

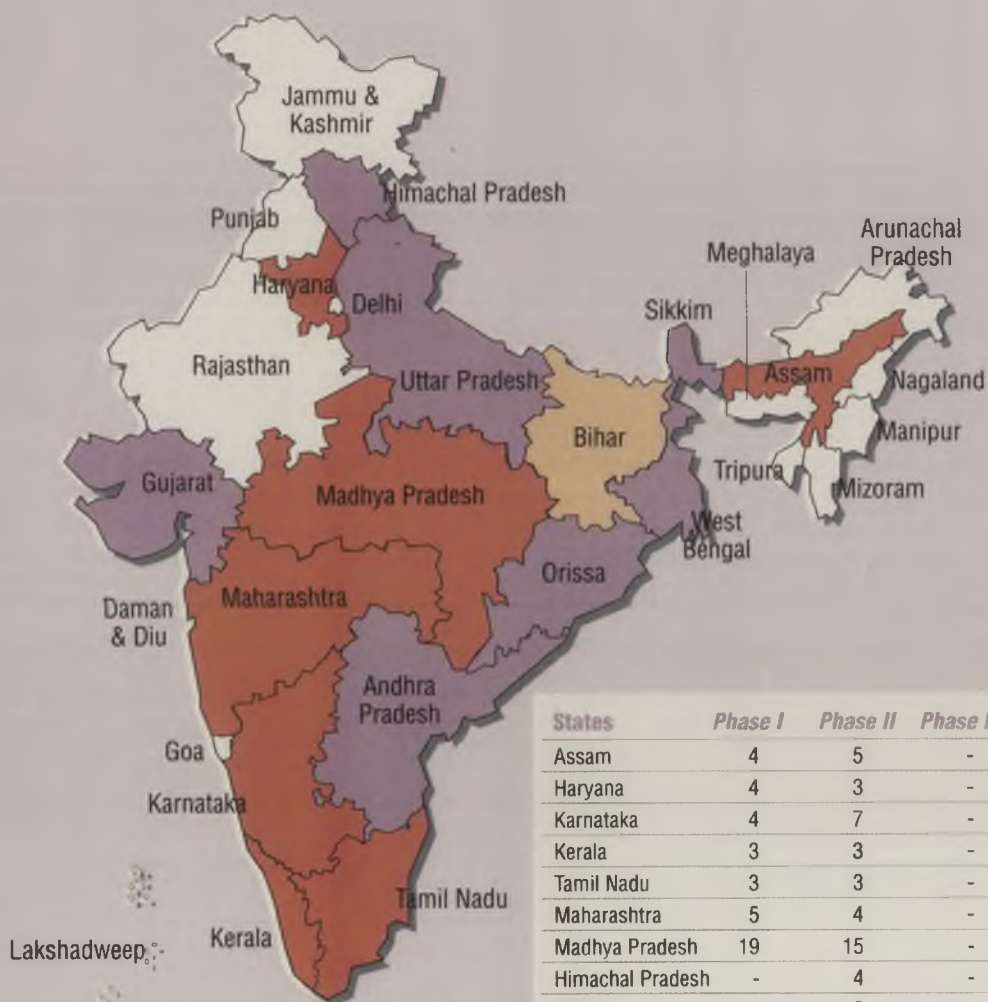
# DPEP Moves On...

... Towards Universalising Primary Education



Department of Education  
Ministry of Human Resource Development  
Government of India  
New Delhi

## DPEP COVERAGE



**Phase I**  
**42 Districts**

**Phase II**  
**80 Districts**

**Phase III**  
**27 Districts**

States	Phase I	Phase II	Phase III
Assam	4	5	-
Haryana	4	3	-
Karnataka	4	7	-
Kerala	3	3	-
Tamil Nadu	3	3	-
Maharashtra	5	4	-
Madhya Pradesh	19	15	-
Himachal Pradesh	-	4	-
Gujarat	-	3	-
Orissa	-	8	-
Andhra Pradesh	-	5	-
West Bengal	-	5	-
Uttar Pradesh	-	15	-
Bihar	-	-	27
<b>Total</b>	<b>42</b>	<b>80</b>	<b>27</b>



# An epochal approach

In an effort to engineer a closer link between education and the life of the people, the Programme of Action, 1992 envisaged district-specific projects which, within the overall strategy framework, are tailored to the specific needs and possibilities in the district. The District Primary Education Programme (DPEP) launched in 1994 seeks to operationalise this objective. Central to the design of the DPEP is the concept that in a vast country such as India education has to be contextual. This involves local area-planning with disaggregated targets and decentralised planning and management. Ideally, the planning should be from below, from the village upwards. A beginning has been made, in DPEP, with the focus on the district as a unit for planning and implementation.

DPEP recognises that community participation is the key to universalisation of education. More so for a country like India with twenty-six states, six union territories and about fifty languages of instruction. After decades of state level planning, there is a growing realisation now that the commu-



nity would know its own needs and requirements in so far as education is concerned. The cornerstone in shaping that vision of community ownership was the National Policy on Education (NPE), 1986 and this tradition is being assiduously cultivated by the DPEP. The Programme focuses on a participatory process with community support to facilitate faster educational development in the educationally backward districts of the country.

The Programme objectives are in line with the guidelines framed by the Central Advisory Board on Education (CABE). The CABE parameters with respect to basic education projects in India are:

- the project must be in total conformity with the national policies, strategies and programmes;
- the project formulation should be the responsibility of the Centre/State Governments/other national agencies and that project formulation should be a process of capacity building;
- the project must be drawn up on innovative lines emphasising people's participation, improvement of quality, equality of education and a substantial upgradation of facilities.

DPEP builds upon accumulated national experience in pursuit of Universalisation of Elementary Education (UEE) as well as experience gained

## Objectives of DPEP

To provide all children with access to primary education either in the formal system or through the non-formal education (NFE) programme.

To reduce differences in enrolment, dropout rates and learning achievement among gender and social groups to less than 5 per cent.

To reduce overall primary dropout rates for all students to less than 10 per cent.

To raise average achievement levels by at least 25 per cent over measured base line levels and ensuring achievements of basic literacy and numerate competencies and a minimum of 40 per cent achievement levels in other competencies by all primary school children.

from some state-specific and area-specific projects.

The Programme targets districts:

- that are educationally backward with female literacy below the national average ;
- where Total Literacy Campaigns (TLCs) have been successful, leading to an enhanced demand for elementary education.

Equity is a major concern in DPEP, as reflected in the DPEP objectives. All DPEP plans, strategies and interventions are tailored to address the special needs of the disadvantaged groups such as SC, ST and disabled children, and children belonging to minority groups as well as girls. Action programmes are woven into all components of DPEP. For instance, the Programme ensures that VECs will have a minimum of 33 per cent women members and at least one representative from SC and ST communities. Also, DPEP States have nominated at least one parent (with disabled children) as a member of VEC.

DPEP is a centrally sponsored scheme whereby districts develop proposals

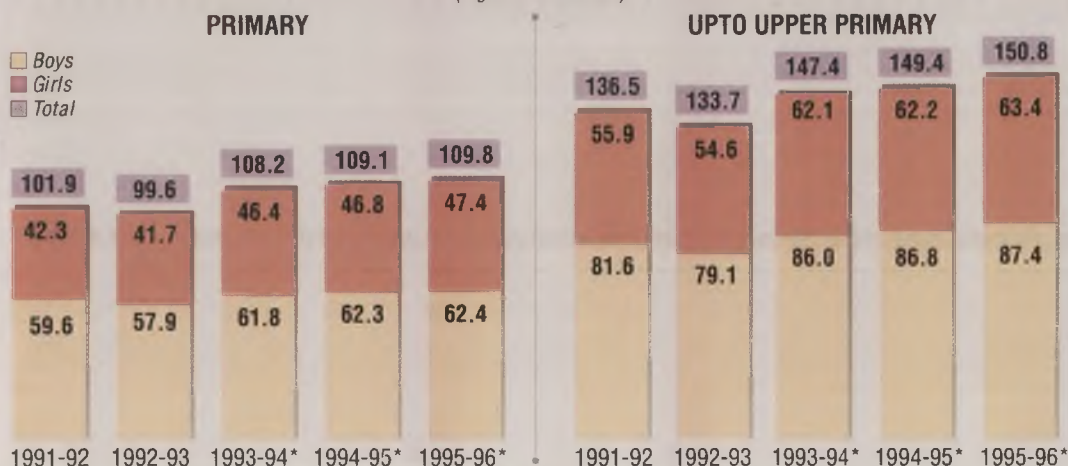
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for improvement in primary education. Once these proposals are appraised and approved, the Government of India provides 85 per cent and the concerned State Government provides the remaining 15 per cent of financial requirements.

Reflecting the political consensus and

## ENROLMENT UPTO PRIMARY & UPPER PRIMARY LEVEL

(Figures in millions)



Source: Annual Report, 1996-97, Department of Education, MHRD, GOI

\* Provisional

the national will to eradicate illiteracy in India, expenditure on education has been stepped up.

The innovative nature of this programme has given birth to a management structure where there is administrative flexibility and smooth flow of funds and mechanisms to ensure accountability. Equity focus, decentralised planning and management, participatory planning, local specific strategies, managerial flexibility and a rig-

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orous Management Information System make District Primary Education Programme a programme with a difference.





# A responsive and flexible system

The District Primary Education Programme intends to achieve the long cherished goal of UEE by creating a sustainable and decentralised educational management system, and invoking community participation in the whole process of the programme. This is a major experiment of its kind in the social development sector in the country where decentralisation and community participation are being put into practice on a very large scale.

In response to this massive task, DPEP has evolved a management structure with substantial autonomy, a high degree of flexibility in administrative

functioning; and above all, space to experiment with different methods and models. Understanding the fact that in a responsive system priority is to the people, a planning process that is initiated from below has been operationalised.

The DPEP Mission is the apex body in the structural arrangements for programme management. The Mission comprises of the General Council and the Project Board. The General Council deliberates on all aspects including policy and facilitates centre-state coordination. The Project Board is an empowered executive body, with inter sectoral and NGO representation.

# NATIONAL MANAGEMENT STRUCTURE

DPEP MISSION  
(GENERAL COUNCIL & PROJECT BOARD)

Jt. SECRETARY (DPEP)

DPEP BUREAU

TECHNICAL SUPPORT GROUP

OTHER NATIONAL RESOURCE CENTRES

# STATE MANAGEMENT STRUCTURE

GENERAL COUNCIL

EXECUTIVE COMMITTEE

STATE PROJECT DIRECTOR

State Level Office

- Administration
- MIS
- Civil Works
- Women's development

Implementing Agencies like

- Resource institutions
- NGOs

Technical Support Institutions like

- DIETs
- BRCs
- CRCs



The DPEP Bureau, which services the DPEP Mission, is vested with specific tasks to appraise, evaluate, finance and supervise the project. The Bureau is responsible to the Project Board and the Mission General Council for the implementation of the Programme within the framework of the DPEP guidelines and in consonance with the external financing agreements. The Technical Support Group (TSG) for DPEP provides professional support and technical assistance to the DPEP.

At the state level, autonomous societies have been registered and a State Project Office has been set for the implementation of the DPEP. The structure of the society at the state level is comprised of two bodies, namely, the General Council (GC) and Executive Committee (EC). Members in both the bodies include representatives of the Central and State Education Department, representatives of NGOs, Universities, noted educationists, teachers, women activists, and personnel from other related state government departments. The EC and GC meet regularly to review progress of the Programme, to accord approval of work plans and to facilitate implementation. The nature of the composition of the GC and EC facilitates better coordination between various government departments and promotes convergence of services at various levels.

### **A responsive and flexible system**



All the districts have established a district DPEP Committee with representatives from the district education department, NGOs, *Panchayat* members, VECs as well as functional specialists. This Committee reviews the progress of DPEP in the district and works towards widening the network of supportive agencies and provides coordination between different participating agencies. At the district level, that is the cutting edge, the Programme operates through the existing machinery of the State Education Department, which is augmented by specialist staff as well as flexibility in procedural aspects.

The DPEP management structure envisages initiation and completion of the process of planning at the district level first. State level intervention strategies and plans are meant to provide

## Planning Paradigm: From Blueprint to Process

DPEP's planning process evidences a major shift of planning paradigms. The process approach to planning with decentralisation as its essential defining characteristic reflects a marked move from blueprint planning.

DPEP planning is need based and is considered as a continuous process not limited to the preparation of a blueprint plan. The mechanisms envisaged for planning of DPEP are dynamic in character providing for preparation of project plans, annual plans, appraisal and supervision reports as part of a continuing planning process. Planning and implementation are regarded as mutually dependent activities that refine and improve each other. Monitoring and evaluation systems form important links in the process of planning and implementation by providing continuous feedback on impact and giving the insight to replan. Planning, implementation, monitoring and evaluation are thus seen as part of a continuous process providing possibilities of revisions and mid term corrections to original plans through the dynamic mechanisms of appraisals, annual workplans, mid term reviews and supervisions. This is the difference between a blueprint plan and a process project.

A unique feature of the Programme is that the project States and the Centre work in partnership to further the goals of UPE. A decentralised approach to preparing plans also involves initiating participatory processes at district, sub-district and village levels. DPEP planning process emphasises on development of micro plans at District and State levels. The preparation of detailed project and annual plans is the responsibility of project states and districts. Project plans are required to provide an analysis of district and state specific problems and issues leading to a clear definition of project objectives, an analysis of district and state specific problems and issues and detailing out of project strategies and implementation plans combined with flexibility about the means by which the project objectives are to be achieved. The effort of preparing a project really pays for itself several times over when it is well planned.

Annual Work Plans and Budgets (AWPBs) provide opportunities for district and state plans to be adjusted as the project proceeds allowing for continuous redesign during implementation. They offer a dynamic mechanism for assessing the degree to which resources and efforts are socially and geographically targetted.

administrative support to the Programme across districts and facilitate wider resource networking.

The district level plans are developed through a consultative process in order to arrive at an agreed set of priorities. There is also a heavy emphasis on active participation of the public, namely, *Panchayats*, parent-teacher associations, teacher unions, Village Education Committees and educational functionaries at the local level. Micro level planning exercises have provided tremendous scope for involvement of the people and local ownership of the programme.

District planning under DPEP takes into account the ongoing activities of the education department as well as activities undertaken by other social sector departments in order to achieve horizontal convergence at districts.

The district plans are drawn up for a period of five to seven years indicating broad strategies to achieve programme objectives. On the basis of this, detailed Annual Work Plan and Budgets (AWPBs) are prepared. The allocations are made each year based on the performance in the previous year and requirements of the coming year.

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Each district prepares the AWPB reflecting the funds received and expenditure over the past year, achievements in that year and proposed targets for the next year. The district plans are put through a process of participatory appraisal and review by the Project Board of DPEP.

The flexible approach in annual work planning, smoothens the edges in the implementation of a complex programme like DPEP. While maintaining public and financial accountability, this arrangement also facilitates quicker administrative decisions. Decentralisation of decision making and the elaborate consultative process have indeed raised the expectations of the people *vis-a-vis* the Programme and has created a participatory ambience for achieving UPE.



# Building community ownership

Community participation is an inbuilt intervention in DPEP. It is based on the fundamental premise that participatory mechanism in programme implementation would ensure success of the programme. The Programme has succeeded considerably in eliciting active involvement of the community in general, and the SC, ST and Backward Classes of the society, and women in particular. A primary aim of this large scale innovative venture is to empower the community to participate in the development process, especially primary education, enabling them to become stakeholders in the programme and manage schools.

Given the social, economic and cultural diversity in India, community participation is an enormous challenge. DPEP has made concerted efforts to promote wider mobilisation by focusing on participation by the poor, deprived and disadvantaged people. This is in consonance with the new democratic processes initiated in the country in the wake of the recent 73rd and 74th Constitutional Amendments providing statutory legitimacy to local self-governments.

DPEP stresses on the participative processes whereby the local community is enabled to play an active role in promoting enrolment, achieve-

ments and social change. This process is being institutionalised through the Village Education Committees (VECs) and bodies like Mother-Teacher Associations and Parent-Teacher Associations.

In DPEP, strategies and interventions include, amongst others, construction of school buildings, improvement of teaching-learning materials and teacher training practices as well as capacity building for academic support, designed through wide ranging consultations with grassroot level functionaries, NGOs, teacher representatives and academic support institutions. This approach actively involves the local community, particularly women, in crucial decision making. Environment building and advocacy, particularly with respect to the enrolment of girls, are areas of focus wherein both community support and participation are galvanised.

In Haryana, a high level of community mobilisation and participation in DPEP has been witnessed through representation and active participation of women members and members from the Gram Panchayat, Anganwadi, SC community and Parent-Teacher Association in the VEC. The provision of school improvement grant and carrying out a large number of civil works by Village Construction Committees,

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**Instances of community members volunteering their time and resources are being related.**

which are invariably headed by a woman, have had a major impact in expanding the role of the community. Before DPEP, the community per-

## Village Education Committees

All the DPEP states have formed VECs of varying size and tenure ranging from three to five years. VECs have been entrusted with specific powers, functions and resources. These institutions have been cooperating with the DPEP officials in planning, implementing and monitoring. VECs also play an assertive and supervisory role in managing Non Formal Education, Alternative Schooling and Early Childhood Care and Education (ECCE) Centres. VECs are increasingly playing a crucial role in civil works, community mobilisation, motivating parents to send their children to schools and raising voluntary contributions from the people.



ceived the existence of the school as its only area of concern. Recent developments show that the community is increasingly participating in issues related to the school environment, the need for improvement in pedagogical practices and learning achievement levels of children.

In the state of Maharashtra, VECs have been constituted and women comprise half of the total members. VECs meet once a month, and review schools' functioning, particularly the drop-out position of girls and socially disadvantaged groups. In addition, progress of civil works, functioning of Anganwadi Centre (AWC) and effectiveness of mobilisation cam-

paigns are often discussed. VECs undergo a systematic training programme which includes a focus on alternative, cost-effective methods of constructing infrastructural facilities for schools.

The increasing involvement of parents and the wider community is also having a salutary effect on the teaching-learning process. Moreover, DPEP's experience has shown that when interventions are designed by the community and are tailored to a village's distinctive characteristics, then the best results follow. In fact, from Assam to Kerala, instances of community members volunteering their time and resources are being related.



# Imparting a gender perspective

It is imperative that education, if it is to fulfil its potential as a decisive intervention towards social equity, must move beyond the domain of literacy to create an environment where women are enabled to come together to explore their situations, recognise and affirm their own strengths and capacities, and act to bring about change. A direct spin-off was envisaged in enhanced awareness and emphasis on girls' education.

Towards this end, a gender perspective has been incorporated in all aspects of planning and implementation, and is an integral part of DPEP. Programme goals include a specific fo-

cus on reduction of gender disparities in education, as reflected in lower enrolment, retention and achievement of girls, particularly those from socially and economically disadvantaged groups. Pertinent lessons have been drawn from the *Mahila Samakhya* Project where women are helped to recognise and affirm their own and each other's strengths and skills, and overcome their fears and inhibitions.

Specific strategies have been designed in the Programme to enhance girls' access, enrolment and retention in the school system:

- Educational incentives such as free text books;

- Flexible school timings;
- Gender sensitive curricula and textbooks;
- Improved school buildings with provision of toilets for girls;
- More female teachers;
- Escort systems in some states;
- ECCE centres close to primary schools and convergence with the ICDS to support girls' attendance in schools;
- School health programmes;

Apart from these, the Programme recognises the crucial importance of enabling communities, particularly women, to play an active role in every aspect of the Programme:

- Formation of village-level women's collective and training of local women activists to catalyse collective actions around education issues.
- Empowerment of local bodies such as Village Education Committees, Mother-Teacher Associations and women's groups to enable them to take the responsibility for promoting education in their areas.
- Intensive capacity building for community and women's groups, to focus on issues of education for girls.
- Involvement of community and women's organisations in mobilisation and school management, and in monitoring enrolment, retention, levels of achievement and classroom transactions, with emphasis on girls.



- Mobilising informed and active participation at the local level to build and sustain an environment supportive of girls' education.

- DPEP either funds *Mahila Samakhya* programmes or works in close coordination with them.

DPEP recognises that institutions in charge of catalysing change and enforcing gender awareness policies





## Developing Gender Sensitivity

A number of affirmative activities have been taken up to deepen gender awareness and build capacity for the same. These are carried out in the form of regular interactions with state level coordinators, by evolving district-specific gender sensitive strategies, building local resource institutions and facilitating information flow on emerging concerns:

- DPEP has created the post of Gender Coordinator in all districts and state project offices to ensure an on-going integration of a gender perspective.
- In December 1995, an exercise was conducted with national level gender coordinators to clarify the conceptual basis of gender relations. This helped the participants to understand the fact that gender needs have broad implications for planning, implementation, monitoring and evaluation.
- A two-day meeting of the gender coordinators was held in April 1996 to discuss the roles and responsibilities of the gender coordinators in relation to the DPEP interventions. By the end of the exercise, participants found that they had been and would continue to play multiple roles within the organisation as catalysts of gender action, in-house gender resource persons and as internal ombudsmen.
- In September 1996, the NCERT designed and conducted the first DPEP National Workshop on Early Childhood Education. Viewed as critical to retaining school age girls in the classroom and developing the learning habit among children, the workshop helped clarify the links between primary schooling and ECE and the effective role of this linkage in supporting girls' entry into and retention in primary schools.
- Quarterly meetings of all DPEP gender coordinators are held for interstate sharing of experiences and also to build their capacities to handle specific thematic areas. Previous meetings have concentrated on role definition, pedagogical renewal and gender monitoring.

need constant reiteration about their roles and responsibilities to build sensitivity on a sustained basis. Efforts for developing monitoring indicators and detailing a Gender Audit Framework are underway to ensure that a system of monitoring from a gender perspective becomes an integral part of the programme.

Though slow, changes are now perceptible. There is discernible evidence to show both higher enrolment and retention amongst girl pupils and a more affirmative climate in the community to support education of the girl child. Women are taking on new roles, of effective political participation, of acquiring new skills

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## Striving for social equity

One of the major objectives of DPEP is to reduce the disparities between tribal and non-tribal children in enrolment, retention and learner achievement to less than 5 per cent. Since the tribals are not a homogenous group with regard to socio-economic conditions, literacy levels, etc., the approach under DPEP is group/region specific. Access and retention are the issues in tribal areas because of small and scattered habitations, involvement of children in various economic activities/household chores and migration. In many places, the problems are acute as the curriculum and text books have little relevance to tribal culture.

Based on these issues, the following have been identified as precedence

areas under DPEP by the states :

- Identification of tribes having specific problems and addressing them under the DPEP.
- Covering all the tribal habitations by setting up schools or its alternative.
- Opening ECCE centres in tribal areas on a priority basis.
- Campaigning and contact programmes in tribal areas.
- Reviewing of the curricula and instructional materials and teacher sensitisation programmes.
- Developing innovative alternative arrangements for migrating population.
- Sensitising the field functionaries toward tribal-specific areas.

Towards this end, efforts are constantly on to increase the tribal com-

munities' access to education and development while maintaining their distinctive culture. Education in tribal areas has received a boost with DPEP giving priority to the opening of schools in tribal areas. Some of the interventions include setting up of residential schools, creating a cadre of parateachers within the community, involvement of NGOs, teaching in local dialects and developing culturally-sensitive education material. Several national-level workshops have been organised to facilitate inter-state sharing and networking with resource organisations and institutions working on tribal education.

Future strategies include identifying the focus areas and the needs of the states with respect to tribal education and providing the necessary support, ensuring the provision of complete access in tribal areas, targeting the migrating tribes of Gujarat, Maharashtra, Orissa, Madhya Pradesh and Karnataka, revision in the method of teaching Language and Mathematics to tribal children, attitudinal and language training for the teachers and identifying pockets with high incidence of child labour and addressing these issues under the DPEP.

Similarly, DPEP is in the process of galvanising and mobilising resources for the educational upliftment of the

## Alternative Schooling

It is clear that despite efforts at quality improvement in formal schools, certain categories of children would not be able to participate in the formal schooling system.

Every state is deciding to set up different forms of alternative schools to ensure participation of working children, street children, children of migrating communities, drop-outs, etc. Madhya Pradesh, Assam, Haryana and Tamil Nadu have set up Alternative Schooling (AS) centres for such target groups.

Other innovations like summer camps, school libraries, mobile schools, etc., are also being planned. The stress is on development of flexible schooling strategies that are sensitive to the requirement of particular groups. The pedagogic practices of multi-level, multi-grade transactions which are at the core of a flexible alternate school are being given a lot of attention.

Provision of minimum educational facilities for child labourers and street children have also been started.

scheduled castes and the minority community with a view towards ushering in social equity and justice for all. It is stipulated that VECs must have at least one representative from the SC community. Educational incentives

## Education of Tribal Children

**Assam** : Efforts are made to utilise the NFE centres as alternative schooling facilities in tribal areas and eleven centres have been taken up on a pilot basis. Tribal bazaars have also been used effectively. To get a first hand knowledge of ethno-linguistic background of the different areas and the resulting language issues, a linguistic mapping of all the districts has been carried out by the Guwahati University.

**Madhya Pradesh** : Here, the DPEP and the Tribal Welfare Department are working together towards the construction of primary schools and have shared costs. The DPEP, Madhya Pradesh is working to ensure that the parents and community support education of the tribal child. Tribal consultants have been appointed and take charge of the environment building activities.

**Maharashtra** : A tribal dialect dictionary has been developed to help the non-tribal teachers to reach the tribal child. A special awards

scheme has been devised to recognise the efforts of teachers posted in tribal schools. Also an innovative programme of 'adopting' 1,000 tribal students has been initiated. Educational materials, books, socks and shoes have been given to them with contributions from the local people.

**Tamil Nadu** : The state has decided to open 23 NFE centres in each tribal block on a pilot basis. A special training programme for teachers posted in tribal schools has been developed. This programme will orient them to the special needs and culture of tribal children and help to evolve good classroom practices which are child-friendly. Coaching classes are also being held regularly to help tribal children

improve their achievement rates.

**Orissa** : Through a number of participatory workshops with teachers working in tribal areas, attitudinal and classroom transactions important for tribal areas have been identified.



such as free textbooks and reading and writing material are provided to the disadvantaged children to encourage them to enter and remain in school. Demand generation at village level to bring the disadvantaged children to school is definitely encouraged, and increasing emphasis is being laid on pedagogical renewal and new and innovative schemes to enhance child participation rates. A draft approach paper on the problems of SCs and

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minorities is also under preparation. It would not be far removed from the truth if we say that DPEP is not only a programme for educational transformation but helps social transformation as well.





## Integrating the disabled

**W**ith an aim to place children with disabilities on par with other children, DPEP has chalked out a concrete programme. Under this initiative, to provide for the integrated education of the disabled children, DPEP has been funding interventions for the integrated education of primary school going children with integrable and mild to moderate disabilities.

**Early detection:** Early detection of disabilities amongst pre-school and school readiness programmes have already started under DPEP. In areas covered by similar programmes, DPEP will provide support for this purpose.

**In-service teacher training:** The de-

velopment of skills and competencies for early detection of disabilities, functional assessment, use of aids and appliances, implementation of individualized education plans and monitoring of progress in all primary school teachers will be done through in-service teacher training programmes. This training is recursive at block and cluster level and integrated with the ongoing in-service teacher training schedules and all training modules at SCERT, DIET and BRC level include a suitable component on integrated education.

**Resource support:** This is to be achieved by:

- garnering resource support for integrated education at block/district level through arrangements with NGOs

and other organisations having expertise in this field. Wherever necessary, DPEP will resource technical support with requisite personnel and equipment at block level in order to provide guidance and technical assistance to primary school teachers, the community, the parents and children of that area.

- strengthening of DIETs in the field of integrated education to facilitate development of suitable in-service training modules, providing training to master trainers and continuous resource support to BRCs and CRCs for integrated education.

- a Programme Officer for Integrated Education at the DPEP district project office.

- the setting up of an advisory state resource group for integrated education in DPEP with at least three experts in this field.

- an apex level resource group at the national level to provide guidance, technical and academic support to Integrated Education under DPEP.

**Educational aids and appliances:** This includes provision of essential rehabilitation and educational aids and appliances to primary school children,

**Keeping the educational goals firmly under perspective, DPEP is taking a determined and purposeful stand to successfully create an ambience for the integration of disabled children into the national educational mainstream.**

as per an approved list. Such items may be purchased through DPEP funds subject to first assessing available aids and appliances under existing schemes of the Department of Education, the Ministry of Welfare and others.

**Architectural designs:** Consideration is to be given to the development of innovative designs for primary schools and removal of architectural barriers in existing schools to provide an enabling environment for children with disabilities.

Thus, keeping the educational goals firmly under perspective, DPEP is taking a determined and purposeful stand to successfully create an ambience for the integration of disabled children into the national educational mainstream.





# Expanding pedagogical horizons

Quality improvements in education are at the core of DPEP. The programme links institutional materials and teacher training with school processes and classroom practices in an effort to integrate pedagogical necessities with broader educational concerns.

The programme has particularly emphasised improving the quality of teaching and making learning a joyful experience for students. This has meant a review, and in most cases, overhaul of the textbooks, development of new teacher guides and handbooks, and supplementary reading material along with self-learning work-

books for children. Most states have conducted workshops involving state and district-level personnel to evolve a common, internalised pedagogical understanding of the changes desired in the school environment, classroom processes, textbooks and related issues.

Textbook development commenced right in the first year of the Programme and states are at various levels in this activity. Most of the states have developed MLL-oriented activity-based textbooks. In most states, textbooks are being made for successive classes every year. One important element of activity in the area of textbook devel-

opment is the introduction of trialling; this ranges from large scale, full model, year long trialling as in Madhya Pradesh to trying out sample material over a short duration in Kerala. While a few states have been planning to introduce periodically released supplementary reading material there has been considerable work in all the states in the area of creating teaching learning material and low-cost learning aids. Much of this has happened at the district and sub-district level during training programmes and monthly meetings at the cluster level, especially in conjunction with the utilisation of the contingency grant of Rs. 500 per teacher for material.

What is being attempted is a little short of a renaissance, and a quiet one at that. Alongwith the change in textbooks and workbooks, all teachers in DPEP districts are being trained in the new pedagogy. In-service teacher training has rarely been undertaken on such a large scale. Further, this is not being conceived as a one-time exercise. Instead, the training programme is being followed up with regular and on-going academic support. For this, DPEP has set up Block Resource Centres (BRCs) and Cluster Resource Centres (CRCs). BRCs and CRCs have been established and their personnel trained in all states. Arguably, the most significant intervention has been the ini-

## Pedagogical Innovations

Improvement in the quality of primary education is at the core of DPEP. The key areas in which interventions have been planned and are being implemented are :

- fostering a clear pedagogic vision of an active, child-centred classroom.
- developing in-service teacher training which is participatory and experiential in nature and which addresses classroom issues.
- development of activity-oriented teaching-learning material including textbooks that would help in achieving MLLs.
- to support the pedagogical renewal processes, increasing stress is being laid on strengthening and capacity building of existing state and district-level academic support institutes like DIET and SCERT and setting up of sub-district structures like Block and Cluster Resource Centres to provide on-site support to teachers.

tiation and consolidation of teacher support through decentralised sub-district level resource centres and resource persons. At BRCs and CRCs, the focus has shifted from lecture-demonstrations to an interactive, empowering approach.

The regularly held teacher *sammelans*, exposure trips to other districts and states, interaction with non-governmental organisations and attitudinal trainings ensure the teachers' continued interest in upgrading their skills. The training programmes lay emphasis on MLLs, activity-based child-centred teaching methods, content areas and creation and use of teaching-learning materials. Other aspects that are increasingly being made a part of teacher training are gender sensitisation, special issues in education of tribal children and other disadvantaged groups and community involvement.

Further, the training programmes have moved away from the earlier 'one-way' lecture-dominated training methods towards approaches where the

## Teaching-learning Materials

In Madhya Pradesh, the strategy adopted under DPEP for developing teaching-learning materials is one of multiple package trialling on a selective scale so as to create opportunities for trying out different learning packages with innovative methodologies as well as tapping the potential of developing contextual materials; the material supports the basic vision of an activity-oriented child-centred pedagogy.

The curriculum and textbook renewal process in Kerala has been very innovative. It has enlisted the support of many teachers, parents, child psychologists, social activists etc. The new textbooks are proving to be very useful in supporting a teaching-learning process that stresses learning rather than teaching, problem solving and creativity among children.

## NUMBER OF SCHOOLS & TEACHERS AT ELEMENTARY STAGE

(Figures in thousands)

Year	Number of Schools		Number of Teachers			
	1990-91	1994-95	1990-91 Total	% of female 1990-91	1994-95 Total	% of female 1994-95
Primary	560	581	1616	29.3	1714	31.1
Upper Primary	151	164	1073	33.2	1122	34.8
Elementary	711	745	2689	30.8	2836	32.5

Source: Government of India, Department of Education, MDR Report on Education for All 1990-95

emphasis is on creating learning experiences for them which are themselves a manifestation of the classroom practices being advocated. Practical classroom issues of multi-grade, multi-level and multi-lingual structures are beginning to be addressed. The trainers have also realised the need for their exposure to and understanding of the grassroots situation to be able to meaningfully support teachers. The training programmes are focusing on the transaction of the newly developed materials in classroom situations. In many states, the process of introducing supplementary reading materials has started.

The teachers are motivated to inculcate and develop gender and local sensitive approach and curricula. Their contributions towards developing strategies for multi-grade schools are beginning to be appreciated. It is generally apparent that the teacher plays a major role in implementing the policies and schemes formulated to achieve a breakthrough in the qualitative improvement of education. Concerted efforts have been taken in the area of distance education for teachers. Teaching being the largest and still growing profession in India, the attention paid to working conditions of teachers has borne fruit in recent years. Upgrading the qual-

## Teacher Training

A complete shift has been observed in the role of resource persons conducting training programmes. The emphasis is on understanding of classroom processes and the school situation.

The academic support mechanism of Block Resource Centre and Cluster Resource Centre has also ensured that training is not divorced from reality and teachers are assisted in practising the issues that are discussed in the training programmes.

ity of the teaching staff, bringing about improvement in their working conditions and undertaking special steps towards motivation will no doubt contribute towards quality EFA.





## Strengthening training through distance learning

To support the in-service teacher and other training activities currently being carried out by the different states under the DPEP, the Distance Education Project (DEP) has been identified as a major area of intervention under the programme. The DEP aims at the strengthening of ongoing training programmes of primary education personnel by using distance learning inputs and materials. This will help in enlarging coverage and improving the effectiveness of the teacher learning process in the primary schools.

The programme aims at designing and delivering materials, both print

and other media, to address the cultural and curricular diversity of the participating states where DPEP operates.

The programme will provide technical support and help build capacity among institutions and people at national, state, district and sub-district levels in designing, developing, producing and delivering distance learning inputs and materials for training the primary education personnel, assist in reducing transmission loss by suitable distance educational learning interventions thereby increasing consistency and quality of training efforts and develop materials and organise

training inputs for selected district level personnel.

The DEP is anchored by the Indira Gandhi National Open University (IGNOU) as the lead agency in close collaboration with NCERT by providing expertise to all DPEP States in order to help them strengthen their training efforts through harnessing distance learning inputs and materials.

The programme was formally launched on 26th February, 1997 through a Teleconference on Distance Education Programme organised by IGNOU. This was done to

- introduce the programme to the State and district level functionaries ;
- provide for interaction between DPEP functionaries and experts in Distance Learning and teacher training through the distance mode ;
- get views/reactions and feedback regarding Distance Education Programme from state and district level personnel;
- demonstrate the use of media as a mode of communication.

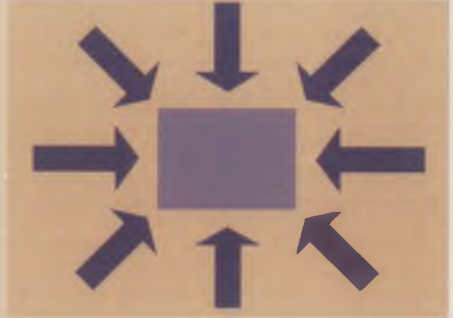
This was followed by two Technical Workshops held at Mumbai and Delhi which has helped to take stock of current status of teacher training efforts in the various states and to develop an understanding where DEP interventions can be effective.

**The DEP aims at the strengthening of on-going training programmes in primary education personnel by using distance learning inputs and materials. This will help in enlarging coverage and improving the effectiveness of the teacher learning process**

As of now, groundwork is being done in the states and by the nodal agencies for an expeditious take off of the component. Steps have been initiated in various planning meetings to crystallise state specific requirements of the distance education component. Other activities include need assessment surveys, compiling a directory/inventory of available distance learning materials nation-wide, training workshops for development of modules and script writing, materials development, etc.



**Strengthening training through distance learning**



## Convergence of services

A central concern of the Programme of Action (PoA) of 1992 is the convergence of services such as primary education, health, ECCE, etc. With the expansion of DPEP, the out-reach to other governmental and non-governmental agencies became inevitable. It also became necessary to promote convergence wherever such services exist rather than replicate them.

The emphasis on convergence has ensured establishment of linkages with existing *ashram* schools, primary health centres, other village-based and local area development schemes. In addition, convergence with projects of the Central and State Governments in the field, is slowly but surely being institutionalised.

At one level, convergence is being attempted amongst the various DPEP components and processes. An example is the convergence of issues such as institutional development, capacity building, curriculum development, teacher training and subject specialisation wise resource group. Another significant aspect is the involvement of VECs in the setting-up, facilitation and supervision of NFE centres.

At another level, DPEP is initiating efforts to effect convergence with services provided by other departments. One such effort has been to link the ICDS and the primary school. Likewise, it facilitates diagnosis of learning disabilities through medical check-up of students and better linkages between PHCs and the schools. Activi-

ties and processes such as convergence with Tribal Welfare Department for education of girl children, convergence in civil works and *Jawahar Rozgar Yojana* (JRY) are promoted and supported through DPEP.

There is an emphasis on the involvement of older children in health care and education of younger children through child-to-child activities, including making of toys, participating in creative activities for mental stimulation, promoting healthy habits, cleanliness and nutritional awareness. These activities are taken up in primary schools, health centres, NFE centres, *bal bhavans*, voluntary agencies and community centres and also through home-based activities by involving mother/other family adults for children's development.

Besides these, networking with Government as well as Non Governmental Organisations (NGOs) has been one of the strengths of DPEP. NGOs have emerged as important actors in the area of social development in the country. These institutions are important stakeholders in social development programmes and their participation is crucial. They are also a repository of knowledge of grassroots realities because of their proximity to the people and expertise. Building on the experience gained in previous projects, DPEP is drawing upon the

## Aiming for Synergy

The state governments are taking the following steps to ensure effective convergence:

- coordination of timings between primary schools and *anganwadi/balwadi* centres;
- primary school buildings to be used for *anganwadi/balwadi* activities wherever possible;
- primary school teachers to visit *anganwadi/balwadi* centres to ensure better enrolment at primary school level;
- organisations such as the State Council of Educational Research and Training (SCERT) to be identified to draw up pre-school materials and curriculum in local languages and locally acceptable techniques which could be used in ECCE activities;
- personnel imparting early childhood education to be trained specifically in ECCE component by SCERT and other organisations;

resources and skills of the voluntary sector to strengthen programme implementation.

In the last two years, DPEP has reached out and assimilated expertise from several academic and management institutions. The DPEP Mission, the apex body of DPEP, includes NGO representatives. This ensures that the



overall direction to the project is influenced by the experience of non-State agencies. There is a mandatory provision for the representation and participation of NGOs in all state, district and sub-district level decision-making bodies, viz., General Council, Executive Committee, District Implementation Committees and VECs.

All DPEP national-level workshops, training programmes and interactions include resource persons from NGOs and academic resource institutions. This provides state-level representatives with an opportunity to learn and also chalk out plans for a long-term association. NGOs are represented in all state-level functional area resource groups, which play a major role in directing, advising and shaping implementation designs and strategies.

These efforts are being followed in all the states and districts. In many districts, the NGOs are running alternative schooling centres and early edu-

**Networking with Government as well as Non Governmental Organisations (NGOs) has been one of the strengths of DPEP. Building on the experience gained in previous projects, DPEP is drawing upon the resources and skills of the non-governmental sector to strengthen programme implementation.**

cation centres. Madhya Pradesh is one such state where NGOs have provided resource support for Alternative Schooling and *Shishu Shikshan Kendras* programmes. In Maharashtra, an NGO has been involved for the first time in training VECs in cost-effective and alternative methods of constructing water pumps and toilets. NGOs belonging to Tamil Nadu are being involved in the actual running of NFE and ECE centres. Working in small areas, NGOs are able to deliver quality results at a relatively low cost.



## Institutional development and capacity building

Even as DPEP expands from seven states to fourteen and is proposing extension to additional districts in a phased manner, the pressure on and expectations of the Programme from the management structure has necessitated building and strengthening new institutions both within and outside the system. The management system has also geared itself towards involving a wide range of important players in the programme and strengthening new and existing institutions, promoting decentralisation and community participation. Besides establishing some new structures, the District Primary Education Programme has

created and strengthened institutional capacity at all levels.

Capacity building and management in DPEP focuses on the following:

- Developing a network of technical resource support institutions having expertise in planning and management;
- Creating and strengthening of state level institutional capacity for educational planning and management. For this purpose, State Institutes of Educational Management and Training (SIEMTs) are set up and the existing institutions such as SCERT, IIMs, Institutes of Public Administration are networked for support;

- Development of district and sub-district level programme support institutions, such as DIET, BRC and CRC;
- Developing research and development agenda related to educational planning and management;
- Developing and implementing capacity building programmes for VECs, and other Panchayat Raj bodies.

The District Primary Education Programme endeavours to develop a system and network of resource institutions/mechanisms at all levels from national to sub-block level. Such a system is necessary to ensure sustenance and continuity of the processes and programmes initiated by DPEP.

A dynamic strategy has been articulated and practised in order to ensure effective management of the Programme with necessary flexibility. As a first step, key areas such as appraisal, supervision and planning are being decentralised with the active support of Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie. The key components of DPEP management strategy are networking, institutional development and capacity building, developing subject specialisation wise resource groups, and intra and inter-sectoral convergence.

The project is steadily building a base

### DPEP Institutional Resource network



NCERT  
RIE  
SCERT  
DIET  
Social Sciences  
and  
Research Organisations



NIEPA  
SIEMT  
IIMs  
LBSNAA  
IGNOU  
Universities

BRC  
CRC  
VEC/PTA/MTC/SMC  
Primary Schools

for technical support to enrich the programme by creating a network of appropriate institutions and also using the experience and expertise available within the country to the maximum. The initial network of DPEP comprising mainly of TSG, NIEPA and NCERT has expanded further to include institutions like LBSNAA, IGNOU, IIMs, ICSSR Institutions and Universities, etc.

In addition to the on-going efforts on capacity building of the resource institutions into SCERT, DIET, SRG, BRC and CRC, the need for exclusive and extensive efforts for developing capacities outside the regular structures was felt. Towards this end, four critical areas where capacities need to be strengthened have been identified:

- Planning and Management,
- Improvement of Pedagogy and Teacher Training,
- Monitoring, Evaluation and Research, and
- Institutional Development

The objective of this initiative is to create a pool of about 250 persons across DPEP states in the above areas, who can in turn act as Master Trainers and provide necessary technical support required by the enlarged DPEP in the years to come. The emphasis is to identify state based institutions who will then be trained by the National Level Training Institutions in these skill areas. To further augment

**The current focus of DPEP is on institutionalising various processes followed within the programme, strengthening networks and evolving intra and inter-sectoral coordination.**

the capacities of the National Training Institutions, twinning arrangements with acclaimed institutions abroad is also envisaged.

The focus is now on institutionalising various processes followed within District Primary Education Programme, strengthening networks and evolving intra and inter-sectoral coordination.



## Civil works

One of the most important component of District Primary Education Programme is civil works. The programme finances strengthening of physical infrastructure for primary education. There is a ceiling of 24 per cent of the total project costs for the construction programme in DPEP. This had led to the prioritization of construction needs and ensured that only additional requirements, over and above the normal state government sponsored or Operation Blackboard funded construction activities, are promoted by DPEP. It has also paved the way for a convergence of funds for civil constructions with other government programmes like *Jawahar Rozgar Yojana* (JRY) and area development programmes.

The construction supported by DPEP are new school buildings, additional classrooms, buildings for existing schools without any buildings, repair works, provision of drinking water, toilet facilities and also developing infrastructure for Block Resource Centres (BRCs), Cluster Resource



Centres (CRCs), District Institutes of Education and Training (DIETs), State Councils of Educational Research and Training (SCERTs) and State Institute of Educational Management and Training (SIEMTs). The emphasis is on developing designs to suit pedagogical needs and cost effective methods of construction. Community involvement in construction is another area of focus. An Innovation Fund has been made available to all DPEP states to develop new pedagogically-sensitive school construction designs.

On the whole there has been considerable improvement in the implementation of civil works. All the states now have clearly identified their implementation agencies, construction manuals are ready and procurement processes and actual construction are underway. Supervision arrangements are in place. Initial bottlenecks and constraints related to procurement and procedural aspects delayed the quick take off of the civil works programme, but these have been identified and addressed to a large extent. Monitoring has become much more rigorous.

The qualitative aspect of civil works is being addressed by all the DPEP I states. Independent evaluations of civil works is being encouraged in all

## Community Involvement in Civil Works

Enthusiastic response has been elicited from people in many of the states with regard to civil works. The community members, in particular the VECs, have been in the forefront raising voluntary contributions from the people and motivating the parents to send their children to school. Popular participation of this kind is bound to make community ownership of the Programme strong by enhancing its effectiveness and ensuring sustainability.

Haryana, Assam, Kerala and Madhya Pradesh have implemented large community based civil works programme.

Andhra Pradesh is implementing their civil works through Village Education Committees (VECs). All buildings except for BRCs' are being constructed through community participation. In Gujarat, Karnataka, Kerala and West Bengal, Non Governmental Organisations (NGOs) are being involved in supervising of civil works and initiating design renewal.

states. Design renewal is being seriously considered by all DPEP states as they expand under Phase II and they are striving towards making civil works more cost-effective.



## Research and evaluation

**D**PEP is a continuously evolving process for quality of primary education in India. Since the pre-project stage, a number of research studies have been initiated to gain valuable insights into the nature of interventions that are underway. The perception-based understanding of research-based strategies for effective programme implementation has been the guiding spirit in the District Primary Education Programme. The Programme has also been instrumental in creating a conducive environment for intensifying research in elementary education.

Research in the field of primary education has now become a priority for most organisations having concern for human development. Even organisa-

tions which had never focused their work in this field such as management institutes and social sciences institutes have all joined the DPEP family and have participated in a number of research and evaluation projects.

Research is no more compartmentalised in narrow subject disciplines under DPEP. A pragmatic, multi-disciplinary approach has overcome the specialisation barriers and has forced most individuals to adopt a multi-disciplinary frame of reference in their subject of study. Evaluations, on the other hand, have been concurrent and continuous for planning interventions. All strategic interventions that have been interwoven in the Programme so far have used the findings of the studies commissioned/

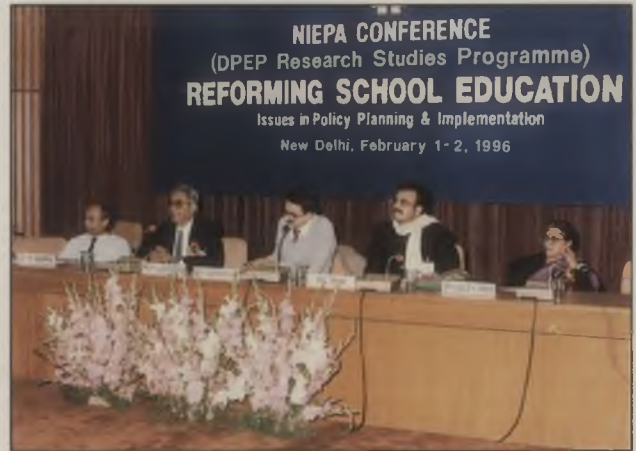
conducted under the programme. The Technical Support Group (TSG) and the NCERT are responsible for conducting/commissioning of research and evaluation studies.

The aims and objectives of the national research and evaluation programme in the DPEP have evolved from a continuous needs assessment. The present focus is :

- to improve educational research and evaluation capacity at national and state levels.
- to conduct or commission systematic research studies in primary education and evaluations for the programme.
- to disseminate the results of research, studies and evaluation periodically.
- to organise international conferences and study tours.
- to provide technical support to state level institutes and persons to build their capacity in research and evaluation.
- to buildup areas of learning from research findings for purposes of insights into DPEP interventions.

The following are some of the activities that have been initiated/undertaken at the national level :

- Finalisation of tests in Mathematics and Language for Classes I, III and IV for use in future learners' achievement surveys.



- Study of Institutional Development-State Councils of Educational Research and Training (SCERTs) and District Institutes of Education and Training (DIETs).
- A pilot study on classroom processes in the DPEP schools.
- Overview of research on the girl child.
- A status paper on NFE.
- Action research programmes.
- Support to states in guidance, capacity building and dissemination.
- Research support guidelines.

Research and evaluation are increasingly playing a critical role in defining the direction and scale of interventions. Most of the states have identified areas in which they would require additional information in order to plan meaningful interventions and are prioritising research requirements for networking and capacity building.





# Management information system

An effective and efficient Management Information System plays a key role in the success of any project. DPEP is being monitored closely through a computerised information system to track the progress of project interventions, as well as effective utilisation of funds.

To meet the requirements of the Programme, two software packages have been developed. These are known as the Project Management Information System (PMIS) and the Educational Management Information System (EMIS). PMIS and EMIS monitor programme inputs and educational indicators respectively. Information on

expected outcomes and financial disbursements also helps planners and implementors analyse programme impact and effectiveness.

PMIS essentially serves as a progress monitoring tool. The software tracks the progress of delivery of project inputs and fund movement. It monitors trends in key project areas. Quarterly progress reports are generated.

Both the PMIS and EMIS are operational in the states under DPEP. State and district MIS units are equipped with required hardware-software and trained manpower. In Assam, databases on the VEC, its composition

## Objectives of PMIS and EMIS

The main objectives of PMIS are :

- to track the progress of delivery of project inputs;
- to monitor the fund movement;
- to monitor the physical progress of the project activities;
- to provide project performance indicators which help the project authorities to take corrective steps for smooth implementation of the project.

EMIS is a comprehensive software package for monitoring educational indicators. The main objectives of EMIS are :

- to develop a framework for collection of educational statistics from recognised institutions imparting primary education;
- to create a school level computerized database at the district level;
- to provide access to school level database to educational planners, administrators and researchers at district, state and national level;
- to provide information on key educational indicators to monitor the progress of primary education at the district/state and national level.



and schools covered by it, have been created. These also include BRC/CRC details. In the state of Madhya Pradesh, the Integrated Management Information System is designed to assist in the details of day-to-day project management including expenditure forecasting.

A number of interventions are being planned to enhance the effectiveness of the Management Information System such as improving the quality of data and information and making information available on-line and

**An effective and efficient Management Information System plays a key role in the success of any project. The District Primary Education Programme is one among the first social sector projects in the country that is being monitored closely through a computerised information system.**

training programmes for better use of the information generated and its analysis for planning purposes.



# Supervision and monitoring

What perhaps sets DPEP apart from the earlier attempts at UEE is close scrutiny of its performance and premium on accountability at all levels.

DPEP provides for regular Supervision Missions to each of the States to assess progress in the context of project goals and identify areas where technical assistance is required to improve interventions. Information on the progress of the implementation of the Programme components is gathered and analysed on a continuous basis and with steady periodicity. This ensures targeting technical support and capacity building efforts in key areas,

and enables states and districts to make mid-course corrections.

The DPEP Supervision design is a new and unique arrangement in development cooperation in that the Government of India and the funding agencies jointly conduct half-yearly visits to project states and district to assess progress in implementation. In addition, especially for the newer states and districts joining the DPEP, quarterly visits are organised by the Government of India. Independent persons and eminent experts are engaged in this review process.

Five Joint Supervision Missions (JSMs)

have been mounted till date. The feedback provided by this exercise has been both useful and relevant for programme implementation and provided useful insights for mid-course changes and better planning. The District Primary Education Programme plans to qualitatively improve the process of Supervision by organising a national workshop once a year on thematic areas, which will provide a platform for interstate sharing of experiences.

This unique aspect makes District Primary Education Programme an effi-

**What perhaps sets DPEP apart from the earlier attempts at UEE is the effort towards developing systematic planning and accountability at all levels. Well defined activities and goals are specified in a time-bound manner with clearcut responsibilities assigned to specific implementation agencies.**

ciently supervised and monitored programme in the social sector of the country.



# Appraisal

All the five to seven year perspective plans prepared by the districts and states and the process of project planning goes through a rigorous appraisal cycle. Appraisal in DPEP is both a quantitative and qualitative exercise and has been interwoven in the process of planning. It supports the planning inputs as much as it assesses the capacity of the state/district to implement the programme. State and district plans of each new DPEP state are appraised by the DPEP Bureau with the assistance of its Technical Support Group. Each state receives appraisal missions thrice during the cycle : at the initiation of project preparation, at the stage of first cut of district plans and on finalisation of plans after completion.

The appraisal objectives are to:

- Assess the process of planning.
- Identify and prioritise issues and problems.
- Examine activities in terms of institutional capability, scheduling and phasing.
- Assess strategies in terms of social feasibility, technical feasibility, financial feasibility and managerial feasibility.
- Assist the districts and states in refining their plans through capacity planning.

Within the programme, the appraisal process is viewed as critical to project success of pre-project studies and other related documentation.

DPEP is one of the few programmes

of this size that attempts decentralised planning in a participatory manner. Thus, the process is wider in range than the usual project appraisal.

During appraisal the capacity of a state to finance its share and to sustain the recurrent costs of the programme is assessed. The assessment process takes into consideration the justification for launching the programme in a specific state, the technical feasibility of achieving project objectives through outlined strategies and interventions, the cost effectiveness of the various proposals and the social and institutional capacity to ensure project objectives are met in the specified time frame.

During the first six months of 1997 as

**Appraisal in DPEP is both a quantitative and qualitative exercise and has been interwoven in the process of planning. It supports the planning inputs as much as it assesses the capacity of the state/district to implement the programme.**

many as 75 district plans from nine states were appraised by professional experts. Truly, national capacities for appraising social sector projects have emerged from the process. More significantly however, the appraisal process has introduced an element of efficiency and premium on quality in project preparations, which in the long run ensures high degree of readiness to launch and sustain steady implementation.



## The financing of DPEP

**T**he District Primary Education Programme (DPEP) is a centrally sponsored scheme whereby districts develop proposals for improvement in primary education. Once these proposals are appraised and approved, the Government of India provides eighty-five per cent and the concerned State Government provides the remaining fifteen per cent of financial requirements.

Under this process, districts draw up plans on the basis of DPEP guidelines, informed by pre-project studies, and participatory planning process. The District Primary Education Programme is a national 'homegrown' programme. The Programme has gener-

ated a great deal of international interest and support. The Programme has therefore attracted financial support from multiple sources, both from multilateral financial agencies, the United Nations System as well as bilateral funding agencies.





## External Assistance tied-up for DPEP

Programme	Funding Agency	Amount	Period
<b>DPEP Phase I</b> Assam, Haryana, Karnataka, Kerala, Maharashtra and Tamil Nadu	World Bank	US \$ 260 million (Rs. 806 crores)	1994-95 to 2001-02
<b>DPEP</b> Madhya Pradesh	European Community (EC)	ECU 150 million (Rs. 585 crores)	1994 to 1999
<b>DPEP Phase II</b> Gujarat, Himachal Pradesh and Orissa Expansion in DPEP States and UP	World Bank  Netherlands (for Gujarat)	US \$ 425 million (Rs. 1,480 crores)  US \$ 25.8 million (Rs. 90 crores)	1996-97 to 2001-02
<b>DPEP Phase II</b> Andhra Pradesh  West Bengal	ODA (UK)	£ 42.5 million (Rs. 220 crores)  £ 37.71 million (Rs. 207 crores)	1996 to 2003
<b>DPEP Phase III</b> Bihar	World Bank  UNICEF (in pipeline)	US \$ 152.4 million (Rs. 530 crores)  US \$ 10 million (Rs. 36 crores)	1997-98 to 2001-2002

1 crore=10 million.



## Moving ahead with a broad vision

**T**he loftiness of the objectives, the nature and intensity of the planning process, the integration of professional inputs, participatory planning and management, and the emphasis on capacity building have together rendered the District Primary Education Programme (DPEP) an exciting idea not only in the country but all over the world.

Since its inception in 1994 to its current status, the Programme has consistently shown promising results. States are increasingly demanding further expansion of the Programme. DPEP has been appreciated within the country and is receiving international

acclaim. Bilateral and multilateral agencies are extending financial support through grants and soft loans.

DPEP has broken new paths in international cooperation, in that it belongs to the new genre of developmental cooperation which emphasises sustainability, equity, local ownership and execution, and is supportive of national policies on education.

It would not be wrong to say that the District Primary Education Programme has emerged as the key strategy to universalise primary education and has shown the promise and potential to achieve this long cherished goal.

# Abbreviations

APPEP	-	Andhra Pradesh Primary Education Project
AWPB	-	Annual Work Plans and Budgets
BRC	-	Block Resource Centre
CRC	-	Cluster Resource Centre
DEP	-	Distance Education Project
DIET	-	District Institute of Education and Training
DPEP	-	District Primary Education Programme
EC	-	Executive Committee
ECCE	-	Early Childhood Care and Education
ECE	-	Early Childhood Education
EFA	-	Education for All
GC	-	General Council
GOI	-	Government of India
ICDS	-	Integrated Child Development Services
IDA	-	International Development Agency
IGNOU	-	Indira Gandhi National Open University
IIM	-	Indian Institute of Management
JSM	-	Joint Supervision Mission
LBSNAA	-	Lal Bahadur Shastri National Academy of Administration
MIS	-	Management of Information System
MLL	-	Minimum Levels of Learning
MTA	-	Mother Teacher Associations
NCERT	-	National Council of Educational Research and Training
NFE	-	Non Formal Education
NGO	-	Non Governmental Organisation
NIEPA	-	National Institute of Educational Planning and Administration
NPE	-	National Policy on Education
ODA	-	Overseas Development Administration
PoA	-	Programme of Action
PHC	-	Primary Health Centre

PMIS	-	Project Management Information System
PTA	-	Parent Teacher Associations
SC	-	Scheduled Caste
SCERT	-	State Council of Educational Research and Training
SIEMT	-	State Institute of Educational Management and Training
SRG	-	State Resource Group
ST	-	Scheduled Tribe
TLC	-	Total Literacy Campaign
TSG	-	Technical Support Group
UEE	-	Universalisation of Elementary Education
UPE	-	Universalisation of Primary Education
VEC	-	Village Education Committee

## Glossary

<i>Anganwadi</i>	-	A village-level centre under Integrated Child Development Scheme
<i>Balwadi</i>	-	Early Childhood Care and Education Centre for children of 3-5 age group organised by voluntary agencies
<i>Bal Bhavans</i>	-	Recreational centre for children
<i>Gram Panchayat</i>	-	A village-level elected body responsible for local self-government
<i>Mahila Samakhya</i>	-	Women's empowerment
<i>Mela</i>	-	Exhibition/fair
<i>Panchayat</i>	-	Elected body responsible for local government of a village or a cluster of villages
<i>Sammelans</i>	-	Gathering/conference
<i>Scheduled Caste</i>	}	Socially weaker sections of the society, particularly, identified for development
<i>Scheduled Tribe</i>		
<i>Shishu Shikshan Kendras</i>	}	Centres of learning for children