plan under SSA’ held on 28th Dec., 2001. About 600 RPs from 11 centres benefited.
- * Fifth Teleconference on ‘Strengthening of BRCs’ held on 29th Dec., 01. About 718 RPs from 11 centres benefited.
- * Sixth Teleconference on “Action Research” is proposed to be organised by MSCERT on 24th & 26th of April, 2002. It will be organised with the help of MPSP, Mumbai and DEP-DPEP-IGNOU.
 - i) Reference booklet covering mainly functional aspects of Action Research has been developed.
 - ii) Reference booklet will be distributed up to cluster level for the sake of cascading of Action-research methodology. It will be also useful to trigger Interaction during teleconference.
 - iii) The participants at the learning ends based in DIETs will cascade the training through teleconferencing upto cluster level. For consolidating the academic interaction in the teleconference, a workshop for the participants is proposed to be organised on 25th and 27th April, 02 at the same venue.
 - iv) Participants through group work will develop Action Research proposals during workshop period.
- * **Sixth Teleconference on “Action Research” held on 4th & 6th of July, 2002.**
 - i) **About 650 RPs from 10 Centres benefited.**
 - ii) **4000 copies of training module (Support material) supplied to the districts upto cluster level.**

iii) To cascade the training a two day workshop held on 5th & 7th of July, 2002 at the same venue.

* Seventh Teleconference on “Teaching of Math” held on 4th to 6th of Sept. 2002.

i) About 1850 RPs from 36 learning Centres participated.

ii) 10,000 copies of support print material (training module) supplied to the districts upto cluster level.

Planning meeting of panelists & Orientation meeting of facilitators held on 28th to 29th of August, 2002.

* Development of Hand book Teleconference on for “Remedial Teaching” – A workshop was organised from 17th to 19th September, 2002 for development of handbook for the Teleconference. It will be finalised in the subsequent workshop and will be distributed upto cluster level in the DPEP districts after printing.

* The handbook on puppetry : This booklet will be published for teachers and other functionaries in the DPEP districts.

Radio Broadcast Project :

* Radio Broadcast Project on Teaching of concepts of Math for Primary Teachers & Joyful Education (Songs & Stories) for students started from July, 2002.

* For teachers and students, the programmes from 20 AIRs are being broadcasted with 30 minutes duration on third Saturday and fourth Friday of every month respectively.

* From July, 2002 to Sept. 02, Six programmes broadcasted (3 each for teachers & students)

* The teachers from 4660 clusters and students from all schools benefited.

* Planning meeting of State Personnel on use of radio for teachers & students – June, 2002.

* Three day workshops of Script Writers for Radio Broadcast Programme – June, July, August & Sept. 2002.

16. MIS

* Upgradation of present computers at State and District under DPEP-I completed on 14.09.2000.

* Currently one programmer is working at SPO.

* Development of website of MPSP is in progress.

* Software 2000 for Mid Term Assessment Survey developed by SPO and used in four districts of DPEP Phase II.

* Compilation and Report generation of Mid Term Assessment Survey data was done at MPSP, Mumbai. Software was developed for inward/outward system at MPSP, Mumbai.

* EMIS-99 data of DPEP phase I and Phase II districts sent to GOI.

* EMIS-99 data shared with GOI and DPEP districts.

- * Developed Revised Block level and District level PMIS formats and sent it to 9 DPEP districts for data collection.
- * EMIS 2000-01 data sent to GOI. The detailed EMIS analysis has been carried out at SPO. State level EMIS sharing workshop held during 9th July, 2001 to 11th July, 2001.
- * Computerisation of attendance and achievement data for the year 1999-2000 collected with EMIS 2000-01 in respect of Nanded, Osmanabad, Dhule, Beed and Jalna districts has been completed and report generation at SPO is in process.
- * Cohort Study is being conducted in 9 DPEP districts for the cohort of students admitted in Class I in 1996-97 to find out drop out rate, completion rate and transfer rate etc. Data collection formats for cohort study and instruction manual were developed at SPO and distributed to all DPEP districts. Data collection is completed. Software for Cohort Study is developed in-house and distributed to 9 DPEP districts for data entry. Data from 9 DPEP districts will reach SPO by 30th Sept., 2001.
- * Networking of 21 computers is completed.
- * Software for Terminal Assessment Survey conducted in five DPEP Phase I Districts developed at SPO. Data entry for Terminal Assessment Survey is in process at District level.
- * National level MIS Workshop was held at Kalina Campus, Mumbai on 15th & 16th October, 2001.
- * Cohort Study was undertaken in all DPEP districts. Cohort data of DPEP Maharashtra was presented before 14th Joint Review Mission at New Delhi on 19th November, 2001.
- * List of schools with low completion rate was shared with districts.
- * Training of Oracle 8 was arranged for Programmers in DPEP districts at Aurangabad from 24th November to 1st December, 2001.
- * Data of Terminal Assessment Survey sent to Govt. of India.
- * Data entry of EMIS 2001 in all districts is over. School data verification sheet given to schools for verifying data.
- * Corrections will be carried out after received corrected data sheet. After correcting the data, consistency check will be carried out. Data will be compiled and will be sent to Govt. of India in April, 2002.
- * Baseline Assessment Study for Phase-I districts with the help of MSCERT was carried out for Class-V in English, Marathi, Science and Maths.
- * **EMIS data for the year 2001-02 of Nanded, Osmanabad, Latur, Beed, Dhule, Gadchiroli and Jalna shared with GoI. Due to non-coverage of some schools, data of retaining to Aurangabad and Parbhani was referred back to the district for data entry and will be shared with the GoI.**
- * **EMIS 2001-02 in non-DPEP district was undertaken. DISE-2001 software is distributed to non-DPEP district and District Personnels were trained to use software. Data punching in some district is over and data will be shared with the GoI.**
- * **Cohort study was undertaken in the year 2001 in all DPEP district, schools with low completion rates were identified and shared with the districts. Districts have planned to give special inputs to these schools in order to increase completion rates of these schools.**
- * **Household survey was undertaken in all DPEP districts as a pre-project activity of SSA data of out-of-school children in the age group 7-14 years from Phase-I district is computerised. Data punching is going on in Phase-I**

district of out-of-school children. Data of disabled children in all DPEP districts is collected and will be computerised. After computerisation, data will be shared with GoI.

* Four village education registers have been developed which are to be kept at school level. These registers are to be updated every year.

* Registers are,

- Register I : Village Education Register for school going children.
 Register II : Village Education Register for 7-14 years of out-of-school children.
 Register-III : Village Education Register for 0-5 years children in the village.
 Register-IV : Village Education Register for disabled children in the village.

17. Research and Evaluation

* Research and Evaluation is looked after by Research & Evaluation co-ordinator at SPO.

* At District level Research Assistants specially appointed for Research & Evaluation look after the research activities.

The list of actual researches completed at State level are as below :

Sr. No.	Title of the Research & Evaluation Projects completed so far
1.	To evaluate infrastructure grant (Rs. 2,000/- a year) to each primary school under DPEP.
2.	Evaluation of Civil works under DPEP-I.
3.	Evaluation of enrollment, attendance & retention achievement in DPEP Phase – I Districts.
4.	Study of migratory pattern in DPEP-II districts of Beed, Dhule and Jalna & Design of appropriate alternative schooling system for migratory children.
5.	Social assessment study of DPEP-II districts i.e. Beed, Jalna, Dhule and Gadchiroli.
6.	Evaluation of NFE centres established in DPEP phase I districts.
7.	Cohort Study completed.
8.	TAS completed for DPEP-I districts.

The following studies are being undertaken :

1. Declining Trend in enrolment of students in Std. I & II in DPEP districts - TOR has been sent to the respective party.

Revised TOR is sent to GoI for approval.

2. Evaluation of multigrade teaching project in DPEP districts – TOR has been sent to respective party. Agency finalised.

Data collection is completed.

SPO

At the SPO level, selected field functionaries including Research Assistants were given support for undertaking action research. The project which started in 2000 has completed in March, 2001. These field functionaries (about 200) were trained on how to conduct action researches. This included guidance on selecting topics, selection of samples, procedure for conducting research, writing reports. Each of these participants have completed at least one action research. A list of some of these research and evaluation studies is given below :

Sr.No.	Title of Action
1.	To study the impact of Mata-Palak Sangh on the attendance of the school standard first to fifth of forty Zilla Parishad, Primary schools in Aurangabad.
2.	An analytical study effect of T.V. on the study of the students in Primary Beed City.
3.	Comparative study of primary schools under the multigrade teaching project in schools out of project in Gadchiroli districts.
4.	A critical study of the effect of Educational Material on the Teaching Learning of Primary Education.
5.	To study the effect on Educational Matters due to Multi grade Teaching.
6.	The study of fruitful learning achievement of children studying in active project school and also other Z.P. primary schools, comparative assessment study.
7.	A study of Primary Schools for the children in remote Tribal area Kinwat Nanded.
8.	A study of Enrolment, Dropout and Stagnation of the girls belonging to Scheduled Casts and Tribes in the Primary Schools from Std. I to IV.
9.	To study the problem of enrolment and retention in respect of backward classes (SC and ST) of Std. I to IV in Parbhani district.
10.	Identification of the impact of infrastructure Grant provided by DPEP to project on its enrichment and improving the achievement of DPEP objectives.

These trained field functionaries in turn gave support to teachers in their classrooms. About 240 such action researches have been reported to be completed.

About 165 Action Researches completed in 2001-02.

DPEP DIETs are directed to undertake the following studies under guidance of MSCERT.

- i) Follow up of medical checkup of students.
- ii) Follow up of physical education.
- iii) Errors analysis of the students in Language/Maths.

Similarly, MIEPA, Aurangabad and Text Book Bureau also undertook Research and Evaluation activities which are reflected in their reports.

Research & Evaluation by SCERT, Pune :

At SCERT level, SCERT undertook capacity building of 80 selected teachers in the project area. These teachers were given training and subsequent orientation.

financial assistance. About 56 such action researches undertaken under the guidance of SCERT are now completed.

* At the District level Research Assistants are encouraged to undertake action researches to find solutions to local area specific problems. The responsibility of action research although entrusted to MSCERT, support from SPO is also provided.

A) Development of Booklet on 'Abstracts of Action Research' is under printing.

* **Research and Evaluation Activity is in full swing at SCERT level. Some of the major activities are as under :**

1. Action Research :

* Financial assistance and guidance to complete action researches undertaken by SCERT.

* a) In the second cycle of financial assistance for action research to the field functionaries, 50 proposals from DPEP I areas and 47 from DPEP-II areas were received.

b) Proposals were scrutinized by State Resource Group in 2 days workshop. 29 proposals for financial assistance were approved for DPEP II.

c) The prospective researchers from DPEP II area were called for the 3 days workshop along with their guides at the district level. 1 or 2 guides depending upon the number of researchers were invited for the workshop. The proposals were recasted under experts guidance.

d) 16 researchers from DPEP II have been awarded financial assistance through DIETs.

e) DIETs have been given specific programme of follow up and monitoring progress of action research work.

f) For strengthening of the academic component of the process gradation tool for action research and important instructions for writing report have been sent to the DIETs along with the draft of financial assistance.

g) **To undertake the action researches about 650 RPs have been trained through teleconference in July,2002.**

* **The status of the following undertaken research studies is as follows :-**

Declining Trend in the Enrolment of Children in Std.I & II :

Research & Evaluation

1. Declining trend in the enrolment of children in Std. I & II :

T.O.R. for the study on Declining Trend in the enrolment of children in Std. I & II has been proposed. As the said study is to be carried out through International Institute of Population Science on Sole Source basis. The T.O.R. is sent to GoI vide the office letter dt. 23.09.2002 for obtaining the No Objection Certificate from the World Bank. The final clearance is yet awaited.

2. Evaluation of Multigrade Teaching Project in DPEP District :

The study on the Evaluation of Multigrade Teaching Project in DPEP districts through S.N.D.T. Pune on Sole Source basis was proposed and the World Bank has permitted the S.N.D.T. as Sole agency for the study.

The S.N.D.T. has started the study and two instalments of Rs. 2,03,000 and Rs.4,06,000 have been released to the institution which is 75% of the total cost of the study of Rs. 8,12,000/-. Data collection is completed.

18. Civil Works status as on 30th August, 2002.

DPEP – I

(Figures in the bracket indicates status during last JRM)

Activity	Target	Completed	In Progress	Not Started
Additional Class Rooms	1786 (1654)	1135 (982)	474 (177)	177
New School Building	495 (467)	425 (417)	38 (21)	32
Toilets	4199 (4079)	2641 (2313)	66 (47)	1492
Borewells	2903 (2439)	1718 (1214)	0 0	1185
School Repairs	2245 (2191)	1129 (825)	103 (239)	1013
Wire fencing	312 (309)	285 (260)	5 (14)	22
Office Repairs	4 (4)	2 (2)	Nil (Nil)	2
MIS Room	4 (4)	4 (4)	Nil (Nil)	Nil
B.R.C.	34 (34)	19 (3)	15 (17)	Nil
Jeep shades	3	3	0 (0)	Nil
Electrification	2167 (1639)	1000 (754)	29 (0)	1138
SPO MIS Room	1	1	Nil (Nil)	Nil
MIEPA Campus Development	1	1	Nil (Nil)	Nil
Water connection	183	Nil	Nil (Nil)	183

BRC Building

As per original Annual Work Plan, 34 BRCs are proposed out of which construction of 11 BRCs are completed and construction work of 17 BRCs is in progress. Bids for Ausa and Nilanga Block in Latur district are rejected and re-invited. Evaluation of re-invited bids is in progress. In Aurangabad district, bids for 4 BRCs were rejected and re-invited. Evaluation of the same is completed and work orders to start the work will be issued soon.

As per original Annual Work Plan, 34 BRCs are proposed, out of which construction of 19 BRCs are completed and construction work of 15 BRCs is in progress & which will be completed within the stipulated period of the contract.

MIEPA Campus development

The work consists of Remodelling & Repairs of Existing Building for housing Administrative Building and 3 nos of Staff Quarters. The work is completed in all respects and MIEPA Office has started functioning in the new building.

The civil work of “Remodelling & Rennovations” of the existing main building alongwith 3 Nos. of staff quarters have already been completed by the Contractor. However, the arrangement of water supply, Sanitary facilities are yet to be completed and therefore, MIEPA has already requested for providing these facilities by arranging additional funds.

DPEP – II

(Figures in the bracket indicates status during last JRM)

Activity	Target	Completed	In Progress	Not Started
Additional Class Rooms	483 (490)	322 (197)	159 (281)	2
New School Building	423 (420)	232 (125)	191 (276)	0
Toilets	1604 (1650)	1356 (1076)	178 (493)	70
Borewells	965 (1150)	863 (671)	0 (0)	102
School Repairs	789 (789)	482 (113)	34 (84)	273
Water facility (piping)	489 (530)	403 (235)	59 (48)	27
Group Residential School	15 (15)	Nil (Nil)	Nil (Nil)	Nil
MIS Room	4 (4)	3 (3)	Nil (Nil)	1
B.R.C.	39 (39)	4 (Nil)	32 (24)	3
Playgrounds	111 (138)	102 (65)	6 (28)	3
Electrification	677 (950)	653 (420)	15 (203)	9
Construction of Teacher's Quarter	29 (44)	Nil (Nil)	Nil (Nil)	Nil
SPO Infrastructure/ Repairs	1 (1)	1 (1)	Nil (Nil)	Nil
SCERT Women's Hostel	1 (1)	Nil (Nil)	Nil (Nil)	1

BRC Buildings – DPEP-II

Out of proposed 39 BRCs Work Orders for 26 BRCs are issued. Construction work of 26 BRCs is in progress. Bids for remaining 13 BRCs are rejected and the process of Re-invitation of Bids for 10 BRCs is in progress and proposal for rejection and re-invitation of the bids for remaining 3 BRCs in Jalna district will be submitted to Govt. of India/World Bank soon.

Out of proposed 39 BRCs, work of 4 BRCs have been completed & construction of 32 BRCs are under progress. Remaining work of three BRCs of Jalna, Beed and Gadchiroli is held up. BRC in Jalna district could not be started due to contractor's personal problem & the work of BRC in Beed district is held up due to land dispute. Similarly, construction work of BRC in Gadchiroli district is not started yet.

Ladies Hostel At Pune

Construction of Ladies Hostel at SCERT, Pune is planned under DPEP II. A provision of Rs. 1 Crore budgeted for this work. To appoint an Architect/Consultant for preparation of plans, designs, drawings, estimates etc. & to supervise the civil work an advertisement was floated in leading Newspapers. In response Twenty-Two proposals were received out of that M/S C. M. Belekar has been appointed as an Architect/Consultant. The drawings are submitted by the firm to this office for further approval.

The construction of the Ladies Hostel in the Campus of MSCERT, Pune has been entrusted to M/s. Mahalaxmi Construction Corporation Ltd.,Pune. Through NCB Mumbai is coordinating the construction work and MSCERT

Pune is supplementing MPSP, Mumbai. Compliance of administrative requirements like making available latest Property Card, Demarcation etc. It is expected that the work will be completed by the end of project period.

◆ **Active Community Participation (DPEP I & II)**

a) Donation of the land for construction :-

The Civil activities being executed through community participation i.e. through Gram Panchayat and Village Education Committee.

There is no provision towards land compensation for acquisition of land for civil works. About 25% of the school sites have been donated by Gram Panchayat and Private donors.

b) Sharing in Electrification to School Buildings :-

The unit cost of Electrification to One Room school building provides Rs.1500/- for Electric Service Connection from Electric Pole to Building. Recently the state Electricity Board have increased the charges of Electric connection to Rs.2200/- hence there is increase in rate of Rs. (2200-1500)=700/- per school which VEC has promised to share the excess amount.

19. BRCs / CRCs

- * All BRCs are functional with two Co-ordinators in position in all districts.
- * Appointments of BRC Subject experts in Phase II district completed.
- * The role of BRC Co-ordinators has been defined.
- * All 636 CRCs with Coordinators functional and monthly meetings held regularly.

Comprehensive strategy has been chalked out for strengthening of BRCs & CRCs and their networking with primary schools for on going academic support.

Three workshops were conducted during the year on following areas :-

- 1) BRC's Role in improving quality of Gatsammelan – activities initiated are,
 - i) Block level pre & post review meeting.
 - ii) Demonstration of new Innovative Method.
 - iii) Review of books.
 - iv) Presence of BRC Subject Expert in Gatsammelan.

2) BRC Role in organizing activities for children for their free expression:

A group of six talented teachers were trained in organizing activities like Craft, songs, dance, drama, printing sculpture, reading in two batches from 9th to 13th October & 16th to 20th October, 2002. As a follow-up of this training, districts conducted children's competitions upto school level on 26th January, 2002.

3) Capacity Building of BRC Resource Persons :

Capacity Building of BRC Resource Persons to give academic guidance in teaching of Mathematics with the help of Homibhabha Science Centre, Mumbai from 26th to 29th November,2001.

The training of BRC Resource Persons on teaching of Languages, Math & Action Research through Teleconference conducted during November,2001 to September,2002.

20. School Grants/Teacher Grants ...

* The fund under grants for Schools Infrastructure and Teachers grants have been released till 31.08.2002 against the provision as shown below.

		Provision	Release of Funds
DPEP-I	...	Rs. 56.62 Lakhs	--
DPEP-I (Extended Dists.)		Rs. 67.96 Lakhs	30.28
DPEP-II	...	Rs.116.96	--

21. Teachers Vacancy Position

Total Number of Posts Sanctioned
in the Nine DPEP Districts : 72935
No. of Teachers in Position : 68134

Total Number of additional Teachers to be appointed
under DPEP : Phase-I 1899
Phase-II 1487

Number of Teachers actually appointed under DPEP : Phase-I 1704
Phase-II 1378

Functioning of DIETs

	<u>DPEP-I</u>	<u>DPEP-II</u>
* No. of Posts sanctioned	130	104
* No. of Posts filled up	99	74

22. Functioning of SCERT

	<u>DPEP-I</u>	<u>DPEP-II</u>
* No. of DPEP related Posts sanctioned	7	11
* No. of Posts filled up	7	4

SMART PT Training Programme of :-

- * 10 days residential training on competency based teaching to Primary teachers teaching class I to V completed from 1997 to 1999.
- * SMART PT training programme of 6 days duration for teaching of English for Class I completed in May, 2000.
- * In May, 2001 training of teachers for teaching English in Class II completed.

- * SMART-PT programme for primary teachers teaching class III was organized by MSCERT, Pune during April/June,2002. Using cascade model, about 131000 teachers were oriented for six days. The teachers from MPEGS centres as well as volunteer teachers from Vastishala were included in the programme.
- * 70% weightage was given to English subject & 30% weightage was reserved for other topics.
- * Material developed and supplied was as under :-
 - 1) 'Let us teach' a module for resource persons.
 - 2) Handbook for teacher enrichment for English (for Resource Persons).
 - 3) Handbook for teacher enrichment for topics other than English (Teachers' Handbook).
 - 4) Planning booklet.
 - 5) My English book III, the text book was supplied by Text Book Bureau.
 - 6) Two audio cassettes on the poems were supplied by ET cell.
 - 7) Special issue of Jeevan Shikshan, a monthly journal of MSCERT was brought out on SMART-PT programme of class III during May,2002.
- * BAS & MAS completed for DPEP II districts.
- * MAS for DPEP-I completed.
- * TAS for being conducted for Phase-I districts.

Training module for VEC training MPP functionaries, Balwadi Tai developed by SCERT. Training of Master trainers completed in all Project districts.

Training of Vastishala 'Key Resource Persons' for Vastishala and Mahatma Phule Education Guarantee Scheme.

- * Skills of reading and writing have been introduced in the text book of Std. III for the 1st time. Adequate attention is expected to be paid for revision of listening and speaking skills introduced in class I and II in the previous years.

The training will be organised in the cascade mode. The duration of training for the teachers will be 6 days. 70% weightage has been given for teaching of English and 30% weightage has been given for subjects other than English. Total no. of 135930 teachers will be trained in the training cycle.

The teaching learning package to be developed for the said massive training programme will include following material.

Special funds from Govt. of India are received to the State.

Print Materials :

- 1) Planning Brochure
- 2) Training module for teaching English Std. III for resource persons.
- 3) Training module for subjects other than English.
 - a. Handbook for primary teachers (Based on Std. III English)
 - b. Learning Module – Handbook of learning of subjects other than English specially prepared for trainers.

Non-Print Material :

- 1) Audio Cassettes of the poems from textbook of English (Class III) are being developed by 'Balchitrawani' (State Institute of Education Technology, Pune)

Follow up of this massive training will be made through focussed monthly meeting at cluster level, teleconference, Jeevan Shikshan magazine and suitable audio-video broadcasts through radio and TV programmes.

Other Programmes conducted by MSCERT, Pune :

1. Vastishala

- ☛ 1609 Vastishalas have been started from 2nd July, 2002 in district under DPEP and 4430 started in the state.
- ☛ Twenty days induction Training was given to Vastishala Volunteer Teachers before starting of the school.
- ☛ Inservice support to Vastishala teachers has been given through the special issue of Jeevan Shikshan magazine on 'Vastishala' published in December, 2001. The issue dealt with day to day difficulties of the teachers.
- ☛ Arrangements have been made to impart periodic training cum capacity building programmes to the vastishala teachers through the medium of "Gatsammelan" the monthly meeting of teachers at cluster level.
- ☛ Vastishala teachers will participate in the forthcoming cycle of SMART PT training programme dealing mainly with teaching learning process of English for class III.
- ☛ The planning process for induction training Vastishala teachers to be newly appointed in 2002-03 has been initiated.
- ☛ Strategies are being developed to strengthen inservice training of Vastishala teachers.
- ☛ **Newly appointed Vastishala teachers were oriented for 20 days.**

2. MPEGS :

- ☛ The teachers handbook for teachers recruited in MPEGS programme has been developed. The same is being printed and supplied after the sanction of the state Govt.
- ☛ **MPEGS Volunteer teachers were oriented for 10 days. These teachers are newly appointed during current academic year. The programme was co-ordinated by DIETs at district level.**

3. TAS for DPEP I :

Terminal Assessment Survey was organised by MSCERT in DPEP I districts during July-Aug. 2001. The report is being finalised at MSCERT level with the help of officers in SCERT and DIET faculty members.

4. **BAS for SSA (DPEP I Phase districts)**

SSA is being launched nationwide. Baseline information is being collected at district and state level pertaining to the status of achievement, enrolment etc. This information is required for development of perspective plans. SCERT has carried out a massive exercise in DPEP I district to collect relevant information. The process of implementation adopted in brief is as under.

(A) Objectives of the Pre-project Survey

- a.1 To take quick review of the achievement levels of class 5th student (in Language Maths, English and Science)
- a.2 To collect information on the status of primary schools with the help of gradation tool developed by MSCERT.
- a.3 To find out the factors affecting the learning of students using students and teacher profile.

(B) Tools

1. Tests based on syllabus for Class V (Language Maths, English and Science)
2. Gradation tools for primary schools developed by MSCERT.
3. Self evaluation proforma for teachers developed by MSCERT.

(C) Scope of the Survey

Dist. : Aurangabad, Latur, Nanded, Osmanabad, Parbhani

Blocks : 3 blocks from each district.

Schools : 10 schools from each block (2 rural + 8 urban) i.e. 30

Schools/Block

Teachers Profile : Maximum 5 teachers/schools.

- Proformas :
- 1) Teacher proforma
 - 2) Student proforma

(D) Implementation at a glance

1. Planning meeting at SCERT level – 8 Nov., 02
2. Workshop for development of tests – 9-10 Nov., 02
3. Printing tests and proformas – 13-21 Nov., 02
4. Purchase of gradation tools – 13-21 Nov., 02
5. State level training on Survey for District level RPs – 22-23 Nov., 02.
6. Training at block level – 26-27 Nov., 02
7. Survey in schools – 28-29 Nov., 02
8. Further Processing – 1 –15 Dec., 02

(E) DIETs were instructed to develop reports. Reports of Latur and Aurangabad are ready. Reports for other districts from DPEP I area are awaited.

23. Functioning of SIEMAT :

- * No. of Posts sanctioned -- 14
 * No. of Posts filled up -- 10

In the year 2000-01, eleven training programmes were conducted by Maharashtra Institute of Educational Planning and Administration, Aurangabad for MES Class-I/Class-II/Class-III Officers.

In the year 2001-02, by the end of May,2002 the following training programmes were conducted by Maharashtra Institute of Educational Planning and Administration, Aurangabad from January, 2001 onwards as follows :-

Sr. No.	Duration	Participants	Target	Achievement
1.	23.04.01 to 27.04.01	BEO/Dy.E.O./P.O.(AE) Aurangabad, Pune, Nasik Region	40	24
2.	09.07.01 to 13.07.01	APO, Nagpur & Amravati Region	40	30
3.	23.07.01 to 27.07.01	APO Aurangabad, Nagpur, Kolhapur region	40	38
4.	16.08.01 to 20.08.01	H.M.(Z.P.) Auragabad Region	40	29
5.	11.09.01 to 15.09.01	BEO/Dy.E.O./P.O.(AE)Nagpur Amravati & Kolhapur Region	40	25
6.	08.10.01 to 12.10.01	Extension Officer (ADEI's) Nasik, Pune, Kolhapur Region	42	35
7.	10.12.01 to 14.12.01	Extension Officer (ADEI's) Aurangabad, Nagpur, Amravati Region	40	30
8.	26.12.01 to 30.12.01	Dy.E.O./B.E.O./Aurangabad, Pune & Nasik Region	40	24
9.	17.01.2002 to 19.01.2002	E.O.(s) & Asstt. Directors (All over State)	40	34
10.	28.01.2002 to 01.02.2002	Superintendents (Amravati, Aurabgabad and Nagpur Regions)	40	18
11.	18.02.2002 to 22.02.2002	Superintendents (Nashik, Pune & Kolhapur Regions)	40	20
12.	28.03.2002 to 29.03.2002	Seminar on Women Improvement	30	30
13.	17.04.2002 to 18.04.2002	Class-II Officers	20	17
14.	06.05.2002 to 10.05.2002	Head Masters / Principals (Aurangabad, Pune & Kolhapur Regions)	40	19
Total...			532	373

- * 2 workshops were conducted during 6th to 10th May,2002 (5 days) for development of modules for training.
- * One seminar for 'Women Empowerment & Education' was conducted during 27th to 28th March,2002 (2 days).

No. of Participants

Target	-	532
Achievement	-	373

In all 373 participants were benefited. Xerox copies of experts lectures were distributed to the participants. Maharashtra Institute of Educational Planning and Administration (MIEPA) particularly interested in identifying the needs and accordingly need-based training programmes are arranged, participants reactions are solicited. It is a thing of pride and pleasure for MIEPA that all the participants were fully satisfied. In fact more than 70% of them wanted the training sessions to be of ten (10) days duration instead of Five (5) days.

MIEPA Campus Development

The Civil Work of “Remodelling & Renovations” of the existing main building alongwith 3 number of staff quarters have already been completed by the contractor. However, the arrangement of water supply sanitary facilities are yet to be completed and therefore, MIEPA has already requested for providing these facilities by way of arranging additional funds.

Hostel Building is yet to be constructed, in fact because of it the training programmes are required to be conducted in WALMI (Water and Land Management Institute) situated at distance of 9 K.M. from the MIEPA’s office. Though the existing building has been renovated by the contractor during rains some lic5kages have been found in the slab.

As per the original plan approved by the MPSP only stage I work has completed so far except water supply and sanitary arrangement and electrification in the existing administrative building and 3 number of quarters.

Stage II i.e. Construction of Hostel Building, Library and Drainage and Water Supply and Electrification yet to be started. Provision of 120-36 lakhs though earmarked but it is not yet sanctioned and provided for the work in question.

Stage III i.e. construction of staff quarters (6 + 4 = 10 numbers) and beautification of campus is also yet to be completed. Provision of Rs. 68.0 lakhs has been earmarked for this purpose but yet no sanction has been communicated and no work has been undertaken so far.

Unless and until all the facilities are provided alongwith the construction work the MIEPA can not function effectively so much so that all the training programmes can not be conducted in the campus of MIEPA, through the class rooms are readily available.

24. Impact of DPEP Experiences on the overall system :

- 1) Dissemination of new ideas, techniques in the State.
- 2) Strengthening community groups such as MTA, VECs for effective and meaningful partnership for school development.
- 3) Development of EMIS.
- 4) Better understanding of Project Planning and Management.
- 5) Various alternative strategies for providing access and education.
- 6) **Radio broadcast & training through Teleconferences.**

25. Action by State on Analysis of EMIS data :

- * The sharing of analysis of EMIS 99 data on National Level with other State was done on 26-27th July, 2000.
- * The sharing of analysis of EMIS 99 data with districts was again done on 15th - 16th Sept., 2000.
- * AWP&B for 2000-01 based on EMIS 99. Findings on teacher deployment, utilisation of funds sanctioned for school repairs and construction etc. is done on the basis of EMIS.
- * State level EMIS sharing workshop on EMIS-2000 held during 9th July 2001 to 11th July 2001.
- * Data analysis of annual average attendance and achievement score in the previous examination of the academic year (99-2000) completed in case of 5 districts and would be shared with GoI soon.
- * Cohort Study is being conducted in 11 DPEP districts for the cohort of students admitted in Class-I in 1996-97 to find out drop-out rate , completion rate and transfer rate. Data collection formats for cohort study and instruction manual developed at SPO and distributed to all DPEP districts. Data collection is completed. Software for Cohort Study is developed in-house and distributed to 11 DPEP districts for data entry. Data from 11 DPEP districts is likely to reach SPO by 30th Sept. 2001.
- * Cohort data from 11 DPEP districts was reached to SPO in 1st week of October. Preliminary Analysis of data is completed and this data is shared with 14th Joint Review Mission on 19th November, 2001 at New Delhi.
- * **EMIS data for the year 2001-02 has been collected and same is shared with GoI. Data analysis is going on and will be presented before the Mission.**

26. Innovations

Activities undertaken so far :

1. Development of Instructor Kit – A Kit of about 60 items useful to organize self learning activities.
2. Science Centre at Block level Two workshops completed.
3. Special prevocational Training centre for Kishories completed.
4. Bal Anand Melawa organised for NFE students held regularly now as a routine activity.
5. **State level training of Resource Persons to organise Bal Anand Melavas at district level completed.**
6. **Radio Broadcast Programmes for teachers and students started from July,2002 – Monthly activity.**

ORISSA

Introduction

The District Primary Education Programme (DPEP) launched in five districts Orissa during 1996-97 and extended to three more districts in 1997-98 and eight more districts in 2001-2002 has made considerable impact in achieving goals of Universalisation of Primary Education in the State.

2002-2003 is going to be the crucial year not only for DPEP in Orissa but for providing a strong thrust towards actualization of UEE because of the three important endeavours :

- i) This year is going to be the final year of implementation of DPEP in first phase eight districts.
- ii) Implementation of DPEP in eight expansion districts is going through second year of its implementation when it is expected that the interventions are strongly anchored with the experience of DPEP already gained.
- iii) Sarva Shiksha Abhiyan is also beginning to be felt every where in the State in its second year in the State. SSA is going to strengthen the sustainability of efforts of DPEP as well as extending those to elementary state in the first phase districts.

At this point of time, the major areas of achievement in DPEP need to be realised which may provide directions for enriching interventions in the expansion and non-DPEP districts.

- Huge data-base of schools, school-age children (both schooled and out of school), teachers and all related aspects has been created which is being regularly updated and disseminated in a user friendly manner among stake holders.
- Basic indicators of schooling like enrolment, rates of retention, transition and completion for each school are being generated every year and used for improvement of processes of schooling.
- Resource Groups for planning, pedagogy and monitoring activities are now constituted, strengthened and functional at the district and block levels.
- Community Mobilisation programmes are now more focussed as per the specific community issues related to elementary education.
- Community based institution like VEC, MTA, PTA etc. are being continually reinforced with the ultimate objective of community owning the educational efforts and institutions.
- Activity-based pedagogy has been anchored and is being continually strengthened by direct involvement of teachers through sharing successful and innovative ideas.
- The experiment of providing access through alternative schooling has provided rich experience in implementing EGS & AIE programmes and within a very short span of time, 7985 centres have been opened and quite a significant number is added to it every month.
- Innovative ideas for providing access like short term bridge courses, adolescent girls' residential school etc. are coming up fastly enough and so far 1600 children are in such innovative camps.

- A strong net work of resource groups has been created for training of inservice teachers and 4 rounds of training to nearly 30,000 teachers have been provided which is quite unprecedented.
- Enormous awareness has been created for education of girl children and children belonging to SC & ST communities. The gender gap and gap between disadvantaged children with other children have been reduced to a large extent.
- The disabled children have been provided with assistive devices in addition to providing parents counselling.
- Key resource institutions like SCERT, DIETs, BRCs and CRCs are being strengthened to become effective resource centres.

Coverage

Out of total 30 districts of Orissa, DPEP is being implemented in 16 districts. The total plan outlay for DPEP is given below.

Coverage of DPEP in Orissa

Phase	Districts	EFC Approved Project cost CRs in lakhs)	Project period
I	Bolangir, Dhenkanal, Gajapati, Kalahandi, Rayagada.	14649.82	1996-2001(Extended up to June, 2003)
II	Bargarh, Keonjhar, Sambalpur.	8287.27	1997-2002 (Extended up to June, 2003)
Total	(Including outlay of 550.30 for SPO)	22975.08	
III	Boudh, Kandhamal, Koraput, Malkangiri, Mayurbhanj, Nabarangpur, Nuapada, Sonepur	31380.26	2001-2008

II. Release of Funds:

The position of Government of India and State Government share release to State Society is given below:

- Utilization certificate has been prepared up to 2000-2001.
- Annual Report and Audited Account for 2000-2001 will be submitted after the approval of the Governing Body scheduled to be held in December 2002.

A. For Existing DPEP districts:

(Rs. in lakhs)

Year	GOI	Govt Orissa	Total
1995-96	50.00		50.00
196-97	872.50		872.50
1997-98	1145.64	153.97	1299.61
1998-99	2469.75	202.17	2671.92
1999-2000		417.00	417.00
2000-2001	4100.00	327.66	4427.66

2001-2002	2500.00	864.71	4864.71
2002-2003	2200.00	90.00	2290.00
Total	14837.89	2055.51	16893.40

B. For Expansion Districts:

Year	G.O.I	State Govt	Total
1999-2000	50.00	63.00	113.00
2000-2001			0.00
2001-2002	1500.00		1500.00
2002-03	500.00	90.00	590.00
Total	2050.00	153.00	2203.00

C. EGS/AIE

Year	G.O.I	State Govt	Total
2000-2001	12.50	-	12.50
2001-2002	1229.88	5.47	1776.08
2002-2003	-	5.50	5.50
Total	1242.38	10.97	1253.35

D. SSA

Year	G.O.I	State Govt	Total
2001-2002	50.00	-	50.00
2002-2003	100.00		100.00
	1785.00	315.00	2100.00
	30.60	5.40	36.00
Total	1965.60	320.40	2286.00

Intervention Wise Progress

Civil Works

DPEP, Orissa has been strengthening the physical infrastructure of the primary school system as per need subject to fund limitations. All the constructions are planned and taken up in convergence with other departments' availability of resources.

- The initial work of the SSA programme is started. Other than the DPEP and expansion districts. Trained Technical Personnel's are engaged in some of the districts. They have prepared the initial plan. Infrastructure plan, site selection work etc. In some districts like Jagatsinghpur, Ganjam the layout of school buildings are also given. The DPO and Training Halls are made ready for the office, training etc.

Physical Status Of Civil Works

Sl. No.	Description of Activities	Target	Achievement	In progress	% of Completion
1	Block Resource Persons	87	67	20	77
2	Cluster Resource	1027	882	145	85.9

	Centres				
3	Additional Class Room	1160	642	518	53.3
4	Building for Buildingless School	270	166	104	61.4
5	New Primary School	734	557	177	75.9
6	Toilet	1240	1177	63	94.91
7	Drinking Water	298	279	19	93.6
8	Repair	2016	1759	257	87.3
9	Child Friendly Elements	4644	3030	1614	65.3

Pedagogical Improvement

Making every child entering the school an active learner through the transformation of school and classrooms into interactive and joyful places for learning has been the focus of varieties of efforts made through Pedagogical Improvement programmes under DPEP.

Achievements :

□ Strengthening Resource Groups :

- Six members of the CTT attended the Second National Resource Enhancement Programme held at Chandigarh from 24-30 August 2001. The experience was shared with other members of the State Resource Group in a 3-day workshop during 5-7 October 2001.
- Two members of the CTT attended the Third National Resource Enhancement Programme held at NOIDA, U.P. from 25th December, 2001 to 5th January, 2002.
- Six members drawn from CTT, DRG & BRG attended the National Workshop on Multigrade Teaching at Rishi Valley, Andhra Pradesh from 5th to 9th February, 2002.
- District Resource Groups in Pedagogy are being constituted in expansion and non DPEP districts (under SSA) through a series of ongoing workshops. Already DRGs have been constituted in seven districts i.e, Mayurbhanj, boudh, nawarangpur,, Cuttack, khurda, Puri and jagatsinghpur districts.

In the first phase of 8 DPEP districts, short term theme specific (as per the needs and demands of the teacher) training programmes like content enrichment programmes as content hard spots classroom transaction, learner evaluation, school improvement programmes are now being held cluster and block levels.

The Management of

- Teacher Training in new pedagogy has been entrusted to SCERT as per State Govt. decision.
- A new package for induction training of teachers in new pedagogy 'ANWESH' for teachers in expansion and non-DPEP (SSA) districts has been prepared trailed and finanlised.

- All the 4385 such officers in 16 DPEP districts, 3663 have already been trained under training on educational management.

□ **Material Development :**

- Supplementary reading materials for children and teacher in kind of 223 books with varying themes like stories, poems, scientific topics, mythology, travelogues, land and people, folklores & folk songs, art and culture and reference materials have been provided to all primary schools. This forms an inalienable component of the holistic vision of pedagogical transformation.
- books for pre-school and children reading in Grades I to V have been developed. The scripts have been finalised and are now under process to print.

□ **Wall Activities :**

- Activities in pictures, matrices etc. are being developed and painted on the walls of the school building the inside and outside of the classroom. Even in several schools, activities in the open air have been created. Increasing involvement of students in groups learning are being observed through this.

□ **Strengthening of SCERT & DIETs :**

- Accordingly Rs. 4.70 lakhs has been given as an advance to each of the five DIETs for procurement of library book, equipment's for laboratory, purchase of furniture and contingencies for upgrading it as a district resource centre.
- As per the State Govt. is decision SCERT has been entrusted with the management of all teachers training programmes in the State and a unit entitles State Resource unit is Pedagogy (SRUP) has been constituted with DPEP support to plan and implement the training programmes.
- 35 Centres in all 13 DIETS in the state and 22 ETTIs have been identified as district level resource centers for providing all types of teachers training and academic support plans for development of these centers have been drawn with DPEP-SCERT Convergence.

□ **Human Resource Development :**

As a part of developing capacities of faculty members of DIETs of the state, collaborative efforts have been made by DPEP and SCERT, Orissa.

- A seven-day training on new pedagogy, management issues, community and academic support system has been imparted to all the 165 faculty members of 13 DIETs of the state.
- Faculty members of DIETs have also been involved in several Pedagogical improvement activities like developing textbooks, teachers' handbooks, training packages for different categories of target groups, material development, etc.

□ **Strengthening BRCs & CRCs :**

With all the buildings for CRCs & BRCs going to be completed, they are being equipped with materials and basic equipments. As per AWP & B 2000-2001, funds have been released for this purpose.

□ **Textbook Development :**

- After collecting feed back from teachers, parents and other educated persons, their books the State Govt. has adopted these textbook have been revised **and have now introduced in 25 and 30 districts of the state during the current academic session i.e. 2002-2003)**

Eight activity-based textbooks-cum-workbooks have been developed for classes IV and V (four for each class) following the above mentioned procedures. These textbooks have been introduced on experimental basis in 16 DPEP districts during 2002-2003.

□ **Learners' Evaluation :**

Enhancing learners' achievement both in terms of level and quality has been continuously stressed. This year three specific steps have been taken to ensure in the regular school activity.

- **Special focus has been given in the Fourth Round of teacher training in 2001 on how to evaluate the learning outcomes through use of unit tests and observing students' activities in and out of classroom.**
- **A format for recording and reporting evaluation outcomes has been developed, discussed in the training programme and distributed among teachers for regular use in the schools.**
- **As a reinforcement of the training inputs, a user-friendly handbook on learners' evaluation 'MULYAYANA' has been developed for teachers with elaborate examples for effective evaluation in classroom situation.**
 - **As per the decision of the State Government, DPEP, Orissa had prepared a set of model question papers, which were intended to encourage children to respond, for classes I to V in all subject areas to be used in the state-wide Common Annual Examination conducted during last week of April, 2002.**

□ **Monitoring is now data driven :**

Two mechanisms are now used to categorize the schools. First, the basic indicators like enrolment, rates of retention, completion and transition are being provided to each school. Second, a self-rating scale which includes several parameters like activity-based practices, use of TLM, classroom and school environment, teacher empowerment and community involvement has been developed. Using both the mechanisms, the teachers of a school rate the school as Extremely Good (A) Good (B) Average (C) or poor (D).

Development of School plan and monitoring are being done basing on the data gathered through the above mentioned mechanisms.

□ **Sharing Good Practices :**

Sharing good practices is stressed upon for continuous enrichment of teaching and school practices. Three strategies are being pursued in this respect.

A periodical news letter 'AROHA' containing informations on good practices is being published by the Pedagogical Improvement Unit of the State Project Office. The teachers and institutions are provided sufficient scope to expose their activities in school and to be exposed to good efforts elsewhere.

Three issues have already been published and the fourth is under preparation.

□ **Immediate Future Activities :**

For First phase DPEP districts

- Further strengthening of BRCCs and CRCCs and DIETs .
- Content enrichment programmes of teachers.
- Reinforcement programmes for monitoring personnel (S.I.s, BRCCs and CRCCs)
- Strengthening faculty members of DIETs and DRGs in planning and conducting need-based short-term training programmes.
- Development of multi-media packages for teachers and children.
- Extending teachers training and other pedagogical interventions to elementary stage under SSA Programme.

□ **For Expansive and non-DPEP (SSA) districts**

- **Constitution and orientation of Resource Groups in Pedagogy at district and sub-district levels.**
- **Anchoring teachers training programmes**
- **Selection and orientation of CRCCs and BRCCs.**

Strengthening DIETs and STSs.

Access & Alternative Schooling

EGS & AIE Status of Orissa as on 01.10.2002

District	No. of centres opened			No. of centre made operational			No. of EVs engaged	
	Primary	Upper Primary	Total	Primary	Upper Primary	Total		
								No. of retrenched NFE candidate engaged
Bargarh	502		502	377		377	213	445
Bolangir	342	236	578	342	236	578	255	683
Dhenkanal	478		478	169		169		136
Gajapati	505		505	378		378	57	392
Kalahandi	1104	40	1144	1104	40	1144	299	1202
Keonjhar	676	16	692	158		158		158
Rayagada	966		966	621		621	127	633
Sambalpur	773	97	870	536	97	633	147	718
Boudh	417	62	479	27	4	31	32	33
Kandhamal	393	101	494	393	101	494	110	410
Koraput	220	1	221	220	1	221	64	221
Malakanagiri	208		208	153		153	29	153
Mayurbhanj	194		194	66		66	23	66
Nawarangpur	403	63	466	403	63	466	206	521
Nuapada	0		0	0				
Sonepur	188		188	139		139	78	169
Angul	200		200	0				
Balasore	292		292	168		168	109	168
Bhadrak	359		359	61		61	61	84
Cuttack	500		500	230		230	122	297
Deogarh	202	37	239	49	8	57	66	67
Ganjam	582		582	51		51	16	54
Jajpur	315		315	0				
Jagatsinghpur	200		200	0				
Jharsuguda	180		180	77		77	42	86
Kendrapara	542		542	78		78	56	78
Khurda	212		212	57		57	22	57
Nayagarh	463	98	561	29		29	24	30
Puri	1005		1005	0				
Sundergarh	1004		1004	404		404		195
Total	13425	751	14176	6290	550	6840	2158	7056

SL.No	Name of the District	No. of NGO proposals received	NGO Position			No. of centres approved by GIAC
			No. of NGO proposals recommended by the district EGS committee	No. of NGO proposals approved by the State Level GIAC		
				Phase I	Phase II	
1	Bargarh	1	1	-	1	32
2	Bolangir	12	12	-	-	-
3	Dhenkanal	24	1	1	-	11
4	Gajapati	7	7	-	6	113
5	Kalahandi	23	23	-	-	-
6	Keonjhar	3	3	-	3	83
7	Rayagada	6	6	-	1	21
8	Sambalpur	14	4	3	-	82
9	Boudh	9	2	2	-	114
10	Kandhamal	-	-	-	-	-
11	Koraput	3	3	2	1	75
12	Malkangiri	-	-	-	-	-
13	Mayurbhanj	-	-	-	-	-
14	Nawarangpur	3	-	-	-	-
15	Nuapada	-	-	-	-	-
16	Sonepur	1	1	-	1	29
17	Angul	5	5	-	2	116
18	Balesore	44	32	4	12	582
19	Bhadrak	14	14	4	4	210
20	Cuttack	66	14	-	9	62
21	Deogarh	7	-	-	-	-
22	Ganjam	66	22	-	-	-
23	Jagatsinghpur	11	3	2	1	152
24	Jajpur	17	17	-	14	232
25	Jharsuguda	-	-	-	-	-
26	Kendrapara	17	17	3	7	224
27	Khurda	17	1	-	1	18
28	Nayagarh	32	8	-	6	146
29	Puri	29	-	-	-	-
30	Sundargarh	8	8	2	4	505
	Total	439	204	23	73	2807

Education of SC & ST Children.

DPEP, Orissa is continuously striving at bridging of gap between the educational opportunities and achievements of children belonging to SC & ST communities and general communities. In the areas of providing educational opportunities and enhancing the learning achievement of such children and to bring them at par with other children. The major areas of concern of this intervention are –

- a) **Providing access to such children**
- b) **Strong community mobilization**
- c) **Pedagogical intervention**

Future Activities:

1. Tribal Primers for Class-I on Munda, Gudaba, Didayi and Sadri.
2. Opening of special schools in 17 micro-project areas for 17 Primitive Tribes of Orissa.
3. Preparation of supplementary reading materials.
4. Scheme for adolescent ST girls under EGS/AIE.
5. Training of District Tribal Resource Group on Tribal Education.

Girls' Education

- **MTA module has been revised in a meeting of gender coordinators.**
- **District Gender Coordinators have been oriented to study the gender gap in achievement of students and report to the State head quarters.**
- **Activity based textbooks from class- I to V have been developed without any gender bias and have been supplied to all girls children free of cost.**

Future Activities

- Bridge course is to be designed for adolescent girls in the age group 9-14 at the district level in collaboration with State head quarters.
- Mother escorts are to be appointed to facilitate the education of girls.
- Audio Cassettes are to be developed for use in MTA meetings.
- DRG is to be trained at the State head quarters to take up BRG level meeting in their respective districts.
- Hostels for adolescent girls are to be constructed in the campus of BRC.
- Sports materials are to be provided to ST girls staying in hostel.
- MTA module is to be printed and distributed.
- Gender gap in achievement is to be studied and minimised.

Early Childhood Care and Education (ECCE)

Progress:

- **A provision has been made to provide Rs.1000.00 to each AWCs in 8 DPEP districts**

- One meeting of the field functionaries of ICDS had been arranged in the State Project Office to discuss various issues relating to pre primary education in AW Centres.

Future Activities

- Training of Master Trainers for orientation of ICDS personnel on DPEP in expansion and SSA-districts.
- Need assessment study of preschoolers in urban slums.
- Sensitization of VEC, PTA and MTA about importance of preschool education in expansion and SSA districts.
- Strengthening supervision and monitoring for pre-primary education in AWCs.
- Monitoring of pre-integration/orientation skill-development among disabled children in AWCs and mainstreaming.

Integrated Education for the Disabled (IED)

Progress:

- Total of 5294 number of primary school teachers have been trained for 5 days on IED. Teacher Training on IED is being conducted in a phased manner.
- 950 AS Instructors have been trained on IED.
- 16 resource centres have been supplied with equipment to extend resource support to IED implementation.
- Parents of hearing impaired children have been oriented on the use and maintenance of hearing aids.
- After distribution of aids and appliances the second phase fitment camps are being conducted at district level in convergence with ALIMCO and TCTD.
- 33700 children were identified and medically screened. 22979 disabled children were enrolled in primary schools.
- 180 learning corners with special TLM for disabled children have been developed in primary schools.
- 308 ramps, 43 handrails have been constructed in selected primary schools having children with locomotor disability.
- Total 4636 aids and appliances have been distributed among the enrolled disabled children in convergence with ALIMCO, NIRTAR, Indian Red Cross Society and DRC out of which 2400 Hearing Aids have been supplied to hearing impaired children 72 aids have been supplied to visually impaired children, 724 aids have been supplied to the children with Locomotor impairment in 60 fitment camps.
- Total 115 Medical Assessment camps had been organized at the district level.
- Theme based camps are being organized on a monthly basis at GP/Block level for 40-50 disabled children along with parents for their development of potentialities and self esteem. 450 such camps have already been organized at block level in the 14597 disabled child participants in these camps.
- 82 teachers have been trained on 45-day Foundation Course on IED to work as special teachers in blocks.
- Convergence meeting with NGOs running special schools at SPO.

- Some Special Schools at the district level have been strengthened with special equipment for providing resource support to IED implementation, supervision and monitoring.
- Prepared State Resource Directory.
- Speech training camp for the HI children and their mother is also being organized at the District/Block level. A 3-days module has been developed and tried out for Speech and Auditory Training. The training is being conducted at the district level
- Free textbooks are distributed to disabled children in general as well as children enrolled in recognized special schools run by NGOs.
- A meeting of representatives of W & C. D., VRC, NIRTAR, TCTD, TCTVH and OPEPA was held to finalize the strategy for signification programme on IED in the 14 non-DPEP (SSA) districts. The programme in these districts has been scheduled to be conducted from 19th March to 18th April, 2002.
- A Handbook on IED under DPEP has been prepared.
- A booklet (Oriya) on IED has been developed for distribution during the programme in the 14 SSA districts.
- TLM development workshop conducted in Keonjhar.
- 8359 VEC members have been trained on IED.
- Identification of disabled children in 14 SSA districts is on progress
- The SRG on IED met on 14.05.02 to discuss on various issues relating to IED under DPEP.
- Identification of children in Upper Primary School is in progress.
- Collecting information regarding the NGOs working in the field of disability in 30 districts.

Future Steps:

- Medical assessment of the identified children, certification and supply of aids and appliances.
- Convergence with NGOs working in the field of IED in SSA districts.
- Identification and medical assessment of children reading in upper primary schools in DPEP districts.
- Parent counseling and teacher training in expansion and SSA districts.
- Providing barrier free access to primary for the disabled children in SSA districts.

Distance Education

- Distance Education of the State Office works in close collaboration with the Distance Education Programme (DEP-DPEP) of IGNOU, New Delhi.

Achievements

Distance Education unit has made significant efforts in the following areas.

1. Sharing through interactive media
2. Production and dissemination of Distance Learning materials.
3. Capacity Building.

- **Radio Programme**

A series of Programmes, discussions and Phone in Programmes was broadcasted.

- **Dooradarsan Programmes**

Two programmes in DD national Channel to be telecast on “Sarva Siksha Abhiyan” (under process)

Media and Community Mobilisation & Participation

The major areas of Media Implementation in DPEP Orissa are:

Activities undertaken :

The DPEP, Orissa have initiated/undertaken the following activities.

- **VEC members are trained in two rounds on effective school management and on different activities like construction, community mobilization etc.**
- Selected members of PTA, MTA are trained.
- **The Resource Groups have been formed at State, District and Sub-district level on Media and Community Mobilisation. These groups have been trained and they are ready to assist in the programme as and when required, guidelines and handbooks have been prepared to organise training and orientation of stake-holders at various levels.**
- **A ten-point rating scale have been developed in order to assess the activities of VECs frequently and strengthening their participation in schooling process.**

Future Action Plan :

Sustainability of DPEP achievement is possible through Community Participation. Therefore, support from the system needs to be strengthened in following ways.

- Sensitization of mainstream elementary education officials at district and block level.
- Linkage of School Committee and PRI on Education needs to be further strengthened.
- School Committee members are to be further empowered to take up the ownership issue through another round of training.

The State Institute of Educational Management and Training (SIEMT) is conceived as an autonomous institute for planning and conducting training and research on issue of educational management particularly for person associated with elementary school management.

At present SIEMT, Orissa is functioning as a part of OPEPA with four departments i.e.

- Educational Planning
- Educational Management
- Research and Evaluation
- Management Information System (MIS)

- The Bye-laws for the society for SIEMT has been approved by the State Government. The society is going to be registered very soon.

The construction work of the building of SIEMT is in full swing is expected to be completed and made functional by June 2002.

Educational Planning

Programme Overview

- Preparation of AWP&B 2002-2003 for 16 DPEP district and 14 SSA districts.
- Revision of perspective plans of 14 SSA districts.
- Preparation of perspective plans of 16 DPEP districts under SSA.
- Implementing close monitoring system of regular attendance of children and teachers by VEC/MTA, BRC, DPO and SPO.
- Capacity building of planning team members at different levels.

Next Steps:

- Building of capacity of DRG and BRG on decentralized planning
- Orientation and Strengthening of SRG on planning
- Development of module on habitation planning

Management Information System (MIS)

In DPEP, Orissa

DISE : The DISE data has been collected from each schools by two nos of educated youths who collected data by visiting each schools and personally verifying records. The members of the District Resource Group, including the DPC visit 20-30% schools (in random) for ensure the quality of the data. A state level team also visits 10-20% schools randomly. Finally, *the DPC provides a certificate that "100% schools have been covered in DISE and all the data provided are authentic".* The DISE data of all 8 districts have been collected and computerized.

Teachers database :

The Service Books & Gradation list of all the teachers both Primary and Upper Primary of all 30 district of Orissa has been computerised. This will help the administrator for teachers, rationalisation , Transfer- Posting, disbursement of salary, imparting training etc. This database is a big databank for the Pedagogy Unit and the SCERT

DISE 2002 (for 8 Expansion districts & 14 non DPEP districts)

- Master trainers (SRGs) selected and trained for DISE data collection.
- DRGs selected and trained by the SRGs at the District level.
- Tender Process of Printing of formats completed and a suitable bidder is to be placed order for printing of the forms.

Educational Management

Programme Overview

- Rationalization of teacher deployment has been worked for all 30 districts of the state.
- Few districts like Koraput/ Nawarangpur have already rationalized teacher deployment. Others are in the process

Future Steps

- To develop and strengthen a pool of resource person in each district in each subject area: Language, Math, Science, and English. Training and capacity building of the resource persons will be taken up at state level with support from MHRD & other resource institutions.
- Training of VEC/MTA in expansion districts on educational issues and school management.

Action Taken Report

Recommendations of 14th JRM	Actions Taken
1. Commissioning of an independent scientifically rigorous impact evaluation of DPE.	1.1 Study on impact of IED intervention by DPEP Orissa has been undertaken by Action Aid. 1.2 Research institutes and university faculties are being contacted to undertake impact.
2. Establishment of initiatives to promote regular and systematic repair and maintenance of buildings, facilities, services and quality inputs. Budgetary provision needs to be made in financial plans and allocations. Actions to implement repair and maintenance need to be part of regular monitoring and supervision of staff.	2.1 Convergence with DRDA, MP LAD, JRY funds for regular repair and maintenance of buildings and facilities etc. are under way. 2.2 Under SSA plans have incorporated the budgets under maintenance and repair of school building (Rs.5000/- p.a.). 2.3 BRC, VEC are being trained to monitor the repair and maintenance of school building and facilities.
3. Initiatives to draw more women into activities linked to education quality, such as teaching, acting as R.Ps. in teacher training workshop, participation in textbook publication teams and activities in education administration.	3.1 State Government has decided to give priority to women in teaching force both in formal and EGS Schools. 3.2 Women members are being taken as R.Ps. and in textbook writing in increasing numbers.
4. A systematic follow up initiative as unit tests in schools to identify school and child specific needs and to design diagnostic teacher support interventions.	4.1 Teachers have been trained on developing and using unit tests both in general rounds and at cluster specific short terms programmes. They have been trained to identify children's specific needs and to provide remedial measure. 4.2 At the cluster level, short term training of teachers are being mooted with identification of specific needs of children and teachers in first phase DPEP districts which is to be extended to other districts.

RAJASTHAN

1. Coverage :

- a. Total Number of districts - 32
- b. Districts covered under DPEP **Phase-I - 10** **Phase-II - 09**
- Phase - I** - Alwar, Bhilwara, Jhunjhunu, Jhalawar, Sikar, Sirohi, Sriganganagar, Tonk, Kota, Nagaur
- Phase- II** - Dausa, Jaipur, Dholpur, Bharatpur, Karauli, Bundi, Sawaimadhopur, Hanumangarh, Churu
2. **Project Period** - Phase - I - 30.09.1999 to 31.12.2004
Phase -II - 05.09.2001 to 31.12.2006
3. **Project Cost** - Phase - I

District Covered	EFC approved project cost	Districts Covered	EFC Approved Project Cost
Sriganganagar	3999.354	Alwar	3999.520
Nagaur	3993.257	Sirohi	3491.131
Jhalawar	3995.717	Bhilwara	3997.038
Jhunjhunu	3996.928	Sikar	3996.867
Tonk	3999.525	Kota	3982.379
State Interventions	1662.746		
		Total	41114.466

Phase - II

District Covered	EFC approved project cost	Districts Covered	EFC Approved Project Cost
Bharatpur	3999.30	Bundi	3845.43
Churu	3999.44	Dausa	3964.79
Dholpur	3999.83	Hanumangarh	3947.14
Jaipur	3999.93	Karauli	3981.97
Sawaimadhopur	3996.13		
State Interventions	1508.84		
		Total	37242.79

4. Staffing position at SPO and DPO

Phase I

S.No.	Level	Post Planned	No. in position	Vacant
1	SPO	46	36	10
2.	DPO	354	292	62
3.	BRC	504	294	210
4.	CRC	1041	1021	20

Phase II

S.No.	Level	Post Planned	No. in position	Vacant
1	SPO	9	5	4
2.	DPO	189	161	28
3.	BRC	336	163	173
4.	CRC	678	511	167

5. Functioning of GC/EC

Nominations of EC/GC from GOI are yet to be made.
 Seventh EC Meeting held in April, 2002
 G.C. Meeting held on 03-01-2002
 Project Review Meeting with Chairman GC held on 1.8.2002.

6. Submission of Annual Report/Audit Report

Annual report for the year 2000-01 have been submitted. Report for the year 2001-02 is in process.

7. Annual Work plan and Budget 2002-03

Annual work plans were submitted as below and were revised by the Project Board.

S.No.	State/District (Phase-I)	AWP&B submitted	State/District (Phase-II)	AWP&B submitted
1.	State Project Office	545.70	State Project Office	350.94
2.	Alwar	1144.32	Bharatpur	1371.14
3.	Bhilwara	1163.23	Bundi	954.69
4.	Jhalwara	942.41	Churu	1154.13
5.	Jhunjhunu	1128.41	Dausa	1069.47
6.	Kota	821.17	Dholpur	975.99
7.	Nagaur	1073.80	Hanumangarh	972.57
8.	Sirohi	742.48	Jaipur	1553.86
9.	Sriganganagar	1218.94	Karauli	1145.05
10.	Sikar	1096.77	Sawaimadhopur	1069.67
11.	Tonk	1014.96		
	Total	10892.19	Total	10618.26

8. Expenditure and disbursement**(Rs. in crore)**

S.No	Year	Phase	AWP&B	State Share as per plan (15%)	Provision State Budget	Release s by State Govt.	GOI Share as per Agreement (85%)	GOI Release	Expenditure
1.	99-2000	I	36.83	5.52	5.50	2.10	31.3055	30.50	1.86
2.	2000-01	I	54.68	8.20	8.20	8.20	46.478	15.00	35.60
3.	2001-02	I	118.82	17.82	8.00	8.00	100.997	65.00	73.66
4.	2001-02	II	49.33	7.40	0.00	0.00	41.9305	25.00	11.22
5.	2002-03	I	108.92	16.338	26.50	0.00	92.582	39.00	22.77(upto Aug.,2002)
6.	2002-03	II	106.18	15.927		0.00	90.253	39.00	12.22(upto Aug.,2002)

9. Review of Functional Areas

a. *Pedagogy*

- ◆ State Coordinator of PFE is not in position additional charge given to DD, Gender.
- ◆ Need assessment survey for preparation of teachers training module has been done.
- ◆ SRG has been constituted and quarterly meeting are being held regularly.
- ◆ It has been decided that State text books will be followed uniformly in the whole state.
- ◆ Teacher guide books for I & II class and work books for students of I to V class for all subject has been developed.
- ◆ Training module for PFE teachers, BRCF and Resource Persons has been completed.
- ◆ Training module for CRCF & SMC have been developed.
- ◆ ***Teacher support material named - Sanklan & Prabhat printed and distributed among teachers.***
- ◆ 11018 school have been given school facility grant for the year 2002-03.
- ◆ 13330 Teachers have been given TLM grant in the year 2002-03.

b. **Training:-**

Training have been organized as follows :-

S.No.	Training	Personnel Trained
1.	KRPs	62
2.	RP	438
3.	CRCF	882
4.	Induction Training for teachers.	50927
5.	Parateachers of AS & RGSJP.	6157
6.	BRCF	73
7.	Refresher Training of Teachers.	13038
8.	Refresher Training of Para teachers.	337
9.	Content Based Training of Para teachers.	925

- ◆ Senior Training Coordinator not in Position.
- ◆ Annual Calendar of Training have been prepared and being implemented.

c. **ECE & Gender**

- ◆ State Coordinator is in position.
- ◆ SRG has been constituted and regular meeting are being held.
- ◆ Gender orientation workshops for SPO & DPO functionaries were conducted.
- ◆ ***504 Girl child motivator have been selected & trained.***
- ◆ ***Training Module for AWW/ECE worker has been developed.***

- ♦ *Development of Training Module for Girls child Motivator is completed.*
- ♦ *ECCE kit have been finalized.*
- ♦ *Audio Cassettes of Songs has been prepared.*
- ♦ *437 ECE centers has been opened.*
- ♦ *12487 AWW have been given Induction Training out of 15747 AWW.*

d. Alternative Schooling

- ♦ State coordinator is in position.
- ♦ Meetings with the minority community were held in eight districts for starting general education in Madrasa.
- ♦ Training modules for para teachers has been developed.
- ♦ Four packages and module for Residential Bridge Course developed.
- ♦ Para teachers for 154 madrasa and, 1158 6 hourly AS have, 671 AS 4 hourly been selected and trained.
- ♦ *20 residential Bridge Course have been started.*
- ♦ *1158 AS.6 hourly,154 Madrasa , 671 AS - 4 hourly have been started.*
- ♦ *1178 Shiksha Mitra Centres through NGO, for non enrolled children started.*

e. Community Mobilisation

- ♦ *State coordinator is not in position.*
- ♦ SRG constituted
- ♦ SMC Training module finalised.
- ♦ 2381 Bal melas, 2924 Kala Jathas and 763 Mahila Meeings have been organised in the year 2002-03.
- ♦ *State Bal Mela organized in Jaipur on 6th Sept, 2001.*
- ♦ *DPEP magazine is in process.*
- ♦ *'Raksha Bandhan' was celebrate as "Shiksha Bandhan".*
- ♦ *24192 SMCs have been constituted.*
- ♦ *17045 MTA have been constituted.*

f. Integrated Education for Disabled (IED)

- ♦ State Coordinator not in position.
- ♦ *Survey and Identification of disabled children have been completed*
- ♦ *178 Medical check up camps have been organized.*
- ♦ *IED concept have been incorporated in all training module.*
- ♦ *Aid and Appliances have been given to 11 children through NGOs.*

g. Media & Awareness Generation

- ♦ DPEP brochure containing general information prepared and released on 2nd October, 1999.
- ♦ Advertisements published in various newspapers
- ♦ *Radio talks, TV coverage.*
- ♦ *Audio Video CD have been developed on different Programmes.*
- ♦ *Bal Filmotsav have been organised on non enrolled children.*

- ♦ *Enrollment drive under 'Shiksha Apke Dwar' have launched in July & Aug. 2002.*

h. SC/ST/Minorities

- ♦ Awareness meetings for minority were held.
- ♦ Condensed Course, adoption of Madarsa and alternative school, (6 & 4 hourly) started. Training for para teachers of Madarsas completed.
- ♦ *154 Madrasa and mostly AS 6 hourly and AS 4 hourly started in minority & SC/ST areas.*

i. Distance Education

- ♦ *State Coordinator is in position.*
- ♦ Two day visioning workshop organized.
- ♦ One day need identification workshop held.
- ♦ Installation of Disk Antena in all 16 DIETs of Ist Phase.
- ♦ For preparation of Audio Video casettess - 3 days workshop "SUR Sangam" have been organised.
- ♦ Collection and Editing Workshop for DPEP Songs & Poems organized. Printing is in process.

j. MIS

- ♦ MIS Manager is in position. EMIS & PMIS proforma finalised.
- ♦ EMIS data collection completed and report have send to GOI.
- ♦ *Agency for validation of data have been finalised.*
- ♦ *State consultant is selected and is in position.*
- ♦ *MIS incharge in all 15 districts are in position.*
- ♦ *FMS training to the DPC, AAO and MIS incharge completed.*
- ♦ *FMS format developed and data entered.*
- ♦ *EMIS Training to MIS Incharges given.*

k. Research & Evaluation

- ♦ Research & Evaluation officer is in position.
- ♦ Five Action Research projects have been invited from each district. The work is going on Action Research Studies.
- ♦ Studies have been completed and reports have been send to Ed Cil.
- ♦ Mid Term studies started on –
 1. Classroom observation study in AS & PFS.
 2. Retention Study in AS & PFS.
 3. Utilisation of Teacher Grant Rs. 500/- and school facility grant.
 4. Functioning of SMC, BRC & CRC.
 5. Base line survey by SIERT.

l. Civil Works

- ♦ *Design for School Building, BRC, CRC have been finalised.*

- ◆ Orientation programme for Engineers and DPCs has been conducted for construction works.
- ◆ *24192 SMCs have been constituted and 103848 members of SMC are trained.*
- ◆ *(Construction of 638 New School Building 1869 Additional Classroom 896 PHED Connection, 6412 toilets, 5309 repairs 1051 handpumps, 1114 CRC buildings ,57 BRC building & 49 AS rooms has been constructed.*

m. DIETS

- ◆ Orientation of DIET Principals completed.
- ◆ Perspective plan has been prepared to strengthen DIETs and to ensure best use of DIET resources.
- ◆ DIET staff involved as RPs

n. SIERT

- ◆ Perspective plan for strengthening of SIERT & for the use of its resources has been prepared.
- ◆ Base line assessment survey for Phase-I & II has been conducted by SIERT.
- ◆ SIERT assigned work of curriculum preparation and text book writing.
- ◆ *SIERT Reviewed gender bias areas in text books.*
- ◆ MTR study have been assigned and started by SIERT.
- ◆ Other works like studies, work book writing etc. have been assigned.

o. CEM

- ◆ It has been decided to establish an independent institute for managerial training for educational officers.

TAMILNADU

DPEP Coverage

Total No. of districts in the state - 29

No. of districts covered under DPEP - 7

Phase	Year	Districts	EFC approved project cost Rs. in lakhs	Civil Works	Management
DPEP I	1994 - 2003	Thiruvannamalai	4083.95	1346.18	242.34
		Villupuram	7237.36	2412.21	434.24
		Cuddalore			
		Dharmapuri	6104.41	2034.60	366.26
		State Component	843.52	281.15	50.61
		Total	18269.24	6074.14	1093.45
DPEP II	1997 - 2003	Pudukkottai	2854.19	951.30	171.25
		Perambalur	2610.73	870.16	156.64
		Ramanathapuram	2862.09	953.93	171.73
		State Component	917.28	305.73	55.04
		Total	9244.29	3081.12	554.66

Functioning of EC/GC

Executive Committee of the Tamilnadu State Mission of Education For All meet every quarter of an year. The last meeting was on 13.06.2002. The Governing Council met on 27.02.2002. The Vice-Chairman of GC Hon'ble Education Minister was in the chair.

Expenditure and Grants

Phase	Exp. upto 31.03.02	Grants upto 31.03.02		Grants for 2002-03		Annual Work Plan & Budget for 2002-03	Exp. Up to 31.08.2002
		GOI	GOTN	GOI	GOTN		
DPEP I	15901.40	13132.430	2449.822	1485	52.941	2322.85	1239.845
DPEP II	5724.87	5502.578	971.061	200	35.294	1431.77	238.894

Progress overview in the functional area of DPEP - Tamilnadu

1. Staffing position of SPO, DPO & other structure (as on 30.9.02)

Structure	DPEP I			DPEP II		
	Planned	In Position	Vacancy	Planned	In Position	Vacancy
- SPO including (SIEMAT) on deputation	36	29	7	10	10	--
On contract	17	14	3	9	9	--

- DPO	68	52	16	51	39	12
- BRC Supervisor	72	72	--	34	34	--
- BRC Teacher Educator	216	216	--	102	102	--
- Addl. Teachers	1026	1026	Nil	--	--	--
- New Schools opened	319	319	Nil	87	87	100
- Schools proposed for 2002 – 03	--	--	--	--	--	--
- Appointment of HMs & Teachers for New schools	588	588	Nil	157	157	Nil

2. Planning & Management

Perspective District Elementary Education Plans for DPEP I & II districts under SSA were revised as per the guidelines of Government of India. The following pre-project activities formed the basis for the planning work.

1. Household Survey
2. School Mapping
3. DISE Data collections
4. Cohort study both for primary and upper primary
5. Achievement study for upper primary
6. Study on classroom interactions
7. Study on Block level Management structure
8. Study on Community participation
9. Study on transition of student from V to VI
10. Workshop on curriculum related issues
11. Orientation training for Planning Team members

3. DISE using Revised Data Capture Format (DCF)

2002 - 03 DISE data were collected using the revised Data Capture Format. This has helped to incorporate state and district needs in the plan document.

4. Micro planning

Village level team, comprising representatives from VEC, PTA and Community, along with HMs and teachers who undertook micro planning exercises for village level plan formulation were consulted before making changes during the revision of perspective District Elementary Education Plan.

5. AWP & B

The AWP & B for 2002-03 under SSA for all 7 districts shows average of Rs.536 lakh per district.

The year 2003 - 04 being a very crucial year of 100% enrolment has started earnestly with identification of planning teams at all level.

Revision of AWP&B 2002-2003 for the 22 non - DPEP districts was also undertaken with overall supervisor DPEP state planning team of SPO.

6. Review and monitoring of programme

The State Project Director reviews the process of programme implementation with DPCs and other district officials on a monthly basis depending upon the nature of programme and through the general review format modified for each month. The JD and DD of the SPO conduct such review meetings at the district level. DPC, BRC Supervisors, AEEOs attend the meeting. Regular district level review is carried out by DPCs where the performances of sub-district level personnel are reviewed for purposes of taking corrective measures and identifying bottleneck.

At the Block level, BRC supervisor and AEEOs monitor programme implementation through meeting of HM and school staff.

7. Status of SIEMAT

SIEMAT is part of the State Project Directorate. It has two wings viz. Planning, Management and Training (PMT) and Research, Evaluation and Monitoring (REM). Both the wings are under the control of Joint Director DPEP. There is a consultant for planning and a lecturer planning. For REM there is a Research Co-ordinator and two Lecturers. Of the total 12 officers and 3 support staffs are in position. When the proposal to establish a separate SIEMAT with the one time grant of the centre, these staff will be merged with the structure and the new staff pattern will be followed.

8. Status of DIET

All the 7 DPEP districts now have separate DIETs. These DIETS are housed in their own buildings. They are under the administrative control of Director of Teacher Education, Research and Training. DPEP - DIETs are provided with a vehicle and Digital Direct Satellite Receiving Systems (DDRS) by the DPEP. Budget allocation are made in DPEP - AWPB for programmes equipments and books for DIETs.

All DPEP - DIETs are fully staffed Faculty of DIETs constitute a separate cadre of Teacher Educators. Recruitment to this cadre is by the Teacher Recruitment Board and the recruitment procedure is fairly rigorous.

9. Alternative Schooling

All the 932 AS centres (740 in DPEP I districts and 192 in DPEP II districts) have been wound up during May 2002. All the children in these centres were mainstreamed. A total of 18956 children are thus mainstreamed.

10. Out of school children

Districts	Dropout						Never Enrolled						Total
	5 - 9			10 - 12			5 - 9			10 - 12			
	B	G	T	B	G	T	B	G	T	B	G	T	
Dharmapuri	2131	2009	4140	6608	5830	12438	8151	7730	15881	2395	3589	5984	3844
Thiruvanna malai	1446	1231	2677	3779	4055	7834	4502	4749	9251	1065	1492	2557	2231
Vilupuram	2166	1944	4110	2304	2036	4340	8463	9527	17990	8601	9019	17620	4406
Cuddalore	323	386	709	900	1042	1942	1170	1287	2457	385	560	945	605
Pudukkottai	630	427	1057	1181	1501	2682	1383	1414	2797	1278	408	686	722
Perambalur	461	446	907	3498	4025	7523	1773	1688	3461	651	1000	165	1927
Ramanathapuram	264	241	505	1253	1285	2538	1332	1260	2592	365	383	748	638
Total	7421	6684	14105	19523	19774	39297	26774	27655	54429	14740	16451	28705	14375

(Source: Household Survey - 2001)

As per Household Survey 1.44 lakh Children are identified as out of school in all DPEP districts, Interventions such as EGS, Bridge course and Back to school camps are planned for these children.

11. Training Programme

The following training programme were conducted between May 2002 to Sep 2002.

1. Training to Village Education Committee member.
2. Training to Planning Team at school and district level.
3. Training on use of New DISE format.
4. Follow up activities on the use of training films on VLC, CRC, BRC, IED, ABT and ECCE.
5. Face to face training of CRC co-ordinators by way of reinforcing the training offered during last September through telemode.
6. Training module on BRC and CRC being modified for use under SSA programme.

Research and Evaluation

- ◆ State and district level research groups have met
- ◆ Study of impact of DPEP in Phase I districts underway
- ◆ Study on quality of Primary Education using the services of Harvard University completed. Report under active consideration of GOTN.
- ◆ Study on Pedagogic Intervention by EDCIL completed. Draft Report discussed in a two day workshop at Chennai during September 2002.
- ◆ Evaluation of DPEP in Tamilnadu – MHRD sponsored study by IIM Bangalore. Report presented.
- ◆ Additional Action Research studies by Lecturers and Teacher Trainees filled.

The following students initiated are continuing

1. A study on repeaters by Alagappa University, Karaikudi.
2. Community resources and intervention for out of school children by Gandigramma Rural University, Dindigul.

Special Focus Group

SC/ST Special Coaching Classes

S. No	District	No. of Schools	No. of Centres	No. of Teachers	No. of Children
1.	Dharmapuri	207	310	310	7463
2.	Thiruvannamalai	444	616	616	14209
3.	Villupuram	642	1718	1718	43635
4.	Cuddalore	459	656	656	16061
5.	Pudukkottai	382	496	496	12769
6.	Perambalur	423	860	860	20329
7.	Ramanathapuram	182	361	361	6917
	Total	2739	5017	5017	121383

These classes are for girls of SC/ST community studying in III, IV & V. Now disabled children and SC/ST boys also are admitted for this classes. The teachers are paid a honorarium of Rs.10/- per child per month.

IED

- IED implemented in all 106 Block.
- Services of Special teacher Educators stopped after the regular Teacher Educators are fully trained in IED.
- The services of the NGOs, who were implementing IED is now limited to training of teachers in Integrated Education for the Disabled.

Staff for IED

SPO - One State coordinator.

DPO - The Gender coordinator to look after the IED also.

Details of Support Provided to Disabled Children

S. No	Type of Support	No. of Schools Covered
1.	Learning Corner	1591
2.	Ramps	877
3.	Handrail	877
4.	Disabled Friendly Tools	211

Enrollment of Disabled Children

District	Identified			Enrolled			Yet to be Enrolled		
	B	G	T	B	G	T	B	G	T
Dharmapuri	1373	812	2185	1170	676	1846	203	136	339
Thiruvannamalai	1439	1073	2512	1191	842	2033	248	231	479
Villupuram	1891	1261	3152	1620	1043	2663	271	218	489
Cuddalore	1394	1461	2855	1348	1419	2767	46	42	88
Pudukkottai	830	837	1667	830	837	1667	--	--	--
Perambalur	1083	1208	2291	1034	760	1794	49	448	497
Ramanathapuram	965	793	1758	965	793	1758	--	--	--

ECCE

Details of Centres in TN

S. No	District	ICDS Centres	WB - ICDS – 3 Centres	No. of Beneficiaries
1.	Dharmapuri	335	1090	78139
2.	Thiruvannamalai	--	880	57019
3.	Villupuram	145	1644	94181
4.	Cuddalore	385	878	68808
5.	Pudukkottai	1270	--	64784
6.	Perambalur	--	568	13626
7.	Ramanathapuram	170	458	40319
	Total	2305	5518	416876

A total of 7823 ICDS centres are functioning in Tamilnadu. Besides these, there are a lot of unrecognized nursery schools and 8986 recognized nursery schools run by private agencies.

A documentary video film on ECCE was produced copies of which are distributed to all BRCs.

Community Mobilization

Number of VECs functioning in DPEP I and II districts – 10670

VECs meet every once in a month and discuss school-related issues. VECs are becoming active centres changing community participation in education into community ownership of schools. VECs have shown their mettle in completing civil works entrusted to them in record time and expenses and the resultant savings are used for additional benefits.

Media Activities

Regular campaigns using posters, pamphlets and meetings are conducted during May, June 2002 for involvement and awareness building.

Radio advertisements were given.

The newsletters of the State and Districts continued.

BRCs and CRCs

No. of BRCs - 106
No. of CRCs - 993

CRCS meet once in a month. The Cluster Resource Centre meetings conducted with the help of suggestions given in the Cluster Resource Centre Manual developed by the Distance Education Programme unit of State Project Office. Each meeting is organized in such a manner that each CRC member has a role to play. Several interesting events are, of late, added to the meeting agenda thus making them real centres of Teacher Empowerment.

BRC Supervisors and Teacher Educators visit schools. School adoption and school based training are attempted. BRC faculty monitor the implementation of programmes. They adopt the school in whose campus its offices are situated. One of the faculty is always with this school on all the days. They offer academic guidance, monitor cleanliness and environment of school.

Infrastructure facilities

Civil Works (as on 30.09.2002)

S. No.	Type of Work	Phase I			Phase II		
		Planned	Completed	In progress	Planned	Completed	In progress
1.	Classrooms	1221	1173	48	504	495	9
2.	BRC buildings	105	105	--	34	34	--
3.	Toilets	1445	1407	48	538	529	9
4.	Drinking water	1526	1478	48	538	529	9
5.	Headquarter Training centre	1	1	--	1	1	--
6.	DIET building	1	1	--	1	1	--

Particulars of Schools, Teachers and Pupils (2002-03)

S. No.	District	No. of Schools	No. of Teachers	No. of Pupils
1.	Dharmapuri	2433	6046	257003
2.	Thiruvannamalai	1719	4631	141660
3.	Villupuram	2061	5363	783591
4.	Cuddalore	1408	3975	209405
5.	Pudukkottai	1347	2686	140401
6.	Perambalur	841	2370	90285
7.	Ramanathapuram	1155	4566	124031
	Total	10964	29637	1746376

New Schools opened (2002-03)

S. No.	District	New Schools opened
1.	Dharmapuri	196
2.	Thiruvannamalai	55
3.	Villupuram and	68
4.	Cuddalore	
5.	Pudukkottai	49
6.	Perambalur	16
7.	Ramanathapuram	22
	Total	406

No. of New Teachers appointed =

Teacher Pupil Ratio

S. No.	District	TPR 2000-2001	TPR 2001-2002
1.	Dharmapuri	1 : 43	1 : 42
2.	Thiruvannamalai	1 : 38	1 : 39
3.	Villupuram	1 : 35	1 : 35
4.	Cuddalore	1 : 44	1 : 41
5.	Pudukkottai	1 : 34	1 : 36
6.	Perambalur	1 : 37	1 : 38
7.	Ramanathapuram	1 : 36	1 : 38
	Total	1 : 39	1 : 38

Source: DISE

Monitoring and Supervision

At the school level, the VEC with the help of the HM undertake monitoring of programme activities. The Cluster Resource Centre co-ordinator and assistant co-ordinator also monitor the school-level programme implementation. The BRC Personnel and AEEOs, periodically monitor the programme, by conducting meeting of HMs and by visiting schools. At the district, the DPCs and ADPCs, conduct review meetings and send report to State Project Office. The State Project Director reviews the programme every month. The SIS monitors implementation in its quarterly review and Executive Committee meetings.

Programme Indicators (2001-02)

Access

S. No.	District	GAR
1.	Dharmapuri	96.3
2.	Thiruvannamalai	96.3
3.	Villupuram	98.9
4.	Cuddalore	99.4
5.	Pudukkottai	98.0
6.	Perambalur	98.3
7.	Ramanathapuram	98.1
	Average	98.33

Enrolment (NER)

S. No.	District	NER
1.	Dharmapuri	79
2.	Thiruvannamalai	96
3.	Villupuram	80
4.	Cuddalore	82
5.	Pudukkottai	93
6.	Perambalur	74
7.	Ramanathapuram	97
	Average	86

Cohort Study Findings (2001-02)

S. No.	District	CR	DR	RR
1.	Dharmapuri	55	15	30
2.	Thiruvannamalai	67	9	24
3.	Villupuram	65	14	21
4.	Cuddalore	64	7	29
5.	Pudukkottai	56	11	33
6.	Perambalur	59	13	28
7.	Ramanathapuram	58	9	33
	Average	53	10	25

MIS – Progress Report For 16th JRM

Period – May 2002 to till date

1. Data Processing and Compilation

- a) Compiled DISE 2001-2002 for seven DPEP districts and sent to MHRD
- b) Compiled and analysed household survey data, DISE, Cohort Studies, School Mapping exercise and Achievement results and used in AWP&B and Perspective Plan.

2. Conduct of Pilot Survey

Conducted Household Survey field testing at Aradapattu Village, Thiruvannamalai block, Thiruvannamalai district and submitted the report to MHRD.

3. Orientation on MIS and Educational Indicators

- a) Conducted one-day orientation to ADPCs and Data Entry Operators on development of indicators and using in educational planning.
- b) One-day orientation to DPCs and ADPCs on Planning and Methodology.

4. Preparation of Village/Ward Education Registers and Maintenance in all Habitations/Wards

- a) Village/Ward Education Registers for 0-5 years children.
- b) Village/Ward Education Register for 6-13 years of school going children.
- c) Village/Ward Education Register for out of school children in the age group 6-13 years.
- d) Village/Ward Education Register for never enrolled children in the age group 6-13 years.

5. Preparation of Reports and Manuals

- a) Report on Access and Retention based on DISE 2001-02 in progress.
- b) State Level PMIS Report for forth quarter

6. Documentation

- a) Block Resource Centre Manual.
- b) AWP&B for Phase I & II for 2002-03.
- c) Study on classroom activities in DPEP districts.
- d) SSA – guidelines for campaign.
- e) Report on Enrolment Trend by gender and social category of DPEP districts report sent to World Bank, New Delhi.
- f) Budget Estimates for DPEP districts for the period 2001-02 to 2006-07.

Action has been taken to implement DISE 2002-03 in all 29 districts in Tamilnadu.

UTTAR PRADESH - DPEP II

1. DPEP Coverage

Total number of districts: 22 (Badaun, Bareilly, Basti, Sant Kabir Nagar, Deoria, Firozabad, Gonda, Balrampur, Hardoi, Lakhimpur Kheri, Lalitpur, Maharajganj, Moradabad, J.P.Nagar, Pilibhit, Shahjahanpur, Siddharthnagar, Sonbhadra. Barabanki, Rampur, Bahraich, Shrawasti,)

Project Period: 1997-2003

(Rs. in lakhs)

Particulars	Districts covered	EFC approved project cost	Annual Work Plan 2002-03 including spillover
DPEP-II	State Component	2549.709	1201.39
	Badaun	3916.572	807.56
	Bareilly	3795.631	903.07
	Basti	3995.767	473.36
	S.K. Nagar		254.00
	Deoria	3878.019	768.20
	Firozabad	2765.004	640.86
	Gonda	3953.034	228.75
	Balrampur		198.26
	Hardoi	3937.625	545.55
	Lakhimpur Kheri	3977.019	822.43
	Lalitpur	2381.103	503.44
	Maharajganj	3640.202	652.93
	Moradabad	3893.006	313.61
	J.P. Nagar		135.53
	Pilibhit	3027.462	685.90
	Shahjahanpur	3935.223	778.90
	Siddharthnagar	3968.423	996.77
	Sonbhadra	3141.245	1097.58
	Rampur	2397.406	620.22
	Barabanki	3850.044	1087.53
	Bahraich	3985.102	578.20
	Shrawasti		304.43
	Total	66987.596	14598.47

2. Project Structure:

(a) Vacancies position in SPO and DPO

S. No.	Name	No. Planned	No. filled	Vacant	Particulars of posts vacant/progress in filling the same
1.	SPOs	41	33	08	1. Senior Professional - 02 2. Professional - 04 3. Auditor - 01 4. Administrative officer - 01

					Total vacancies = 8
2.	DPOs	294	232	62	1. District Co-ordinators (Gender):02, Training:4, Alternative Schooling:2, Community Mobilization:1 2. Accountant - 06 3. Assistant Accountant - 08 4. Steno - 08 5. Typist/Clerk - 07 6. Driver - 07 7. Peon - 17 Total vacancies = 62 Efforts are being made to fill the vacancies

- Details of posts are given in Annexure – I, II & III

(b) Functioning of EC/GC :

- Meetings of EC are being held regularly. Last EC meeting has been held on 4th March, 2002.
- Nominations to the General Council as well as the Executive Committee of UP Sabhi Ke Liye Shiksha Pariyojana were revised on 16th June, 1999. The proposal for nomination is under consideration of the State Govt. As the tenure of GOI nominees had expired, fresh nominations have been made by the GOI. The General Council as well as the Executive Committee of UP Sabhi Ke Liye Shiksha Pariyojana Parishad looks after the work of DPEP.

(c) Submission of Annual/Audit Report:

The Annual Report of 1997-98, 98-99, 1999-2000 & 2000-01 have been laid in both the Houses of the Parliament. **The Audit for the year 2001-02 is going on and expected to be completed soon.**

(d) Utilisation Certificate :

Expenditure statement for reimbursement is sent regularly. The account has been audited for the year 1997-98, 98-99 ,2000-2001.

(Rs in lakhs)

Funds released by GOI upto 31/7/2002	Funds released by State upto 31/7/2002	Total	Percentage (%) State Share
48899.55	8283.15	57182.70	14.49%

3. Expenditure & Disbursement

(Rs in lakhs)

Particulars	DPEP-II
Actual expenditure upto 31.03.2002	48864.15
Total planned in 2002-2003	14598.47
Expenditure during 2002-2003	4688.97

Total expenditure upto 31/8/2002	53553.12
Disbursement	
Reimbursement claimed upto 31/3/2002	39256.2
Reimbursement claimed upto 31/8/2002	41482.28

4. *Review of Functional Areas*

5. *Pedagogy:*

(i) **Teacher Training:**

Three rounds of teachers' training have been completed. 51236 teachers have been trained in first round. The first round was conducted under the "Shikshakodaya" training programme, which was formulated with the assistance of DEVNET, Patna, Bihar. This round of training was motivational and aimed at :

- motivating the teachers and improving their self image
- sensitizing teachers towards their roles and responsibilities
- basic issues in primary education particularly education of disadvantaged groups and girls
- community participation
- child centered, activity based classroom transactions
- better school management etc.

The package for the second round of teacher training "SABAL" was developed by the State Resource Group (training), after field trialling. Trainers were identified from among the teachers and training of trainers was organised by the SRG. This round focussed on:

- teaching learning process
- learning language, Maths and EVS
- classroom transactions
- use of teaching learning material
- activity based teaching learning etc.
- It was more focused on 'Maths' particularly keeping in view, the newly introduced textbooks for classes 2-3.

A two day inbuilt follow up programme of the teacher training was incorporated in the package for the BRC, NPRC coordinators. In this year the teacher training was decentralized to the block level, under the academic supervision of DIETs. 62752 teachers were trained.

Under DPEP II , the pedagogical renewal process which incorporated review and revision of curriculum for primary classes , development of new textbooks and teacher handbooks , two rounds of in- service teacher training **generated a demand for shift in emphasis from conceptual understanding of pedagogical processes to content (textbook) based and classroom practice focussed training package for the third round of training in 2001.** Training package for the third round of in-service teacher training was also developed by SRG(training). Prior to the

development of this package, district teams particularly DIETs were asked to develop their own base papers for the package, based on the feedback and experience of earlier training rounds and field demands. These base papers were shared at the State level and a new design for the teacher training module was drawn up. The training package was tried out in 6 districts by SRG members with practicing teachers and finalized thereafter.

Focus of the 8 days training module “SAADHAN” was as follows:

- better & effective use of new text books,
- Improving subject teaching and content knowledge of teachers,
- Use of new instructional methodologies,
- handling multigrade and multilevel classrooms,
- preparation & use of content- lesson specific TLM ,
- pupil's evaluation,

During teacher training at block level, 16 sessions in the training hall & 30 practice sessions in actual classroom situations were planned and organized. A two day additional input for follow up of training had also be given to BRC-NPRC coordinators.

Trainings were organized at block level and 59026 teachers have been trained. The round has been completed.

Fourth Round of Teacher Training :

While conceptualizing training inputs for the fourth round of teacher training, due consideration has been given to the **feedback received from the Study on Teacher Training Inputs under DPEP (covering round I & II) conducted by independent evaluators in 2000.** The study had revealed the minimal impact of teacher training inputs in actual practice. It had further disclosed the need to strengthen the DIET-BRC-NPRCs to reinforce their academic leadership in providing support to teacher & schools. In addition, the introduction of teacher guides in all primary schools and the introduction of the new Comprehensive and Continuous Evaluation System as well as revised Indicators for Academic Supervision by the BRC & NPRC were important factors which have influenced the fourth teacher training round.

First & foremost are look at the whole design, content and methodology of in service training was generated. The **focus areas** being targeted through the fourth round of teachers training are:-

- a. **Aim to make a difference in actual classroom situations.**
- b. **Use of teacher handbooks/guides by the teachers to be emphasized – use of lesson plans, TLM's**
- c. **practice teaching in actual classroom situations**
- d. **Enable teachers to understand & practice remedial teaching.**
- e. **Help teachers use multigrade management techniques in live school situations & implement pedagogic materials in textbooks conducive to multigrade situations.**

- f. **Make NPRCs more active by conducting training sessions in classrooms of primary schools in its jurisdiction by rotation. NPRC coordinator & 1 RP to conduct school based trainings.**
- g. **Orient teachers with CCE & maintenance of pupil evaluation cards, PTA meetings etc.**

During training sessions, participant-teachers will prepare detailed lesson plans, develop TLM, do practice teaching in actual classroom situations. This will be followed by a reflection session in which teachers will share their teaching experiences with each other.

The 4th round of training has been further decentralized to cluster level where trainings will be organised every month in actual school situations. The training, facilitated by trainers would be supported by SRG, BRG members - cluster coordinators and DIET mentors. The trainers who have worked earlier at the block level will facilitate the cluster level trainings.

At the district level, DIETs have been assigned responsibility for preparing cluster wise detailed training schedules/rosters which are school-based, nominate Resource Persons to assist NPRCC's and identify BRG & DRG/SRG members for monitoring of actual training programmes.

Teacher training was launched at the cluster level in Feb, 02 and by now 35932 teachers have been trained. The training programme is going on in the districts.

DIETs have been instructed to get the training video documented on a sample basis. This is aimed at using it as a base material for review and reflection at the district/State level.

(ii) Curriculum and textbook development :

Curriculum for primary classes (I-V) has been revised and new textbooks based on this have been developed. Text books of Maths(class 2 & 3) were introduced statewide from July, 1999. Rest of the textbooks were then introduced in Primary schools across state from July 2000.

Teacher handbooks based on new textbooks have been developed, printed and distributed (one set) to all the schools, BRC and DIETs. A copy of the new curriculum document has been supplied to all primary schools, BRC, NPRC and DIETs.

Free textbooks have been distributed to 34.25 lakh children under DPEP-II in 2000-2001.

ELTI of SCERT is developing textbooks in English language for classes III - V in a bilingual approach to the teaching of English. These are scheduled to be introduced by July 2002.

In a logical sequence of the pedagogical renewal process under DPEP and in accordance with the Pedagogy Plan of 1997, the final piece in the mosaic of curriculum renewal, after textbook development and regular training of teachers, was to draw up a systemic pupil evaluation system based on the new pedagogic precepts

introduced into the classrooms . For primary schools ,a system of continuous & comprehensive pupil's evaluation has been developed by SCERT through its Bureau of Psychology, experts from TSG EdCIL and NCERT - New Delhi members of the SRG, teachers , DIET faculty members etc. The package was developed through a participatory workshop mode, and field trialled in 3 districts. **CCE has been finalized and introduced in schools statewide from Dec, 2001.**

The package consists of:

- (i) Teachers' handbook**
- (ii) Work plan**
- (iii) Format to maintain cumulative record of each child's progress**
- (iv) Progress report card**

The first three components have been printed by the State Textbook Office and progress cards at the district level; from where they are being distributed to the districts and schools. Orientation of teachers on CCE has been started through training of MT's at the state level. **SCERT has organized the training of MTs, who will in turn orient RPs, DIET faculty members, BRC, NPRC Coordinators at the district level.**

The Training of teachers on CCE is scheduled from April 2002 at the cluster level.

III. Academic Support and Supervision

Academic Support and Supervision system is perceived as the provider of professional guidance and support to schools particularly teachers, with the DIETs providing academic leadership. The objective is to improve the functioning of schools and classroom processes as well as achieving better academic levels amongst children. This is being done by providing vital linkages between the school and district (DIET-BRC-CRC-School) and by operationalizing a system of regular school visits and periodic TLM workshops at the block and cluster level. Parameters for rigorous monitoring of performance of schools, BRC's & NPRC's have developed to make the academic supervision system, responsive, accurate and deliverable.

State level workshops were organized to develop capacity and skills for academic support and supervision at Jaunpur, Agra, Muzaffar Nagar and Hathras. A group of 7 people from each DPEP-II district were trained. Similar trainings were organized in turn by the DIETs including BRCC's, ABRCC's, NPRCC's, ABSA's etc. A total of 3605 people were trained for academic support and supervision. **Recently parameters for school performance were revised & redeveloped in the light of the pedagogical design in DPEP. More weightage is provided to classroom process, children's achievement and evaluation. These have been institutionalized by the Govt. of U.P. vide G.O. No. Edu-5/3759/15-5-2001-346/2001, 13 Sept 2001 & revised G.O No. Edu-5/4300/15-5-2001-346/2001, 3 Jan 2002.**

NPRC coordinators visit all primary schools of their jurisdiction. BRC coordinators and asstt. Coordinators visit 20 primary schools each, in a month. Principal DIET also

visits schools, BRC, NPRC during 2 days in a week in the district. Thus, primary schools are regularly visited by NPRCC-BRCC, asstt. Coordinators, ABSA/SDI, DIET faculty and graded on the basis of performance indicators.

Grading of schools, NPRCs, BRCs is regularly monitored at the district and state level during monthly review meetings. A detailed checklist has been developed at the state level to review the implementation of academic support and supervision system in the districts. It is worth mentioning that the grading system has helped identify 'non-performers' and 'not so good schools' and as a result focus on such schools is helping to improve them. The following table gives an idea of progression that is taking place at the school level by tracking various parameters of performance:

School Grading
DPEP-II

Grading of total schools- 26973	Months	Grade			
		A	B	C	D
	March, 2002	4589	10370	6759	4255
In %	March, 2002	17.01	38.44	25.05	15.77
	August, 2002	5090	12566	6248	3069
In %	August, 2002	18.89	46.98	23.16	11.37

The current round of teacher training at NPRC level is aimed at increasing emphasis on the role of the NPRC Coordinators in on site support to teachers & schools. Coordinators have to develop the schedule of training ,organize monitor and report.

Out of 255 BRC coordinators 234 coordinators and 253 Assistant coordinators and out of 2512 NPRC coordinators 2383 NPRC coordinators are in place. BRC & NPRC coordinators have been oriented towards their roles & responsibilities through a 5 day training package "Samarthan" in year 1999-2000 and 2000-01. DIET – BRC – NPRC linkages are also being strengthened through school visits, monthly meetings etc.

Construction of BRCs & NPRCs is in progress. **205 BRCs are complete and 44 are in progress. 2493 NPRCs are complete and rest are in progress.** TLM workshops and exhibition are held regularly in these districts at NPRC and BRC level.

As the BRC's & NPRC's are being completed rapidly, the SPO has released funds for equipping & setting up of these resource centres at the rate of Rs. 56,000 for BRC's & Rs. 15000 for NPRC's.

A monthly despatch SAMVET, developed at the state level is sent to BRCs regularly , to build their capacity , enrich knowledge base and update skills. Six issues have been completed. The latest issue has focussed on science and its practice.

SIEMAT Allahabad has developed a BRC handbook for financial management, which has been approved, printed and distributed to all BRC's & NPRC's. The chief features of the manual are to acquaint the BRC's in fund management, maintenance of records etc. considering the devolution of funds & activities to that level. SIEMAT has trained 5 Master Trainers per district, including the Asstt.

Accounts Officers of the districts, who are imparting training & orientation to all BRC's & NPRC's in the district.

In addition, SIEMAT has also brought out a ready reckoner. "SAMBAL" for BRC, NPRC coordinators, which incorporates various inputs aimed at improving the understanding of coordinators to perform their envisaged role:

- School visits and academic support
- School grading
- organizing training programmes, workshops, competitions, meetings, seminars
- Innovations at the school level
- Action research
- Administrative role & responsibilities
- Checklist for BRC, NPRC

This handbook has been printed by the SIEMAT and distributed to BRCs and NPRCs and the coordinators of BRC/NPRC have also been trained at the DIET in districts.

District Resource Group (DRG):DIET

A District Resource Group for Pedagogy has been notified in all the DPEPII districts. This group has been strengthened and made functional.

School grant of Rs. 2000/- has been released. Besides, an additional grant of Rs. 5000/- for each school has been released to the schools for furniture etc. **Teacher grant of Rs. 500 has also been released to all teachers & Shiksha Mitras in DPEP II districts.**

Partnership with NGOs for DIET/BRC/NPRC strengthening

1. NALANDA, Lucknow:

Under up DPEP II, the process of strengthening academic support structures particularly DIETs, BRC, NPRC and VECs to make them effective in delivering the required outputs such as training, academic supervision school, community relationship has been started. Nalanda, a Lucknow based NGO was identified and contracted to help this process in district Barabanki. Initial meeting with DIET staff and NGO was organised on 22.1.2001 at DIET Barabanki and discussions were held on various issues of annual work plan of the DIET, implementation strategies, functioning of BRC, NPRC support from other NGOs working at local level, further course of action etc. In Barabanki, 4 BRCs and 12 NPRCs have been identified to work with. Orientation and capacity building workshops of block and cluster coordinators have been organised. Apart from this, in order to strengthen the capacities of trainers, programmes have been organised.

2. BETI, Lucknow:

Under UP DPEP III to facilitate and collaborate with selected DIET's of Ghaziabad, and Shrawasti, an NGO BETI, Lucknow, was identified and contracted . Working within the framework of AWP's of these districts, areas of interventions and support from BETI has been:

1. qualitative support for the institutional capacity building of DIETs, BRC, NPRCs & VECs.
2. academic support for several classroom practices particularly with reference to gender issue in the classroom.
3. initiatives for community mobilization for promotion of girls' education.
4. undertaking education related PRA/PLA activities for community based action for school empowerment and teacher support

BETI has prepared databases for selected 6 blocks, 6 clusters in the identified districts. An introductory meeting with field level functionaries DIET staff was organised at Lucknow on 7.2.2001. Visits to these districts from BETI representative and field testing of PLA/PRA tools for gender mapping in the classroom have been completed. Finalization of these tools and gender mapping exercise have also been organised. BETI has also helped organize Academic Resource Groups in these districts.

'VIKALP' : A Learning Improvement Programme :

'Vikalp' was launched in Oct'99 as a learning improvement programme in 9 parishadiya primary schools of three Nyaya Panchayats- Som, Begumganj and Mohammadpur in Sandila block of Hardoi district while remaining 14 schools of the same NPRCs were brought under the cover of the programme in the next academic year (2000-2001). Vikalp Programme has further expanded itself in the year 2001-02 to cover 19 schools of two NPRCs-Malehara & Goswadoga of Sandila block in Hardoi District and 31 schools of Bahuta NPRC (Trivediganj block), Kharsatiya NPRC (Haidargarh block) and Haidargarh (Proper) of district Barabanki.

The programme works with classes 1 & 2 and attempts to change the schools from within through bringing about a change in terms of school environment, classroom organisation, teaching learning methodologies and teaching learning materials. All these inputs target to improve learning levels of children of classes 1 & 2 in language and mathematics subjects.

At the outset of the programme, a survey of the schools, covered under the programme, was conducted to find out the academic inputs / interventions required for these schools. On the basis of the data collected from the survey, various interventions for quality improvement were addressed in schools. An overview of academic inputs taken under the programme is mentioned below:-

1. Rationalization of pupil teacher ratio :

The pupil teacher ratio has a very significant bearing on the teaching learning process in schools. The survey conducted in schools had revealed that teacher

pupil ratio was not as per the required teacher pupil ratio (1:40). Therefore, additional teachers were posted in schools where there was need.

2. Grouping of Children according to their learning levels :

To combat the multilevel and multigrade problem existing in classes 1 & 2, children are divided into small groups according to their level of learnings in language and maths. Children of classes 1 & 2 are grouped together to be divided into three groups as per their learning abilities - group A, B & C. Group C has fast learners, Group B has mediocre and Group A has slow learners. Thus each group has children of both the classes of same learning level.

3. Classroom Organisation :

Classroom organisation under programme involves working in groups, working individually as well as whole class teaching. The seating arrangement in the schools covered under Vikalp programme has undergone a transformation. The practices of sitting in rows and columns are followed least. Durries/Plastic Mats provided to schools allow teachers and children to *sit together, interact informally and establish an emotional bond with each other.*

4. Time Management :

Vikalp advocates a sound time-management strategy - a strategy of how to utilise every minute of the allotted time of classroom teaching. For this, Vikalp gives due importance to well-planned school time-table, class-room time-table and clearcut lesson plans. The teachers are trained on how to develop these time-tables and lesson plans.

5. Development of School library, Learning corners and School wall Newspaper:

School libraries have been developed in all schools which give scope for self reading to children. A variety of supplementary reading materials and interesting story books and other child friendly publications are distributed to children through these libraries. *Learning corners* and school wall newspaper are developed to increase the level of participation of all children in classroom activities and to facilitate joyful learning.

The process of bringing out monthly school wall newspaper has helped to raise the awareness level of the children.

6. Development of Resource Rooms :

The Head Master's room in each school is developed as resource room. The resource room works as repertoire of information. The resource centre has come up as important resource centre for pedagogical improvement where things related to teaching learning process like TLM, supplementary reading material, story books, are stored and are at disposal of teachers and students.

7. Teachers as Resource Persons :

All Vikalp trainings are participatory in nature where learning is a two-way process. Teachers are considered as a training resource group and not only as mere participants. They also help in planning and management of training. Thus trainings provide space to them to express themselves & help them to learn academic and planning skills. Some teachers have evolved as good resource persons too.

8. Supplementary Reading Materials for Language and Maths :

Based on the learning levels of the children of classes 1&2, an integrated workbook, 'Apni Bhasha' on Language and another integrated workbook on Maths 'Parakh' are being used in the schools of Vikalp. These materials allow children to engage in activities relevant to the content of textbooks and hence make their learning strong.

The four elements of proper language skills namely listening, speaking, reading and writing with comprehension have been adequately addressed in 'Apni Bhasha' and 'Parakh'. Both workbooks aim to reinforcing the spiral learning principle as well as the pace of learning.

9. Teaching Learning Materials :

In the survey, children of these schools were found using no slates. Therefore, slates made of 'Teflon', free notebooks at the rate of two per child, *Abacus and story books were provided to schools for the use of children in the first year of implementation of the programme. The other TLMs like workbooks, story books,,* a variety of flash cards / alphabetical / number cards for maths and language, pocket boards, picture cards are provided to all children in these schools.

10. Training :

Freshness of ideas in teaching skills of the teachers is maintained by providing them training on regular intervals. All teachers are provided trainings on classroom organization, time management, teaching learning process and teaching learning material. During training they prepare teaching learning material like alphabet cards & number cards, pocket boards, clay balls, etc. They are also given training in making their monthly weekly, daily lesson plans.

Beside providing academic experience to teachers, ViKalp has also come up as professional experience for the educational functionaries.

Mid-Term Assessment Study Under Vikalp

A mid-term assessment study of class 2, 3 & 5 of seven primary schools out of 23 Vikalp schools of Som, Begumganj and Mohammadpur NPRCs of Sandila block was conducted by DIET, Hardoi in Oct.- Nov. 2001. The MAS was conducted to assess the learning levels of children in language & Mathematics. The test items used for MAS 2001 were same which were developed by SCERT for conducting MAS in Language & Mathematics in 2000.

A. Findings of MAS conducted in the year 2000

S.No.	Class	Subject	Achievement level (in %) (Avg.)
1.	2	Language	55.72
2.	2	Maths	66
3.	5	Language	49.39
4.	5	Maths	38.08

*No MAS was conducted in class 3

In 2000, MAS was conducted on students of 50 schools of Sandila block. The findings of MAS 2000 show that students of class 2 could solve 55.72 % question correctly in language and 66% questions correctly in Maths. Class 5 children could do 49.39% questions correctly in language and 38.08% questions correctly in maths.

B. Findings of MAS conducted in year 2001

S.No.	Class	Subject	Achievement level (in %) (Avg.)
1.	2	Language	85.57
2.	2	Maths	77.56
3.	3	Language	84.14
4.	3	Maths	81.16
5.	5	Language	74.97
6.	5	Maths	67.19

Out of total questions given to class II students in language, they could solve 85.57% questions correctly where as they could solve 77.56% question correctly out of total questions given to them in maths.

Class 3 students could solve 84.14% questions correctly in language and 81.16% questions in maths. Class 5 students were able to solve, 74.97% questions in language and 67.19% questions in maths correctly out of total questions given to them in each of the subject.

C. A comparative study of Mid-Term Assessment Studies

S.No.	Class	Subject	Achievement level (in %) (Avg.)		
			2000	2001	increase
1.	2	Language	55.72	85.57	29.85
2.	2	Maths	66	77.56	11.56
3.	3	Language	-	84.14	-
4.	3	Maths	-	81.16	-
5.	5	Language	49.39	74.97	25.58
6.	5	Maths	38.08	67.19	29.11

In 2000, class 2 students could solve 55.72% of question correctly in language where as 2001 students could solve 85.57% question correctly in the same subject. This shows a difference of 29.85% which is an increase over the previous MAS of 2000. In Maths an increase of 11.56% in achievement level of children of class 2 is clearly visible.

In class 5 there is also an increase of 25.58% in the achievement level of children in language and 29.11% of increase in achievement level of students in maths.

Though no MAS of class 3 was done previously but the achievement level of children was found 84.14% in language and 81.46% in achievement level in maths in 2001. It clearly indicates a progress of children in both the subjects.

The further analysis of the MAS is attached overleaf.

Percentage Distribution of students on different level of achievement on
MLL scale in Language & Maths

Name of the Schools	No. of students	Word meaning			Reading Comprehension			Maths					
		0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100
1. Tiloiya Khurd	15	1	3	1	10	-	-	1	14	-	10	5	-
2. Tikra Dhaudpur	14	1	5	3	5	-	-	1	13	-	4	6	4
3. Begam Ganj	30	-	3	13	14	2	5	14	9	5	22	3	-
4. Bharigahna	22	1	01	11	9	-	-	6	16	-	4	5	13
5. Zamkura	13	-	4	8	1	-	01	11	1	-	5	6	2
6. Badhua Mau	16	-	11	5	-	-	1	14	1	-	14	2	-
7. Zamtara	9	-	-	3	6	1	-	2	6	-	4	2	3
Total	119	03	27	44	45	03	07	49	60	05	63	29	22
Percentage (%)		2.52	22.6	36.97	37.82	2.52	5.88	41.18	50.42	4.20	52.9	24.37	18.49
		9								4			

1. No. MLL 0-39%,
 2. Achieving MLL 60-79%,
 3. Approaching Master 40-59%
 4. Achieving Mastery 80-100

Class III

Name of Schools	No. of students	Language				Maths			
		0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100
1. Tiloiya Khurd	13	-	-	-	13	-	-	1	12
2. Tikra Dhaudpur	20	-	1	1	18	-	1	2	17
3. BegamGanj	20	-	2	4	14	-	2	4	14
4. Bharigahna	20	01	7	10	3	-	2	6	11
5. Zamkura	16	-	5	10	-	-	2	4	11
6. Badhua Mau	20	-	-	-	20	-	-	2	18
7. Zamtara	20	-	2	2	16	-	-	4	16
Total	129	01	17	27	84	-	07	23	99
Percentage (%)		0.78	13.18	20.93	65.11	-	5.43	17.83	76.74

Class II

Name of the School	No. of students	Language				Maths			
		0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100
1. Tiloiya Khurd	20	-	-	-	20	-	-	7	13
2. Tikra Dhaudpur	20	-	1	4	15	-	2	-	18
3. BegamGanj	20	-	-	-	20	-	-	-	20
4. Bharigahna	19	1	8	4	6	-	5	6	8
5. Zamkura	14	-	1	06	07	-	8	02	4
6. Badhua Mau	20	-	2	5	13	-	3	4	13
7. Zamtara	20	-	-	-	20	-	-	2	18
Total	133	01	12	19	101	-	18	21	94
Percentage (%)		0.75	9.02	14.29	75.94	-	13.53	15.79	70.68

- | | | | |
|------------------|--------|-----------------------|---------|
| 1. No. MLL | 0-39%, | 3. Approaching Master | 60-79%, |
| 2. Achieving MLL | 40-59% | 4. Achieving Mastery | 80-100% |

The above findings clearly reveal an increment in the achievement level of children (classes 1 & 2) in language & maths. This indicates an improvement in the knowledge of children in language & maths. Though no direct academic inputs were given to class 4 & 5 but many creative inputs have gone into creating a 'work culture' atmosphere in the school and this led in improving the learning levels of children of class 4 & 5 also. Thus one may conclude that providing target specific interventions under Vikalp has been successful in enhancing the learning level of children in language & Maths.

11. Academic Support System :

The academic support system is perceived as the provider of professional guidance and support to school, particularly to teachers to perfect their skill of classroom transaction and augment their information base. In this regard, regular school visits are conducted by a resource group of 6 members comprising of 2 persons- an NPRCC and a local resource person, from each Nyaya Panchayat to provide on site academic support to the teachers.

Meetings are convened at Nyaya Panchayats on second friday of each month. Follow up meetings are also convened at BRC on last friday of each month, in which all resource persons of the team, one teacher from each school of covered NPRCs and ABSA participate. These meetings provide opportunity to exchange and share new and novel ideas to improve learning levels of the children.

Constant academic support and monitoring is provided and conducted by the DIET and SPO. Regular assessment of the NPRC/BRC is done by SPO.

Proposed Activities Under Vikalp :

- Up scaling of the programme
- Strategies to cover classes 3 to 5 - teacher training, T.L.M. teaching strategies etc.
- To introduce low-cost science projects in Vikalp schools.

Documentation of the programme has been done at the state level.

12. Distance Education:

- Distance Education Coordinator is in place at the SPO.
- Five SIM on hard spots in Mathematics e.g. concept of zero, place value, borrowing & Carryover, Fraction, language difficulties in mathematics - "Sopan' printed and distributed to all teachers.
- Teleconferencing held on 1 Sept' 2000 with linkages to DIET's on teacher training issues.
- Documentation of Vikalp Hardoi
- A documentary film on Integrated Education 'Sath-Sath' made.
- Distribution of Audio-video cassette in DPEP-II district at NPRC, BRC and DIET level.
- Newsletter enrichment workshops held for DIET lecturers responsible for publication of DIET Newsletter. **A booklet Abhivyakti on how to prepare newsletter prepared. Abhivyakti printed at district level for use at school, NPRC, BRC and DIET .**
- **Process of conversion of analog mode DRS to digital mode in DPEP-II districts completed.**
- **Trailing of module on leadership training of Head Teachers done at – DIET Fatehpur.**
- **Training of Master Trainers begins at SIEMAT, Allahabad.**

- Web site for UPDPEP under construction with the help of SIET, LKO and NIC.
- Distance Education co-ordinator, SIET Officer, DIET Principal and SIEMAT Officer attended workshop at Space Application Centre, ISRO, Ahmedabad for the effective conduct and use of teleconferencing.
- DEC attended National workshop for effective use of libraries for developing reading and writing skills at Pune. Its outcomes have been shared with DIET principals. Pilot project at 2 blocks for intensive use of libraries being planned.

5. Alternative Schooling:

The progress of setting up of AS centres under different strategies during 1998-99, 1999-2000, 2000-01, 2001-02 and 2002-03.

	Shiksha ghar	Bal shala	Prahar Pathshala	Maktab/ Madarsa	Rishi Valley	Camp.	EGS
Operational	906	369	185	110	127	Res. 1 (90days) Non. Rs. 15 (60days)	2317

1717 AS centres have been opened till now with a total enrolment of 61812 including 37087 Boys and 24725 girls. Proposals for EGS have been approved and selection of Acharaya Ji for EGS centres is going on.

In **Firozabad** district 05 wards of Firozabad city have been selected for the primary education of child Labour and out of school children having SC and Muslim population in majority. In these five wards 61 centres are in operation having 1839 children including 863 boys and 976 girls.

In **Moradabad** city, a survey for identification of child labour and out school children has been conducted with collaboration of Labour Deptt. UP. In Moradabad City 135 AS centres are running in which 2494 Boys, 2042 Girls i.e. total 4536 children are enrolled.

In **Sonbhadra, Lakhimpur Kheri, Siddharth Nagar and Barabanki** 127 Rishi Valley Model based AS centres are running in scattered and remote habitations. At present 4572 children including 2514 boys and 2058 girls are enrolled in these centres.

In **Block Birdha (District – Lalitpur)** after 3 days short catchup camp, a 90 days long term bridge course camp was organised for the working children and out of school children with the help of MV Foundation, Hyderabad. 75 children, 47 boys and 28 girls participated in the camp. After completion of camp, 41 children were mainstreamed in primary schools and 17 children mainstreamed in upper primary schools.

A 60 days camp was organised in **Barabanki, Siddharth Nagar, Firozabad & Moradabad**. 15 non-residential **bridge courses** were organised. 750 children were enrolled and 600 children have been mainstreamed after the camps.

- **Functional SRG of AS which meets regularly. Last meeting of SRG (AS) held on 29.6.2002. SRG members visit and monitor AS centres in districts.**
- **An experienced consultant appointed for AS at SPO.**
- **District Coordinators (AS) in Place.**
- **5 days training of supervisors/NPRC coordinators conducted in all the districts. Supervision formats for NPRC coordinators developed and distributed.**
- **TLM grants being made available to AS centres.**
- **Teacher guides distributed to AS Instructors/Acharya jis.**
- **Additional reading material – Indra dhanush and local specific materials made available to centres.**
- **Training modules for Shiksha Ghar, Balshala revised by SRG.**
- **Training of instructors in NCLP schools being undertaken.**
- **An Independent evaluation of AS in UPDPEP-II completed.**

4. Community Mobilisation

- 17605 Village Education Committees conducted their meetings for universalization of enrollment.
- 4,22,725 VEC members and other enthusiastic community members have been trained in DPEP-II district in the 1st round of training. 11262 VECs and 1,81,550 VEC members have been trained in the IInd round of training.
- Between July 5th – 20th, 2002 School Chalo Abhiyan was launched.
- Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness and generate an overall climate for the campaign.
- Radio jingles and video scripts on AIR & Doordarshan were released regularly in the month of July, 2001.
- Solemn resolve by the Pradhans to work towards total enrolment in the villages.
- 3949 MTAs/PTAs and 2582 Women Motivator Groups formed and sensitized for gender perspectives.
- 1580 Meena Campaigns organised in villages.
- 503 Maa Beti Malas and Women Parliament organised.
- **Kala Jattha in DPEP-II were trained through State level theatre workshops.**
- **These groups performed in total 618 villages.**

5. School Mapping and Micro-planning:

- **16,907 VECs have been trained in the 1st round and 11262 VECs in the 2nd round. Around 23,190 villages have completed Micro-planning. Village Education Plans have been completed for 23,190 villages.**

6. Children with Disabilities:

- Two blocks of each districts have been covered under IED in the year 2001-02 and two more blocks have been covered for the year 2002-03.
- **90768 CWSN have been identified through micro-planning. Out of which 21278 belong to the blocks selected for IED.**
- **18 district coordinators and 4 consultants have been placed in districts.**
- **13838 CWSN have been integrated in primary school in the selected blocks and 41932 CWSN have been integrated in non selected blocks.**

- **6485 CWSN were provided free aids and appliances. Out of which crutches-2119, tricycles -1053, wheel chairs -580, calipers -1603, artificial limb -87, Hearing Aids -571, Blind Sticks -181 and Braille Kit -98, Blind clock -158, walking stick - 4, low vision kit - 31.**
- **129 Medical assessment camps have been organised and 12505 CWSN have been assessed.**
- **165 Master Trainers have been trained. 12609 primary school teachers have completed five days training. Training is going on.**
- **18 teachers have completed one month bridge course of Mental Retardation in Amar Jyoti Delhi.**
- **70 ABRC/NPRC coordinators have completed their 45 days foundation course in UP institute of Hearing Handicap, Allahabad.**
- **Two NGOs working with DPEP for IED in Basti and Siddharth Nagar, Hardoi. Extension of a NGO for Bareilly is under process. Proposal for the district Bahraich has been sent to World Bank.**

School Health checkup Programme

A government order for school health checkup of children studying in primary schools had been issued by the State Health Dept. at the persuasion of UP DPEP in 9th August, 2000. A health checkup Coordinating Committee was formed in the districts to organize a schedule of doctor visits to schools. With the help of the Medical Department, health checkups of 17,78466 children studying primary schools was completed in the year 2000-2001.

For year 2001-2002, a fresh Government Order by the State Health Dept. was issued on 21 July 2001. 25,00,527 children have been checked. Of them, 12201 children have been provided disability certificates. For year 2002-03 a fresh G.O. was issued and till now health checkup of 458777 children have been completed.

7. MIS:

- Hardware with UPS and software is in place in all the 22 project districts.
- Systems are fully operational.
- Data entry operators are in position in 22 districts.
- EMIS reports for 97-98, 98-99, 99-2000, 2000-01 and 2001-02 have been generated for all the districts and analysis of EMIS reports has been done and shared with TSG Ed.CIL, SCERT, SIEMAT, Director (Basic Education) DIETs & DPOs.
- DISE was revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software were changed. Now the ORACLE software is being used for EMIS. Training on revised format was given to SPO & DPO computer personnel and district coordinator (community mobilization) in SIEMAT on 20th August, 2001. In addition one week professional training on ORACLE was provided to SPO personnel by Regional Computer Centre, Lucknow during 16-21 July, 2001 and to DPO computer personnel during 3-9 October, 2001. The revised DISE software was received from GOI in January, 2002. On receipt of the update software the final round of training was organised for SPO & DPO computer personnel at SPO on 11.3.2002. Necessary hardware have also been procured. The revised software has now been operationalised.

- Formulation of EMIS 2002-2003 on revised DISE was started in month of August, 2002. Formats were printed at the district level & distributed to all the schools. Filled formats have been collected at district level from schools and data entry is in process.
- PMIS is being generated regularly. PMIS for the quarter ending June, 2002 has been submitted.
- Micro-planning data has been collected and computerized for 20 districts. District-wise & Category wise tables of out of school children are ready. A total of 6.59 lakh children in the age group 6-11 yrs have been identified.

8. Gender:

District gender co-ordinators are in position in all districts. SRG & DRG have been constituted for girls education. Generic/integrated as well as specific interventions are being adopted for promoting girls education. Curriculum, text book revision & development of a gender perspective in all project activities has been made.

VEC's & Mobilization Activities:

Gender sensitisation is a prominent part of the three days VEC training package. VEC along with other youths are provided training for promoting girl's education.

To focus attention on the need for girls education some additional steps have been undertaken:-

- Enrolment and Retention drives like School Chalo Abhiyan.
- 1580 Meena Campaigns
- 503 Maa - Beti Melas and Women Parliaments.
- 618 Kala jathas

Orientation of Teachers & NPRC, BRC-Coordiators-

The special sensitization package including resource material are being used for sensitizations of teachers for 3 days on issues related to improving girls participation in classroom process. 264 MTs have been trained for the purpose under "Anant". The training programme is continuing. For sensitization of BRCC's & NPRCs towards girls education, modules were developed and 508 coordinators have been trained so far.

Model Cluster Development Approach

Model cluster development approach is being followed for promoting girls education in DPEP – II districts. 550 clusters have been taken up for developing them as model clusters and for promoting girls education. To tackle the severity of the problem, 3949 MTAs/PTAs and 2582 Women Motivator groups have been formed in these clusters and trained to strengthen the grass root operational base. To strengthen linkage between school community and primary education special mobilization efforts were made through the MTAs/PTAs and WMGs. The PTAs / MTAs and WMGs were trained through a module 'ASEEM' and WMGs through 'MUKTAKASH' . The outcome of MCDA approach in these clusters has shown 100% enrollment in 3994 villages and 3563 villages are drop out free.

Evaluation of MCDA has been recently completed now with independent evaluators. Their main findings have been:

- **There is a marked positive change in attitudes of community, particularly women, towards girl's education.**
- **The community – WMGs/MTAs/PTAs, VEC, Pradhans and core team extended considerable support for field activities of MCDA.**
- **Teachers and supervisory staff of BRC's / NPRC's capacities for a girl – child environment have been strengthened.**
- **Summer camps, Shiksha ghars, flexible timings, crafts/sewing for girls , Urdu for muslim girls have assisted in attracting girls to schools.**
- **Indirect positive influence in the adjoining clusters.**

Retention Strategies For Girls:

(i) Early Childhood Care & Education Centers:

- ◆ **2419 ECCE centers are being run in convergence with ICDS and these centers are located in the premises of primary schools.**
- ◆ **50 Master Trainers have been trained and training of 2419 ECCE workers has been completed.**
- ◆ **An evaluation of ECCE interventions in DPEPII has been completed by independent evaluators. The report has found the convergence strategies to be working well and has commended shifting of ICDS centers to school compounds. Main findings are as follows:**
 - ◇ **Proximity to schools and synchronized timings helped promotion of girl child education.**
 - ◇ **Community and parents feel happy with the regularity and the activities of ECCE.**
 - ◇ **Children's performance in the area of physical, socio-emotional and cognitive development has shown marked improvement.**

(ii) Summer Camps:

Targetting drop out girls especially in the 9+age group, a number of 10 day summer camps were organized during May and June 2002 at the Gram Panchayat level to mainstream girls who had left school. 'Muskan', the specially developed curriculum for the summer camps was used. 249 Summer camps were organized in 13 districts.

9. Civil Works:

- **The physical and financial progress of Civil Works for UP-DPEP II may be seen at Annexure-IV.**
- **Construction of 6060 schools had been planned of which 4353 have been completed and remaining are in progress.**
- **New primary school designs are being used since 2000 in DPEP II alongwith the construction manuals and commensurate training module.**

- For technical supervision of works done by VECs, 3 districts have hired engineers on contract basis while others have arranged support of RES engineers on honorarium basis.
- Dovetailing of funds has received a boost with allocation of PMGY funds to the tune of Rs. 19.95 crores to DPEP II districts for completion of pending works of 1999-2000 & 2000-01. **Dovetailing of funds with PMGY to the tune of Rs. 3.33 crores for 290 primary school buildings made available during 2001-02.** The Dept. of Rural Development & Panchayati Raj, Govt. of U.P. has issued a G.O.No. 2720 /33-1-2000-584/2000 dated 19 Sept. 2000 making it mandatory for Panchayats to make available funds for primary schools as a "first charge".
- After the enhancement of ceiling for civil works by GOI, 246 new primary schools, 957 reconstruction of primary schools buildings, 2336 additional rooms, 2194 toilets and 2442 repair works have been taken up in AWP&B for 2001-02. The funds have been released, sites selected and work in progress. 25% work is completed
- **7501 classrooms are being constructed out of which 5594 have been completed and remaining are under progress.**
- **Installation work of 3520 hand-pumps had been entrusted to UP Jal Nigam in Feb. 99. 3120 hand-pumps have been installed and remaining are saturated under other programme. The largest of handpumps is revised. 100% work is completed.**
- **16158 toilets are being constructed out of which 13028 have been completed and remaining are under progress.**
- **Of 2510 NPRCs, 2493 have been constructed by the VEC's, the remaining are in progress.**
- For 237 BRC's to be constructed a consultancy for "Design, Supervision and Management" was assigned to C&DS division of UP Jal Nigam in September 1999 and for 4 expansion districts in August 2000. The total no. of BRCs in 22 districts is 250. **205 BRCs are complete, 34 near completion and remaining are under progress.**
- **Rs. 170 lakhs for repair and maintenance of the schools were released in May 2001 and Rs. 200.50 lakhs in February 2002. Repair works were taken up by districts only after the 3rd year of the project as the first three years were loaded with other construction works. 688 repair works have been completed. The works are in progress.**
- **Construction of DPEP cell in SCERT premises has been completed. The training hall and hostel in SIE Allahabad, is being carried out under NCB procedure by unit no. 33 of C&DS, U.P. Jal Nigam, Allahabad.**
- **An Evaluation of Civil Work in UPDPEP-II by GOI was done during March-April 2002. 9 districts were covered in the sample. The evaluation report is awaited from the GOI.**

10. Teacher Appointments :

- 607 new primary schools had established during 1997-98. The posts of Head Teacher and Assistant Teacher have been created and filled.
- During 1998-99, 1777 primary schools had been opened. Posts of Head Teachers have been created and filled. 1777 Shiksha Mitras have been put in place.
- 1074 new primary schools were opened in the year 99-2000. For these schools 2148 Shiksha Mitra's & 1074 posts of head teachers have been created. These posts have been filled by promotion of Asst. teachers to Head Teachers and recruitment of Shiksha Mitras.

- 246 new primary schools have been opened in this year 2001-02. For these schools 246 posts of head teachers & 492 Shiksha Mitras have been provided. Their filling up through promotion & fresh recruitment respectively, is being done presently.
- Under DPEP-II 9882 Shiksha Mitras have been recruited and posted after one month training.
- Training module for Shiksha Mitras has been developed by SCERT, printed & distributed to all DIETs. One copy of module and class I & II textbooks are given to Shiksha Mitras during the one month training programme.
- 6894 Shiksha Mitras have been sanctioned for 2001-02 and their recruitment is under progress.
- In addition Govt. of UP has provided for 6481 Shiksha Mitras in primary schools against teacher vacancies. Of these 5709 have been selected by VEC's & the remaining are in the process of selection.
- Furthermore, the GOUP undertook a special drive to recruit 4151 Asstt. teachers in the DPEP II districts against teacher vacancies in 2001-02. However, the recruitment process was stayed by the Hon'ble High Court. The GOUP is considering some proposal in this regard.

District wise details are given below :

S.N.	Districts	No. of B.Ed./L.T. Trained teachers		Shiksha Mitra by SPO		Shiksha Mitra sanc. by Directorate of Basic Ed.
		1999-00	2001-02	Sanc.& appointed in 2000-01	Sanc. 2001-02	
1.	Maharajganj	600	530	803	680	453
2.	Siddharthnagar	717	464	934	-	525
3.	Gonda	1000	405	708	600	535
4.	Balrampur		205	417	-	826
5.	Badaun		250	420	562	216
6.	Kheri	650	601	720	144	751
7.	Lalitpur	22	100	178	100	50
8.	Pilibhit	150	161	443	-	140
9.	Basti	800	755	578	342	153
10.	Santkabir nagar		310	70	232	
11.	Moradabad		250	256	576	330
12.	J.P. Nagar	150	210	298	-	87
13.	Shahjahanpur	400	565	904	403	160
14.	Sonebhadra	400	101	509	540	0
15.	Deoria	450	207	300	300	103
16.	Hardoi	550	606	800	860	208
17.	Barielly	275	100	322	25	0
18.	Firozabad	460	123	286	150	50
19.	Rampur	175	569	34	500	200
20.	Barabanki	350	557	100	452	494
21.	Shrawasti	400	280	38	361	402
22.	Bahraich	600	577	62	821	721
	Total	8649	4151	9882	6894	6481

11. AWP & B:

- A 2 day re-training of district core teams of DPEP II districts was completed in December 2001 by SIEMAT, Allahabad.
- **AWP & B's for 2002-03 for all 22 DPEP-II districts have been appraised by GOI.**

12. Research & Evaluation Studies under DPEP - II

Under DPEP – II, research & evaluation studies are commissioned at two levels i.e. SIEMAT & SCERT. The areas for research are selected by the experts belonging to the field of Basic Education viz. University Departments, NGOs, NCERT, NIEPA, SCERT, SIEMAT, SPO etc. Evaluation & achievements studies are suggested by DPEP Bureau, MHRD, New Delhi. Proposals are invited through advertisement from NGOs, individuals and institutions. After screening of the proposals by Research Advisory Committees of related institutions SIEMAT & SCERT, the decision is taken by the high level Policy Research Advisory Committee (PRAC) at state level under the Chairmanship of Principal Secretary, Education. Govt. of U.P. Members of this committee are high level National and State level educationists / researchers.

(i). **Studies By SCERT**

a. Completed

1. Baseline Survey for DPEP - II
2. Evaluation of teachers training in DPEP-II District of U.P. (1998-99)
3. Mid-term Assessment Survey in DPEP-II Districts

b. Underway :

- 1. Classroom observation study in primary schools in UPDPEP-II districts.**
- 2. Cohort study in one DPEP - II Districts.**

c. Planned

1. Final Assessment Survey (FAS) for DPEP-II is planned during 2002-03

(ii). **Studies By SIEMAT**

(a) Completed

- a. A Study of educational achievement and educational conditions of the child laborers involved in the bangle industry.
- b. Role of private institutions in expanding Elementary Education in three DPEP - II Districts Bareilly, Siddharthanagar & Moradabad.
- c. A Survey of private schooling and children in DPEP - II Districts - Deoria & Firozabad.
- d. Role of Village Education Committees.
- e. Data analysis of EMIS and Microplanning data in one DPEP - II Distt.
- f. A survey of state civil works in DPEP District with special reference to the quality of building. (For year 1997-98)

- g. A Feedback study of Teacher Training inputs in DPEP - II in U.P. By A.K. Sharma (Retd. Director NCERT) and 3 others.**
- h. Evaluation Study of Model Cluster Development Approach in U.P. DPEP - II Districts. (4 Independent Evaluators)**
- i. Evaluation study of Early Childhood Care & Education (ECCE) UP. DPEP – II. (4 Independent Evaluators)**
- j. Evaluation Study of Alternative Schooling in DPEP – II. (4 Independent Evaluators)**

~~(b)~~ Underway

1. A Study of Enrolment , Dropout and Completion Rate in Primary School of a DPEP Districts.
2. A Study of the Role of Family, Community and School Factors in Improving Enrolment, Retention and achievement of Disadvantaged children
3. A Study on Assessment of Various Academic needs of BRC/NPRC Co-ordinators for better Performance.
4. A Study of Effectiveness of Education Support given by NPRC/BRC and DIET.
5. Study of Role Perception of Lady Teachers in Parishad Schools (Primary & Upper Primary)
6. Availability of Radio sets with primary parishadiya rural teachers and their radio listening habits (preferred programmes / preferred training etc.)
7. Impact of free text book distribution on girls, S.C. Children Enrolment & Retention & Teacher / Parental Satisfaction.
8. A Study of EMIS Data & Micro-Planning Data in Convergence of information by an Independent Agency in 2-3 Districts of DPEP - II to estimate out of schools children in Particular .
9. A Study of disabled children's problems in primary schools perception of teacher and parents.
10. A Study of primary education / Competency Development of Children in the centers of Alternative level of Schooling in Child Labour dominated areas (Firozabad and Moradabad Districts) including study of attitudinal change in the guardian of children of these centers and its impact on their economic status.
11. To Study Community's Perception of its own role in Qualitative Improvement in the functioning of primary Schools.
12. Sample Study of Drop-out in five Districts of DPEP - II (Drop-out report has received)
13. To Study the impact of “No Detention Policy” on the achievement primary school children.
14. A comparative study of Transition role from Prasadiya school to Recognized schools upper primary level.
15. A Study of attendance rate in DPEP-II & III District.
16. A Study of promotion rate in Prasadiya school with reference to gender and socially derived groups.

**Staffing Position At State Project Office
Under DPEP-II**

Annexure-I

Sl. No.	Name of post	Pay Scales	Sanctioned Posts	In Position
1	Addl. Project Director	14100-18300	1	1
2	Senior Professional (Planning & Monitoring)	12000-16500	1	1
3	Senior Professional (Programme)	12000-16500	1	-
4	Senior Professional (Establishment)	12000-16500	1	-
5	Senior Finance & Accounts Officer	10000-15200	1	1
6	Professional (Training)	8000-13500	1	-
7	Professional (Women Development and ECCE)	8000-13500	1	1
8	Professional (Civil Work)	8000-13500	1	**
9	Professional (Media)	8000-13500	1	**
10	Professional (Record Keeping)	8000-13500	1	-
11	Administrative Officer	8000-13500	1	*
12	Computer Programmer	8000-13500	1	1
13	Asstt. Finance & Accounts Officer	6500-10500	1	1
14	Steno	5500-9000	1	1
15	Senior Accountant	5500-9000	1	1
16	Officer Superintendent	5500-9000	1	1
17	Computer Operator	5000-8000	3	3
18	Steno	5000-8000	5	5
19	Accountant	5000-8000	2	2
20	Auditor	5000-8000	1	-
21	Senior Clerk	4000-6000	2	2
22	Asstt. Clerk	3050-4590	2	2
23	Driver	3050-4590	2	2
24	Peon/Messenger	2550-3200	8	8
	Total		41	33

* Dual charge with Asstt. Purchase Officer of DPEP-III.

** Looked after by a consultant

**DPO Staffing Position
DPEP-II**

Annexure-II

Sl.	Name of Post	No. of Post Created	No. of post filled
1	Expert(BSA)	22	22
2	Asstt. Accounts Officer	19	19
3	District Coordinator (Training)	22	18
4	District Coordinator (AS)	18	16
5	District Coordinator (Community Participation)	18	17
6	District Coordinator (Gender)	22	20
7	Computer Operator	22	22
8	Accountant	18	12
9	Assistant Accountant	18	10
10	Steno	18	10
11	Typist/Clerk	21	14
12	Driver	19	12
13	Peon	57	40
	Total	294	232

Staffing Position Of DIET'S In DPEP Districts

Annexure-III

Sl. No	Name of District	Principal (Sanctioned post-I)	Vice Principal (Sanctioned post-I)	Senior Lecturer (Sanctioned post-6)	Lecturer (Sanctioned post – 17)
1	Siddharthnagar	1	1	-	5+1*
2	Gonda	-	1	-	4+4*
3	Badaun	-	-	-	5+2*
4	Kheri	-	1	1	5+4*
5	Lalitpur	-	1	-	10
6	Pilibhit	1	1	-	3
7	Basti	1	1	2	6
8	Moradabad	1	1	3	6+3*
9	Shahjahanpur	1	1	2	9
10	Sonbhadra	-	1	3	9
11	Deoria	-	-	1	3+4*
12	Hardoi	1	1	3	5
13	Bareilly	1	-	2	9+2*
14	Firozabad	-	1	1	6
15	Barabanki	1	1	5	8
16	Bahraich	1	1	1	3+1*
17	Rampur	1	1	2	17
	Total	10	14	26	113+21*=134

* No. of Primary school teachers appointed in DIETs on deputation.

**Civil Works – Physical And Financial Status Report
Of 22 Districts On 31-8-2002**

Annexure-IV

Physical Status

Sl	Item	Target	Planned	Completed	In progress	Not started
1.	BRCs	235	250	205	44	01
2.	CRCs	2510	2510	2493	17	-
3.	New School Building Recons. of school	5033	6060	4353	1618	89
4.						
5.	Addl. Classrooms	5494	7501	5594	1711	196
6.	Toilets	14473	16158	13208	2279	671
7.	Drinking Water	3520	3440	3440	--	--
8.	Repairs	4251	2215	688	Remainin g in progress	--
9.	MIS Centres	22	22	22	--	--
10.	DIETs	--	--	--	--	--
11.	DPEP Cell	01	01	01	--	--
12.	SCERT-SIE Allahabad (Hostel and Training Hall)	01	01	01	--	--

Note:

1. MOU with UPJN signed in March. 1999. Procurement of material for 3200 hand-pumps completed. Remaining 3000 schools have been saturated under other State Programmes. The revised target is 3440.

Financial Status

(Rs. in lakhs)

Approved project outlay	Approved Outlay upto reporting year	Expenditure	% Expenditure
16077.02	16077.02	16053.03	99.85

UTTAR PRADESH - DPEP III

Coverage:

Total number of districts : 32 (Agra, Ambedkarnagar, Azamgarh, Unnao, Bagpat, Ballia, Bijnor, Bulandsahar, Etah, Faizabad, Farrukhabad, Fatehpur, Gautam Budh Nagar, Ghaziabad, Ghazipur, Hamirpur, Jalaun, Jaunpur, Jhansi, Kannauj, Kanpur Dehat ,Mahoba, Mainpuri, Mathura, Mau, Meerut, Mirzapur, Muzaffarnagar, Padrauna, Pratapgarh, Raebareli, Sultanpur)

(Rs. In lacs)

Particulars	District covered	EFC Approved Project Cost	Annual Work Plan 2002-2003
1	Agra	3149.22	1467.63
2	Ambedkar Nagar	2063.64	945.61
3	Azamgarh	3380.34	1067.60
4	Bagpat	1277.08	531.18
5	Balia	2656.05	998.13
6	Bijnor	2576.39	781.24
7	Bulandsahar	2803.60	971.91
8	Etah	2409.51	1138.42
9	Faizabad	1982.19	932.49
10	Farrukhabad	1873.94	395.24
11	Fatehpur	2436.45	756.64
12	G B Nagar	1155.44	448.04
13	Ghaziabad	1919.05	768.27
14	Ghazipur	2560.44	845.93
15	Hamirpur	1546.47	360.09
16	Jalaun	1969.59	744.63
17	Jaunpur	3158.67	1106.62
18	Jhansi	1717.30	818.50
19	Kannauj	1714.14	391.69
20	Kanpur Dehat	2349.17	1029.92
21	Mahoba	1396.61	533.43
22	Mainpuri	1828.76	661.87
23	Mathura	1880.17	770.57
24	Mau	1901.20	513.26
25	Meerut	1882.07	867.02
26	Mirzapur	2525.76	1095.15
27	Muzaffarnagar	2677.96	789.87
28	Padrauna(K Ngr)	2424.67	592.16
29	Pratapgarh	2602.33	1147.63
30	Raebareli	2465.78	866.98
31	Sultanpur	2924.59	770.84
32	Unnao	2389.37	933.52
	State Component	5412.99	2019.60
	Total	77010.94	28061.68

Utilization Certificate

(Rs in lacs)

Fund released by GOI upto 31/7/2002	Fund released by STATE upto 31/7/2002	Total	Percentage (%) State Share
38000	7121	45121	15.78%

Expenditure & Disbursement

(Rs in lacs)

Particulars	DPEP-III
Actual expenditure upto 31.03.2002	33361.01
Total planned in 2002-2003	28061.68
Expenditure during 2002-2003 upto 31.07.2002	4711.33
Total expenditure upto 31.07.2002	38072.34
Disbursement	
Reimbursement claimed upto 31.03.2002	29070.15
Reimbursement claimed upto 31.07.2002	32782.37

Project Structure :

Vacancies position in SPO and DPO

Name	No. Planned	No. filled	Vacant	Particulars of posts* vacant/progress in filling the same
SPO	62	62	-	
DPOs	320	276	44	1. Distt. Coordinator: Community Participation-02 Gender -3, Training-2, Alternative Schooling-2 2. Accountant - 14 3. Steno - 12 4. Typist /Clerk - 9 Total vacancies = 44 Efforts are being made to fill the vacancies

* Details of posts are given in Annexure I&II

**Staffing in DIETs of 26 project districts is given in Annexure III.

Functioning of EC/GC :

- Meetings of EC are being held regularly. Last EC meeting was held on 4th March, 2002.
- Nominations to the General Council as well as the Executive Committee of UP Sabhi Ke Liye Shiksha Pariyojana were revised on 16th June, 1999. The proposal for nomination is under consideration of the State Govt. As the tenure of GOI nominees had expired, fresh nominations have been made by GOI. The General Council as well as the Executive

Committee of UP Sabhi Ke Liye Shiksha Pariyojana Parishad looks after the work of DPEP-III.

Submission of Annual/Audit Report:

The Annual report alongwith the Audit Report for the year 2000-01 has been submitted to GOI to lay in the Parliament. The Audit for the year 2001-02 is nearing completion and the Annual Report for 2001-02 is under preparation.

Visioning of DPOs & DIETs

To orient the DPEP staff towards different activities of the project and pedagogical aspects, visioning workshops were held in SIEMAT, Allahabad. From April 2000 to August 2000, 8 workshops were organised. A Core Team of 7 persons viz. Principal, DIET, Senior Lecturer, Expert Basic Shiksha Adhikari, Deputy BSA, District Coordinator, Head Master & Assistant teacher from each district participated in these workshops.

A state level orientation workshop for members of SRG was held on 18-19 July 2000 at NEDA, Lucknow.

The above trained Core Team have organised district level visioning workshops for all lecturers of DIET, BRC/NPRC Coordinators, ABSAs, SDIs and all district coordinators.

Pedagogical improvement

Pedagogical renewal processes, under UP DPEP III include the extension of the UP Pedagogical renewal plan of 1997 to these 32 districts as well. The learning and capacity building achieved in the UPBEP and UP DPEP II programmes has most directly benefited the UP DPEP III districts.

By the time UP DPEP III opened, the curriculum for classes I-V has been revised and the new textbooks developed in UPDPEP-II. Supplementary readers under UP BEP were in use and a new teacher training module based on the new textbooks under preparation along with the teacher guides. Thus, UPDPEP-III focused on the following more intensively:-

1. Immediately put to use the tried and tested materials & training programmes already developed.
2. Orient through "visioning" workshops all UP DPEP-III districts with the new pedagogical renewal design of U.P.
3. Invest in capacity improvement of SCERT and State Textbook Office for better quality of production of materials.
4. Strengthen academic supervision, with specified indicators of change.
5. Focus on headmasters training for school improvement.
6. Include a marked focus on multi-grade classroom teaching and management.
7. Seek to directly impact class-room processes more effectively.

Visioning Workshops

To develop a common pedagogical among district level functionaries e.g. DIET staff, DPO staff and to orient them on project objectives and interventions, series of visioning workshops

have been organized. A core team of 7 persons from the districts comprising Principals of DIETs, Senior Lecturers, Expert BSA's, Deputy BSA's, All District Coordinators, ABSA's, Head Masters and Assistant teachers of primary schools participated in visioning workshops organized at SIEMAT, Allahabad during April to August 2000. In this continuation, a state level orientation workshop for the SRG for Pedagogy was also organized during 18-19 July 2000 at NEDA Lucknow to entrust them with the newer responsibilities & needs of UPDPEP-III. A set of 4 day visioning workshops for district and block level functionaries including ABSA, SDI, BRC and District Coordinators were organized at the DIET level in all 32 UPDPEP-III districts.

Teacher Training

UPBEP & DPEP-II experiences in teacher training influenced the planning for training under UP DPEP-III. The training strategy has taken into account the post training support and organizational support at district & sub-district levels.

New textbooks based on the revised curriculum for primary classes were introduced in schools from July 2000. Therefore proper orientation of teachers for effective use of the textbooks was needed in UP DPEP III districts. The training package developed under UP DPEP II was extended to UP DPEP III also. The package 'SAADHAN' primarily focussed on the new textbooks in addition to MGT, classroom interaction etc. It was an 8 day package for teachers and 2 days additional input for BRC, NPRC coordinators. The module focussed on:

- better and effective use of textbooks in classrooms,
- up gradation of content knowledge of teachers,
- use of new transactional methodologies,
- handling multi-grade and multi level classroom situations,
- preparation and use of content specific TLM's,

The DIETs selected Master Trainers for the purpose through a merit-based process. Selection tests including a written test, group discussions and interviews through participant observation processes, were organised at the district level. The selection & training of 1608 trainers was done at the district level. The training of M.Ts. was organised at the State level and Training Of Trainers was done at the regional level. The first batch of training was organized for BRC,NPRC coordinators at DIET level to give them exposure to the package and an additional input of 2 days follow up was given to them. During teacher training at block level,16 sessions in the training hall and 30 practice sessions in actual classroom situations were planned and organized.

This round of training is now almost over and 107724 teachers out of 108276 have been trained so far.

Second Round of Teacher Training :

While conceptualizing training inputs for the second round of teacher training, due consideration has been given to the feedback received during online supervision of teacher training in the first round and from the Study on Teacher Training Inputs under DPEP-II (covering round I & II) conducted by independent evaluators in 2000. The study had revealed the minimal impact of teacher training inputs in actual practice. It had further

disclosed the need to strengthen the DIET-BRC-NPRCs to reinforce their academic leadership in providing support to teacher & schools. In addition, the introduction of teacher guides in all primary schools and the introduction of the new Comprehensive and Continuous Evaluation System as well as revised Indicators for Academic Supervision by the BRC & NPRC were important factors which have influenced the second teacher training round.

First & foremost a re-look at the whole design, content and methodology of in service training was generated. **The focus areas being targeted through the second round of teachers training are:-**

- a. **Aim to make a difference in actual classroom situations.**
- b. **Use of teacher handbooks/guides by the teachers to be emphasized – use of lesson plans, TLM's**
- c. **practice teaching in actual classroom situations**
- d. **Enable teachers to understand & practice remedial teaching.**
- e. **Help teachers use multigrade management techniques in live school situations & implement pedagogic materials in textbooks conducive to multigrade situations.**
- f. **Make NPRCs more active by conducting training sessions in classrooms of primary schools in its jurisdiction by rotation. NPRC coordinator & 1 RP to conduct school based trainings.**
- g. **Orient teachers with CCE & maintenance of pupil evaluation cards, PTA meetings etc.**

During training sessions, participant-teachers will prepare detailed lesson plans, develop TLM, do practice teaching in actual classroom situations. This will be followed by a reflection session in which teachers will share their teaching experiences with each other.

This round of training has been further decentralized to cluster level where trainings will be organised every month in actual school situations. The training, facilitated by trainers would be supported by SRG, BRG members - cluster coordinators and DIET mentors. **The trainers who have worked earlier at the block level, facilitate the cluster level trainings.**

Apart from enhancing in-service capability and skill development of teachers and focusing on how to use textbooks effectively the highlight during the training is on hard spots of language, Maths & EVS, multigrade teaching strategies and the comprehensive and continuous evaluation system.

At the district level, DIETs have been assigned responsibility for preparing cluster wise detailed training schedules/rosters which are school-based, nominate Resource Persons to assist NPRCC's and identify BRG & DRG/SRG members for monitoring of actual training programmes.

Teacher training has been launched at the cluster level in Feb ,02 initially in 2 blocks of the districts due to the fact that DPEP-III districts have not much experience of organising decentralized teacher training. Once the training in 2 blocks gets stabilized it would be expanded to cover the rest of the blocks.

DIETs have been instructed to get the training video documented on a sample basis. This is aimed at using it as a base material for review and reflection at the district/State level.

(i) Curriculum and textbook development :

Curriculum for primary classes (I-V) has been revised and new textbooks based on this have been developed. Text books of Maths(class 2 & 3) were introduced statewide from July, 1999. Rest of the textbooks were then introduced in Primary schools across state from July 2000. **UP DPEP-III districts benefited by use of the new textbooks in the very first year of the project itself.**

Teacher handbooks based on new textbooks have been developed, printed and distributed (one set) to all the schools, BRC and DIETs. A copy of the new curriculum document has been supplied to all primary schools, BRC, NPRC and DIETs.

In a logical sequence of the pedagogical renewal process under DPEP and in accordance with the Pedagogy Plan of 1997, the final piece in the mosaic of curriculum renewal , after textbook development and regular training of teachers , was to draw up a systemic pupil evaluation system based on the new pedagogic precepts introduced into the classrooms . For primary schools ,a system of continuous & comprehensive pupil's evaluation has been developed by SCERT through its Bureau of Psychology, experts from TSG EdCIL and NCERT - New Delhi members of the SRG, teachers , DIET faculty members etc. The package was developed through a participatory workshop mode, and field trialled in 3 districts. **CCE has been finalized and introduced in schools statewide from Dec, 2001.**

The package consists of:

- (i) Teachers' handbook
- (ii) Work plan
- (iii) Format to maintain cumulative record of each child's progress
- (iv) Progress report card

The first three components have been printed by the State Textbook Office and progress cards at the district level; from where they are being distributed to the districts and schools. **Orientation of teachers on CCE has been started through training of MT's at the state level.** SCERT has organized the training of MTs, who will in turn orient RPs, DIET faculty members, BRC, NPRC Coordinators at the district level.

The Training of teachers on CCE is going on at the cluster level.

II. Academic Support and Supervision

Academic Support and Supervision system is perceived as the provider of professional guidance and support to schools particularly teachers, with the DIETs providing academic leadership. The objective is to improve the functioning of schools and classroom processes as well as achieving better academic levels amongst children. This is being done by providing vital linkages between the school and district (DIET-BRC-CRC-School) and by operationalizing a system of regular school

visits and periodic TLM workshops at the block and cluster level. Parameters for rigorous monitoring of performance of schools, BRC's & NPRC's have been developed to make the academic supervision system, responsive, accurate and deliverable.

The academic support & supervision system developed in UP DPEP II has been extended to UP DPEP III also. It is incorporated in the foundation training of BRC-C, CRC-C from the very beginning. The parameters developed for school performance and BRC, CRC evaluation are being used not only for the performance assessment of these institutions but also as a tool for the development of these institution from the inception stage.

The first step was to build capacity of DIET, DPO, BRC-C and CRC-C for academic support & supervision. Three regional level workshops were planned (to orient district level teams comprising of 6 members from DIET & DPO) and organised at DIET, Jaunpur and Agra and Muzaffar Nagar during 19-23 April, and 6-8 May and 19-22 August 2001.

These workshops were aimed at building capacity for:

- ◆ Planning & managing academic inputs for schools/teachers.
- ◆ Undertaking effective school visits and hold demonstration lessons.
- ◆ Grading schools/NPRC's/BRC's on the basis of defined parameters.
- ◆ Providing feedback and planning for follow-up/remedial action.
- ◆ Organising trainings/workshops for teachers in response to the areas of difficulty identified.

These workshops were followed by a series orientation workshops at districts for all DPO, DIET, BRCC-CRCC staff in the BEST (the academic supervision package).

Parameters for school performance were revised, reframed & more weightage has been provided to classroom process, children's achievement and evaluation. These have been institutionalized by the Govt. of U.P. vide G.O. No. Edu-5/3759/15-5-2001-346/2001, 13 Sept 2001 & revised G.O No. Edu-5/4300/15-5-2001-346/2001, 3 Jan 2002.

NPRC coordinators visit all primary schools of their jurisdiction in a month. BRC coordinators and asstt. Coordinators visit 20 primary schools each, in a month. Principal DIET also visits schools, BRC, NPRC during their 2 days a week schedule of tour in the district. Thus, primary schools are regularly visited by NPRCC-BRCC, asstt. Coordinators, ABSA/SDI, DIET faculty and graded on the basis of performance indicators.

Grading of schools, NPRCs, BRCs is regularly monitored at the district and state level during monthly review meetings. A detailed checklist has been developed at the state level to review the implementation of academic support and supervision system in the districts. It is worth mentioning that grading system has helped in identifying 'non-performers' and 'not so good schools' and resulted in focusing on such schools for more concerted efforts to improve them. The following table gives an idea of

progression that is taking place at the school level with respect to the parameters of grading.

School Grading

Grading of total schools- 36,491	Months	Grade			
		A	B	C	D
	March, 2002	2189	15,913	8799	9590
In %	March, 2002	5.99	4.60	24.11	26.28
	August, 2002	3011	17,373	10961	5146
In %	August, 2002	8.25	47.60	30.03	13.93

The current round of teacher training at NPRC level is aimed at increasing emphasis on the role of the NPRC Coordinators in providing on site support to teachers & schools. Coordinators have to develop the schedule of training ,organize monitor and report.

Selection of BRC, Asstt. BRC & NPRC Coordinators was done at district level through a merit-based selection process. Practicing teachers who applied in response to the advertisement, were invited for a written test, a group discussion and an interview at the DIET's. **371 BRC Coordinators, 754 Assistant BRC Coordinators (2 per BRC) and 3447 NPRC Coordinators have been placed.** BRC, NPRC coordinators in UP DPEP III districts have undergone a 6 day training on their roles and responsibilities, based on the SAMARTHAN module (developed in UP DPEP-II). In addition, they have inputs on academic support and supervision systems.

Construction of BRCs & NPRCs is in progress. **271 BRCs are complete** and remaining are in progress. **1680 NPRCs are complete** and rest are in progress. TLM workshops and exhibition are held at NPRC and BRC level regularly.

AS the BRC's NPRC's are being completed rapidly, the SPO has released funds for equipping & setting up of these resource centres at the rate of Rs.56000 for BRC's & Rs.15000 for NPRC's.

A monthly despatch SAMVET, developed at the state level has been sent to BRCs regularly , to build their capacity , enrich knowledge base and update skills. The latest issue has focussed on 'science and its practice'.

SIEMAT Allahabad has developed a BRC handbook for financial management, which has been approved, printed and distributed to all BRC's & NPRC's. The chief features of the manual are to acquaint the BRC's in fund management, maintenance of records etc. considering the devolution of funds & activities to that level. SIEMAT has trained 5 Master Trainers per district, including the Asstt. Accounts Officers of the districts, who are imparting training & orientation to all BRC's & NPRC's in the district.

In addition, SIEMAT has also brought out a ready reckoner. "SAMBAL" for BRC, NPRC coordinators, which incorporates various inputs aimed at improving the skills of coordinators to perform their envisaged role:

- School visits and academic support
- School grading
- organizing training programmes, workshops, competitions, meetings, seminars
- Innovations at the school level
- Action research
- Administrative role & responsibilities
- Checklist for BRC, NPRC

This handbook has been printed by the SIEMAT and distributed to BRCs and NPRCs.

District Resource Group (DRG):DIET

A District Resource Group for Pedagogy or Academic Resource Group has been constituted in all the DPEPIII districts. This group has been strengthened and made functional.

Institutional Capacity Building of DIETs

- A 3 day workshop was organised by SCERT at Allahabad during 8-10 March 2000. The participants in the workshop were DIET Principals and faculty members, representatives from various institutions of SCERT e.g. SI&SISE. During the workshop participants were exposed to different aspects of institutional capacity building, vision of an institution, task analysis etc. This exercise helped in developing an insight amongst the participants on how to view an institution as a whole, with respect to its long term goals and objectives, roles and responsibilities and how to formulate institutional plans for its' capacity building. It was also realized that the basis of an organisation is characterised by leadership, functions & services being provided to the beneficiaries, efficiency, effectiveness and evaluative assessment of its processes and outcomes.

The key concepts, discussed during this workshop were:

- leadership
- organisation structure
- financial capacity
- human and material resources
- management and work practices
- improving productivity
- utilization and efficiency of resources

For the DIETs as academic support institutions, some capacity gaps were identified:-

- ☞ Lacking academic experience for primary section
- ☞ Uncertainty of tenure of personnel
- ☞ Right people not at the sight place
- ☞ Lacking required expertise
- ☞ Lack of area specific placement
- ☞ Lack of logistical planning
- ☞ Lack of evaluation/feedback programmes

About DIET's leadership role the observations were as follows:

- The principals are not clear about the goal for which DIET as an institute has been created.
- The principals do not formulate the objectives in term of the broad vision of DIET.
- DIET staff is not in the habit of deciding about the appropriate strategies for the targets to be achieved in the areas of concern.

This workshop was followed by the exercise of developing institutional capacity building plans at DIET level. Planning for institutional capacity building required:

- ∞ Capacity of staff
- ∞ Tools to achieve objectives
- ∞ Strategies to realize goals
- ∞ Vision of change

The draft plans thus emerged were shared on 22.12.2000 at the State Level amongst DIET representatives, faculty from SCERT, SIEMAT and SPO. The suggestions thus received in the review process, helped in revising the plans and finalizing them. **The UP DPEP-III DIET's have all prepared their Institutional Plans.**

Although the institutional plans are really institution specific, however there are common elements worth noting:

1. DIETs have developed their own vision regarding their roles & responsibilities as on apex institution for academic excellence at the district level.
2. Clarity in perspectives has emerged.
3. Suitability & coherence of interventions has been kept in mind.
4. Optimisation of resources, physical, financial and human has been attempted.
5. cognizance of barriers was taken, further analysed and suggestions for overcoming them listed.

Some tasks: identified can broadly be divided into three subgroups. e.g.

1. Capacity building exercises to plan for the qualitative change.
2. Capacity building for implementation of programmes.
3. Capacity building for follow-up, review and modifications.

Supplementary Materials: The supplementary reading material, Indradhanush developed for Class 1-5, under BEP has been provided to all UP DPEP-III schools`. These materials have a strong gender element. Clear messages encouraging girls to participate in primary education, their mobility and participation in non-traditional pursuits are very subtly woven in the text and illustrations. The response to these materials, has been very encouraging from students and teachers alike. **The UP DPEPIII districts have received 5 sets of Indradhanush books per school, in 2001-2002.**

School Improvement Grant

The project provides an annual grant of Rs 2000/- to each primary school of the districts covered under UP DPEP-III, for improving school environment - for school beautification, routine maintenance and purchase of consumables. The grant for the year 2001-2002 has been released to the districts. In addition a Rs. 5000/-grant for furniture etc has also been given to schools.

Teacher Grant

Each primary school teacher in 32 project districts is provided annual grant of Rs. 500/- for development of locally suitable teaching learning material. In UP DPEP-III, the teacher grant has been made available to teachers after in-service training organized at BRC level; as the training focuses on preparation and use of content specific TLM.

Teacher Guides

The introduction of new textbooks has demanded a shift both in content and methodology of teaching. The expectations from the teacher to perform effectively can be matched only through up-gradation of content knowledge of teacher and practice of new transactional methodologies. Therefore it was felt necessary to develop teacher handbooks to support and guide teachers. **UPDPEP-III districts have benefitted greatly from the distribution of these guides (one set per school) in 2001-2002, i.e. the second year of the project itself.** These handbooks provide teachers an insight into the new pedagogy and the underlying spirit in the making of new textbooks alongside the instructions, explanations and additional inputs for teachers and in this way making more user friendly.

These handbooks provide lesson-wise and comprehensive details of :

1. aims and objectives
2. ways of finding out about children's previous knowledge of the topic being introduced.
3. TLM to be used.
4. teaching methodologies and activities that could be used to transact the content area.
5. the concept' outlined in the lesson
6. additional inputs regarding the topic for the teacher.
7. exercises and tools for evaluating child's performance.
8. extension of the lesson
9. application of knowledge

Distance Education

- ◆ DIET lecturers given training in use of audio and radio programmes and orientation in audio-radio script writing.
- ◆ Newsletter enrichment workshop held - Guidelines on newsletter publication prepared- "Abhivyakti" printed and distributed in all districts for use at school, NPRC, BRC and DIET level.
- ◆ Self Instructional Material on hard spots in mathematics "Sopan" printed, distributed to all teachers.
- ◆ **Installation of Digital DRS in all districts completed.**
- ◆ **Web site for UPDPEP under construction with the help of SIET, LKO and NIC.**

- ◆ Distance Education co-ordinator, SIET Officer, DIET Principal and SIEMAT Officer attended workshop at Space Application Centre, ISRO, Ahmedabad for the effective conduct and use of teleconferencing.
- ◆ DEC attended National workshop for effective use of libraries for developing reading and writing skills at Pune. Its outcomes have been shared with DIET principals.
- ◆ Pilot project at 2 blocks for intensive use of libraries being planned.
- ◆ Head Masters Training module developed by SIEMAT with assistance from CEMD, New Delhi & DEP - IGNOU. MT's trained. Printing of head teacher training module 'Sankalp' is underway.
- ◆ Two faculty members from all DIETs given training as Learning End Messages by ISRO, Ahmedabad for effectively conducting teleconferencing.
- ◆ Teleconferencing to address School Chalo Abhiyan and sensitize teachers on how to plan opening of academic session organized in July 22, 2002.
- ◆ Demo video conferencing with four districts organized on various issues pertaining to education and literacy and also to familiarise people. Video conferencing as a mode of distance learning.
- ◆ Teleconferencing to address and celebrate International Literacy Day organised on Sept 6, 2002. DIET faculty, teachers and people from community participated in the workshop.
- ◆ Workshop on 'story telling' organised on 10-13 Sept, 2002 to sensitize SRG (textbook & training) and professional community teller for effective use of story telling in classroom situations.

Alternative Schooling & EGS Centres

District Co-ordinators (AS) have been posted in DPEP-III districts. They have been oriented regarding their roles & responsibilities on 27-30 June, 2000, 13-16 Sept'2000, 12-15 Feb. 2001 and 28-30 Dec 2001 in SPO, Lucknow. The district coordinators were also oriented about the selection process of Acharyaji/Instructors, supervisors & system of supervision, monitoring & evaluation of Alternative Schooling & Education Guarantee Scheme centres. EGS envisages opening of a centre for class 1 & 2 in such habitations which do not have a primary school within the radius of 1 Km. & 30 children in the age group of 6-11 years should be available.

In order to foster ownership of the scheme, the community has been assigned the responsibility to provide space & accommodation for the centre. Formal curriculum & textbooks are used in these centres.

The SCERT has developed training module for Acharyaji of EGS. The training of the Acharyaji is conducted in the DIETs. Key resource persons have already been trained at SIE, Allahabad.

Under DPEP-III, 1914 EGS & 1126 AS centres are operational with a total enrolment 111060 including 61083 Boys & 49977 girls. 2505 centres are in opening process.

- ◆ Child labour intensive districts of Mirzapur, Jaunpur, Bulandshahar and Meerut have prepared plans for providing schooling facilities for working children. Networking with NGO's in this field is being done.
- ◆ Survey has been conducted by Labour Department for identifying child labour in Jalesar (District Etah). According to the survey report (August 2001) 2955 children have been identified as out of school in which 1526 are child labour. An action plan is being prepared for primary education of these out of school children. Similar

surveys for identifying child labour (out of school children) completed in Khurja (Bulandshahar), Mirzapur and Etah through the Labour deptt.

- ◆ Survey in Jaunpur and Meerut is nearing completion.
- ◆ Teachers of NCLP schools are being trained by DPEP.

Initiative for education of children engaged in Carpet Industry

District Mirzapur & Jaunpur comes under the carpet weaving belt of Uttar Pradesh. This industry is largely concentrated in Mirzapur district but it has spread to certain blocks of district Jaunpur also. Children have been identified as working on the carpet weaving looms or doing other activities related to the weaving process. Department of education, GOUP in collaboration with GOI organised a workshop at SIEMAT, Allahabad on 11-12 January 2000 to formulate an appropriate plan of action for ensuring universal elementary education of children working in carpet industry.

In furtherance of this objective, UPDPEP III's launch in Mirzapur & Jaunpur districts since 2000 July has entailed conducting of surveys through the Labour Deptt. to pinpoint the number of children & their locations. Now survey is completed in district Mirzapur. Coordination with NCLP schools & other NGO's was also attempted through a workshop on working children organized on 18 Jan 2002 & 9 Feb. 2002 respectively with NGOs and concerned departments. Coordinated action planning is emerging. 116 EGS centres & Shiksha Ghars have been set up in Mirzapur.

State Resource Group

SRG members meet bi-monthly at SPO for providing academic guidance in preparation of district action plans, review and preparation of teaching learning material and evolving strategies for systematic pupil evaluation and monitoring systems in AS. Last SRG meeting was on 29th June 2002. Refresher training module has been revised with the help of SRG (AS). Workshops have been organized on 21-24 Jan 02, 28-31 Jan 02, 11-14 Feb 02 and 4 - 7 March 02 for this purpose.

Progress in A.S. Programme.

S.No.	Name of District	AS centres	EGS Centres	Total
1	Agra	12	59	71
2	Ambedkar Ngr.	45	85	130
3	Azamgarh	118	200	318
4	Baghpat	17	55	72
5	Balia	8	40	48
6	Bijnor	48	50	98
7	Bulandshahar	8	23	31
8	Etah	8	37	45
9	Faizabad	27	44	71
10	Farukhabad	5	24	29
11	Fatehpur	15	120	135
12	Gautambudh Ngr.	7	37	44
13	Ghaziabad	77	100	177
14	Ghazipur	8	38	46

Due to increase in enrolment, provision for 4574 Shiksha Mitra has been made in 2001-02. The process of recruitment by VEC's in the UP DPEP-III districts is under progress.

In addition, Government of U.P. (GOUP) has provided for 3543 Shiksha Mitras in the UP DPEP III districts of which 1345 Shiksha Mitras have completed their one month training and joined. The remaining are being selected by the VEC's.

Further more, GOUP launched a special recruitment drive to fill existing teacher vacancies, in Nov 2001, through which 6578 teachers were to be filled up. However, the process has been stayed by Hon'ble High Court. GOUP is considering some proposal in this regard.

District wise details of teacher & Shiksha Mitras provided from 2000 to 2002 in UP DPEP-III districts, is as follows:

Sl.	District	No. of B.Ed/L.T. trained candidate appointed		Shiksha Mitra (by State Project Office)		Shiksha Mitra by Basic Directorate
		2000	2001-02	Appointed in 2000-01	Selection 2001-02	2001-02
1.	Bijnor	175	169	200	166	110
2.	Muzaffar Nagar	0	128	160	516	0
3.	Meerut	0	100	70	132	0
4.	Ghaziabad	0	268	120	378	0
5.	Gautam Budh Nagar	0	100	70	117	0
6.	Bulandshahar	120	127	200	328	78
7.	Mathura	0	100	80	68	0
8.	Agra	200	100	144	128	0
9.	Etah	250	100	100	209	358
10.	Mainpuri	500	100	128	66	89
11.	Unnao	600	274	140	408	66
12.	Rae-Bareli	560	414	90	144	400
13.	Farrukhabad	600	157	130	100	32
14.	Kanpur Dehat	250	170	250	66	51
15.	Jalaun	105	100	50	230	0
16.	Jhansi	125	136	170	264	0
17.	Hamirpur	42	100	40	200	0
18.	Fatehpur	750	194	118	200	118
19.	Pratapgarh	600	350	76	112	477
20.	Faizabad	200	357	50	100	465
21.	Sultanpur	600	591	80	382	900
22.	Mau	180	100	118	100	47
23.	Azamgarh	900	900	60	400	335
24.	Jaunpur	500	118	130	374	85
25.	Ballia	100	123	200	150	0
26.	Ghazipur	300	214	80	158	58
27.	Mirzapur	500	217	70	552	127
28.	Kushinagar	800	298	214	100	500
29.	Mahoba	40	136	80	205	0
30.	Ambedkar Nagar	0	112	150	88	0
31.	Baghpat	0	100	58	170	0
32.	Kannauj	0	125	180	77	47
	Total	8997	6578	3806	6688	4343

Awareness Building & Community Mobilisation

Success of DPEP depends on participation and involvement of the local community. Therefore, conscious efforts have been made to involve the local community in implementation and management of the programme at the village level.

Village Education Committee

In order to promote community participation in primary education the VEC's have been constituted by the State Govt. as statutory bodies.

The VEC is expected to play a major role in bringing positive attitudinal change in people towards education and to play an important role in mobilising the community for the following purpose:

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

Community/VEC participation

The community through VECs are actively involved in the following activities:

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment and retention of children.
- School improvement/development.
- School construction works, purchase of material, maintenance and repair of school building.
- Opening of AS/EGS Centres.
- Appointment of Shiksha Mitras & Acharyaji.

Administrative Support

- One Senior Professional at the SPO nominated to look after and coordinate the programme.
- District coordinators of Community Mobilisation, have been appointed and were trained at a state level visioning workshop.
- A three day PRA training programme held for District Coordinators.
- DRG/BRG/VECs constituted in all districts.
- District Resource Groups have been constituted and trained in 8 batches & Block Resource Groups have been constituted and trained in the district by DRG members.
- **19152 VECs have been trained. Remaining half VECs training going on.**

Exposure visit – 14 member UP DPEP delegation went to Andhra Pradesh and Karnataka for exposure visit- specially Belpur Model, Bridge Camps, Matric Mela and Chinara Mela during 12 to 22 Feb. 2002.

Material Development

- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs & by them to the VEC's.
- The training module has been printed and distributed for BRG/VEC trainings.

Training Programme

- District Resource Groups have been constituted in all the 32 districts.
- A 4 day training/orientation programme was organised for 236 DRG members in 8 rounds at SPO.
- Block Resource Groups have been formed in the districts and a 4 day training programme was organised in districts. 3308 BRG's were trained at DIET.
- **3 days training programme of VEC members has been organised at Gram Sabha level in 2001-02.**
- **19152 VEC's have been trained so far.**

Campaign and other mobilisation activities

- At the start of academic session 2001-2002, School Chalo Abhiyan was organised in the State between July 1-31, 2001. Prabhat Pheris were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts. At the start of 2002-03 session the School Chalo Abhiyan was again launched which proved very effective.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
 - in order to motivate parents to send their daughters to schools, Meena campaigns were organised.
- Districts organised rallies, meetings, cultural activities, pad yatras etc. at district, block and village level.
- Slides on the School Chalo Abhiyan were shown in Cinema halls to create public awareness and build an environment for the campaign.
 - Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyaya panchayat level, on issues in primary education and their role in the development of primary schools
- Solemn resolves were made by Pradhan's and VEC's members to work towards total enrolment in the village.
- **Kala Jathas in DPEP III were trained through state level theatre workshops. These groups performed in 736 villages.**
- **Intensified community mobilization & women's participation in the Model Clusters done in low female literacy pockets.**

Girls Education

- SRG formed.

- District Coordinators in all districts are in place
- Training of District Coordinators (girl's education) is complete.
- District specific plans developed for girls' education.
- Free Text Books distribution to all girls in 32 districts has been done in the Year 2001-02.
- 15 Model Clusters for adopting intensive approach for promoting girl's education have been identified in the districts on the basis of low female literacy & girl's enrolment. **A total of 800 MCDA are in the process.**
- **In MCDA, 2091 villages are drop out free and 2337 village have 100% enrollment.**
- **Strategy for promoting girls education and women's empowerment in 5 DPEP-III districts under Mahila Samakhya programme is underway.**
- **19152 VECs have been trained, with special emphasis on girls education.**
- **A 3 days training packages for sensitizing teachers called 'Anant' was developed.**
- **320 MTs for the purpose have been trained from 3rd Oct. 2001 to Dec. 2001. 400 TOT's in districts & 2527 teachers, BRC, NPRC's have been trained so far.**
- 1727 summer camps organised for 9+ drop out girls.
- **In MCDA areas, TOT for Mother Teacher Association, PTAs and WMGs have been trained in 'Aseem' and 'Muktakash' respectively.**
- **1039 Women Motivator Groups and 2819 MTA/PTA have been trained.**
- Gender sensitization in classroom process study has been completed and data analysis is under process.

ECCE

1. 1653 ECCE centres identified in 31 districts are operational in DPEP-III districts for the first phase. 2189 centres have been identified in 2nd phase.
2. 99 Master Trainers for training of ECCE workers have been trained by State Institute of Education.
3. **1649 ECCE workers were provided orientation training of 7 days in first phase and 2189 ECCE workers were provided 10 days training based on pre-school concept.**
4. **Training package "Aadharshila" for ECCE workers has been revised to incorporate more hands -on-practice, centre management and early stimulation activities.**
5. **A training package for supervisors has also been developed by SPO, with the help of SCERT.**
6. **State level training organized to revise Kilkari and for developing handbook for ECCE centre held.**
7. **For strengthening ECCE in district Unnao, Society for Action Vision and Enterprises (SAVE) an NGO has been involved. To strengthen and improve quality of ECCE centres SAVE has adopted 125 centres.**

Integrated Education

In the first phase, two blocks of each district have been selected for integrated education. Two more blocks of each district have been covered in year 2002-03.

Placement of District coordinators (IED) has been completed in all the districts. State Resource Group has been formed.

- 15251 CWSN have been integrated in primary schools of the selected two blocks.
- Master trainers have been identified in the selected blocks of each district.
- 231 master trainers have been trained. Training of 124 M.Ts. will be organised at 4 selected DIETs in Oct 2002.
- 96 ABRC/NPRC coordinators have completed 45 days foundation course in Chetna Institute in Lucknow & U. P. Institute for hearing Handicapped in Allahabad.
- 13406 Primary school teachers have completed their 5 days training for IED.
- 184 medical assessment camps have been organised and 18662 CWSW have been assessed.

An NGO Amar Jyoti, Delhi has been selected to work as BRG in Gautam Budh Nagar.

5917 children with special needs were provided free aids and appliances such as crutches, tricycles, calipers, artificial limbs, hearing aids, blind sticks etc. through convergence with District Handicapped Welfare Officer, Kalyanam Karoti, Manglam, District Fitment Centers and CRRC Lucknow in 31 districts.

School Health Checkup Programme

A Government Order by the State Health Dept. for school health checkup of children studying in primary schools was issued for UP DPEP III districts as well in 2001-02. The GO sets up a health checkup coordination committee in the districts to establish a roster for school based checkup by Dept. doctors.

For the year 2000-01, health checkups of 17,31,979 children studying in primary schools was completed, out of which 4062 children were provided disability certificates.

In the year 2001-02, the health check-up of 43,25,896 children have been done out of which 14498 children were provided disability certificates. For year 2002-03, the health check up program is going on.

MIS

- Hardware with UPS and software is in place in all the 32 project districts & SPO.
- Data entry operators are in position in all the districts.
- Systems are fully operational.
- EMIS - 2000-01 and 2001-02 reports have been generated for all the districts and shared with TSG/GOI. Analysis is being done by SIEMAT and will be shared with DIETs, DPO, SCERT, and Director Basic Education.
- DISE was revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software was changed. Now the ORACLE software is being used for EMIS. Training on revised format was given to SPO & DPO computer personnel and district coordinator (community mobilization) in SIEMAT during 21-22 August 2001. In addition one week professional training on ORACLE was provided to SPO personnel by Regional Computer Centre, Lucknow during 16-21 July, 2001. Training of DPO computer personnel was conducted during 15-31 October, 2001. The revised DISE software was received from GOI in January 2002. On receipt of

the update DISE system the final round of training was organised at SPO on 11.3.2002. Necessary hardware have also been procured. The revised DISE has now been operationalised.

- **Formulation of EMIS 2002-2003 on revised DISE was started in month of August 2002. Formats were printed at the district level & distributed to all the schools. Filled formats have been collected at district level from schools and data entry is in process.**
- Microplanning exercise is going on in DPEP-III districts. Data has been collected partially.

Capacity Building of Institutions

- **Computerization of service & financial matters of teachers & Education Deptt. Officers has been undertaken, under UP DPEP-III.**
- **A technical Committee was constituted by GOUP to decide specifications of Computer Hardware/ Software and other equipments for SIE & State textbook office. The committee examined the matter in its meeting and decided the specifications for both the organizations. The procurement process has been completed and systems have been installed.**
- **DPEP cell has been established in each Division in Asstt. Director, Basic Education Office. 7 Dy. Divisional Project Officers are in place. Dy. Divisional Project Officers have been provided 3 days orientation-training during 8-10 January 2002 by SIEMAT, Allahabad. Computer operators were appointed in their offices and training provided to them in April 2001.**
- **Regular Review meetings with Divisional officers at SPO on 7th of every month. They are rendering an active role in monitoring, problem-solving, field inspections.**
- **Block level ABSAs declared Block Project officers for implementation & monitoring of project.**

Project Financial Management System

As per the agreed minutes of Negotiations of District Primary Education Programme-III the first PMR based on CFMS which was developed by M/s Compare Infobase Pvt. Ltd. for the quarter ending March 2002 has already been submitted to W.B. in the month of April 2002.

Now C.F.M.S. is operational in DPEP-III and accounts are being prepared on the basis of C.F.M.S.

Civil works

- ◆ **Against the civil work target of first year 2000-01. The sites of all works have been selected & work is in progress. The progress of civil works are given in Annex.**
- ◆ **For 2000-01, the construction of 956 school building (new) against the target of 1099 (86.99%), 3073 classrooms out of 3125 (98.33%) and 1826 NPRC against 1886 (96.82%) have been completed. Remaining are at different stages of construction.**
- ◆ **Dovetailing of funds with PMGY to the tune of Rs. 30.91 crores for 2000-01 schools and Rs. 2.28 crores under SRY in 5 districts has been ensured.**

- ◆ Newly developed designs of schools under DPEP-II have been mainstreamed. Commensurate Construction manuals are available with the districts.
- ◆ As per Executive Committee decision, District Magistrates have nominated local RES/MI engineers for technical supervision of civil work on honorarium basis.
- ◆ SPO & EdCIL professionals have provided technical training to District level engineers in all the districts of U.P.
- ◆ District level engineers have provided technical training to all concerned VECs.
- ◆ **The Funds for the spill over target of 2000-01 i.e. 2762 additional classrooms, 1320 primary schools (reconstruction) and 6998 toilets have also been released in 2001-02, out of which 902 (68.33%) primary schools (reconstruction), 1740 (62.29%) additional classrooms and 5988 (80.1%) toilets have been completed.**
- ◆ **Based on the funds available for year 2001-02, releases for 1080 (new) & 1373 (reconstruction) primary school buildings and 1752 NPRC's have been released, out of which 401 school buildings have been completed and remaining are different stages of construction.**
- ◆ **The funds for spill over target of 4253 additional classrooms and 5354 toilets were made available to the districts in 2002-03. The site have been selected. The work is in progress.**
- ◆ **Dovetailing of funds with PMGY to the tune of Rs. 23.89 crores for (2001-02) 2085 primary schools made available. During 2002-03 PMGY funds Rs. 23.33 crores have been made available for construction of 2036 school buildings.**
- ◆ **C&DS division of UPJal Nigam has been contracted to construct & supervise BRC's. 376 BRCs have been planned out of which 334 BRC have been completed and the rest are in progress.**
- ◆ **An SCERT hostel is being constructed in DPEP-III. The work is in progress at 95% level.**
- ◆ **An additional Training Hall is being constructed in SIEMAT, Allahabad. Work is completed.**
- ◆ **Three persons (two from state level and one from field) participated in 5 day 5th National Cross State Sharing workshop held on civil works at Jaipur (Rajasthan) during 25-29 Sept. 2001.**

AWP & B

- ◆ **2 days training for core team of DPEP-III districts organized at SIEMAT Allahabad during Jan 2002.**
- ◆ **AWP & B for 2002-2003 for DPEP III districts have been appraised by GOI.**

Research & Evaluation

Under DPEP-III the following Researches /Evaluations studies are underway.

1. **Cohort study in 32 districts of DPEP-III. This study is being conducted by SCERT and is going to be completed shortly.** Dr. Yash Agarwal from NIEPA, Dr. K.P. Pandey Ex. V.C. Kashi Vidhyapeeth, Dr. A.B.L. Srivastava from Ed-CIL T.S.G. provided expert help to formulate the proposal & T.O.R. for the Cohort Study.
2. **M.A.S. (Mid-term Assessment Survey) for DPEP-III is planned for the year 2002-2003. SCERT & DIET's is conducting.**

3. Following evaluation studies are planned for 2002-03 for which action has been initiated by SIEMAT, Allahabad.
 - a. Parateachers
 - b. Alternative Schooling
 - c. ECCE
 - d. Teacher Training & Support System
 - e. VEC School Management.

**Staffing Position At State Project Office
Under DPEP-III**

S.No.	Post/Designation	Sanctioned Posts	In Post
1	State Project Director	1	1
2	Additional Project Director	1	1
3	Additional Project Director III	1	1
4	Chief Finance & Account officer	1	1
5	Senior Professional	6	6
6	Senior Finance Accounts Officer	2	2
7	Professional	5	5
8	Purchase Officer	1	1
9	System Analyst	1	1
10	Administrative Officer	1	1
11	Computer Programmer	1	1
12	Asst. Accounts Officer	1	1
13	Office Superintendents	1	1
14	Senior Accountant	1	1
15	Computer operator	3	3
16	Steno	6	6
17	Accountant	2	2
18	Auditor	1	1
19	Junior Auditor	2	2
20	Senior Clerk	6	6
21	Asst. Clerk	2	2
22	Cashier	1	1
23	Driver	5	5
24	Peon	7	7
25	Watchman	2	2
26	Distance Education Coordinator	1	1
	Total	62	62

**DPO Staffing Position
DPEP-III**

Annexure -II

Sl.	Name of Post	No. of Post Created	No. of post filled
1	Expert(BSA)	32	32
2	Asstt. Accounts Officer	32	32
3	District Coordinator (Training)	32	30
4	District Coordinator (AS)	32	30
5	District Coordinator (Community Participation)	32	30
6	District Coordinator (Gender)	32	29
7	Computer Operator	32	32
8	Accountant	32	18
9	Steno	32	20
10	Typist/Clerk	32	23
	Total	320	276

Staffing In DIETS - UP DPEP-III

S.No.	Districts Sanctione-Posts	Principal (1)	Vice-Principal 1)	Senior-Lecturer (6)	Lecturer (17)	Work-Exp. Teacher (1)
1.	Ghaziabad/ G.B.Nagar	1	1	2	14	1
2.	Mainpuri	1	1	3	8	1
3.	Bulandshahar	-	1	1	9	1
4.	Meerut/ Baghpat	1	1	1	10	1
5.	Etah	-	1	2	5	1
6.	Agra	1	1	4	17	1
7.	Bijnor	-	1	1	6	-
8.	Muzaffar Nagar	1	1	1	12	1
9.	Jalaun	-	-	1	9	1
10.	Mahoba/Hamirpur	1	-	-	3	1
11.	Unnao	1	-	3	17	1
12.	Jaunpur	1	-	6	10	1
13.	Sultanpur	1	-	-	12	1
14.	Raibareilly	1	1	2	12	-
15.	Kanpur Dehat	-	-	-	11	1
16.	Jhansi	1	1	1	15	1
17.	Mathura	-	1	2	8	1
18.	Azamgarh	-	1	-	5	1
19.	Ballia	1	-	-	8	1
20.	Faizabad/ Ambedkar Nagar	1	-	1	15	-
21.	Farukhabad/ Kannoj	1	1	-	1	1
22.	Fatehpur	1	-	1	14	1
23.	Ghazipur	-	1	3	12	-
24.	Mau	-	1	1	12	1
25.	Mirzapur	1	-	1	3	-
26.	Pratapgarh	-	1	1	9	1
	Total	16	15	35	256	21

- Figures shown in brackets are no. of sanctioned posts.
- Kushinagar (Padrauna) is looked after by DIET Deoria.

U.P. District Primary Education Programme-III

Civil Works - Physical And Financial Status Report On 31-8-2002

Physical Status .

S.No	Item	Project Target	Planned So Far	Completed	In Progress	Not Started
1.	BRCs	388	379	334	42	3
2.	CRCs	3852	3638	2369	1140	129
3.	New Primary School	2442	2179	1158	1190	108
4.*	Reconstruction of Primary School	3020	2693	1101	1422	170
5.*	Additional Class Rooms	11640	10140	4897	1249	3994
6.*	Toilets	13958	11251	6068	862	4321
7.	Drinking Water	4397	100			
8.	Repairs	7920	No releases			
9.	MIS Centres	32	32	32	--	--
10.	Hostel Construction in SCERT, Lucknow	01	01	--	01	--
11.	Training Hall in SIEMAT, Allahabad	01	01	01	--	--

* 4 & 6 Funds released in April, 2001 for 1320 primary school (reconstruction) and 6998 toilets due to shortage of funds in 2000-01.

* 5 & 6 Funds were made available for 4253 additional classroom and 5354 toilets in 2002-03 instead of 2001-02 due to shortage of funds.

Financial Status .

(Rs. in lakhs)

Total Approved Project	Released Till 31-8-2002	Expenditure Till 31-8-2002
18251.00	17880.20	15083.41 (84.36%)

UTTARANCHAL

Coverage:

Total number of districts: 06
(Tehri Garhwal, Haridwar, Uttarkashi, Bageshwar, Pithoragarh and Champawat)

(Rs.In lacs)

Particulars	District Covered	EFC Approved Project Cost	Annual Work Plan 2002-2003 Including Spill Over
DPEP-III 1	Bageshwar	898.16	244.15
1			
2	Champawat	847.83	283.14
3	Haridwar	1660.75	369.60
4	Pithoragarh	1264.14	390.47
5	Tehri Garhwal	1833.66	575.56
6	Uttarkashi	1213.94	424.17
7	SPO	584.58	353.55
	Total	8303.08	2640.64

(Rs.In lacs)

Fund released by GOI upto 31.08.2002	Fund released by State Government upto 31.08.2002	Total	Percentage(%) State Share against total fund received
3311.25	722.65	4033.90	17.91

(Rs.In lacs)

Cumulative expenditure upto 31.08.2002	3094.23
Reimbursement claimed against fund released by GOI	2947.40 *

* Rs. 869.87 by S.P.O Lucknow & Rs. 2077.53 by S.P.O. Uttaranchal.

Project Structure :-

Staff position in SPO & DPOs...

Name	No. Planned	No. filled	Vacant	Particulars of posts vacant/progress in filling the same
SPO Dehradun	30	22	08	06 personnel attached from education department
DPOs	60	57	03	Computer operator - 02 Steno - 01

* Details of posts are given in Annexure I(A) & I(B).

** Staffing in DIETs of 05 project districts is given in Annexure II.

Orientation & training of DPOs & DIETs

To orient & trained the DPEP staff towards different activities of the project and pedagogical aspects, workshops were held in DPEP districts.

In these workshop the lecturers of DIET, BRC/NPRC Co-ordinators, ABSAs, SDIs and all district Co-ordinators were oriented & trained.

Functioning of Executive Committee

- Meetings of Executive Committee are being held regularly. Last meeting of Executive Committee was held on 06 Nov. 2001, the next meeting proposed in the month of April 2002.
- A proposal for nominations to the General council as well as the Executive Committee of “Uttaranchal Sabhi Ke Liye Shiksha Parishad” is under consideration of State & Centre Government.

Pedagogical Improvement

- District Coordinators (Trg.) are in place in all the DPEP districts.
- All District Coordinators (Trg.) have been oriented & trained.
- SRG, DRGs & BRGs have been constituted.& oriented.
- Visioning workshop for SRG was held at DIET, Roorkee, DIET Bhimtal respectively.
- 38 BRC & 280 NPRC are in function.
- 38 BRCc, 76 ABRCc & 280 NPRCc have been selected.
- 08 Days foundation training for BRCc & NPRCc organised.
- 10 Days training on self instructional module on Hard spots has been proposed.
- 190 master trainers for Teacher’s training were trained.
- 32 Resource persons Master trainers from each district has been trained for II nd round teacher training.
- 8543 teachers have been trained in the Ist round Teacher training programme.
- Ist round Teacher training programme was mainly focussed on new Text Book (class I to V) developed under UPDPEP.
- Teacher training module (II round training) on Hard spots in Maths, Language developed in a workshop held at DIET Dehradun. Besides this the emphasis has been given for promoting Girls Education and Education for disabled children.
- Curriculum development workshop on EVS was organised with the collaboration of “Uttarakhand Seva Nidhi” Almora (NGO).
- Project functionaries & DIET’s lecturers participated in these workshop.
- School improvement grant have been provided Rs 2000 to 4387 schools & they have utilized it.
- 8563 teachers have got TLM grant of Rs.500/- per teacher.
- 639 Shiksha Mitra (Para teacher) under DPEP & 404 Shiksha Mitra under State Govt. Scheme trained.
- School grading tool development workshop organized State Resource Centre, Dehradun.
- School grading formats developed & implemented.
- Training need identification of: DIET, & district level functionaries on management issues conducted by NIEPA.
- Training programme on management development conducted for DIETs personnel & district level functionaries by NIEPA at Academy of Administration, Nainital.
- Curriculum for class I-V has been revised.

- Distance education programme is in progress in th State.
- In DPEP district of Uttaranchal the Distance Education Programme is in progress. IN the meeting of SRG of DEP-DPEP on July 2002. It was decided that Teleconferencing programme would be started in DIETs of DPEP districts of Uttaranchal.
- A workshop Use of New Media in Primary Education has been organized in NID Ahemedabad in which three DIET personnel has been trained from Uttaranchal.
- A workshop for module writing for SLM for open and distance learning mode has been organized by CEE Ahemedabad and in which a person has been trained for Uttaranchal.

Alternative Schooling & EGS Centres

- District coordinators (AS) are in place.
- District coordinators have been oriented regarding their role & responsibilities.
- District coordinators (AS) oriented about the selection process of Acharyaji/ Instructors & system of supervision, monitoring & evaluation of AS and EGS centers.
- EGS envisages opening of the centers for class 1 & 2, in such habitations which do not have any primary school with in radius of 1 km & 20 children available in the age group of 6-11 years.
- The community has been assigned the responsibility to provide space & accommodation for the AS & EGS centers in order to foster ownership.
- 443 EGS & 34 AS centers are in operation.
- 486 Acharyaji & Instructors have been selected.
- 416 Acharyaji & Instructors oriented & trained.
- Formal school text books are used in AS&EGS centers.
- BRCC & NPRCC are monitoring & supervising the programme.
- SRG & DRGs have been constituted.
- SRG oriented & bimonthly meetings held.
- TLM workshop for EGS & AS Acharyaji/Instructors organized on 28-30 Sept.2001 at DIET Roorkee.
- 10523 children are enrolled in EGS centers.
- 1311 children are enrolled in AS centers.
- DCF developed for EGS & AS centers.
- SRG and District functionaries trained for filling DCF.
- Gradation and categorization of EGS&AS centers.

Teacher Appointment

- 623 Shiksha Mitra selected & trained under DPEP.
- 399 Shiksha Mitra selected & 325 trained under state govt. scheme.
- 251 teachers appointed in formal school under DPEP.

Awareness Building & Community Mobilisation

Conscious efforts are made for the participation & involvement of local community in implementation and management of programme at village level.

Village Education Committee

In order to promote proper involvement of community in primary education, the VECs' have been constituted.

The VEC is expected to play an important role in mobilizing the community & bringing positive attitudinal change in people towards education. The community would take part in :

- to bring un-enrolled children into formal schools.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-5 come to the ECCE centres for pre schooling.
- to encourage and support out of school children especially girls & working children for primary education.

Community/VEC participation

The community through VECs are actively involved in the following activities :

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment and retention of children.
- School improvement/development.
- School construction, maintenance and repair of school buildings and purchase of materials.
- Opening of AS/EGS Centres.
- Purchase of educational materials in AS/EGS & ECCE centers.
- Appointment of Shiksha Mitra & Acharayaji/ Instructors.
- Free text books & scholarship distribution.
- In preparation of cooked meal under Mid Day Meal scheme.

Interventions

Following measures have been undertaken to gear up the process of community involvement in 06 project district :

- **2674 VECs constituted & 2579 trained in 06 DPEP districts.**
- **65220 members of VECs & community member trained.**
- 1200 VEC trained in Ist Phase.
- **Training programme organized for 1474 VECs in 2nd phase.**
- **In 2163 villages "Village Education Plan" completed.**
- **1310 MTAs & 335 WMGs formed.**
- **13745 MTA & 4802 WMGs members have been trained.**

- **Government order for the constitution of SMC issued by the State Government on 30 March 2002.**

1. Administrative arrangements

- District co-ordinators (community mobilization) have been appointed and trained in a state level workshop.
- 03 days training programme for D.Co.(C.M.) held at SPO level regarding community participation and PRA etc.
- DRG/BRG/VECs constituted and trained.
- Training on microplanning & school mapping organized at NIAR, Mussoorie.
- Training on data capture format(Survey format) for district level functionaries organized at SPO level.
- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs for printing and distribution.
- The training module has been printed by the districts and distributed to BRGs/VECs for training.

2. Training Programme

- District resource groups have been constituted in all the 6 districts.
- A 4 days training/orientation programme for DRG members was organized at SPO level.
- Block Resource Group have been formed in all the 38 blocks.
- All 38 BRG's have been trained.
- 2579 VECs have been trained till Sept 2002.
- 84 MTA & 109 WMG trained in school tracking programme in model clusters.

3. Campaign and other mobilisation activities

- At the start of academic session 2002-2003, School Chalo Abhiyan was organised in the state from July 1-15, 2002. Prabhat Pheries were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts and marked its formal launching.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
- Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.
- Formal school grading & student achievement tools developed for the purpose of community.

Activities performed under School Chalo Abhiyan

- In order to motivate parents to educate their daughters, Meena film developed by UNICEF shown in 370 villages.
- Orientation programmes conducted for the Gram Pradhans & members of VECs, at the Nyay panchayat level, on the issues of primary education and their role and responsibilities in the management and improvement of primary schools.

- For the success of School Chalo Abhiyan, support has been received from various departments at the districts. Public representative inaugurated the School Chalo Abhiyan programme at the district and block levels.
- Distt level, Block level, and village level rallies were organised.
- Children's enrolment, with specific emphasis on girl's education, retention and enrolment drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- Free text books were distributed to SC, ST boys and all girls.
- In addition to this State government has taken initiative to distribute free text book for the children of general category, who did not covered under the above scheme.

Girl's Education

- District Coordinators (Girl's Education) in 06 districts are in place.
- District Coordinators (Girl's Education) have been oriented about their role & responsibility.
- SRG & DRGs formed.
- SRG & DRGs have been oriented & regular meetings held.
- 80 model clusters have been identified in 12 blocks having low female literacy rate.
- Intensive approaches have been adopted in these clusters to promote girls education.
- 335 WMG & 1310 MTA formed.
- 4802 WMG & 13745 MTA members trained.
- Meena film developed by UNICEF shown in 370 villages.
- Meeting with WMG & MTA's regularly held.
- **Kala Jatha/ Nukar Natak performed in 34 villages & 15 model cluster.**
- **Maa-Beti/ Bal malas organised in 58 model clusters.**
- **619 ECCE centers are running in convergence with ICDS department.**
- **585 ECCE workers have been given 07 days training in the DIETs.**
- **Vedio film of ECCE centers are developed by district Uttarkashi, Pithoragarh and Tehri.**
- A regional workshop for 5 days organized at SRC Dehradun to trained the State Resource Team working for the study on classroom culture and process form the gender perspective
- Study on class room culture & process was conducted in 17 formal school & 4 AS centres of Haridwar & Tehri.
- Data feeding for study on class room culture & process is completed.
- 1.84 lakh girls have been provided free text books from class I to V.

Integrated Education

- One professional looks after the IED programmes at SPO level.
- SRG, DRGs & BRGs constituted.
- SRG oriented & trained.
- 4324 children in age group 6-14 with special needs identified in 06 DPEP districts.
- During door to door survey by VEC convergence made at the state & district level with different Department such as NIVH, NIOH, social welfare & ICDS departments, Medical & Health.

- With the assistance of the above institutions 03 camps for the medical examination of disabled children was organized at

- 1- BRC, Bhagwanpur, Haridwar.
- 2- Takana Primary school Pithoragarh.
- 3- Hadaw Primary School Chamba, Tehri.

- For creating general awareness a folder and two video films developed.
- 658 children were medically examined.
- 249 children were identified for getting aids & appliance.
- 204 children were given a disability certificate by the medical team of chief medical officer.
- Aid & appliances to 249 children provided free of cost by NIVH & NIOH, Dehradun.
- 850 parents of disabled children were provided counseling regarding the health of children & their proper development, physical & mental status.
- Training moduled prepared for IED, Master trainere trained.
- IED coordinators/ DIET lecturer/NPRT/ Headmasters/teachers sensitized on IED in all the participation in National IED Programme review meeting at Gurgaon Hariyana.
- A tool for IED developed.
- IIED component included in school grading format.

MIS

- Hardware with UPS and software are in place in all the 6 project districts.
- Data entry operators are in position in 04 districts.
- Computer personnel of DPO's have been trained with technical assistance from TSG; Ed.CIL New Delhi in SPO, Dehradun.
- ORCALE training for computer operators' completed in all districts.
- Data send to Ed.Cil New Delhi for year 2001-02.
- Date capture formats for 2002-03 printed at district level and distributed to all the schools in All districts.
- Training of Computer Operator, BRCc, ABSA, SDI & NPRC coordinators organized in all the districts for filling up the DCF and carry out the sample checking.

Civil Work

- The progress of the civil works targeted for the year 2000-01 are given as annexure III 'B'.
- Civil works targets for the year 2001-2002 are shown in annexure III 'B'.

**Staffing Position at SPO, Uttarakhand
Under DPEP-III**

S.No.	Post/Designation	Sanctioned Posts	In Place
1.	State Project Director	01(Ex-Officio)	01
2.	Additional Project Director	01	01
3.	Finance controller/Senior Professional	01	01
4.	Senior Professional	02	02
5.	Professional	02	02
6.	Administrative officer	01	01
7.	Accounts Officer	01	01
8.	Computer Programmer	01	-
9.	Computer Operator	02	02
10.	Senior auditor	01	-
11.	Accountant	01	01
12.	Steno	04	02
13.	Senior Clerk	01	01
14.	Astt. Clerk	01	01
15.	Driver	04	03
16.	Peon	05	03
17.	Sweeper cum chokidar	01	-
	Total	30	22

(06 personnel attached from Education Department)

**DPO Staffing Position
DPEP-III**

S.No.	Name of Post	No. of Post Created	No. of Post Filled
1.	Expert(BSA)	06	06
2.	Asst. Accounts Officer	06	06
3.	District Coordinator (Training)	06	06
4.	District Coordinator (AS)	06	06
5.	District Coordinator (Community Participation)	06	06
6.	District Coordinator (Gender)	06	06
7.	Computer Operator	06	04
8.	Accountant	06	06
9.	Steno	06	05
10.	Typist/Clerk	06	06
	Total	60	57

Staffing in DIETS - Uttarakhand DPEP-III

S. No	Districts	Principal	Vice-Principal	Senior-Lecturer	Lecturer	Work-Exp. Teacher	Statistician	Tech. assistant
	Sanctioned-Posts	(1)	(1)	(6)	(17)	(1)	(1)	(1)
1.	Bageshwar(Almora)	-	1	05	16	1	1	1
2.	Haridwar(Roorkee)	-	1	04	18	-	1	1
3.	Pithoragarh	1	-	04	16	1	1	1
4.	Champawat	-	-	-	-	-	-	-
5.	Tehri Garhwal	1	-	02	16	1	-	-
6.	Uttarkashi	1	-	02	13	-	1	1
	Total	3	2	17	79	3	4	4

• Figures shown in brackets are no. of sanctioned posts.

Annexure - III (A)

Selection of MTs and appointment of BRC/NPRC Coordinators - DPEP-III

S. No.	Districts	No. of Blocks	No. of Selected MTs	No. of BRC-C in place	No. of ABRC-C in place	No. of NPRCs	No. of NPC-C in place
1.	Bageshwar	05	27	05	10	35	35
2.	Champawat	04	18	04	08	23	23
3.	Pithoragarh	08	40	08	16	64	64
4.	Tehri Garhwal	09	45	09	18	76	76
5.	Uttarkashi	06	30	06	12	36	36
6.	Haridwar	06	30	06	12	46	46
	Total	38	190	38	76	280	280

Annexure - III (B)

Civil Works-Physical and Financial Status as on 31.08.2002
(DPEP-III) Uttarakhand - Physical Status Year 2000-2001

S. No.	Item	Planned so far (2000-01)	Completed	In progress	% of Comp. & IP
1.	BRC	5	5	-	100
2.	CRC	131	131	-	100
3.	New primary schools	130	126	4	100
4.	Additional Classroom	118	117	1	100
5.	Reconstruction of primary schools	113	95	18	100
6.	Toilets	749	740	9	100
7.	MIS center	6	6	-	100

Physical Status Year 2001-2002

S. No.	Item	Planned so far (2001-02)	Completed	In progress	% of Comp. & IP
1.	BRC	27	12	15	100
2.	CRC	149	84	51	90.6
3.	New primary schools	121	26	82	90
4.	Additional Classroom	448	102	150	56.25
5.	Reconstruction of primary school	123	03	69	58.5
6.	Toilets	469	112	40	32.4

Financial Status - Civil Works 2002-03

(in lacs)

Total approved Project	Approved out lay for 2002-2003 Including spill over	Expenditure during 2002-2003 upto 31.08.2002	Cumulative expenditure upto 31.08.2002
1778.00	653.14	134.08	1071.91

WEST BENGAL

1. DPEP Coverage

Existing : Districts

Project Period : 1997-1998 to 2003 to 2004.

(Rs. in lakhs)

Districts covered	EFC approved cost
Bankura	3629.563
Birbhum	3447.477
Cooch Behar	3569.286
Murshidabad	3700.560
South 24 Parganas	3978.683
State Component Plan	1304.771
Total	19630.339

Expansion: : Districts

Project Period : 2000-2001 to 2006 to 2007.

(Rs. in lakhs)

Districts covered	EFC approved cost
Purulia	3999.71
Malda	3999.53
Uttar Dinajpur	3999.70
Dakshin Dinajpur	3999.09
Jalpaiguri	3999.73
State Component Plan	1430.20
Total	21427.96

2. Project Structure

a) Vacancy position in SPO and DPOs (as on 28.02.2001):

Name	No. planned	No. filled	Vacant
SPO	61 (excluding clerical cadre & Group – 'D')	57	NIL
DPOs (Existing)	100 (excluding LD clerical cadre & Group – 'D')	92	8
DPOs (Expansion)	100 (excluding LD clerical cadre & Group – 'D')	88	12

Existing District:

The post of DPO & Dy. DPO of existing DPEP districts were filled up by the existing pool of officers of the Education Department, Govt. of West Bengal on full-time basis. Other posts were filled up by the incumbents from open market on contract basis.

Expansion District:

The post of DPO & Dy. DPO of existing DPEP districts have been filled up by the existing pool of officers of the Education Department, Govt. of West Bengal except Uttar Dinajpur. Other posts vacant are mainly of co-ordinators of different field.

b) Functioning of EC/GC: (upto 31.7.2002)

- The West Bengal DPEP Society has so far organised five meetings of General Council and ten meetings of Executive Committee. The last GC meeting was held on 12.12.2001. The last EC was held on 08.05.2002.

c) Submission of Annual / Audit Report:

- The Annual Report and Accounts for 2000 – 2001 have been submitted to GoI to be laid in both Houses of Parliament
- The Annual Report in English for 2000 – 2001 was published in December, 2001
- The Annual Report in Hindi for 2000-2001 is going to be published in March, 2002

3. Annual Work Plan & Budget 2002-2003

Existing	(Rs. in lakhs)
District	AWPB amount
Bankura	1482
Birbhum	1685
Cooch Behar	1634
Murshidabad	1953
South 24 Parganas	2427
State Component Plan (existing)	273
Total	9454

Expansion	(Rs. in lakhs)
District	AWPB amount
Purulia	1588
Jalpaiguri	1762
Malda	1699
Dakshin Dinajpur	1042
Uttar Dinajpur	1187
State component (expansion)	461
Total	7739

The district-wise cumulative expenditure is as below (upto 31.08.02)

Existing:

		(Rs. in lakhs)
SPO	-	1205.87
Bankura	-	2092.41
Birbhum	-	1906.93
Cooch Behar	-	1809.78
Murshidabad	-	2145.80
South 24 Parganas.	-	2836.51
Total	-	11997.3

The district-wise cumulative expenditure is as below (upto 31.08.02)

Expansion :

		(Rs. in lakhs)
SPO	-	324.67
Dakshin Dinajpur	-	709.85
Jalpaiguri	-	859.80
Malda	-	499.85
Purulia	-	234.86
Uttar Dinajpur	-	663.99
Total	-	3293.02

☆ Financial Status as on 31.08.02

- | | |
|---|-----------------------|
| a) Expenditure (Existing) incurred upto 31.08.02 | : Rs. 11,997.30 lakhs |
| b) Expenditure (Existing) incurred during 2002 - 2003 (upto August, 2002) | : Rs. 645.37 lakhs |
| c) Expenditure (Expansion) incurred upto 31.08.02 | : Rs. 3293.02 lakhs |
| d) Expenditure (Expansion) incurred during 2002 – 2003 upto August, 2002 | : Rs. 617.46 lakhs |

4. Review of Functional Areas: (upto 31.08.2002)

i) *Planning And Management*

- Developed a database collected from different sources and used for the formulation of annual plan documents of 2002-03 for each DPEP district.
- The database validated and authenticated at different levels of the DPEP districts.
- Data through DISE, 2001 for each DPEP district already collected, analysis is in process and the said report yet to be disseminated.
- A series of workshops with district officials conducted on planning activities for 2002-03 at state, district levels during March, April, May and June 2002.
- Continuous discussions with district functionaries took place for finalisation of DPEP documents.
- Plan documents for each DPEP district (Phase-I and II) along with state components for 2002-03 already developed.

- Final version of those plan documents already placed before MHRD, GoI in the month of July, 2002 for approval.

Habitation Planning:

For SSA in particular, **Habitation Planning** is regarded as a pre-requisite of District Elementary Education Plan. But in our state we have not been able to proceed much in the matter of initiating planning for elementary education from habitation level.

Recently, we have introduced Habitation Planning exercises in order to establish linkage between SLIP schools and the concerned communities. Some more experiments have been done in this regard in North 24 Parganas, Uttar Dinajpur, Paschim Medinipur, Burdwan and Malda districts.

(a) Habitation Planning with SLIP communities : Micro-planning exercises have been initiated in the education sector in West Bengal by application of a few PLA methods / techniques in order to involve communities in the on-going SLIP (School-based Learning Improvement Programme) interventions in classroom transactions for improving quality of education (in selected DPEP districts). It is heartening to note that such micro-planning exercises being undertaken with the aim of empowering and involving communities in SLIP interventions are coming out successful. The outcomes of such micro-planning exercises with SLIP-school communities are indeed *habitation plans* with thrust on quality of education.

(b) Habitation Planning at Amdanga, North 24 Parganas : A similar micro-planning exercise by application of some selected PLA methods / techniques was attempted at Amdanga Block in North 24 Parganas District (which is a non-DPEP district and hence obviously a non-SLIP area) on 8.3.2002 thereby involving a community who are not so aware of the issues of elementary education, let alone *quality of education*. The exercise ended up with the learning that in case of non-SLIP communities a different package of PLA methods and techniques will have to be adopted.

(c) Habitation Planning at Uttar Dinajpur : A micro-planning exercise was undertaken at Islampur sub-division of Uttar Dinajpur between 18th – 22nd February, 2002, through a field-based training-cum-workshop organised by SPO with support from the District Project Office. The participants in this workshop were District Co-ordinators on Community Mobilization, Gender Issues, Integrated Education for the Disabled and Early Childhood Care & Education from the 10 DPEP districts. The main objective of this programme was to orient the District Co-ordinators with the methodology of formulating ‘Habitation Plans’ by applying PLA techniques. At the end of the workshop, 6 Habitation Plans were formulated, and the District Co-Ordinators were motivated to take up this intervention intensively and extensively in their respective district in order to formulate educational plans for each habitation.

(d) Habitation Planning at Garhbeta, Paschim Medinipur : Another innovative exercise was undertaken by SPO with support from the district administration at Amlagora, Garhbeta in Paschim Medinipur district. A Self-Help Group was activated to take leadership in a 2-day habitation planning exercise which was joined by officials from District and Block administration, Panchayat Samiti and Gram Panchayat officials, teachers, community leaders and guardians among others.

(e) Habitation Planning at Kalna, Burdwan : Another habitation planning exercise was undertaken at Kalna, Burdwan on 5th and 6th April, 2002 through a workshop which was attended by 2 Key Resource Persons from each non-DPEP and DPEP district (except Darjeeling and Kolkata). It was indeed a field work based habitation planning workshop on application of the methodology of formulation of *Habitation Plan for UEE*. The programme was designed with the objective of capacity-building of about 40 Key Resource Persons (External Facilitators) coming from 18 districts on habitation planning for UEE through first hand working experience; capacity-building of about 40 Animators from 20 habitations and Chairman and Secretary of each of the concerned VECs (Internal Facilitators); and preparation of 20 *Habitation Plans for UEE* at a single go at the end of the programme.

(f) Habitation Planning at Malda : Another habitation planning exercise was undertaken at Malda on April 22-24, 2002 through a workshop which was attended by 2 Resource Persons from each Block. The programme was organised by District Project Officer, SSA & DPEP, Malda with consultancy support from SPO, PBRPSUS. The programme was conducted jointly by a team comprising 2 officials from SPO and 2 Key Resource Persons trained at Kalna. The programme was designed with the objective of capacity-building of about 2 Key Resource Persons (External Facilitators) coming from each Block on habitation planning for UEE through first hand working experience; capacity-building of about Animators from selected habitations and Chairman and Secretary of each of the concerned VECs (Internal Facilitators); and preparation of 3 *Habitation Plans for UEE* at the end of the programme.

ii) Civil Work :

- 485 new school buildings 1381 addl. Rooms & 196 CLRC buildings planned till date involving approximately Rs.4897.93 lakhs. More than 90% of civil construction of these buildings have already been completed as on February'2002 of phase I & districts 317 new schools buildings, 322 additional classrooms and 130 CLRC buildings planned till date, involving approximately 4577.75 lakhs for phase II districts. About 20% of progress has been achieved so far.
- Construction of Prototype building in each district has been completed to provide Theoretical & Practical training on CET to local engineers, masons and VCC members on non-effective technology.
- Programme taken up on creation of child friendly learning environment in schools out of civil work innovation funds with DPOs and SPO. 6553 units are developed for the construction of such elements out of which 421 units are already completed
- Convergence plans formulated at district level to provide basic minimum building support to all primary schools including toilet and drinking facility, site development etc. within next 3 years.
- Issue of SCERT building support from WBDPEP finalised with School Education Deptt. and PWD. Besides provision of Rs. 100 lakhs from the State component plan for existing districts, another Rs.150 lakhs being incorporated in the expansion plan of the State Rs.100 lakhs come from GoI and GoWB. Engineering drawings and estimates finalized in the process of sending them to DFID for approval.

Cumulative Report (Physical Progress)
As on 30.06.2002

Existing Districts (Civil Works)
New School Buildings

District	Total Target	Completed	In Progress	Not Started
<i>Birbhum</i>	81	80	01	00
Bankura	158	155	03	00
Cooch Behar	96	66	30	00
Murshidabad	84	73	11	00
South 24 Parganas	66	42	24	00
Total	485	416	69	00

Additional Room

District	Total Target	Completed	In Progress	Not Started
<i>Birbhum</i>	238	236	01	01
Bankura	168	166	02	00
Cooch Behar	299	293	02	04
Murshidabad	319	300	19	00
South 24 Parganas	357	336	21	00
Total	1381	1331	45	05

Circle Resource Centre

District	Total Target	Completed	In Progress	Not Started
<i>Birbhum</i>	32	20	12	00
Bankura	45	44	01	00
Cooch Behar	23	23	00	00
Murshidabad	41	28	13	00
South 24 Parganas	55	43	08	04
Total	196	158	34	04

Cumulative Report (Physical Progress)
As on 30.06.2002

Expansion Districts (Civil Works)
New School Buildings

District	Target 2001-2002	Completed	In Progress	Not Started
Jalpaiguri	162	67	88	07
Dakshin Dinajpur	37	04	32	01
Uttar Dinajpur	29	04	18	07
Malda	70	18	45	07
Purulia	58	00	13	45
Total	356	93	196	67

Additional Rooms

District	Target 2001-2002	Completed	In Progress	Not Started
Jalpaiguri	58	33	25	00
Dakshin Dinajpur	77	05	68	04
Uttar Dinajpur	179	11	87	81
Malda	67	31	32	04
Purulia	25	00	16	09
Total	406	80	228	98

Circle Resource Centre

District	Target 2001-2002	Completed	In Progress	Not Started
Jalpaiguri	27	10	17	00
Dakshin Dinajpur	16	05	09	02
Uttar Dinajpur	17	05	10	02
Malda	28	00	12	16
Purulia	42	02	28	12
Total	130	22	76	32

iii) Quality Improvement

A) Training & Workshops at District Level

1.	Sensitisation workshop on IED & Gender in selected Blocks of Phase-I districts. KRP trained the teachers directly	3 days	Teachers of intervening Blocks
2.	Tentative training at IED in the selected blocks	2 days	One teacher per school of those selected blocks - teachers were trained
3.	RP training at districts in	6 days	RPs of 5 Phase – II districts, 1200 RPs

	Pedagogy Module II Phase – II districts		were trained
4.	Sensitization workshop on IED & Gender issues for teachers of IED & Gender blocks – Phase – II districts	3 days	One teacher of each Pry. School under IED & Gender blocks - teachers were trained
5.	Teachers' training on English at Phase – I & Phase – II districts	4 days	83000 teachers' were trained
6.	Teachers' training on Module II (Phase – I district)	6 days	52000 teachers' were trained
7.	Teachers' training on Module I (Phase – II district)	6 days	31000 teachers' were trained
8.	Teacher's training on Module II at Phase – II districts	6 days	30000 teachers were trained
9.	Tracher's training on IED & Gender (Phase – I district)	3 days	43634 teachers were trained
10.	Teachers' training on science at Phase – I + Phase – II	4 days	79000 teachers' training in Phase – I + Phase – II districts

b) Reading Materials developed out of those workshops
Module :

- Revised 1st Module on Pedagogy incorporating Anandapath (Joyful learning) reprinted
- Hate Kalame Sekha – O - Sekhano reprinted
- Module III on Pedagogy developed, KRP training going to be started
- Reading Materials :
- Reading Materials on IED
- Reading Materials on MTA
- Material on Multigrade teaching developed for 3rd phase teachers' training
- Material on large size classroom teaching
- Material on uses of library books for developing reading and writing skill

c) Materials used in these workshops :

- Hate Kalame Sekha O Sekhano, a guidebook on use of TLM
- Kajer Madhyeme Sekha O Sekhano a guidebook on activity based teaching learning process
- Nirbachita Path - I, Reading Material (Pedagogy)
- Nirbachita Path - I, Reading Material (Gender)
- Nirbachita Path - III, Reading Material (IED)
- Books on IED sensitisation
- Kajer Madhyame 'Sekha o Sekhano - Path II (Pedagogy)
- Sishu Kanya Theke Sampurna Manush – resource material on Gender issues
- Shikshan Prashikshan Karma Shuchi (Balikader Shiksha - I)
- Video film developed on micro intervention in class room to be displayed during training of 3rd Module

D) Text Book Renewal

The process of renewal of textbook has started. Tasks has been undertaken by WBBPE as targeted, the renewal and revision of class-I, & III textbooks on language, Mathematics, Science and History-Geography have been completed and the printed books have been distributed free of cost among the school going children.

The work related to revision and renewal of textbooks of Class IV has been started. Draft books will be available after Nov.'02.

E) CLRC Functioning

Unlike other States, West Bengal has designed a unique field level Resource institution at sub-district level called Circle Resource Centre (CLRC) to support, aid and facilitate the pedagogical renewal activities undertaken in and out of schools to improve teaching-learning processes adding to quality of education in fulfilling the objectives of Universalisation of Primary education. It is an arrangement of institutionalization of resource support to the existing system in terms of building up capacity as well as adding to the infrastructure of education at sub-district level.
Institutional Arrangement

The following arrangements are made for functioning of CLRCs

- The Sub-Inspectors of Schools of the Circles are the CLRC in-charge in their capacity of being the ex-officio Circle Project Co-ordinators.
- Each CLRC has two Resource Teachers (RT) selected from either the practicing primary school teachers or retired primary teachers.
- The CLRCs are supposed to have their own building having a Workshop-cum-Training Hall, Resource Room and Office accommodation.
- The CLRCs has been furnished with resource materials like books and journals on academic and pedagogical issues, reports on various studies and researches, etc.
- The CPCs and RTs are being oriented on role and functions of CLRCs since SSA has been launched.

Following are the activities undertaken.

Workshops :

- Orientation and training of teachers
 - All the training of teachers are being held at CLRCs. Teachers' training on Science & Pedagogy II & on IED & Gender have been completed. All the districts have completed 6 days Pedagogy training.

Innovative Approach :

Two different types of Fort-nightly workshops are being held after assessing the need of the targeted community i.e., teachers and VEC members.

- (i) Noon workshops for VEC members
This included:
- Orientation about the programme
 - Strategy formulation of the activity
 - Implementation &
 - Feedback

Several workshops were held in the following issues: Use of school grant, Maintenance of Child Register, VEC Reporting system where as the existing districts have arranged these workshops of their own as per their need.

- (ii) Afternoon workshops are being held for all primary school teachers for better application of training methodologies in classroom transaction. Issue identified for the workshops are "Difficult Areas in Math of Class-I", "Necessity of reading of poems", "use of library books in class-room", "Girl children in class-room", The districts have also designed several numbers of issues for these types of workshop. All these issues are taken up by expansion districts, where as the existing districts have arranged their workshops as per need of the teachers.

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

- normally visiting 3 school per weak per Resource Teacher
- visit provides support to
 - classroom transaction
 - usage of TLM
 - utilisation of school grant & TLM grant

supervising activities of VEC. It includes

- regular meeting
- updation of Children Register
- issue-specific activities on Community Mobilisation like enrolment drive and retention. Use of school grant and tree plantation, school environment building etc.

- (2) Collection of information of Schools & VECs :

Collection of information on school functioning through -

- DISE
- Monthly Meetings with Head Teachers

Collection of information on Community-based activities through -
Monthly Meeting of VEC/WEC Chairman & Secretary
Regular feedback from VEC members through RPs

- (3) Compilation & Reporting System :

- Compilation and updation of data on schools and community are documented through maintaining School Information Register as well as Community Information Register.

- Those reports are submitted to District Project Office on a regular basis.
- PMIS reports from CLRC are coming regularly to the District Office.

(4) Research & Documentation :

During this quarter one RT was made member of District Action Research Group (DARG) in order to carry out Research & Documentation at the Circle level. It is expected that each CLRC will initiate Action Research on a specific area from the next year.

Action Research designed out of research findings and follow up activities on the basis of emerging status after pupil evaluation studies.

A) Falta Learning Improvement Programme (FLIP)

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

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

B) School based Learning Improvement Programme (SLIP):

Encouraging response from the project made this office initiate a similar improvement programme named School based Learning Improvement Programme (SLIP).

In spite of certain activities undertaken in DPEP in classroom no tangible progress has been witnessed in case of learning of a child. When a team from SPO was sent to the districts to review the field situation of classroom in a primary schools. The recent field visit and surveys shows:

- Hardly any change in the teaching process of teachers – rote method continues to have a measure role in classroom transactions
- Little or no use of TLM in classroom
- Multigrade situation not addressed – lack of capacity of the teachers.
- Poor reading comprehension and independent reading capacity in all grades
- Wide discrepancy in learning achievement of the students in the same class – children belonging to SC/ST/Minority Deprived Urban etc.
- Average achievement level declining with ascending grades
- Grade one and two continued to be neglected – poor sitting arrangement. high dropout rate after grade one. high repetition in grade one and two.
- Mechanical periodic evaluation – hardly any follow-up or no sharing with parents.
- Accountability of quality shifting from child to family (parents) Private tuition rampant.

On the basis of experience gained from the surveys, this office wants to shift the pedagogical activity from

From:

Routinised, Stereo Type, Supply-Driven, Centrally-Planned, Adhoc, Quality Improvement Interventions

To:

Need-Based, Demand-Driven, Target-Oriented, Dynamic, Decentralised, Accountable-To-Stakeholders Approach

Objectives

- To ensure elimination of gap in learning achievements existing between "advantaged" and "disadvantaged" groups of children - social and gender gaps.
- To ensure elimination social and gender gaps in enrolment and retention too.
- To visibly reduce the gap in the performance of the top and bottom 20% students
- To qualitatively improve students' reading and independent writing competencies in all grades
- To qualitatively improve students' mental computing and systematic problem-solving abilities
- To develop students' competencies to answer to open-ended questions
- To improve students' oral articulation, team spirit and interpersonal, social and life skills
- To systematically develop self-learning and study skills and healthy reading habit among all

Target

- To eliminate grade repetition by students who have more than 70 percent attendance
- To improve school attendance by more than 5 percentage points on an average
- To bring down the drop out rate at the end of each grade to 50 percent of the present figure
- To drastically improve the grade four cohort completion rates and eliminate ECR6 and above
- To improve PTR by rational distribution of teachers and to ensure 4 teachers for 4 Grades and by engaging community teachers.
- To improve achievement level of 80% of the children to 'Ka' grade.

In this way this programme has directed to improve quality in child's learning but also in community activities teachers performance and support system. Aspects of quality which are sought for are given below:

The programme was started in 435 schools of 6 DPEP districts viz. Birbhum, Murshidabad, Cooch Behar, South 24 Parganas, Jalpaiguri Bankur. It was introduced in class – I of these schools only.

A. *Certain Activities on Management & Administration*

- The VRPs have been engaged in the schools to rationalize PTR in Class – I.
- The RTs have been trained to provide support to the schools.
- The QMTs (Quality Management Team) have been formed in the district level.
- The CRTs (Cluster Resource Team) have been designed in the CLRC level.
- The teacher has been entrusted with the activity of Class – I in the concerned school.
- Some schools running in the Day shift were shifted to morning to combat the infrastructural problem
- Morning of each school twice in a month by RTs were ensured

Major decisions and activities made during the year

B. *Workshop*

Various workshop have been conducted time to time under this programme at different levels – State, districts and CLRCs.

- Workshop was conducted on improvement of competency level of children phase by phase along with State Quality Management Team, District Quality Management Team and CPCs & RT of concerned CLRCs.
- On convergence of SLIP packages with Text Book.
- On Development of training Module at the State level for the year 2001-02 and with WBBPE for the year 2002-03.
- On development of packages for 2001 – 02 at the State level and on the same activity along with WBBPE for 2002 – 03 for Class – I and Class – II.
- On classroom transaction with materials.
- On empowering CPCs to ensure their involvement to improve the programme.

C. *Training*

- Different training camps for the teachers and Voluntary Resource Persons (VRP) have been organized at the district level. Accordingly the teams were sent to districts to conduct the training programmes and demonstration on the usage of package.
- State level training programmes have been organized also on the same.

D. *Survey & Evaluation*

- Baseline survey conducted before launching the programme
- 1st, 2nd and 3rd term evaluations conducted in each school
- A software designed to track the on going progress of learners in all spheres
- Data processing started

E. *Material Development*

- Worksheet, workbooks and other teaching learning materials such as Abacus, Alphabet book, Card, Number Card, Hanoi Tower, Chkra Chart, Folder, Big Chart etc. have been developed at the State and the District level and provided to all the learners. Materials are being used in small groups.
- The District Quality Management Team (DQMT) and CLRC are also preparing a lot of materials for the programme and utilising this during discussion training programme and visit to schools.

F. *Media & Documentation*

- An exhibition corner on SLIP was made in Vidyasagar Mela which was largely applauded by the masses.
- Three films on SLIP were prepared for use during training programme.

- Visual documentation have been done in all the 6 SLIP districts. These photo features were sequentially designed to document the objectives of the programme.

G. Community Ownership Programme

- Jana Chetana Saptaha was observed in all the 6 SLIP districts to create awareness among community regarding importance of Quality Education.
- Involvement of parents specially mothers in the whole programme was ensured by conducting focus group discussion in small groups regularly in the area where the school is situated. The Participatory Learning & Action (PLA) methodology was adopted to do the same.

Some major significant changes are visible in the classroom

- Children are meaningfully engaged.
- Children are seating in small groups while doing group work activities
- Comparative and sharing learning environment is created
- The role of group leader is prominent
- In group work the children are using card, pocket board, worksheet, chart, workbook etc. in proper manner
- Each small group is given a code name
- A healthy co-operative environment is created among group members
- Classroom environment is child friendly, inviting and appropriate for self-learning
- Classroom environment is meaningfully flexible and children
- VRPs are taking active participation in classroom transaction
- School time table is properly followed and there is no punishment stick in the classroom

The findings of SLIP has encouraged in developing a broad base plan for introducing the new techniques of child centric teaching learning process in all 52,000 primary schools of the State in a phased manner. The plan of action for expanding SLIP was prepared through several discussions with WBBPE, Directorate of School Education, SECRT and UNICEF in regard to policy management and implementation of the process and thus emerged the concept of ILIP i.e. **Integrated Learning Improvement Programme**. This year the ILIP is proposed to be launched in 3000 schools in all 10 DPEP districts. For the above activities, the following activities have been taken:

- New packages for Class I and II have been developed in collaboration with WBBPE.
- Engagement of Voluntary Resource Persons in each new Class I has been initiated.
- Training of Class I teachers and VRPs initiated.
- Training of Class II teachers planned.
- Orientation workshops for resource persons of the district and CLRCs have been organised in each district.
- Similar activities have been initiated in non-DPEP districts also.

iv) Alternative Schooling

- Sishu Siksha Kendra (SSK) formerly called Child Education Centre (CEC) launched by P&RD Deptt. has been in the alternative schooling model of the State.
- Children not attending existing primary schools due to various reasons and of unserved habitations are also covered by SSKs.
- Convergence strategies developed jointly by School Edn. Deptt. on DPEP finalised. The following strategy has been taken up :-
 - (i) Providing school grant of Rs. 1,000/- p.a. to each SSK through VEC.
 - (ii) Providing TLM grant of Rs. 250/- p.a. to each Siksha Sahayika (SS).
 - (iii) Providing addl. training support to SS on pedagogy. Providing training support on TLM to SS.
- House-to-House Survey has been conducted in five existing districts to identify unserved habitation and children. Survey completed in all 18 districts including Siliguri Mahakuma Parishad. Final reports are mostly ready. Software was developed to serve the purpose.
- 4 State level workshop organised on HH Survey in during this year followed by district level workshops conducted by experts from SPO on compilation and report generating.
- Presently in an 8856 no SSKs are remaining in 17 districts including Urban areas.
- 17840 no. Sahayikas have working in the Sisu Siksha Kendra.

v) Community Mobilisation & VEC Interventions

Administrative Arrangements:

- State and district consultant co-ordinators in place.
- DRG formed in the districts.
- SRG on community mobilisation is formed

Material Development

- Training module for VEC training – Prasikshan Sahayika.
- Construction Manual for VCC training.
- Handbook on community participation in primary education for grass root level functionaries including, VEC members – Sangathakder Prati.
- Lesson Poster for VEC level participatory training.
- One manual for the stake holders supply on VEC level planning on sensitisation.

Campaign and other mobilisational activities

- Districts completed wall writing in schools.
- Developed poster & hoarding and displayed in different important places by the districts.

Reporting System

- Development of monthly from VEC to CLRC.
- Distribution of Children Register.

Folk campaign done in 1398 sports
Folk Artists in voted 1346
Viewers covered 124100

vi) *Integrated Education for Disabled*

- WBDPEP had begun IED programme in one block each of the 5 existing districts. Now the coverage of IED programme has been expanded to 9 more Blocks in the Phase II Districts.

Phase - II

Activities of Integrated Education for Disabled (IED) has been taken up in 4 blocks: Jalpaiguri, U. Dinajpur, D. Dinajpur and one block in Malda and Purulia.

- Screening and assessment camp conducted in all the intervening blocks. Numbers of school & out of school children are -
- Following children integrated in the selected blocks.

District	Intervening Block	No. of children Screened/Assessed	Children already in School	Children still out of school
Bankura	16	3441	2009	1432
Birbhum	19	5698	3356	2342
Murshidabad	20	4558	2864	1694
Coochbehar	12	5438	2544	2894
South 24-Parganas	27	8811	5316	3495
Jalpaiguri	5	1355	585	770
Uttar Dinajpur	5	2637	1542	1095
Malda	2	986	543	443
Dakshin Dinajpur	2	1583	864	719
Purulia	1	490	234	256
Total	109	34997	19857	15140

- Activities of State Level Resource Organisation (SLRO) started.
- Intensive training for one teacher of each school from IED intervening block
- 13 days Intensive refresher course for Special Educators of DLRO
- District Level Resource Organisation (DLRO) working in different intervening blocks through its Special Educators.

Bankura:

1. Bankura Sammilani Blind School Society
2. Kenduadihi Bikash society
3. Dr. Sailendra Nath Mahato Mukh-O-Bong Bidyalaya.

- humbum:**
1. Sree Aurobindo Anushilan
 2. St. John Ambulance Association
 3. Vivekananda Adibashi Kalyan Samity
 4. Rampurhat Spastic & Handicapped Society
 5. Organisation for Protection Environment and consumers (OPEC)

- South 24 Parganas:**
1. Sanchar AROD
 2. Paschim Banga Rajya Pratibandhi Sammilani

- Cooch Behar :**
1. Spastic Society of Cooch Behar

- Murshidabad :**
1. Alakendra Both Niketan, Jemo
 2. Chatra Physically Handicapped & Social Welfare Institute.
 3. YMCA, Baharampur
 4. Suprava Panchasila Mahila Uddyo Samity

- Uttar Dinajpur :**
1. St. John Ambulance.

- Jalpaiguri :**
1. Jalpaiguri Welfare Organisation.

A compendium is printed containing all the relevant Govt. circular of GoI & GoWB, pertaining to disability for circulation at different levels at district administration & others.

A module on IED developed & published for general teachers' sensitisation programme

A suggested reading called "Bishesh Path" on IED for all publishing primary school teachers

Free distance learning materials on IED developed for the parents, siblings and teachers.

General teachers sensitisation programme completed for all teachers of intervening blocks on different aspects of Integrated Education for Disabled. Training of 40 KRPs (8 KRPs X 5) at the existing district completed on the basis at module developed. The cascade of training as SLRO-KRP-Teachers for one blocks and SLRO-KRP-RP-Teachers for whole districts.

District	Teachers
Bankura	4446
Birbhum	5595
Cooch Behar	1714
Murshidabad	10580
South 24 Parganas	11361
Uttar Dinajpur	1577
Jalpaiguri	6571
Malda	755
Dakshin Dinajpur	1035
Total	43634

- Awareness materials on early identification of children and motivation of parents for sending their children to school.
- Developed Assessment Kit in the field of MR, VH, MH & OH and distributed to Special Educators of DLRO
- Resource Kit developed and distributed among the SLIP schools and schools where disabled children integrated.
- Intensive training for one teacher from each school going on in one block of existing districts Module & materials for the training have been developed by SLRO. The said training has already been completed in one block at each district. The training mode is directly from SLRO to teachers. The said training will be organised in the other intervening blocks shortly.
- Convergence made with ALIMCO, NIHH and accordingly following aids & appliances distributed.

Aids for visually Impaired	435
Aids for Hearing Impaired	2021
Aids for Locomotor Impaired	4065
Total	6521

vii) Gender

- State and 8 out of 10 District Gender Coordinators are in place
- State Resource Group actively participating in preparing reading materials on gender issues. District Resource Groups actively taking part in monitoring of field-based interventions.
- Regular meetings being organised with District Gender Coordinators at the SPO and DPO to discuss about the various activities undertaken
- Gender intervention extended to all blocks in Phase – I districts, Malda and Jalpaiguri among the Phase II districts. In rest of the Phase II districts, activities have been expanded to 5 blocks in Uttar Dinajpur, 3 blocks in Dakshin Dinajpur and 2 blocks in Purulia.
- Workshop with female Panchayet members completed in 8 blocks of Malda, Gender focus blocks of Dakshin Dinajpur and Uttar Dinajpur.
- Training of Block level Resource Persons conducted in Uttar and Dakshin Dinajpur for working more intensively in the Gender Focus Blocks
- Regular Block / CLRC level meetings with Head Teachers and Panchayet functionaries being held in all districts
- G P level community meetings conducted during enrolment drive in all districts, especially Bankura.
- Ma-O-Meye Melas conducted at Block and CLRC level in Bankura, Birbhum, Murshidabad, Dakshin Dinajpur and Purulia
- Short visual aid on MTA developed for training of KRPs and RPs.
- 2-day state level workshop held with district functionaries, on formulating the process of Formation, Roles and Responsibilities of MTAs.
- RP training for MTA formation in progress in Bankura, Birbhum and South 24 Parganas. 500 MTAs already formed in Jalpaiguri.
- Training of primary teachers from all blocks on Girls' Education completed in all Phase I districts and all blocks of Jalpaiguri, and the gender focus blocks of other Phase II districts.
- Coding and Data Analysis for the Study on Classroom Culture and Processes from Gender Perspective completed.

- Innovative workshop at Malda on Convergence of Self Help Groups with MTA/VEC.

viii) Early Childhood And Care Education (ECCE)

The component of Early Childhood Education under WBDPEP gained importance ever since its realisation as a significant input for universalisation of primary education. As per the State Policy adopted, a convergence plan has been developed by WBDPEP in consultation with Social Welfare Department and accordingly following activities have been started both at the State and District levels :-

Formation of District Resource Group	:	A District Resource Group (DRG) has been constituted at the district level with representatives from Social Welfare Department, Sabhapaties of Panchayet, CDPOs from each Block, NGO active member on ECCE, Primary School teachers, for smooth and proper functioning of ECE activities
Meeting	:	One-day State level Meeting with SW officials have been occurred for 3 times. DRG members meet on a bi-monthly basis in meetings held by districts and as pre-need basis.
Workshop / Training	:	A two-day district level Workshop has been held with DRG members and AWWs of South 24 Parganas and Malda on ECCE Similar Workshop will be organised for other districts, like U. Dinajpur, Murshidabad, Jalpaiguri and Cooch Behar. Sensitization programmes with DPO of ICDS, DSWO, CDPOs, Anganwadi Supervisors, RTs and CPCs have been completed in Birbhum, Bankura, South 24 Parganas, Murshidabad, Jalpaiguri, Malda and Uttar Dinajpur Four convergence issues have been agreed among the working group member on ECCE: 1) Providing TLM support to AWCs @ Rs. 500/- per centre 2) Providing infrastructure support with matching grant 3) Development of pre-school database and 4) Sensitising on SSA for ICDS workers.
Material Development	:	Training material on pre-schooling is in process at South 24 Parganas and Malda Resource kit on pre-schooling is identified at state level meeting and districts are procuring them for AWCs.
Awareness Generation	:	Campaign materials have been developed at state level, districts are asked to develop more campaign materials.

ix) MIS

- EMIS data for 1996-97, 1997-1998, 1999-2000, 2000-2001 and 2001-2002 DISE for existing districts are completed.
- DISE collected for 1999-2000, 2000-2001 and 2001-2002 for expansion DPEP districts & sent to Delhi .
- DISE for non-DPEP districts 2001-2002 on progress.
- Data entry for DISE 2001 has started in almost all DPEP districts. Non-DPEP districts will start data entry soon.
- PMIS has been implemented for all DPEP districts. The training has been completed and reports generated on a periodic basis for effective Project Monitoring.
- Cohort 2001 was launched in all the schools of Phase – I districts and some Circles / CLRCs of Phase II DPEP districts. The application software was indigenously developed in the MIS Cell of the SPO. The data entry is in progress in South 24 Parganas and in the Phase II districts. The databases are ready for Bankura, Birbhum, Cooch Behar and Murshidabad.

x) Link Library Programme

Link Library Programme is a major intervention of WBDPEP having two pronged objectives viz. inculcating reading habit in children from an early age and enriching classroom transaction by using library book during teaching learning processes. The intervention envisages setting up of libraries in primary schools on one hand and developing a network of rural libraries and primary ools with a rural library functioning as link libraries for the schools tagged with them.

a) Library Grant to schools:

WBDPEP had organised mobile book exhibition in the districts in collaboration with the National Book Trust during 1998-99. The success of this programme encouraged WBDPEP to organise library activities in schools. Under the scheme Rs. 500/- was provided to each school in the AWP&B of 2000-2001. Attempts have been made to ensure that every school develops a facility to store library books appropriately and to display the same in the classrooms as and when required. Each school have been provided book @ 500 Selection process for the current year is going on in districts.

b) Book Review Teams:

A Book Review Team has been formed at the State level to select suitable books from amongst the titles available with NBT and other publishers. The job of this team is to enlist the recommended books with the final selection of books to be made by the book review teams of the districts. During the year 71 titles of the NBT books were selected and recommended to the Districts Project Offices. which placed order with the NBT for supplying of books. The process of selection of books published by agencies other than NBT has been completed during the year at SPO & DPO level. Another set of books @ 500 per school are being purchased this year also. Each schools of phase I districts are provided with books of Rs.1000/- in all whereas schools of phase II districts are provided with only Rs.500/- upto February '02.

c) **Membership of NBTs Readers Club:**

All the schools following within the 10 DPEP districts (23408) are being made members of the readers' club of the NBT during the year. NBT started sending journals to the schools. Moreover, NBT started sending 'Sapla', a quarterly journal to the school under Readers' club.

d) **Orientation Workshops:**

Orientation workshops were organised for the school teachers and SI of Schools in other District on utility and use of library books in strengthening the quality of teaching learning processes. Another round of workshop has been planned for the librarians of the rural libraries so that the exchange of books between the schools and the link library gets effective and is undertaken in the right earnest. Workshops in phase II districts including librarians and CLRC people were held in Uttar Dinajpur, Dakshin Dinajpur, Malda and Japlaiguri.

e) **Library Mapping:**

The process of library mapping i.e., tagging nearby schools to the link library also got intervened during the year. The link library programme of WBDPEP has started functioning in a full-fledged manner.

x) **CLRC Book Fair:**

Instead of organising a mobile book exhibition it was decided to organise CLRC book fair in collaboration with NBT. These book fairs were organised for awareness generation on library activities in schools and also for exposing children of primary schools to a variety of children literatures. The programme of CLRC book fair spread over 3 months starting March 2000 involved 108 CLRCs out of 196 existing in the DPEP districts. The duration of book fair at each CLRC was supposed to be for 3 days. 108 book fairs were organised accompanied by cultural programmes in the evening. The cultural programme were organised at two levels – one. Similarly 301 CLRCs are also conducting fairs in March + April of this year. This has created a lot of enthusiasm among guardian, teachers, children and community people.

xi) Research & Evaluation

Research & Evaluation

State Research Cell constituted for Phase I & Phase II districts

District Action Research Group (DARG) constituted at districts this consists of RTs (one from each CLRC for Phase I districts only).

Studies completed

- 1) Completed the Midterm Assessment Survey – II in Phase I districts
- 2) Conducted the Midterm Assessment Survey - I in Phase II districts

- 3) Baseline study was conducted in selected circles in each districts to identify level in School Based Learning Improvement Programme (SLIP).
- 4) Completed cohort study in the Phase I districts covering all the schools in each district, data have been collected for Phase II districts covering all schools in certain selected blocks.
- 5) Study completed among the slums in Urban Cities/Towns in selected 5 districts (Phase I & II) to understand the challenges of universalizing P.E. among the Deprived Urban Children- Reports awaited
- 6) Study on classroom culture and processes - from gender perspective- Reports awaited.
- 7) Competency based analysis from Midterm assessment Survey
- 8) Study on the transition pattern between Primary Schools to Elementary schools
- 9) Independent studies have been identified by the RTs of respective circles constituting DARG and success-stories developed by HT/any other teacher interested in the work – being documented

Study initiated & in process

- Reasons for repetition in certain selected districts of Phase I + II districts
 - District specific action research
 - Study on the impact of VEC on ensuring quality education
 - Study focussing SC/ST/Expenditure patterns on education in upper primary education in Phase I + II districts
 - Reasons for high dropout rates in selected districts
6. External Agencies conducted studies
- Reasons for inadequate school visits by Sis
 - Reasons for inadequate contact hours with P.S. children- A teachers perspective.
 - The transition rate to grade V after completing grade IV under primary school.

xii) Distance Education Programme

1. Development of video film 'Paschibanga Prathamik Shikshaye Natun Udyog' for pedagogy teachers training module three has been completed. It has been multiplied and will be used in the KRP training scheduled in September.
2. Development of teacher training modules in Hindi, Urdu & Nepali in collaboration with SCERT is complete. Teacher training scheduled in October.
3. Development of module on multigrade teaching completed. State level KRP training completed. District level training initiated through afternoon workshops .
4. Development of module on afternoon workshops completed. State level KRP training completed. District and CLRC level workshops initiated.
5. Development of module on role and function of CLRC completed. State level KRP training completed. District level training initiated
6. Development of module on effective use of library books completed - State level KRP training completed. District level training initiated through afternoon workshops

5. Systemic Issues

Teacher Vacancies:

Name of district	Post sanctioned	Post filled in	Addl. Posts proposed under DPEP (yet to be sanctioned)
Bankura	9776	8821	
Birbhum	8426	7519	
Cooch Behar	7453	6743	
Murshidabad	11677	11377	
South 24 Parganas	14802	13349	
Total	52134	47809	

Staffing Under WBDPEP State Project Office

Name of the Post	No.	Status	
SPD	1	F	
ASPD	1	F	
FA	1	F	
AO	1	F	
DY. SPD	1	F	
PA To SPD	1	F	
PA To ASPD	1	F	
FAO	1	F	
SPE-I	1	F	
SPE-II	1	F	
SPE-III	1	F	
MIS In-Charge-I	1	F	
MIS In-Charge-II	1	F	
DEO	6	F	
MIS-Personnel-Spl Monitoring Cell	4	F	Extremely On Temporary Basis Specially For H2hs
PMIS Co-Ordinator	1	F	
Asst. Audit Officer	1	F	
State Gender Coordinator	1	F	
Consultant-Media&Docu.	1	F	
State IED Co-Ordinator	1	F	
Research & Studies Co-Ordinator	1	F	
* Distance Education Co-Ord.	1	F	
Accountant-Senior	1	F	
Accountant-Junior	1	F	
Cashier	1	F	
Stenographer	1	F	
State ECCE Co-Ordinator	1	F	

Programme Coordinator Planning	2	F	
State Pedagogy Coordinator	1	F	
State Slip Coordinator	1	F	
State Coordinator – Link Library	1	F	
Consultant – Cm&As			
Programme Coordinator – CM&AS	3	F	
Group-D	4	F	
Technical Assistant	2	F	
Administrative Asstt.	1	F	
Personnel In Slip Cell	15	F	

Note :

Distance Education Co-ordinator in SPO is coming under the purview of IGNOU and her Salary is being reimbursed by IGNOU.

F-Filled & NF-Not Filled

Manning in the District Project Office, DPEP		
1.	District Project Officer	DI/ADI of Schools
2.	Addl. District Project Officer	AI of Schools
3.	Dy.District Project Officer (2)	SI of Schools
4.	TTIC	Retd.Govt. Employee/Open Market
5.	Finance & Accounts Officer	Retd.Govt. Employee/Open Market
6.	U.D.(Accounts)	Retd.Govt. Employee/Open Market
7.	U.D. Cashier	Retd.Govt. Employee/Open Market
8.	U.D. General	Retd.Govt. Employee/Open Market
9.	L.D.A.cum Typist(English)	Retd.Govt. Employee/Open Market
10.	L.D.A. cum Typist (Bengali)	Retd.Govt. Employee/Open Market
11.	Group 'D' (4)	Retd.Govt. Employee/Open Market
12.	Assistant Engineer	Open Market
13.	Junior Engineer	Open Market
14.	MIS Incharge	Open Market
15.	DEO	Open Market
16.	IED Coordinator	Open Market
17.	Gender Coordinator	Open Market
18.	CM & AS Coordinator	Open Market
19.	Research & Planning Coordinator	Open Market
20.	PMIS Coordinator	Open Market
21.	District Research Fellows (DRFs) for SLIP programme in 6 districts	Open Market