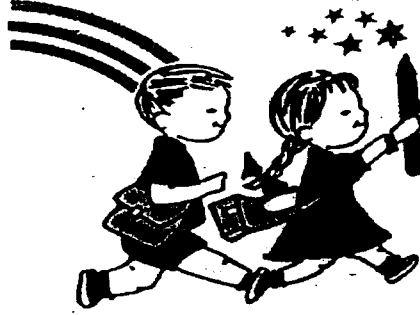


DPEP



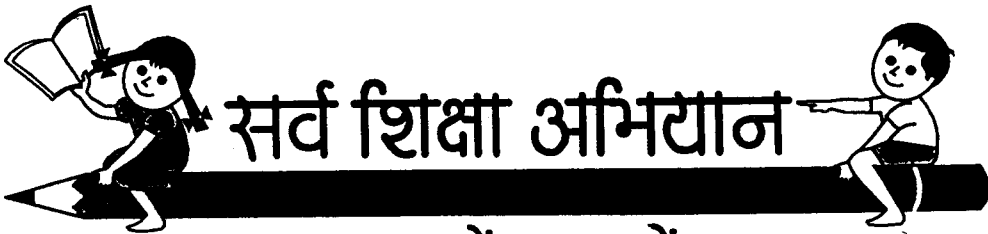
ज़िला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part – 1

Progress Overview Report

19th Joint Review Mission

(July, 2004)



सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

List of Documents

- | | | |
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| State Report | - | Part II (Separate Volume) |
| State Specific Information on
Mission Objectives | - | Part III (Separate Volume) |
| Supplementary Documentation | - | Part IV (Separate Volume) |

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Date 12-07-2004

Progress Overview

- **The activities undertaken after last Joint Review Mission have been presented in bold script.**
- **The Progress Overview is upto March 31st, 2004. However, the latest information has been provided wherever possible.**

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PLANNING AND MANAGEMENT

DPEP Fact Sheet

Coverage	Schools
District covered – 121.	<ul style="list-style-type: none"> Schools in the system - 2,43,942 New schools opened - 1,06,854
<ul style="list-style-type: none"> ❖ Districts under implementation - 121 • States covered - 9 	Students and Teachers
	<ul style="list-style-type: none"> Students in the system - 33.4 million Total no. of teachers - 6,14,714
	ECE
	<ul style="list-style-type: none"> ECE centres set up - 14,329 Anganwadi pre-school centres Strengthened - 33,835
Civil works	Alternative Schools (AS)
<ul style="list-style-type: none"> School buildings constructed and in progress - 20,370 Resource centres constructed And in progress - 10,097 Classrooms added and Under construction - 38,375 Other works (repairs, Drinking water, toilets etc.) Completed and in progress - 54,057 	<ul style="list-style-type: none"> AS centres set up - 95,363 Children covered - 3.0 million
	Integrated Education for Disabled
	<ul style="list-style-type: none"> Number of children with special Needs identified under DPEP. - 5,53,844 Number of children with special Needs enrolled under DPEP. - 4,20,203
	Capacity Building
	<ul style="list-style-type: none"> Teachers trained - 2 million Community members trained - 3 million
	Sub-district Academic Structures set up
	<ul style="list-style-type: none"> Cluster and block resource centres - 15,954
	Credit and Grant (Total Rs. 37.66 billion)
Grass root level structures set up	<ul style="list-style-type: none"> IDA (Soft loan) - Rs. 27.02 billion (\$632.30 million) DFID (Grant) - Rs. 9.29 billion (151.416 mill. pound) UNICEF (Grant) - Rs. 0.36 billion (\$10 million) Netherland (Grant) - Rs. 1.25 billion (\$ 26.470 million) Credit Rs. 27.02 billion Grant Rs. 10.64 billion.
<ul style="list-style-type: none"> Village Education Committees - 1,10,851 School Management Committees - 2,52,893 Parent Teacher Association/ Mother Teacher Association - 1,93,525 	
	Expenditure - Rs. 25.96 billion
	Total Project Outlay - Rs. 39.11 billion

Progress under DPEP

Sl. No.	Project State	Expenditure (Rs.in crores)	No. of new schools opened	No. of Additional Teachers Appointed (Regular Teachers)	No. of Alternative Schooling/ EGS Centres Opened
		A	B	C	E
1.	Andhra Pradesh	680.37	15278	6291	4985
2.	Bihar	236.87	4601	804	8077
3.	Jharkhand	174.35	5601	60944	8134
4.	Gujarat	42.56	7286	163078	3781
5.	Orissa	67.74	6761	1440	39553
6.	Uttar Pradesh	620.89	12425	249503	5691
7.	Uttaranchal	63.37	672	130	637
8.	West Bengal	265.19	0	--	9414
9.	Rajasthan	444.63	3212	--	15091
	TOTAL	2595.97	106854	482190	95363

Sl. No.	Project State	No. of Block Resource Centres	No. of Cluster Resource Centres	No. of New School Buildings Constructed	No. of Additional Classrooms Constructed	Toilet facilities provided	Drinking Water facilities provided.
		F	G	H	I	J	K
1.	Andhra Pradesh	953		8126	15375	966	86
2.	Gujarat	13	45	31	172	315	30
3.	Orissa	16	103	177	122	22	0
4.	West Bengal	243		879	1939	0	0
5.	Bihar	123	921	495	1096	1662	104
6.	Jharkhand	53	377	582	1093	662	71
7.	Uttar Pradesh	360	3783	5178	9950	12543	5
8.	Uttaranchal	28	279	522	690	1485	49
9.	Rajasthan	32	1535	772	3090	9143	301
	Total	1821	7043	16762	33527	26798	649

Districts covered under DPEP

STATE	TOTAL NO. OF DISTRICTS	NO. OF DPEP DISTRICTS
Andhra Pradesh	23	19
Bihar	37	11
Gujarat	25	6
Jharkhand	22	6
Orissa	30	8
Rajasthan	32	19
Uttar Pradesh	70	36
Uttranchal	13	6
West Bengal	20	10
TOTAL	492	121

Planning and Management

Background

The District Primary Education Programme (DPEP) was initiated in the year 1994 and was implemented in 18 states covering 271 districts in a phased manner. But with the launch of Sarva Siksha Abhiyan (SSA) in 2001 and the closing of DPEP only 9 states still continue with the DPEP programme. The various states where the DPEP is still in vogue are Andhra Pradesh, Bihar, Gujarat, Jharkhand, Rajasthan, Uttar Pradesh, Uttaranchal, Orissa and West Bengal. The following section gives a brief progress overview of the above-mentioned states in terms of planning and management.

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

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

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

plans were re-appraised. But now a holistic approach is undertaken to have a composite plan for SSA and DPEP. Therefore all the district plans are appraised with the objective of developing a holistic approach towards Universalisation of elementary education.

Third initiative in planning and management under DPEP is to strengthen the capacity of grassroots level functionaries so that they can prepare their plans and implement them as well. In this direction there has been emphasis on orientation of the state and district level teams in micro planning. However, the nature of the processes that the states have followed in micro planning vary considerably. For instance, in Bihar, Jharkhand and West Bengal micro planning is seen largely as a community mobilisation exercise, while in Andhra Pradesh, Gujarat and Rajasthan the focus is on household surveys. Finding proper appreciation of these grassroots activities in annual work plan formulation is a matter of concern at national as well as at the state level. This issue was taken up with the states in a workshop in January 1999 and again in another workshop in December 1999. Subsequently, the states have been encouraged progressively for modifying their planning processes to incorporate grassroots level needs in AWP&B for forthcoming years.

Fourth major input in this area has been the strengthening of institutional planning by setting up of SIEMATs at state level or SIEMAT like structures under SCERT / SPO and capacity building of DIETs at district level, which the states have undertaken with varying degrees of success (*Annexure-I*). The success in establishing well functioning SIEMATs has not been up to expected level, despite the fact that a major workshop on the importance of establishing SIEMATs was held in December 1998, and the issue was taken up with state education secretaries in February 1999 and October 1999. NIEPA has also provided possible technical assistance to the states in establishing these institutions. However, SIEMATs in Uttar Pradesh, Himachal Pradesh, SCERT in Kerala and MIEPA in Maharashtra have been found to be largely involved in planning, appraisal of AWP&B and capacity building of state and district level functionaries. In Andhra Pradesh SIEMAT is functioning as a part of SCERT and it has been decided to establish SIEMAT as an independent institute. In Bihar SIEMAT is working as an Independent institution located in SCERT. In Orissa, SIEMAT is conceived as an autonomous institute for planning and conducting training and research on issue of educational management particularly for persons associated with elementary school management. In Rajasthan too SIEMAT has been established and selection of staff is in progress.

Last but not the least is that the major initiative has been related to oversee the structures of project management, which have allowed the project to move forward at a fast pace. The staffing position has been indicated in *Annexure IV*. There is also evidence that, various aspects of these structures are being considered by states for long term restructuring of their educational management systems and also from the point of view of the sustainability of the programme. In this context, the role of Executive Committee (EC) and the Governing Council (GC) needs special mention. The Governing Council is headed by the Chief Minister of the state and is meant for taking the policy decisions which are key towards the Universalisation of elementary education. On the other hand the Education Secretary heads the Executive Committee and various executive level decisions are taken by such committee. Such committee meetings are held at regular interval, which has two benefits - firstly, it gives direction to the programme and secondly, monitors the progress of the same.

Improving capacities for formulation of annual work plan and budget

Over the years, the experience gained in formulating educational plans at district level reveals that even district is a large unit and greater emphasis is required now to decentralize the whole process at sub-district level, so that it can meet the habitation specific needs for UPE. Consistent efforts have been made to highlight this aspect of planning and to encourage district teams to lay emphasis on block specific issues in their plans and to incorporate findings of village surveys and school plans in annual plans (*Annexure-III*). NSDART / LBSNAA and NIEPA has conducted several workshops (*Annexure- I & II*) for improving the capacities of district and state level functionaries in different phases.

A national level workshop was conducted in December, 1999 to discuss how annual plans could be made to focus more on the needs of children and social groups in particular regions. The importance of consultation and strategy formulation at the block and cluster level was stressed. This matter has been taken up again while discussing the issues in micro planning and School Improvement Plan with the DPEP states in national level workshop on "Issues in Planning Process" held in January, 2001 at Hyderabad (Andhra Pradesh). With regard to this, number of workshops and training programmes were conducted at the national, state and the district level for capacity development pertaining to planning & management with focus on preparation of annual plans in general and micro-planning in particular.

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

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

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

Improving appraisal capacities

The second focus area has been strengthening the appraisal capacities of states. It is envisaged that such strengthening would help not only in decentralising the process of appraisal but also aid to better planning as state teams acquire tools and knowledge to scrutinise their own plans. To this end, a three day national workshop was held in February, 2000 in which the appraisal process to be followed by the states was

discussed in detail. As per recommendations of the workshop all the states (including Phase II and III except Rajasthan) appraised their AWP&Bs. They also prepared their appraisal reports.

Special initiatives for micro planning and institutional development

The objective of any planning exercise is to ensure rational allocation and the optimal use of resources. The focus of micro planning too has been on the identification of the needs and wants pertaining to Universalisation of elementary education and making the best use of the available resources. Thus strengthening the school level planning has been another thrust area. Many states like Andhra Pradesh, Bihar, Gujarat, Jharkhand and West Bengal have made significant progress in identifying needs through school level planning. NIEPA and TSG had jointly made an effort to enhance the capacity of school teachers and cluster resource persons. The aim of the workshop was to identify the indicators for development of school and to make profiles of schools subsequently. Special input was provided on concept of teaching learning process and preparation of school plans according to the needs identified in the school profiles. The main emphasis was laid on understanding the problems and needs of each school and to prepare a plan for its improvement.

Presently, micro-level planning exercise has been initiated in almost all the states. While some are doing it on a pilot basis others have gone forward on a massive scale. But the only point of concern is that the compilation is not being done with urgency. Therefore the thrust should be on the compilation of micro-level data so that the same can be used for future planning. Moreover scaling up efforts on micro-planning exercise should be given utmost importance.

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

Although many states have undertaken micro planning exercise and collected household based data, the use of the data in planning, evolving strategies and in implementation was limited because of the volume and complexity of the data. Another important point that needs special focus is that the compilation of the data generated from the micro-planning exercise is yet to be compiled in many of the states. However one positive trend that is emerging recently is that most of the states is showing an interest in conducting micro planning and household survey for preparation of school/ habitation/ village education plans.

Institutional Development Plan

Since the very inception, the programme has been paying adequate attention for strengthening of institutions like SIEMAT, at state level and DIET at district level. Most of the states have already established such institutions (*Annexure-V*) and are keen to build capacities of staffs working in it. In states Uttar Pradesh, Bihar, and Orissa SIEMATs have been very much active in catering the needs of states in various

areas of educational planning. It has been found that formation of SIEMATs are in progress in Rajasthan, West Bengal, Andhra Pradesh, Gujarat, Uttaranchal and Jharkhand.

Issues in Focus

- The thrust in planning has been to strengthen capacities at the state and district levels to plan and implement activities as per needs. The major challenge of providing access to out of school children is still a gray area which deserves quick action. Thus the use of micro-level data generated from the habitation level planning exercise conducted on a grandeur scale needs special attention for enrolling the out of school children.
- The achievements of the various states have been widely varied and therefore it is necessary that there should be active sharing of experiences both at interstate and intrastate level. Thus the strengths and weakness can be evaluated and necessary steps may be taken to improve upon the situation.
- For collecting the information of different indicators and status of primary education every state provides the EMIS data which are not widely used while planning for the next year. Thus emphasis should be made that the rationality is maintained and the same can be used for planning purpose.
- A major hindrance towards achieving quality education is the serious dearth of teachers. Even now the PTR in many states are below the specified norm of 40:1. Not only that, many of the schools still now are single teacher schools and hence the students do not get the desired attention of teachers and therefore finally drop out. Thus a major focus area would be to use the data for identification of single teacher school and planning for teacher deployment. By this we mean that there should be a rational distribution of teachers and deployment of additional teachers if required. Moreover active strategies for gender related issues deserve special mention.
- The focus of DPEP is not only concentrated in the rural areas but in the urban areas too. The complexity of identifying and enrolling the out of school children has altogether a different perspective. The children residing on the railway platforms, footpaths etc are generally engaged in some income generating activities whom we refer to as the "*Deprived Urban Children*". Therefore a lot of emphasis needs to be focussed on the urban planning issues to make the DPEP programme a success in the true sense of the term.
- Though the need and importance of micro-level planning has been understood, still it is being done on an experimental basis in some selected blocks and districts. Therefore upscaling of the same is deemed necessary.

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

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

Activities	States	Year
Training programmes for SPO & DPO staff at SIEMAT, Allahabad	Uttar Pradesh	December 1998 and January 1999
Training on preparation of perspective plans	Uttar Pradesh	May, 1999 to October, 1999
Training on preparation of AWP&B (as per the new manual)	Bihar (42), Himachal Pradesh (35), Maharashtra (18), Kerala (13).	1-2 nd December, 2000.
Workshop on Planning Process	All DPEP States – Phase I&II.	18-20 th December, 2000.
Orientation Programme in DPEP for collectors	Uttar Pradesh, Uttaranchal.	
CEO's, DPO's, NSDART, Mussoorie.	All DPEP States – Phase I&II.	5-6 th January, 2001
Sustainability issues in Elementary Education, New Delhi, NIPCCD.	Himachal Pradesh, Uttar Pradesh and Haryana.	8-11 th January, 2001
Orientation programme in DPEP for DCs, ADCs and CDOs in NSDART.		15-19 th January, 2001
Perspective planning in new district, HCMRIPA, Jaipur	Jaipur (Rajasthan)	12-14 th February, 2001
Orientation programme on DPEP	Chattisgarh	3-5 th March, 2001
Workshop of NGOs in Elementary Education, Mysore	National Level	19-21 st March, 2001.
Workshop of NGOs in Elementary Education, NSDART	All DPEP States – Phase I&II.	28 th August – 1 st September, 2001
Training Programme on Planning.	Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab & Rajasthan.	17-21 st September, 2001
Training Programme on Planning.	Madhya Pradesh, Chattisgarh	4-6 October, 2001
Workshop on Quality Issues in Elementary Education	North Eastern States	
Quality Issues in Elementary	National Level	26-28 th July, 2001
Two (2) Training Programmes on Planning	Uttaranchal	4-8 th September & 11-15 th September, 2001.
Three (3) Orientation Workshop (one day each)	Uttaranchal	23 rd – 25 th September, 2001.
Workshop on Planning for UEE	Uttar Pradesh, Uttaranchal, Rajasthan, Himachal Pradesh, Haryana, Punjab, Jammu & Kashmir.	28 th August – 1 st September, 2001.
Workshop on Planning for UEE	West Bengal, Assam, Orissa, Jharkhand, Bihar, Madhya Pradesh, Chattisgarh.	17-21 st September, 2001.
Programme on Planning, Mussoorie	Andhra Pradesh – Chittoor, Srikakulam, Khammam and Mehboob Nagar	4-9 th November, 2001
Programme on Quality, Teacher Training and Pedagogy reform in DPEP, NSDART, LBSNAA, Mussoorie	Andhra Pradesh, SPO-DPO and MRCs	15-19 th January, 2002.
A programme on implementation, monitoring and evaluation, NSDART, LBSNAA, Mussoorie	Conducted at Andhra Pradesh	31 st Jan – 2 nd Feb, 2002.
A training programme on Community Participation in micro planning, NSDART,	Andhra Pradesh - Conducted at Mumbai	7-9 th February, 2002

Activities	States	Year
Worksho on indicators of the project	Rajasthan	25-27 th February, 2002.
Teleconferencing techniques/ training	Maharashtra	19-21 st December, 2001
Programme on implementation, monitoring and evaluation	Maharashtra	7-9 th January, 2002.
Quality Issues in Primary Education	Maharashtra	11-15 th February, 2002.
MHRD : An orientation in issues related to pedagogy at upper primary level.	Maharashtra	11-14 th December, 2001.
Quality issues in DPEP	Maharashtra	18-22 nd March, 2002 27-29 th May, 2002
Formation of National Resource Group for Implementation of Household surveys	Maharashtra	9-10 th May, 2002.
Workshop on Quality Indicators	Rajasthan	11-13 th July, 2002
Planning & Implementation of DPEP/SSA	Andhra Pradesh	27-31 January, 2004

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

Activities	States	Year
NIEPA		
Training on Decentralised Planning	Haryana, Kerala, Tamil Nadu,	August, 1996
Training on Educational Management	Karnataka	April and June, 1997
Training programmes on microplanning and school mapping	Orissa, West Bengal, Assam, Haryana, Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, West Bengal Haryana, Kerala, Madhya Pradesh, Bihar, Uttar Pradesh	September, 1996 February, 1997
Workshop on District Planning under DPEP	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu	August, 1997
National Workshop on school mapping and microplanning	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh Bihar, West Bengal, Uttar Pradesh	December 1997 July, 1997 January, 1999
Training programme on methodology and techniques of planning under DPEP field based - held at DIET, Ranchi	Bihar	February 9-14, 2001
Assistance given to West Bengal on Plan preparation	Bihar	5-9 October, 1998
Training programmes on microplanning and school mapping	West Bengal	October, 1998.
National Training of Planning	Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal	9-11 August, 1999
Training Programme on Using indicators for Planning Primary Education.	Rajasthan, Maharashtra.	6-10 August, 2001.
Orientation Programme on New EMIS Software	Andhra Pradesh	19-24 February, 2001.
Training on Programme on Computer Application for decision support services in education.	Chattisgarh	January, 2001.
Two workshops on Cohort Study and Training on Microplanning and School Mapping.	Maharashtra	18-19 th June, 2001.
Training Programme on Using Indicators in Planning Elementary Education	Maharashtra	October - November, 2001.
Project Planning & Monitoring	Rajasthan	17-21 st February, 2002
Training Programme on using indicators in Planning, EE , New Delhi	Maharashtra Andhra Pradesh - Conducted in NIEPA, New Delhi	19-23 rd August, 2002 18-22 nd February, 2002
National Workshop on Project Implementation.	Attended by two participants from Rajasthan.	
Two workshop on teleconferencing at ISRO, Ahmedabad.	Rajasthan (Attended)	
Workshop on Policy Planning and Management for successful implementation	Rajasthan Andhra Pradesh (attended)	17-21 st June, 2002
2 Week Training Programme on Use of Quantitative in Educational Planning.	Andhra Pradesh	27 th Oct - 7 th Nov. 2003
4 day Orientation on Planning	Andhra Pradesh	16-20 February,

Activities	States	Year
National Workshop on Training Programme on District Planning & Education	Rajasthan	2004 11-15 th November, 2003

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

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

Activities	States	Year
Assistance provided on DPEP planning process and perspective plan preparation.	Orissa	April 27-29, 1999.
Assistance provided on Appraisal of AWP&B.	Andhra Pradesh	May, 1999
Assistance provided on preparation of School Improvement plan alongwith with NIEPA.	Chamba district, Himachal Pradesh.	9-10 June, 1999.
Resource assistance provided on planning process and AWP&B preparation alongwith LBSNAA (Based on new 8 day module)	Himachal Pradesh	October, 1999
Assistance provided on preparation of AWP&B alongwith LBSNAA.	Rajasthan	December, 1999.
Workshop on Plg. Process (National Level)	All DPEP states.	December, 1999.
Assistance provided for Internal Supervision Mission	Orissa	January, 2000.
National workshop on appraisal of AWP&B	All DPEP states.	February, 2000.
Assistance provided on preparation of school improvement plan and cluster plans	Himachal Pradesh	March, 2000.
Field Visit for study the status of microplanning and House to House survey	Karnataka, Gujarat, Assam and Maharashtra.	April, 2000
AWP&B appraisal	All DPEP states	April- June, 2000
Assistance provided to BRC, CRC, teachers to prepare school improvement plans for expansion of this work in other blocks of Chamba district.	Himachal Pradesh	July, 2000
Field Visit for study of planning process, undertaken by unit	West Bengal, Gujarat, Maharashtra and Himachal Pradesh	September-October, 2000
National Workshop on Issues in Planning in DPEP states.	All States	January 8-12, 2001
Workshop with new State Project Directors	West Bengal	March, 2002
National Workshop on 'Efficacy and Sustainability of Community Mobilisation' held in Kolkata	Andhra Pradesh	4-7 th January, 2002.
National Level Workshop on "Effective Use of Library Books for developing reading and writing skills among primary school children" conducted by Ed.CIL in Pune	Andhra Pradesh	4-7 th January, 2002.
National level workshop on Evaluation, New Delhi	SPD, Andhra Pradesh, Vizianagaram district	27 th Feb 1 st Mar, 2002
Workshop on Pedagogy held at Noida.	Rajasthan	2002.
Workshop on Quality Monitoring	Phase-I DPEP states	7-9 th August, 2001
Workshop on Evaluation of Pedagogical Interventions in Phase-I DPEP district	Phase-I DPEP states	21-22 nd September, 2001
Workshop on developing reading and writing	Maharashtra	4-8 th February, 2002.
Household survey MIS on AS strategies.	Rajasthan	2002
National Workshop on IED, Gurgaon	Rajasthan, Andhra Pradesh	12-13 th August, 2002
Research & Evaluation Coordinators workshop	Rajasthan	25-27 th September, 2002
Workshop on "children with special need", Bangalore	Rajasthan	27-29th August, 2003

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

S.No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Andhra Pradesh – I&II	75	16	475	134
2.	Bihar	20	3	227	66
3.	Gujarat	NA	NA	NA	NA
4.	Jharkhand	12	0	121	NA
5.	Orissa	24	7	211	53
6.	Rajasthan I & II	53	1	449	12
7.	Uttar Pradesh – III	62	2	363	72
8.	Uttaranchal	30	7	60	4
9.	West Bengal	61	6	100+100*	8+12*

* This includes DPEP I &II.

NA : Not Available

TABLE – E : Present status of SIEMAT.

STATE	STATUS OF SIEMAT	TOTAL	
		No. of Post Sanctioned Staffs are yet to be appointed.	Staff in Position
ANDHRA PRADESH	It has been decided to set up SIEMAT as an independent institute. Presently SIEMAT is a part of SCERT.		
GUJARAT	GIEMAT has been proposed to be established		
ORISSA	SIEMAT is functioning as part of SPO, Orissa.	12	12
WEST BENGAL	Proposal has been passed to establish SIEMAT.		
UTTAR PRADESH	Working as an Independent institution	49	41
BIHAR	Working as an Independent institution located in SCERT.	21	10 (excluding Director)
RAJASTHAN	The matter of establishing SIEMAT has been decided by GOR. An inbuilt institute has been setup in IASE, Bikaner. Selection of staff in process.		
UTTARANCHAL	Status not provided in the State Report.		
JHARKHAND	SCERT has been sanctioned by the State Government.		

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

DETAILS	ANDHRA PRADESH	GUJARAT	ORISSA	RAJASTHAN
Coverage of microplanning	<ul style="list-style-type: none"> As a part of Micro Planning exercise a comprehensive database is being developed by way of undertaking a massive exercise of conduct of Family Survey in all the habitations of DPEP I and II districts. The data have been collected and at present it are being cross-checked. Further, the data will be computerized so as to provide all the information on education aspects of the children for all the habitations. 	<ul style="list-style-type: none"> Microplanning in 2211 villages in district Panchmahal, 32 in Dangs and 48 in Banaskantha district has been completed. 	<ul style="list-style-type: none"> Microplanning has been completed in all DPEP districts. A similar sort of programme with the same objective has also been updated. Now more emphasis is on utilising this information for planning. Village and habitation specific agewise and classwise out of school children are collected through child tracking system and Anusandhan Operation. 	<ul style="list-style-type: none"> It has been planning to conduct a school mapping and micro planning exercises in every village. It is planned to update the school mapping data in every village between 1-14th July of every year.
Details of Activities undertaken	<ul style="list-style-type: none"> Two-day training programme conducted at SPO level in June, 2000 for district staff on Family Survey. Further two-day training programmes conducted to Mandal Resource Person at district level and one-day non-incentive programme for all the teachers conducted at TC level during June, 2000. A detailed micro planning exercise has been taken up in the habitations of alternative schools as well as unserved habitations to plan for education to all children 5-14 years age group. To develop habitation specific education plan, the validation of data base has been developed through family survey during 6-12 March, 2001 by involvement of district, mandal and habitation level core teams. Training programme on "Using Indicators for Planning in Primary Education" held from 19-24 February, 2001. Selected programmes has been taken up in certain identified mandals for taking up of concerted steps to achieve UEE in all the habitations. The interventions taken up in these mandals are as follows: <ul style="list-style-type: none"> Community mobilisation sensitisation of parents, DWCKA, Youth and other SHG. Formation of Mandal Level, Cluster Level and Habitation level core committees with active involvement of community mobilisers youth, teachers etc. Generation of list out of school children and the nature of work they involved in. Opening of Residential and Non-Residential Bridge Course Camps for their mainstreaming. Monitoring the retention of in school children with involvement of local community groups. Tracking of the children who are mainstreamed. An orientation to the District Planning Teams on 	<ul style="list-style-type: none"> State level orientation workshop for micro-planning Selection of villages in which MP is to be carried out Development of material for micro-planning Training of MTs for micro-planning at district level Formation of village core group for micro-planning Demonstration of school and village mapping by RPs Training to village core group for micro-planning Micro-planning exercise at village level Preparation of VEP by village core group Review workshops at district level. A two day workshop on concepts, approaches and methodology of micro planning held in all districts for orientation of BRC, Addl. BRC, CRCs, OICs and personnels of P&M from GCERT, DIET. Micro planning in 500 villages has already been started. Data generated at school, village, CRC, BRC and district level and have been consolidated and computerised. A National level workshop on Community Participation and microplanning held in Mumbai. 2 day workshop on microplanning was organised at district level in all the Phase IV districts in April, 2002. Conducted number of workshops on AS, MIS, Community Mobilisation etc. in Phase-IV and developed handbook on AS at state level. Computerisation of DISE data is in progress in DPEP-IV Workshop for reviewing Microplanning activities and undertaking school Improvement Plan held at Gandhinagar. The main objectives were: <ul style="list-style-type: none"> Updating of VER, New school by school mapping SIP for construction works, organisation of monthly tests in cluster level. Monitoring and supervision workshops are completed in State, Block and cluster level by Cascade model. 	<ul style="list-style-type: none"> Village Education Registers have been upgraded. There has been emphasis on preparation of block and cluster level plans in all DPEP districts. The districts are planning to produce block level of action plans where the information will be put to use along with findings of NINAD and DISE report, New schools and Alternative Schooling centres have been identified on the basis of the findings of the micro planning as well as public demand. 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. 	<ul style="list-style-type: none"> Survey planned to conduct in the month of May-June and microplanning in the month of July. 17116 SMCs constituted and 58990 have been trained. 3500 BNS members have been trained. Shiksha Darpan Survey of 6-14 age group children and school facility conducted. 19913 SMCs have been constituted and 103848 have been trained. Non School going children have been identified. 24192 SMCs have been constituted and 103848 have been trained. 112899 SMCs have been constituted and new module is being prepared for members have been trained. In 2003-04 564071 out of school children have been identified and out of which 543149 children have been enrolled in DPEP districts. In Phase I 24373 and in Phase II 19410 out of school children are hard cases. Enrollment drive under Shiksha Asapke dwar have been launched and 96.26% children have been enrolled. 13125 in Phase I and 7797 in Phase II children physically disabled and are out of school

DETAILS	ANDHRA PRADESH	GUJARAT	ORISSA	RAJASTHAN
Agency Institution/ NGO/ Individual responsible	<ul style="list-style-type: none"> State Resource Group & Mandal Resource Group Education Department of A.P. Hyderabad is involved in the family survey. 	<ul style="list-style-type: none"> State Project Office & GCERT at state level District Project Office & DIET at district level CRC coordinator (MT) & Village core group at village level. A core group formed at village level consisting of members of VECs, local Youth Mandal. Bliajan Mandals/ CRCCs. To cover all villages under micro-planning To regularize micro-planning exercise every year. Upscaling of micro planning. Use of VEP and SIP. Data to be consolidated at district level and incorporated in AWP&B. School mapping at the CRC level. Preparation of school improvement plan (SIP) at the village level. 	<ul style="list-style-type: none"> The state is planning to promote educational development. Plans at the level of few selected Panchayats to start with. Since, the CRC coordinators are already in place, this project will take shape in near future. Building of capacity of DRG and BRG on decentralised planning. Orientation & strengthening of SRG on planning. Development of module on habitation planning. Training of HMs & SI of schools of SSA districts on Educational Management. Training of BRCC/CRCC/BRPs on Educational Management in 30 districts. Training of DI of schools/ CI of schools on classroom management. Training of VEC members in 22 districts and VEC members of upper primary schools in 8 DPEP districts. Training of Sarpanches & PRI members on different strategies of UEE/SSA. Training of headmasters of primary schools on school mapping and micro planning. 	<ul style="list-style-type: none"> House to house survey is being planned to conduct in the month May-June and micro planning in the month of July every year. For the year 2003-04 the 'Preveshustav' plan for hardcore children have been prepared and sent to the districts for implementation. Habitation wise list of non-enrolled children prepared and responsibility of each child have been assigned to every teachers and SMC members.
Future Plans	<ul style="list-style-type: none"> Micro-planning exercise will be carried out in the selected villages of all the mandals of DPEP districts for effective educational planning & management. Necessary training would be provided to the School Education Committee Members on PRA techniques to enable them to involve in the Village Education Planning Process. It is further proposed to update the school wise database of 0-14 year age group children along with information on the school and teachers. Development of habitation level plans by way of involving community in participatory microplanning exercises. 	<ul style="list-style-type: none"> Submission of draft plan for new districts (Jam-nagar, Junagadh, Sabar-kantha, Kutchh, Bhav-nagar and Surendranagar). Plan proposals have used participatory planning process & docu-mentation method. Prep-aration of State Plan and distt. plans involved an elaborate sequence of activities, involving both data gathering/ analysis and wide scale cons-ultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and DPE Officers. The reflection of the findings of both BAS & SAS are also evident in the State and district plan. Data to be consolidated at district level and incorporated in AWP&B. Starting of microplanning exercises in six phase II districts. At district level, OICs, BRG & BRC Coordinators were trained on microplanning by State level functionaries. At block level, BRC Coordinators trained CRC coordinators in cascade mode. The HMs, VEC, MTAs & PTAs members were trained by the respective CRC coordinators on conducting Microplanning exercises in the schools. Currently most of the schools in six Phase IV districts have developed SIP. 		
Future Plans	<ul style="list-style-type: none"> The data of Family Survey will be computerized and output reports on various indicators of educational status of children, gender-wise, social group-wise etc. along with education status of children with special needs will be generated habitation-wise, mandal-wise and district-wise. The data will be used for the planning of following aspects. Strategies for the schooling of out of school children, children with special educational needs and over-aged children. Empower the local groups, field staff on participatory planning process and for the development of habitation education plan for the education of all children in 5-14 age group, simultaneously and improve the quality of delivery mechanism and children learning. Validation of the information on 'out of school' children at habitation level and planning for educating them. Identification of schoolless habitations for providing. Alternative Schools, EGS & AIE. Updating the Habitation Education Plansa and in turn district plans are developed through Mandal level meetings on planning for 2004-05. District plans are developed based on the mandal profiles and district profiles are developed for the state plan. 			

DETAILS of Coverage micropanning	WEST BENGAL	UTTAR PRADESH	BIHAR	JHARKHAND
<ul style="list-style-type: none"> Planning process has been initiated in Birbhum, Coochbehar, Murshidabad, South 24 Parganas, Bankura and Jalpaiguri. House to house survey has been conducted in all DPEP and non-DPEP districts. 	<ul style="list-style-type: none"> Planning, based on analysis of DISE & House to House Survey Data for identification of requirement for Universal Access, Enrolment & Retention. To develop a primary database on UPE planning a House to House survey was taken up in DPEP (non-DPEP too) districts. Trainings have been conducted by SPO personnel at the district level for resource persons. These resource persons trained the survey workers subsequently. House to house survey has been conducted. Computerisation has been completed. School Chalo Karmasuchi became successful through exercise of habitation level planning. 	<ul style="list-style-type: none"> Microplanning has been conducted in 17676 villages of DPEP districts. It is under process in 4 expansion districts of DPEP II VECs have been trained for this. DRG were formed and trained. BRG was trained by DRG. VECs (13856 out of 14659) have been trained by BRG. Microplanning alongwith household survey was conducted & village education plan and school mapping have been prepared. Household survey has been kept in VER, which is updated every six months. VEPs have been completed for 15074 villages in DPEP-II. 16907 VECs have been trained in the 1st round and 11262 VECs in the 2nd round. Around 23,190 villages have completed micro planning. VEPs have been completed for 23,190 villages. 	<ul style="list-style-type: none"> Altogether 3176 villages covered under microplanning in 10 districts. PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhipreraks/ Prerak developed. In every district sufficient number of Abhipreraks/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs. 9451 villages have been covered under micro planning in 11 districts. A new module of micro planning 'Lok Chema' developed with which microplanning exercise will be completed with in 5-7 das. 	<ul style="list-style-type: none"> Chatra (2), Dumka (5), East Singhbhum (2), Hazaribagh (2), Ranchi (2), West Singhbhum (3). Altogether 12076 villages covered under Micro Planning in 6 districts. 13686 villages/ tolas covered under Micro planning in 6 districts. PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhipreraks/ Prerak developed. 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.
<p><i>Details of Activities undertaken</i></p>	<ul style="list-style-type: none"> UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators. In DPEP II districts where microplanning have been completed, the VECs have already shown great enthusiasm in sending the identified out of school children into schools, built additional classrooms and new school where necessary, as well as 	<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. Organise quarterly trainings to train the Resource Persons on microplanning. Scale-up microplanning exercises in all districts. Computerisation of data generated through microplanning exercises. Monitoring of the implementation status of the SDP emerged at the end of microplanning. Use of data of out of school children and data on placement in the private schools collected through 	<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. Organise quarterly trainings to train the Resource Persons on microplanning. Scale-up microplanning exercises in all districts. Computerisation of data generated through microplanning exercises. Monitoring of the implementation status of the SDP emerged at the end of microplanning. Use of data of out of school children and data on placement in the private schools collected through 	<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. 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 on
<p><i>Agency Institution/ NGO/ Individual responsible</i></p>	<ul style="list-style-type: none"> State, district and sub-district level functionaries Gram Panchayat functionaries, volunteers of TLC, teachers, inspectors, education officers and ext.officers of blocks. 	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries. 	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries. 	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries.
<p><i>Future Plans</i></p>	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries. 	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries. 	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries. 	<ul style="list-style-type: none"> Opening of formal schools and SSKs will be done on the basis of house to house survey data. Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries.

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	JHARKHAND
	<p>identify the district specific needs on the basis of VEPs and school plans.</p>	<p>enrolment has gone up. In these districts the data on out of school children is being compiled for review at the state level.</p>	<p>microplanning exercises for UPE. Cross checking EMIS data with the data generated by micro planning exercises. People empowerment through micro planning exercises.</p> <ul style="list-style-type: none"> • Mapping for ALS modalities through micro planning exercises. 	<p>enrolment of children in the private school collected through micro planning exercises for UPE.</p> <ul style="list-style-type: none"> • People empowerment through micro planning exercises. • Mapping for ALS modalities through micro planning exercises. • Computerisation of data generated through Microplanning/ household survey data. • Prepare local specific strategies for mainstreaming of out of school children. • Updating of household survey data.

COMMUNITY MOBILISATION AND PARTICIPATION

Background

1. In recognition of the importance of community involvement, the role of the community, under DPEP, has been considered quite central in the entire effort at universalisation of primary education. The schools and the community are seen as having a basic and organic linkage that needs to be nurtured through a range of programme activities and supported by decisions for decentralized educational management with a role for community organizations.
2. Keeping with the vision of the Constitution (Seventy-third and Seventy-fourth Amendment) Act, 1992, National Education Policy (NPE) and recommendations of Committee on Decentralized Management of Education, the Village Education Committees (VEC) have been constituted or revitalized under DPEP. All DPEP States, by and large, have constituted VECs. Some States have constituted School Management Committees (SMC)/ School Committees (SC)/ School Education Committees in lieu of/in addition to VECs. The size and tenure of the VECs /SMCs vary from State to State.

Table A: Status of VEC, SMC, MTA and PTA in the DPEP States

S. No	State	VECs	SMCs / SDMCs	PTAs / PEC/ MTAs/WEC/WMG
1.	Andhra Pradesh	-	62085	84473
2.	Bihar	24856	24976	2637
3.	Gujarat	5090	-	8615
4.	Jharkhand	17460		4569
5.	Orissa	11343		
6.	Rajasthan	-	165832	38882
7.	Uttar Pradesh	26793		50474
8.	Uttranchal	2674		3069
9.	West Bengal	22635		806
Total		110851	252893	193525

Over the years, auxiliary forms for VECs were felt necessary and thus the formation of forums like Parent Teacher Associations (PTA)/Mother Teacher Associations (MTA), Mothers' Groups, Women Motivator Groups (WMG) came up. While VEC functions as an over-all guide for the educational matters of the village, these bodies have taken up the job of looking into day-to-day affairs of primary education. **Example, in U.P. student tracking in schools in model clusters is done with the help of MTA/WMG/ Community and Maa-Beti melas are organized with the help of these organizations. In Jharkhand and Bihar, Mata Samitis are running the EGS centers.**

Manuals, handbooks and training materials on community mobilisation have been developed for master trainers and VECs, SMCs and MTAs/ PTAs in all the States. Some States like West Bengal have improved and revised their training package by development of self-reading material for VECs and supplementary material on training. Andhra Pradesh has developed gender-focused module for VEC/SMC training, whereas **States like Gujarat and Uttranchal have conducted orientation and sensitisation programmes on gender issue for MTA/PTA/WMG. Some States have organized orientation sessions for PRI functionaries including Sarpanches (Orissa, Bihar and Gujarat). In Uttranchal, trainers' handbook for training of VEC members. In Orissa, community organisations have been given orientation on micro planning.**

3. A number of activities have been carried out to facilitate participation of the local community. The SPO, DPO, BRCs and CRCs have been providing support to VECs and other community organizations through orientation programmes, workshops, seminars, dissemination of materials (magazines, booklets, reading materials etc.) and are also involving these organizations as well as the community at large in activities in regard to strategy formulation, environment building, awareness campaigns and creation of demand for education, convergence and networking. In U.P. workshops have been conducted at the State level to develop new strategies for community mobilization. In A.P., the SRG members and community mobilization officers have been trained at SCERT.

a. Advocacy Activities

A variety of activities such as enrolment drive, awareness generation, children fair, participation in community fair, cultural programme etc. have been carried out in all the States. Across the States, campaigns and mobilization initiative have been organized focusing on specific issues like enrolment, retention, education of girl child and other disadvantaged group. Campaigns to mobilize the special groups like girl child (mothers also), SC/ST/OBCs, tribal and other disadvantaged group to ensure their participation in the primary schools or alternative centers, was launched in most of the States. Along with these campaigns, following are the specific activities conducted in different States to empower & mobilize community to ensure increased enrolment and reduce drop out.

1. Meena Campaign (*Uttar Pradesh and West Bengal*),
2. Maa-Beti Mela (*Andhra Pradesh, Bihar, Jharkhand, Gujarat, Orissa, Uttar Pradesh and Uttranchal*),
3. Balika / Kishori Mela (*Bihar*)
4. Mahila Sammelans / Mahila Melas are the initiatives to mobilize the communities to ensure increased enrolment and reduced drop out of the girl children.
5. Shishu Mela were organised in various States (*Gujarat and Orissa*).
6. Prabhat Pheries, Rallies, Pad Yatras, Mashal Yatras, Praveshotavas were under taken in Andhra Pradesh
7. Baap-Beti Mela was organised at many places (*Uttar Pradesh and Uttranchal*)
8. School Chalo Abhiyaan (U.P. Uttranchal)
9. Vidhyalaya Pravesh Utsav (Orissa).

Apart from these general activities, following are the specific activities undertaken at State level:-

- Formation of 'Bala Mitra Mandali' for school development activities with members viz. retired employees, retired teachers, youth and elders interested in Primary education; (Andhra Pradesh)

- Literacy week “Chaduvukundan”, Jannabhromi and Chaduvula programme were conducted spread awareness on education among common people in general and women in particular (Andhra Pradesh)
- Kalajatha movement in the district with focus on universal enrolment and importance of education in convergence with Total Literacy Campaign. (Uttar Pradesh, Jharkhand and Uttranchal)
- **Orientation programmes/ State and district level convention held for field functionaries and NGOs to increase general awareness on education in Orissa**
- **State level Vidhya Sadassus organised on community involvement for education planning.**

Specific initiatives for disadvantaged groups have also been taken up.

- In *Oriṣsa*, attempts have been made to involve the tribal organisations in taking up initiatives for the education of the tribal children.
- The emphasis has been laid on opening of *Apna / Angana Vidyalayas* in tribal dominated areas of *Bihar*.
- In Gujarat, the VEC/ PTA/MTA have been meeting regularly to discuss the problems related to retention of girl child in school
- **In Uttranchal VEC’s helped in conducting assessment camps for disabled children.**

b. Planning

All the DPEP States have involved the VECs in survey works and micro-planning exercises. Such involvement has further ensured the participation of the community organisations in the development of Village Education Plan and School Improvement Plans, as is the case in Uttar Pradesh and Orissa to ensure universal enrolment bringing the identified out of school children to school or alternative centres. In Andhra Pradesh, Village Education Registers are being prepared which would help in planning and necessary interventions at village level to deal with the issues related to out of school and drop out children. **In Jharkhand, VEC’s have been involved in the development of Village Education Register/ data updation.**

c. Construction Activities

Village Education Committees across DPEP States (*A.P., Jharkhand, Gujarat*) are actively involved in activities related to the civil works and have also provided training to the VEC members. It includes construction and supervision of civil works of CRC, BRC and new school buildings, construction of additional classrooms, major & minor repairs and maintenance of school buildings.

- In some States like *Rajasthan and Gujarat* separate trainings are being imparted to members of VEC for major and minor repairs. Up to some extent, this has enhanced a sense of school ownership among local communities.
- In States like *Bihar*, apart from construction of new school buildings, BRC and CRC, the community is also involved in temporary constructions for ALS and ECE centres.

The local communities in DPEP districts are not only involved on construction works, but are playing an important role to maintain school buildings and premises. VECs, SMCs and community members in *Andhra Pradesh and Bihar* are also maintaining AS/ EGS and ECE centres. **In Bihar, VEC's also play a vital role in school improvement/ maintenance/ repairs of school. In Orissa and Uttranchal, help of VEC's has been taken in construction of additional rooms and toilets and in providing drinking water facilities.**

d. Quality

Community based structures have been actively involved on quality issues. Preparation of *School Plan* is a crucial exercise, which takes place with involvement of the parents, trainers and teachers. The plan broadly lists out the main academic and non-academic activities as well as tasks for PTA and Gram Panchayat. The same plan is executed after intensive discussions among teachers, PTA and MTA members. On the basis of this plan, monthly, weekly and daily planning is done by the teachers and school resource groups. Since it is a jointly developed plan, the teachers, parents and local community equally own it. VECs along with the Panchayat Monitoring Committee regularly monitor all the activities of school including academic activities. PTAs are regularly organized to discuss the progress of children. Help of PTAs has also been sought in many schools in preparation of TLM. Many VECs with the help of local communities have managed teaching learning process in schools during teachers' strike in *Bihar and Jharkhand*. Some VEC presidents are also involved in CRC meetings and Ujala training in Bihar. These are very encouraging trends in the direction of direct or indirect involvement of the community on quality improvement in primary education. **In Uttranchal VEC/SMC members are involved in preparation of TLM in Kunjaputri pattern models, which is a joyful teaching method useful for peer group learning. VEC's in Orissa participate in schooling processes and activities like monitoring. MTA's are also involved in classroom teaching.**

e. Other Activities

It is heartening to find reports about community (including Panchayats) providing land for school building, place for running /AS/EGS centres and also physical labour in addition to contribution in cash and kind. **Large contributions have been received from the community in Gujarat for building schools physical and educational structure.**

Apart from these, community organizations have been found to be involved in managing ECCE and ALS centers in States like *Andhra Pradesh, Bihar and Jharkhand*. The contributions made by the communities towards school improvement, either in cash or in kind, in several States are remarkable.

Table B: Some of the Concrete Instances of Community Contribution

States	Contribution
Andhra Pradesh	<ul style="list-style-type: none"> • VECs mobilize physical and financial resources for construction of school buildings, community (in general) took part in enrolment drives • VECs are playing an active role in tackling the problem of child labour • VECs of remote villages provided free accommodation facilities to teachers
Gujarat	<ul style="list-style-type: none"> • Community contribution both in cash and kind has been received for school construction. • Cultural talent search activities organized.
Jharkhand	<ul style="list-style-type: none"> • VECs are being trained to manage schools and monitor indicators like access, enrolment and retention • VEC's took initiative to run schools during teacher strike • VEC's providing space for establishing EGS centers • VEC's help in providing voluntary teachers.
Orissa	<ul style="list-style-type: none"> • Some School Committee members of Kalahandi district have developed corpus fund to the tune of Rs. 5 lakhs for infrastructure development • In majority of schools Corpus Fund have been developed for improvement of school • In several schools across the district the School Committees are engaging para-teachers by giving them some monthly honorarium from village funds. • VECs involved in School Ch ala Abhiyaan
U.P.	<ul style="list-style-type: none"> • Meena campaigns done with discussions with the community
Uttanchal	<ul style="list-style-type: none"> • VECs/MTAs have engaged local teachers and paid honorarium

Trends Emerged

- A significant development is that States are moving towards formation of community-based organizations like VEC/SMCs through statutory provisions
- Over the years, understanding the need for school development activities, the members of the VECs/ SMCs etc., who were earlier chosen on nomination basis, have now been selected through electoral process
- **PRIs have been vested with autonomy, power and authority over the primary education sector in many states through state legislations.** The attempt to integrate the PRIs with the community-based organizations, particularly the VECs, is a significant move that is also visible in the States. Panchayats are providing funds towards construction of boundary walls, urinal storage tanks for drinking water etc in Gujarat. In the States like Jharkahand, groundwork to establish an effective linkage with the PRIs has started. **In A.P. the Panchayat Education Committees and School Committees are involved in social audit of out of school children.** The States are also conducting/ planning to undertake joint training workshops for VECs, SMCs and PRIs to solicit their support and active involvement in the programme (A.P., Bihar and Orissa). In Rajasthan strong inter-linkage is seen at every level with PRIs. The PRIs in the State are involved in para-teacher selection and are active members of SMCs

and **Bhawan Nirman Samiti**. It has been envisaged that the panchayats, VECs/School Committees, PTAs/MTAs and other community forums complement each other by creating a strong base at the grassroot level for community participation in the educational scenario.

It can be seen from the foregoing that DPEP has succeeded to a large extent in actively involving the community in almost all areas of planning and management of the programme. The role of VEC in the qualitative aspects of the programme has also begun. The major thrust of DPEP activities has been to instill in community a sense of ownership towards the programme, which can be further accomplished if linkages between various community level organizations are strengthened.

Issues:

- Linkages should be strengthened among the various community-based structures/organizations
- VEC's/SMC's to be made more accountable so that community ownership of education is realized
- Role of VEC's in quality improvement should be further strengthened
- **Community should be more actively involved in Monitoring and Supervision of activities like effective utilisation of teacher grant and school grant**
- **Focus should be on strengthening capacity building measures for community-based organisations like VECs, PTAs, MTAs and PRIs.**

DPEP STATES

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Administrative Arrangements	<ul style="list-style-type: none"> State and district level coordinators for CM in place. 	<ul style="list-style-type: none"> Community Mobilisation is looked after by OIC Teachers' Training at the State level. Project coordinator is in-charge of Community mobilisation at DPO. BRC & CRC Co-ordinators provides block and cluster levels support. 	<ul style="list-style-type: none"> SRG and DRG in place 	<ul style="list-style-type: none"> State and district coordinators for community mobilization in place DRG constituted 	<ul style="list-style-type: none"> State and district coordinators for CM appointed SRG, DRG, BRG and VECs constituted Ward Education Committees constituted Divisional level monitoring committee constituted. 	<ul style="list-style-type: none"> Community Mobilisation coordinators placed at state and district level Core team on community mobilisation & VEC functional at every DLO. SRG/DRG formed. 	<ul style="list-style-type: none"> CM Officer appointed at the state level At DPO, one of the core team members assigned the work of community mobilisation. State and district level Resource Groups constituted.

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Community Mobilisation Material Development</p>	<ul style="list-style-type: none"> • Posters, brochures, desk calendars highlighting DPEP objectives and role of VECs published. • DPEP Newsletter brought out by SPO. • Preparation & production of audio cassettes in tribal dialect is in process. 	<ul style="list-style-type: none"> • Brochures, booklets, pamphlets, prepared and distributed to teachers, VEC members and others. • Audiocassettes developed. • Development of posters, cut outs and folders undertaken • Posters on girls' education developed and disseminated during the Enrolment Drive • Mailers distributed to VECs/PTAs/MTAs to participate more actively in Management of School. 	<p>A quarterly newsletter "Parivartan" is being published and circulated</p> <ul style="list-style-type: none"> • A new training module for members of school committee has been prepared • Audio/video cassettes highlighting DPEP activities prepared and distributed • Brochures, booklets, handbills, posters, folders and pamphlets for creating awareness developed. 	<ul style="list-style-type: none"> • Handbook "Sangathakder Prati" on community participation and primary education for grass root functionaries including VEC members developed. • Reading material "Prathmik Shikshar Unnayane Jana Sadharaner Bhumika" for community mobilisation developed • Audiocassette of folk songs developed & distributed • Slogan developed for wider dissemination of DPEP messages 	<ul style="list-style-type: none"> • Posters developed. • Audio-video kit to mobilise child labourers prepared • Geet for School Chalo Abhiyan developed • Instruction brochure for orientation of WEC developed and disseminated. 	<ul style="list-style-type: none"> • Posters/pamphlets/banners developed at every DLO/SLO/ECE. • Booklets/ brochures on DPEP published and distributed. • A set of 5 books (related to VEC, micro planning, training manual, micro planning was developed. • Magazine BEP Ahwan published by SPO. • 5 audio cassettes (Abhiyan geet, Shiksha geet mala, Munia beti padhti jaye,) distributed in every district • Two more cassettes on Women Economic Empowerment and Shiksha Geetmala were developed. 	<ul style="list-style-type: none"> • Brochures containing elementary information have been developed, printed and distributed • Review of the training module of SMC. • School mapping and micro-planning training modules have been finalized • Brochures and pamphlets for awareness have been prepared and distributed by different districts.

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Campaign and other mobilisation activities</p> <ul style="list-style-type: none"> • Chaduvula Pannduga programme was conducted in August 2002 involving community public representatives to enrol out of school children and free child labours from employers. • Local artists from villages are engaged for folk performance. • Radio interviews of VEC members, ward adoption by VEC members propagated • Organisation of Kala Jathas. Pub. Meetings, film shows, rallies and exhibitions conducted. • Wall writing was undertaken • Special campaign drive was organised for women, Youth & VEC for girl education. • PTA meetings being organised • State and district level Vidya Sadassus organised on community involvement for Educational Planning. 	<ul style="list-style-type: none"> • Radio Spots hired on AIR stations for broadcast of campaigns on enrolment and retention of children • Awareness programmes meetings held to discuss community mobilisation activities have been organised. 	<ul style="list-style-type: none"> • Sharing workshops in the shape of women convention, Tribal Convention, Jati Mahasava are organised at District and Sub-district level to promote community participation. • Traditional cultural groups are trained and oriented to deliver the message of primary education and its utility. 	<p>.</p>	<p>.</p>	<ul style="list-style-type: none"> • A national seminar on UPE organised. • Praveshotsavas organized in every district. • Mahila Day organised at DLO level. • Shiksha Mahotsav 2002 organised 	<ul style="list-style-type: none"> • Film shows were organised in the all district of Rajasthan to motivate non-going school. • 50066 Balmela, 54245 Kala Jatha, 60042 Mahila • Meetings are being held at cluster and village level. 	

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> • Training module for VECs' training prepared. • A booklet containing guidelines for enrolment, retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation. • Village Education Committees were constituted in all the districts. • School Committees were constituted through election as per AP School Education (Community Participation) Act 1998 to strengthen community school linkage. 	<ul style="list-style-type: none"> • VEC Manual developed and distributed • Training module developed at the state Project Office and distributed to Chairmen of VEC/MTA/ PTA. • Development of posters, cut outs and folders. • VEC, MTA and PTA members were given adequate power and responsibilities to play an effective role in mobilisation activities. • Meeting of Sarpanches of Panchayats organised. 	<ul style="list-style-type: none"> • Community Mobilisation manual prepared by the SPO • Three types of training module for members of School Committee has been prepared in order to train the members of newly constituted School Committee • A chapter relating to community mobilisation and mobilising resource support from community on pedagogical issues is included in the Teachers' Training module. 	<ul style="list-style-type: none"> • Development of training module for VEC/WEC training • Construction manual developed for VCC training. • SPO developed handbook on community participation in primary education for grassroots-level functionaries including, VEC members. • Developed Lesson's Posters for participatory Training at VEC/WEC level. • Guidebook on organisation of training for VEC members developed. • Developed 8 posters in various functional areas • Module of VEC training "Prashikshan Sahayika" published. 	<ul style="list-style-type: none"> • Trainer's handbook for training of VECs, MTA, PTA and WMG has been developed. • 800 model clusters developed • Training imparted to WECs and VECs • MTA/PTA and WMG trained in DPEP- III districts • Block Shiksha Samiti community leaders being oriented. 	<ul style="list-style-type: none"> • Training module for VEC and micro planning developed. • Training module on community construction process developed. • Training module for mata samitis developed. • Training module for PRU members developed. 	<ul style="list-style-type: none"> • Module for SMC and BNS training has been prepared. • SMC training module finalised. • PRU training module has been finalized.

<p>Community Mobilisation & VEC Interventions</p> <p>Community Participation /Community Organisations</p>	<p>Andhra Pradesh</p> <ul style="list-style-type: none"> • School Education Committees, Panchayat Education Committees, Mandal Education Committees, District Edu. Committees formed. • 10404 VECs constituted in all the districts. • Special teams organised at Mandal level for educating community. • PTA meetings being organised in all the schools through out the state • 50884 school committees at primary and 6495 at upper primary level constituted. • School Education Committee at the School-level, Panchayat Education Committees, Mandal Education Committees, District Education Committees are formed. 	<p>Gujarat</p> <ul style="list-style-type: none"> • 5090 VEC formed in all villages • 8615 MTA/ PTA formed • Community Contributions, both in cash and kind, have been received for school construction, which have enhanced the sense of ownership among people. 	<p>Orissa</p> <ul style="list-style-type: none"> • MTAs and PTAs are constituted • VCCs formed. • School Committee (VECS) are in place in all the districts. 	<p>West Bengal</p> <ul style="list-style-type: none"> • 22635 Gram Sansad formed • 806 WECs formed • 102390 VEC members trained in Phase - I Districts and 36956 members trained in Phase-II Districts • Observation of special days at VEC level 	<p>Uttar Pradesh</p> <ul style="list-style-type: none"> • 26793 VECs are constituted. • MTAs/ PTAs and WMGs (Women Motivator Group) formed. • 42139 PTAs in place • 4408 WEC's constituted 	<p>Bihar</p> <ul style="list-style-type: none"> • 24856 VECs constituted • Mata Samiti formed for AS/ECE centres and to provide resource support • VECs motivated to run schools during teachers strike in Bihar • Community providing resource support at grass root levels. 	<p>Rajasthan</p> <ul style="list-style-type: none"> • 3500 BNS have been constituted. • 165832 SMCs have been constituted.
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Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Orientation/ Training/ workshops for Community Organisation</p> <ul style="list-style-type: none"> • Gender Sensitisation programme for VECs conducted. • An eight-day orientation workshop for all VEC members organised. • State level sharing workshop organised for VEC chairmen, NGOs, & Mahila Mandal presidents. • 3-day workshop has been organised for developing the training module on roles and responsibilities of SEC/PEC members on various school development programmes • Training to school Committee Chairperson organised at mandal level. Training programme at operational level held in 7 districts. • Training cum orientation to women members of local bodies in educational issues organised. • School Committee Members have visited the Residential Camps of MV Foundation • Chairpersons and members have been given one-day awareness on the duties and responsibilities of school committees. 	<ul style="list-style-type: none"> • Monthly meetings of VECs, PTA & MTAs were organised at school level. • Workshops for women sarpanches and Anganwadi workers organised. • Orientation and training workshops of VEC members at the CRC level. • All the members of 8615 MTAs and PTAs have been trained in DPEP IV districts • Orientation cum training to VECs, MTAs, PTAs members 	<ul style="list-style-type: none"> • Training of VEC/MTA organised • 1 day training for all the MLAs of DPEP districts have been conducted in 3 phases • Selected members of PTA/MTA trained • School committee members trained about their duties and responsibilities through tele-conferencing • Village meeting on the line of Gram Sabha and Palli Sabha are initiated to educate people for owning the village school • NGO members and other PRI members and Sarpanches are also trained through televised programme about their role in achieving UPE 	<ul style="list-style-type: none"> • 3- day training for VEC members (7 from each VECs) is over in all the districts. • MTA training conducted • 2- day workshop on street plays organised. 	<ul style="list-style-type: none"> • Regular VEC meetings held. • VECs, MTAs, PTAs and WMGs have been trained. • Orientation programme held for newly elected Pradhans and members of VECs. • 2 rounds of training of VEC's for micro-planning & household contact • 26793 Village Education Plans completed 	<ul style="list-style-type: none"> • 5 days training to VEC members initiated. • One-day orientation to newly constituted/re-constituted VECs organized • 1 day training to PRI members initiated. • Quarterly Reflections of VEC President and Secretary at block level organized. • Workshop to monitor progress of VEC formation organised at different levels. • 1-day orientation to Mukhiyas initiated 	<ul style="list-style-type: none"> • KRP's being prepared for SDMC training at cluster level • Need assessment workshops of SDMC done 	

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Orientation/ Training/ workshop provided for staff / Master Trainers</p> <ul style="list-style-type: none"> • 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT. • SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons. • Head Masters attended the School Committee training Programmes • CMO of SPO & CMO of Chittoor attended National Workshop on Community ownership in DPEP. • Workshop for preparation of training module for training of newly elected School Committee Chairpersons conducted • Training course to the DRG was conducted at State level • Workshop for preparation of School Committee Calendars conducted • Workshop on Participatory Rural Appraisal organised. 	<ul style="list-style-type: none"> • Orientation of DRG organised. • Reorientation training to MTs for Vidya Sahayaks held in July-Aug. 2000. • 1-day training of BRC and CRC Co-ordinators for launching enrolment drive. 	<ul style="list-style-type: none"> • Training of various resource groups organised at State level. • Sensitization programme held for Collectors on the importance of UPE through community members 	<ul style="list-style-type: none"> • State level workshop on community mobilisation for district functionaries held. • State level workshop with folk artists conducted. • State level Workshop with theatre Group organised • Review meetings with coordinators held regularly • Organized training for KRPs at state level • Training of resource persons for imparting training to VEC's conducted. 	<ul style="list-style-type: none"> • 5-day PLA/PRA training organised for SRG and BRG. • DRG trained in all DPEP III districts. • 3-day workshop (state level) organised to develop new strategies for community mobilisation and quality improvement 	<ul style="list-style-type: none"> • Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised. • Training for Upreraks organised. • Monthly reflection of VEC coordinators at state level. • State level workshop on different strategies of VEC organised. • State level workshop on Vidyalaya Shiksha Samiti. • State level workshop on different strategies of VEC formation and its implementation by DLOs organised. 	<ul style="list-style-type: none"> • State level workshop held for school mapping, micro-planning and for massive enrolment drive. 	

<p>Community Mobilisation & VEC Interventions</p>	<p>Orientation/ Training/ workshop provided for staff/ Master Trainers</p>	<p>Andhra Pradesh</p>	<p>Gujarat</p>	<p>Orissa</p>	<p>West Bengal</p>	<p>Uttar Pradesh</p>	<p>Bihar</p>	<p>Rajasthan</p>
	<ul style="list-style-type: none"> Community mobilisation officer of SPO has participated in National Level Workshop on "Efficacy and Sustainability of Community Mobilisation" A two-day training for KRPs and DRPs has been organised at the state level or the module "Mana Badi - Mana Pillala Chaduvu". 		<ul style="list-style-type: none"> A chapter relating to Community Mobilisation and mobilising resource support from community on Pedagogical issues is included in the Teachers' Training module in order to train the teachers in that line. 		<ul style="list-style-type: none"> Workshop of District Coordinator held for DPEP - III. DRG, BRG trained in all DPEP-III Districts. 	<ul style="list-style-type: none"> State level workshop on development of TRG module for community leaders. 		

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Areas and instance of participation</p>	<ul style="list-style-type: none"> • VECs involved in door to door surveys, monitoring and micro planning. • Construction of school buildings done with active involvement of VECs. • VECs involved in enrolment drives. • VECs of remote villages provide free accommodation facilities to the teachers. • Village committees in some cases organised community lunch for children and parents. • The contribution of villagers in all districts put together is about Rs. 19,20,857 lakhs. 	<ul style="list-style-type: none"> • VECs involved in door-to-door surveys, village and school mapping. • VECs actively involved in enrolment drive organising Praveshtashavs and Prabhat Pheries etc. • Community contribution for school building and repairing, both in cash and kind. • School construction, repairing and monitoring is done through the active involvement of VECs & VCWCs. 	<ul style="list-style-type: none"> • VEC involved in engaging para teachers, donating land and making financial contributions for school building and school infrastructure • VEC involved in micro-planning, school mapping, civil works, enrolment and retention, engaging EVs in EGS centres, raising voluntary contributions for schools, day to day management of schools, EGS/AIE and ECCE centres. 	<ul style="list-style-type: none"> • Community contributions towards building support reported from districts. • Community mobilisation for enrolment of school children done through RPs at GP level. • Rs. 2000/- school improvement grant utilized by VEC • Organised noon workshop on enrolment and retention • VEC sends report to CLRC every month • Child register maintained at Gram Sansad and ward level. 	<ul style="list-style-type: none"> • VECs involved in micro-planning. • VECs involved in school improvement maintenance and repairs. • Appointment of para-teachers/achar yaji is being done through VECs. • VECs involved in survey. • VECs involved in facilitation, enrolment and retention of children especially girls & SC/ST • Block wise list of out of school children prepared. 	<ul style="list-style-type: none"> • VECs participating in micro-planning. • VEC participating in school improvement and community mobilisation. • VECs motivated to run schools during teachers strike in Bihar. • All Civil Works including construction of BRCs entrusted to community through Community Construction procedures. • VEC participation in Lok Chetna. • VEC participation in distribution of textbook • VEC participation in household survey and preparation of Bal Panji. 	<ul style="list-style-type: none"> • PRIs are involved in Para teacher selection. • Pradhan, Sarpanch and Ward Panch are Chairperson of various committees and play lead roles • SDMC's have been given the responsibility to enrol out of school children

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Areas and instance of participation</p>	<ul style="list-style-type: none"> • With community involvement, 178 villages have achieved 100% girl child enrolment and retention. • VECs involved in supervising the functioning of ECE Centres • Panchayat Education Committees and School Committees involved in the social audit of out of school children during the 16th round of Janma Bhoomi, conducted in January 2003 • VECs working with 'Podupu Lakshmi' to tackle the problem of child labour. 	<ul style="list-style-type: none"> • VECs playing an important role in bringing about attitudinal change (especially the gender issue) in the rural people. • VECs involved in improving enrolment and retention of children in schools, especially girls. 			<ul style="list-style-type: none"> • VEC involved in construction work of new schools, reconstruction of old schools & additional classrooms. • VECs house hold surveys being computerised and cross-checked. 	<ul style="list-style-type: none"> • Community providing resource support at grass root levels. 	

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<ul style="list-style-type: none"> Region-wise School Committee Sadarsulu organised at six places. Bio-data of school committee members (total 48709) have been collected and computerized for training purpose. School monitoring information system, which has provisions to monitor the functioning of school committees, is being operationalised Out of 48506 School Committees at primary and upper primary level, 46553 joint accounts opened. Local artists from village used for folk performances. At the habitation level core teams are formed for the cause of 'Education for All' with special reference to 6-14 age group. In UEE mandals, 10 mobilisers are placed in each Mandal to take the responsibility of motivating the children as well as parents for educating them through Residential / Non-Residential Bridge Courses. 2-day Kite festival organised in all primary schools. 	<ul style="list-style-type: none"> Cultural talent search activities organised. 	<ul style="list-style-type: none"> To reduce the gender disparity in education in some specific pockets of the following districts, District Authority of DPEP have engaged Community Mobiliser (specifically educated and dedicated lady) at gram panchayat level to promote girls education Some school committee members of Kalahandi district have developed corpus fund to the tune of Rs. 5 lakhs for infrastructure development The committee members of one UGUP school of Anandapur block in Keonjhar district have contributed Rs. 4.5 lakhs for infrastructure development In several schools, across the districts the school committees have engaged para-teachers by giving them some monthly honorarium from village funds. Wall painting of schools is done by the voluntary contribution of villagers. 	<ul style="list-style-type: none"> Children Registers prepared in all the DPEP districts Grass-root level meetings with PRI functionaries and community leaders. Organised one-day workshop with the secretary & president of VEC. 	<ul style="list-style-type: none"> Moulvies sensitised to mobilise the minority community. Kalajathas organised, focussing on girl's education Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness TV spots & radio jingles. Meena campaigns with pre & post screening discussions with the community Electronic and print media used for dissemination. 	<ul style="list-style-type: none"> Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. Innovative usage of local folk forms to spread the message of DPEP. District-wise identification of UTIPREKAS and ABIPREKAS held. 		

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Networking	<ul style="list-style-type: none"> Local NGOs, Mahila Mandals, youth organisations and social groups associated with capacity building and implementation of DPEP activities. A.P. Housing Corporation conducting training programme for VEC members and masons on low cost construction technique. VECs working with podupu laxmi groups to tackle problem of child labour. 	<ul style="list-style-type: none"> Various local bodies and NGOs participating in the campaign. Ahmedabad Study Action Group (ASAG) to help in community based civil works. 	<ul style="list-style-type: none"> NGO members and other PRI members and Sarpanches are also trained through Televised programme in Gramsat Pilot project about their roles in mobilizing community members to make primary education universal. 	<ul style="list-style-type: none"> NGOs, youth clubs and other groups involved in the community mobilisation programme. Developed network with Dept. DICO BSPPS, Bikramshila, CINIasha, CLPOA, Youth clubs and other groups for community mobilisation programme. 	<ul style="list-style-type: none"> Networking established with electronic & print media., Doordarsh an, AIR, Mahila Samakhya and NGO's 	<ul style="list-style-type: none"> Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisation s, etc. in VEC formation campaign and other community mobilisation activities. Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs. 	<ul style="list-style-type: none"> A strong inter-linkage envisaged at every level with Panchayati Raj Institutions.

DPEP- IV & NEW STATES

Community Mobilisation & VEC Interventions	Jharkhand	Uttaranchal
<p>Administrative Arrangements</p> <p>Community Mobilisation Material Development</p>	<ul style="list-style-type: none"> • Community Mobilisation coordinator in place at SLO and DLOs. • SRG and DRG formed. • Booklets and manuals for VEC members, VEC training and micro planning developed • Folders, posters, brochures, pamphlets developed and distributed. • Audiocassettes developed. • Handbooks and posters in Nagpuri, Mudari and Kurukh prepared. • Video films on teacher training, civil works, ECE developed • Monthly magazines published 	<ul style="list-style-type: none"> • District coordinator (Community Mobilisation) appointed. • Senior Professional looks after the programme at SPO. • SRG, DRG, BRG, VEC, SMC, MTA & WMG constituted. • Poster & folders developed and printed. • Audio-video cassettes have been developed by DIETs & SPO. • Brochures having basic information about DPEP developed & printed by the DPO & DIETs. • VEC training manual printed by DPOs. • Village Education Plan Register printed by the DPOs for micro planning & school mapping. • Door to door survey formats developed at SPO level. • Folder for IED developed & printed. • Survey format printed at DPO level.
<p>Campaign and other mobilisational activities</p>	<ul style="list-style-type: none"> • Enrolment drives organised at school, CRC, BRC and DLO level. • Cultural programmes, nukkad natak, padyatras Bal melas, jhankies, prabhat pheries and rallies organised. • Maa-Beti melas organised at state level. • Kalajathas performed in Hazaribagh, East and West Singhbhum, and Chatra districts. • Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises. • Mahila Day organised at DLO level. • Innovative wall painting done. • One day Orientation/ 5 days training of VECs being organised in all districts. • Street play etc. organized in every district. • Pravehotsavas organised in every district. • Jhankhis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels • Wall writings, nukkad natak and theatre workshops conducted • Exposure visit of VEC members 	<ul style="list-style-type: none"> • Ma-beti and Baap-beti melas organised in 80 clusters • Meena campaign for girl's education organised in 430 villages • At the start of academic session 2001-2002, School Chalo Abhiyan was organized in the state in July 2001. Prabhat Pharies were organized. • 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. • District, Block & village level meeting arranged before enrolment drive. • Exhibition of DPEP activities in local melas in Magha Mela, Uttarkashi. • Kala Jatha/ Nukad-Natak arranged in 62 villages
<p>Community Participation Community Organisations</p>	<ul style="list-style-type: none"> • 17609 VECs constituted • 4569 PEC constituted • Community providing resources support at grass root levels • Calendar for monthly meeting of VEC developed • SC/ST & Women well represented in the VECs. • VECs organised through a process driven intense campaign • VEC's maintaining VER's 	<ul style="list-style-type: none"> • 2674 VECs constituted. • 1461 MAMTA groups formed • Training of 13745 members of MTAs & 4802 member WMGs completed. • School management committee constituted

	Jharkhand	Uttaranchal
<p>Community Mobilisation & VEC Interventions</p> <p>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> • Training modules for VEC, Mata Samitis and micro planning are being used that were developed by the parent state- Bihar. • Training modules for VEC & Micro-planning developed. • Training module on community construction process developed. • VEC manual and guidelines for School Development Grant developed. • Module on VECs developed & capacity building of the campaigners completed before the actual launch of the campaign. • A 1-day orientation imparted to all VECs. • Regular meeting of VEC held at school. • Construction training organised for VECs. • Workshops organised for identification of Upreraks/ Abhipreraks. • One-day orientation to newly constituted/re-constituted VECs organised. • 5/7/9 day training imparted to 61848 VEC members • Tele-conferencing for VEC conducted. 	<ul style="list-style-type: none"> • Trainer's handbook for MTA, PTA and WMG has been developed. • Trainer's handbook for VEC training developed. • A training module for VEC training and Gram Shiksha Yojana handbook printed. • School grading & student achievement format developed for the use of community. • A folder on VEC developed by DPO, Tehri • 3 days training for VEC members conducted at village level. • Monthly meetings of VECs were organized at school level. • 67437 VEC members trained.
<p>Orientation/Training/ workshops for Community Organisations</p>	<ul style="list-style-type: none"> • 120 master trainers trained at state level • Capacity building workshop held for district level functionaries at the State level in January 2004 • Capacity building workshop held for NGOs at the State level in June 2004 	<ul style="list-style-type: none"> • Training workshop organised by DIET for BRG for SRG. • DRG trained in all DPEP districts. • Orientation programmes held for newly elected Pradhans, members of VECs at the Nyaya Panchayat level. • District coordinators oriented to community mobilisation and participation. • Visioning workshops for district coordinators organised. • 162 trainers have been trained. • Training programme for MTs for MTA/WMG training organised at SPO • Orientation workshop for DRGs and BRGs organised at DIET level. • Training on micro planning & school mapping organised at NSDART, Mussoorie. • Training on data capture format (Survey format) for district level functionaries organised at SPO level.
<p>Areas and instances of Participation</p>	<ul style="list-style-type: none"> • VEC provide space to run EGS Centres and provide voluntary teachers • VECs involved in maintenance, minor repairs and plantation within school premises. • Community has provided para teachers where teachers are not sufficient in number. • Participation of VEC presidents in CRC meetings. • VECs have organised special campaign, rallies and Mahila Sammelans. • Donation of land for school building given by VEC • VECs participating in micro-planning school improvement and community mobilisation. 	<ul style="list-style-type: none"> • VECs involved in survey and micro planning. • VECs involved in facilitation, enrolment and retention of children. • VECs involved in school improvement, maintenance and repairs. • Construction & repairs of school buildings, additional rooms & toilets done with active involvement of VEC. • VEC provide place & drinking water for AS & EGS centres.

Community Mobilisation & VEC Interventions	Jharkhand	Uttaranchal
	<ul style="list-style-type: none"> All Civil Works including construction of BRC entrusted to community through Community Construction procedures VECs are being trained to manage schools and monitor the development indicators like retention, completion, quality etc. 	<ul style="list-style-type: none"> VEC purchase educational material for AS, EGS & ECCE centres. Free textbook distribution in formal schools. VECs involved in selection of para teacher in formal schools. VEC identify the Acharyaji/Anudeshaka for the EGS & AS centers. SMC involved in preparation of cooking meal under mid-day-meal scheme Community involved in medical assessment camps for disabled children Community involved in preparation of TLM.
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> Creative use of drama forms through identifying & training of the local theatre groups for dissemination of the content of education in the community. Habitation level planning to trace out the out of school children & their enrolment/retention in schools/ Alternative schools. Micro planning initiated in selected blocks- PRA technique adopted. Water /sanitary facilities being created in schools. 	<ul style="list-style-type: none"> 85 Model cluster have been formed Student tracking in schools of model clusters with the help of MTA/WMG. Participation of VEC & community in the study on classroom culture & processes-gender perspective Kunjapuri model based on joyful learning teaching methodology in groups found effective for disabled children
Networking	<ul style="list-style-type: none"> Networking with NKS, Zila Sksharta Samitis, Kalyan Kendras and Bharat Sevashram Sangh. Convergence with NGOs, Mahila Samooch and Mata Samitis. Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisation, etc. in VEC formation campaign and other community mobilisation activities. Networking done with trade unions, NGOs teachers association, youth clubs and NYKS. 	<ul style="list-style-type: none"> Participation of VEC in school grading activities. NGO, Youth clubs, Mahila Mandals, yovak mandals & mahila Samakhya participating in community mobilisation. Networking with NGO's in different areas such as enrolment drive campaign, local specific need based curriculum development, VEC/MTA/ WMG training and IED activities.

PEDAGOGICAL IMPROVEMENT

A BACKGROUND

Overview

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

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

Though these are broadly the types of efforts for pedagogical improvement that have been made across DPEP states, the nature of efforts has varied widely from state to state in terms of the approach adopted, the types of structures and processes created and progress made. For example, some states have revised the existing textbooks while others have created entirely new textbooks. Still others did not give emphasis initially to textbook renewal and it features only at a large stage. Similarly, some states adopted the MLL approach to teaching while others developed their own activity-based approaches, drawing on the experiences of local NGOs and other educational programs. The teacher training design, duration, frequency and cascade has varied from state to state too. So has the staffing pattern of the BRCs and CRCs, the selection procedure of its personnel and their role definition. In addition to variation among states, within each state the pedagogical renewal process evolved and changed over a period of time. Among the present states in the programme a critical reflection on the past DPEP experience led to changes in training programmes, textbooks and resource support systems.

Below we give a very brief overview of the developments during the last few years.

Textbooks

Though, as stated above, variations among states are wide, some general features of the textbook renewal process are worthy of comment. A noteworthy feature of the process of textbook renewal and material development adopted in the states was the fact that it was not merely textbooks that were renewed but the process of making textbooks itself underwent a sea change after much critical reflection. Firstly, in many states, resource groups that had developed the overall pedagogic vision became pre-dominant in the textbook renewal process also. This was a major shift from the earlier practice of constitution of expert committees of writers, which were supposed to follow the guidelines given to them. In state resource groups the participation of teachers, NGOs, DIET faculty and other resource persons increased considerably. Even where state resource groups were not the nodal agency, the agency concerned, usually the SCERT, broadened its functioning style to include many kinds of

participants and partners. Secondly, the issue of field trials and feedback from schools came far more prominently on the agenda than earlier. In fact, field trials were initiated for the first time in many states.

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

Teaching learning materials

Simultaneously teaching learning materials other than textbooks have begun to play a crucial role in classroom transaction. The "teaching learning material grant" of Rs.500/- to each teacher every year has allowed teachers to make as well as use different kinds of materials as per need. Use of concrete materials especially for classes 1 and 2 is visible in classrooms today. State, district and sub-district workshops have been organised to understand the varied use of materials. In Uttaranchal for instance workshops have been conducted to develop subject wise, class wise low-cost locally available TLMs. In addition to workshops, guidebooks on TLM which serve as a resource material for teachers have been developed. Bihar's *Sikna Asan Hai* is a case in point. Learning from the past DPEP experience TLMs are increasingly becoming more contextual, linked to classroom transaction contributing more towards learning. However more efforts need to be initiated in this direction. The Rajasthan Internal Supervision Mission (ISM) comments:

While TLM and its use has been given a strong role, especially in the training programmes, the problems seen in the earlier years of DPEP may be found here as well. The material used is often cumbersome, time-consuming to make, with little scope for repeated or multiple usage. In this, the use of locally available or easily constructed material is also insufficiently emphasized.

The second internal supervision mission in February 2004 once again brought the issue of TLM to the fore especially the need to bring out a comprehensive booklet on TLM for teacher. The state has now brought out a TLM book Tarang to be distributed to the teachers.

Training

Many states began their pedagogical renewal process with teacher training rather than textbook development. In states such as Orissa, the need to change textbooks was rooted in the teachers' feedback after training programmes on activity based pedagogy done in phase I districts. In the new districts under DPEP Orissa, a comprehensive revised training drawing upon the new textbooks is now being provided to the teachers. Like Orissa other states also built upon their phase I/ or past experience and brought about changes in teacher training programmes. Rajasthan for instance recently reviewed its refresher teacher training module with support from a three member team of resource persons. The recommendations of the team have been incorporated in the training module to be used in the next round. Internal Supervision mission in Rajasthan also brought to the fore some key issues that need to be

addressed with respect to content, planning and implementation of the training programmes. For instance one of the issues highlighted for trainers in the ISM report was with respect to non-trialling of training modules. The second ISM further comments on the present system

The development process has involved a workshop to obtain feedback from teachers on the emerging round four of training. However, this does not really constitute trialling needs to involve the actual conduct of workshops with teachers on a sample basis in the field situations where the training programme is really to be conducted.

The state is taking cognizance of the recommendations made and is likely to affect changes in a time bound framework.

A systematic system of review and feedback on training has evolved over a period of time due to which a continuous dialogue was established with the teachers. With this intense dialogue various other types of needs of teachers also started emerging, as for example, how to handle multigrade classrooms, how to prepare effective teaching learning material, how to improve the situation in remote tribal schools etc. Moreover, the presence of infrastructure and personnel at block/cluster resource centres made it possible to conduct frequent/recurrent-training programmes to meet the emerging needs of the teachers. Teacher training no longer remained a one-time activity but was now seen as an ongoing process to be followed through school visits and monthly meetings conducted by BRC-CRC coordinators. The scale of training has increased manifold. States that had trained a few thousand teachers per year are now training a hundred thousand or more every year.

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

Resource Groups

State Resource Groups, or SRGs have been formed in most states and have played a crucial role in the pedagogical renewal activities that were initiated. Textbook development, teacher training, material development etc. are no longer has activities of just one institution. Constitution of state resource groups in most states ensured massive participation of teachers, district functionaries, NGOs and educationists. However the structure and form of SRGs varies from state to state. In some states like Orissa the SRG has now evolved into SRUP – State Resource Unit in SCERT to support all pedagogy activities. There are other states like Gujarat which have a large pool of resource persons which is tapped as per need.

Similar resource groups were constituted at the district level (DRGs) too. The DRGs have begun to play an active role, especially during teacher training programmes.

Resource Centres

A challenging aspect of the program is the large scale operationalisation of grassroots academic resource centres, i.e., BRCs and CRCs. These structures are required to support the overall quality improvement process and play a central role in supporting the teachers to bring about necessary changes in the classroom process. Regular school visits by CRC coordinators have made a contribution to functioning of the schools and classroom

transaction, and given teachers improved confidence that they are not isolated. Monthly meetings of teachers have provided a forum for peer interaction, and learning from each other.

Though these resource centres have been established in all DPEP districts, there are significant variations in their staffing pattern, selection procedures adopted and activities. Many states learning from the past DPEP experience are introducing necessary changes with respect to centers. Move towards appointment of full time CRC coordinators in Bihar restructuring of BRC-CRCs in Orissa are a case in point. In some states steps have been taken to ensure frequent & effective school visits by CRCs and BRCs, by minimizing their administrative and information collection functions. But in some others, these centres appear to be burdened by these type of functions. However, gradually most of the states are becoming aware that the BRCs and CRCs should not be put to too many non-academic tasks and are trying to bring about the requisite change. The Internal Supervision Mission to Rajasthan in February, 2004 pointed out that

A number of roles and tasks have been identified for the BRCFs and CRCFs. However, at present there is a large, uncategorized lists – which then has the potential to translate into a number of discrete tasks, while not necessarily focusing on the academic roles. The number of tasks too is so large that it is likely to lead to overloading of the filed personnel. There are also no criteria to identify which BRCs or CRCs are functioning effectively.

However within these states there are many example of BRCs and CRCs holding vibrant academic discussions in monthly meetings, documenting folklore for use in classrooms, establishing maths labs, developing libraries, etc. Such experiences are also being shared and disseminated by means of exposure visits by other states, documentation, newsletters, etc. The degree of community involvement in the functioning of these centres varies according to the level of their autonomy. The pedagogy unit has conducted case studies of well functioning BRCs and CRCs in Phase I DPEP districts and disseminated synthesis report of the same widely. The synthesis document throws light on a wide range of positive practices at these centers which can serve as a rich resource for present DPEP states.

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

Institutional Development of DIETs

In the whole pedagogic reform process, the role to be played by the DIET, particularly support to resource centres, is determined by the state, and in DPEP has varied from state to state. For instance in U.P. DIET holds regular meetings with BRCs to review the interventions made in the area of quality. They also undertake action research contributing directly to the field. In Gujarat DIET faculty members are a part of the state resource group. Here DIET also plans and conducts district specific teacher training programmes. Many such efforts are on to draw upon DIET as a key resource for all pedagogical interventions. However these efforts need to be further strengthened and streamlined. We also need to draw

upon the experience phase I DPEP states. For instance, in Kerala one DIET faculty member got permanently located at the BRC as an academic coordinator which ensured active participation from the DIET in all DPEP activities. Many such positive practices in the DIETs of phase I and II states were documented in form of case studies at national level. This need to be further built up on.

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

Current Initiatives

Resource Enhancement Programme

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

In this programme an attempt has been made through these national workshops to build the capacities of state level resource persons by initiating a sustained dialogue between the participants and identified resource persons (from Delhi University, NGOs like Eklavya & Digantar and institutions like Vidya Bhawan Society) for a period of more than a year through workshops, interim tasks and correspondence. The first workshop was held in the year 2000 and the last workshop was held in year 2002. Two repeat workshops were organised to ensure that all participants get exposed to these series.

School-based Quality Improvement Programs

Attempts were made over the past few years to work directly with schools, so as to understand their situation and constraints within the system a little better. A few school improvement programs were initiated by TSG at different points of time, namely, 'Vikalp' in Uttar Pradesh; School Improvement Program in Himachal Pradesh; and FLIP (Falta Learning Improvement Programme) in West Bengal. These programs were of different types. For instance, the program in Chamba concentrated initially on the physical and functional aspects of the school, which in due course threw up a demand for improvement in learning aspects as well; 'Vikalp' and FLIP were started as learning improvement programs focussing more on the classroom organisation & teaching learning aspects. To achieve these, however, intervention in the physical and functional aspects also became imperative in these cases.

In West Bengal FLIP led to a much larger program called SLIP (School based Learning Improvement Program) covering 435 schools in six districts, which was subsequently expanded even further. The program has now expanded in the name of Integrated Learning Improvement Programme (ILIP). This now runs in 16 districts of the state.

Another school based quality improvement program, also known as the 'Learning Guarantee Program', was initiated in Andhra Pradesh in a small number of schools in 2001-02. In the first phase of the program it was clearly brought out, that macro level pedagogic inputs (e.g. renewed textbooks, teacher training, TLM grant & academic support provisions) do not take root adequately in the schools, because a majority of them are not in a position to absorb them. Schools are struggling with more basic functional problems like of irregularity and absenteeism of children, continuous interruptions in the teaching schedule, ad hocism in work distribution of teachers, mid-session teacher transfers, delays in text book supply, and so on. Secondly, teachers are unable to make proper use the inputs provided to them in the contexts of their schools. This overall scenario proves to be very daunting for individual teachers, who feel helpless to change anything, but find themselves at the receiving end all the time. This sets in a feeling of low self esteem and morale amongst the teachers.

In the next phase of the program it was felt essential to look at each school as an individual entity, within its context, and design an input framework to address the needs of individual teachers and schools. The program was expanded to two mandals covering 86 schools in two districts - Rangareddy and Nalgonda - in 2002-03. The objectives of the program are:

- To look into the school performance indicators and aspects of school functioning that directly or indirectly affect children's learning, and take concrete measures to improve them.
- To demonstrate the learning deficiencies of children due to existing classroom practices, and their learning potential that can be tapped with improved strategies
- To help teachers adopt an alternative framework of class organisation, instructional strategies, planning and recording so as to ensure grade level competencies in all children.
- To evolve an alternative lateral approach of training & capacity building of teachers (as against the existing cascade approach).
- To initiate a systematic and rigorous monitoring and support process in schools
- To involve community in the academic monitoring of schools

To begin with, each school was helped to first assess its own functioning, and identify problem areas. The district & state levels committed to addressing these issues in a time bound manner, to ensure proper functioning of each school. Teachers also assessed the learning levels of each child in Language and Maths. These were found to be far below grade level. Therefore a 6-week remedial program was conducted for children of classes III-V to address their basic reading, writing and number skills of class I & II level. (Nov-Dec, 2003). Establishing a new classroom ethos, extending onsite support, regular training on varied aspects including bridge strategies were some key features of the programme.

School Libraries Programme

This program has picked up momentum in several states. Almost all states now budget regularly for purchase of books for school libraries. Several states are undertaking measures for improved use of books in schools. Mobile book van tours have been conducted in West Bengal and Andhra Pradesh. These have been done in collaboration with National Book Trust. Some other states are likely to start this initiative in the near future. As a result of the interest shown by DPEP states in the book van tours, some new vans have been funded by the MHRD for NBT and one has already been purchased.

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

Presently Jharkhand, Uttar Pradesh, West Bengal, Rajasthan and Orissa are taking interest in the promotion of reading habits among children through school libraries. Some of the states are collaborating with the NBT, India for establishment of Reader's Clubs in the state, development of innovative reading materials and reading promotion activities among children.

Pupil Evaluation Study

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

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

A synthesis document of the seven case studies titled "Shifts in Learner Evaluation" has been published and shared with states and agencies. Some suggestions towards the processes that need to be set in motion to examine the issue of pupil evaluation pertain to intensive deliberation on three central questions: 1) Why do we evaluate children? 2) What is it that we want to evaluate? and 3) How do we evaluate? It is suggested that *if the "Why" question is articulated well, discussed and accepted, a coherent and more meaningful system of student evaluation is more likely to emerge.* Thus articulation of clear goals, defining evaluation inside the classroom, focussing on processes, building capacities of teachers to use different evaluation techniques to feed into the classroom transaction are some important steps that need to be taken.

Moves towards better learning practices in Multi Grade & Multi Level situations:

Keeping in view the large number of multigrade schools of all states a workshop on Multi-grade Teaching was organized at Rishi Valley, Andhra Pradesh in the year 2002. Six states namely Uttranchal, Himachal Pradesh, Madhya Pradesh, Chattisgarh, Orissa and Maharashtra participated in the workshop. In the workshop the participants undertook school visit followed by intensive discussion on the varied approach to multigrade teaching being adopted in the country. Strategies used in Nali Kali (Karnataka), Eklavya (M.P.), Active Schools (Maharashtra), Digantar (Rajasthan) were shared.

After the workshop most states initiated a pilot MGT project in selected number of schools. State and district level workshops were organised to draw their action plan. Material development, teacher training etc. then followed.

In Uttaranchal an innovative MGT package has been designed by the state resource group in the name of *Kunjapuri model*. These materials are based on their experience in the Rishi Valley workshop. These materials are now used in ten schools each of three districts, viz., Pithoragarh, Uttarkashi and Tehri.

Other than these, states like Rajasthan, Gujarat, Bihar, Jharkhand, West Bengal, Uttar Pradesh etc. are also taking interest in the issue.

Dissemination of materials

A series of reports and documents on positive practices adopted at DIETs, resource centers, schools etc. in phase I and phase II DPEP states are a rich resource for the present DPEP states. These are being widely used by states. In addition to this the newsletter "Issues in Primary Education" has gone a long way in generating debate and dialogue on a wide range of topics in primary education among state level resource persons. For instance in Orissa the SRG held intense discussions on the storytelling issue of the newsletter. Ten issues have already been published. The last one being on Aims of Education. The next issue on 'Innovative Practices in Multigrade Teaching' is ready for publication.

Need based support to states

As per need state specific support was been extended to states by the pedagogy unit. For instance, support was extended towards visioning and planning workshops on learning issues in the six new districts of Gujarat. Similar interactions have also been taking place with the state resource group of Orissa, Rajasthan and West Bengal. In Uttaranchal textbook renewal and teacher training have been intensely supported. In Uttar Pradesh, a series of Science learning camps were supported for DIETs, BRCs and CRCs and resource teachers. After orientation CRCs are following up the activities at the school level.

Final Evaluation of Pedagogical Interventions in Phase I DPEP districts

The DPEP program came to an end in the 42 phase I districts of 7 (now 8) states namely: Kerala, Karnataka, Tamil Nadu, Maharashtra, Haryana, Madhya Pradesh, Chattisgarh and Assam. An attempt was made to evaluate the varied pedagogical interventions that were made in respect of the vision, implementation and impact in the field through studies in each of the 7 (now 8) states).

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

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

The specific areas focussed upon were:

- a) Textbooks and teaching learning materials,

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

The study has been completed in seven states namely: Kerala, Karnataka, Tamil Nadu, Maharashtra, Haryana, Madhya Pradesh & Chattisgarh. State level sharing was organised in four states. In each state level sharing workshop in addition to the research agency, resource persons from SCERT, SPO, Universities, DIETs and BRCs participated. These sharing workshops were particularly helpful in identifying emerging issues and state specific future strategies to be adopted in pedagogical renewal. State level sharing workshops culminated into a two day National level meet organized in Delhi in June 2003 amongst all research agencies, educationist and some identified state representatives. This sharing meeting brought to the fore some of the common activities that need to be focused upon across the states studied. Some of these included *capacity building of DIETs and resource groups* for playing a pioneering role in pedagogical renewal, *content based training* for teachers, *strengthening of academic resource* support for teachers through BRCs and CRCs.

Consolidation of the DPEP experience and building upon it is of prime importance to all the DPEP states and also for new SSA states. A step in this direction has been the National level meet on resource centres in 2003 where the DPEP experience of resource centres was shared and strategies for future identified. Further all activities initiated under DPEP will continue to be supported under SSA. Some important next steps need to be taken in the direction of

Completion of textbook renewal

Though most states have renewed their textbooks, in some textbooks for classes 4-5 are still being developed. This process needs to be expedited.

Development of bilingual teaching materials for English

Since most states have introduced English as a subject in primary classes, efforts towards developing bilingual teaching learning materials needs to be strengthened.

Conceptualisation of content based training programmes

Moving away from lecture based training programmes DPEP moved towards more participatory frequent training camps on activity based pedagogy affecting changes in attitude of teachers, their teaching methodology and many a times in their motivation levels. However experience of teacher training especially in phase I has brought to the fore the need to focus more intensively on content based teacher training programmes.

Capacity Building of DIETs/BRCs/CRCs

Further orientation to their role in planning and implementation of quality interventions, training on pedagogy and research, strengthening linkages with resource centers are some areas which need to be built upon.

Capacity building of resource centers for extending academic support and monitoring

As these centers interacted with the field, they came across varied classroom situations with multifarious needs. So where on one hand a particular school needed support in the area multigrade teaching another needed it in the area of pupil evaluation. To address these varied needs capacities of these centres need to be further built through special training programmes, seminars & workshops.

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

Coverage/Rounds/Cascade

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> 168,583 teachers have undergone a 5 day training programme. Teacher training's for QIP at mandal level (4-5 cycles) on quality issues, subject teaching and learner evaluation. Newly recruited teachers' training. In DPEP I districts 4935 teachers trained. In DPEP II districts 12337 teachers trained. 	<ul style="list-style-type: none"> 110563 primary teachers trained on content areas. 16678 Vidya Sahajats trained. 120 teachers from 50 multigrade pilot project schools trained through 6 days training programme. A total of 13413 teachers (3595 in phase II and 9818 in phase IV) have been trained in 2002-03 in hard spots, contents and English for std V. 	<ul style="list-style-type: none"> 21363 teachers out of 34384 trained in DPEP expansion and non-DPEP districts through a new package '-unmesh'. Teachers trained in class 3 mathematics. DPEP - I 12858 DPEP - II 40585 In the 8 DPEP-II 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 were held at cluster and block levels on a monthly basis. 	<ul style="list-style-type: none"> 44953 head teachers trained in the third round of training (6 days) Two rounds of teacher training over in DPEP-III. 8 days training provided to teachers through the first round. In second round 52160 teachers were trained in 22 districts. 	<ul style="list-style-type: none"> The micro level learning improvement plan of FLIP (covering 25 schools in 2000-01) and then SLIP (covering 435 schools of six districts in 2001-02) is now expanded as Integrated Learning Improvement Programme (ILIP) in 2003-04 in 16 districts. 82000 teachers trained in phase I + II on module II for 6 days. 31000 teachers trained in phase I on module I. 79000 teachers trained on science in phase I & II. 83000 teachers trained on English in phase I & II. 	<p>DPEP III</p> <ul style="list-style-type: none"> 67206 teachers have trained under first round of 10-day Ujala I. 57521 teachers trained under second round of 10 days Ujala II. 46208 teachers trained for different subject teaching (Hindi, Maths & EVS) 19019 teachers trained for PSM. TLM grants provided to 171290 teachers. 5369395 textbooks distributed in schools in 2003-04. 	<ul style="list-style-type: none"> 7932 teachers of phase I and 6845 teachers of phase 2 trained through fourth round. TLM workshops organised at all blocks, 14000 teachers participated. 41383 teachers are provided 6 days refresher training. 9 days induction training given to 61050 teachers. Training need assessment study for primary school teachers completed. Teacher training module revised as per suggestion of JRM & IRM. 	<ul style="list-style-type: none"> No. of teachers trained in Ujala-I 24390 Ujala-II 17719 6086 teachers have undergone training in Science teaching, 9544 teachers in Math teaching, 3764 in English teaching and 11261 trs. In worksheet based learning. The overall plan and initiatives resemble those of Bihar, Teachers of Jharkhand were part of the training programme Ujala - I and Ujala - II of Bihar. Ujala - I is a 10 days residential training teacher training programme focussing on children of class I and II. Ujala - II is a 10 days residential training and covers the need of students of class III to V. 	<ul style="list-style-type: none"> 9835 teachers trained in II round of training. 8145 teachers trained through the first round of training.

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> • Components of Math module are – • Objectives & approach • Special features of Text-cum-workbook • Play, stories, puzzles, projects & other TLM • Format for observation of lesson • Annual Calendar – Class III Workbook • Analysis of competencies • The components of module on UEE are: <ul style="list-style-type: none"> • Achieving UEE • Approaches to Telugu, • Maths, EVS • All round development of the child • Songs of Primary level 	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> • The training focuses on the transaction of the newly developed competency based textbooks for class IV and V. <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> • Activity based teaching methods. <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> • Focuses on methods and techniques related to Multigrade Teaching. <p><i>Others</i></p> <ul style="list-style-type: none"> • Acquiring proficiency in English language. 	<ul style="list-style-type: none"> • Understanding children and their learning process • Learning activities • Teaching Language, Math & EVS in activity-based methods. • Teaching disadvantaged children. • Teaching and TLM for mono-grade and multi-grade situations. • Learner Evaluation. • Management of Multigrade situation • Academic support from community. 	<ul style="list-style-type: none"> • The “Saadhan” focused on: effective use of new textbooks, improving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. It was on 8 day package for teachers & 2 days additional input for BRC/NPRC coordinators. • The second round of training focuses on ‘pedagogy’. The training module ‘Sabai’ is development and used. • The third round of training in DPEP-II focussed on effective use of new textbooks in providing content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. Training module ‘Saadhan’ has been used. • An independent feedback study of teacher training inputs under DPEP-II has been conducted. Its findings have been used to improve the second round UPDPEP-III. 	<ul style="list-style-type: none"> • Training focussed on basic pedagogy issues: nature of learning process, approach to language maths and EVS teaching etc. 		<ul style="list-style-type: none"> • The focus was on content areas of classes 1 & 5. 	<ul style="list-style-type: none"> • The focus is on the following- motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, Science/Math/English teaching, preparation of TLM and teaching of values. • 10 days induction training conducted for 6485 EGS/AIE teachers. 	<ul style="list-style-type: none"> • The focus was on hardspots in maths, language, environmental education girls education and IED. • 1st round of training focused on textbooks for classes 1 & 5.

CURRICULUM, TEXTBOOKS AND TLM
Classes covered/Nature of material & Process

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> Academic calendar has been printed and distributed to schools. Revised textbooks of class III math (Telgu & English) got printed and distributed. Math workbooks of classes I and II for Urdu printed and distributed. Urdu readers of class III, IV and V developed, printed and distributed. Class III math textbook for Urdu printed and distributed. 	<ul style="list-style-type: none"> Under the reading project library facilities are being set up in schools with periodicals, magazines and books. New textbooks for classes I to III introduced in all schools of the state. Flash cards for English teaching introduced in all DPEP schools. English work books 1, 2 introduced in all schools of DPEP districts. Awareness materials on MGT pilot project. Production of audio/video underway. 	<ul style="list-style-type: none"> Eight new textbooks cum workbooks for classes IV-V introduced state wide in 2003-04. The six textbooks developed for class I to III have been revised and introduced state wide. Six bi-lingual primers for tribal children (in Saora, Bonda, Koya, Kuvi, Juang & Kui) have been developed. Six teachers' handbooks (one for each textbook) have been developed for activity oriented classroom transactions. The periodical newsletter 'Aroha' is being printed regularly. 	<ul style="list-style-type: none"> Curriculum for primary classes (I-V) has been revised, printed and distributed to all primary schools, CRCs, BRCs and DIETS. Teacher guides based on these new textbooks distributed to all primary schools. Teacher guidebooks for English and Sanskrit under print. Textbooks in English for class III-V developed in the bilingual approach of teaching English language. Textbooks for classes 1-5 have been revised and introduced in primary schools across state. 5 sets of 'Indradhanush' (supplementary reading material) developed in UP BEP distributed to schools in DPEP III districts. 	<ul style="list-style-type: none"> Class III textbooks on language and maths revised and distributed. New textbooks of class IV printed and supplied to districts. Textbook renewal for class V taken up. Process initiated to set up libraries in schools under the link library programme. 	<ul style="list-style-type: none"> 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state Manuscripts for EVS class IV & V (life sciences and social science) in Hindi and Languages : Hindi for class IV & V, Urdu class IV & V & Bangla class IV & V have been developed and are sent for printed. Revision of curriculum is to be undertaken by SCERT. A teacher guide TLM by the name of "Sikhana Asan Hai" - developed, printed & distributed to every teacher in the project districts for use. 	<ul style="list-style-type: none"> Textbooks for classes 1 to IV developed. TLM book Tarang developed for teachers. Bal sahitya published by CBT, NBT circulated to 6356 schools 1041 CRCs & 84 BRCs. Newly developed curriculum by SCERT circulated to schools. Shivain - book on TLM circulated to all the schools. 	<ul style="list-style-type: none"> No. of teachers who have received TLM grant 22272 No. of textbooks distributed in 2003-2004 is 5599893 Pedagogical Improvement unit to be set up for revision of curriculum textbooks. Presently the state govt. is using the adopted CBSE curriculum & textbooks for Elementary Education. The state is striving for joyful learning through supplementary Science workshops, child friendly worksheets, activity based learning, exposure visits, math training, English training and library practices. The state has developed science and math kits. 	<ul style="list-style-type: none"> Curriculum revised. New textbooks for classes I-V printed and introduced in primary schools across state in 2003-04. A multigrade teaching model named Kunjapuri drawing upon Rishi Valley experience implemented in 10 schools each of Tehri, Uttarkashi and Pithoragarh districts. A book on Kunjapuri model "Abhinav Prayog" published. Workshop conducted to develop need based, local low cost, self-development TLMs. English textbook for class I developed and is being introduced in a pilot basis.

STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> 50 selected teachers identified as DRPs from each district. SRG comprises SPO/SCJ/RT/ SIET/IASE/CT E/experts from other institutes 35 members. A training of DRG & MRG conducted at district level. Teachers research forum constituted to undertake regular research activities to evaluate the effectiveness of various interventions. 	<ul style="list-style-type: none"> SRG engaged in planning of DEP activities; teleconferencing, radio projects etc. The SRG constituted for textbook renewal process consists of NGO representatives, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhyas. District Resource Groups have been constituted for multigrade teaching and for providing academic support. Constitution of BRG and CRG is underway. SRG (Distance Education) formed for SSA 	<ul style="list-style-type: none"> District Resource Groups in Pedagogy constituted in all of the expansion and non-DPEP districts (under SSA) through a series of 2 day visioning workshops. SRUP (State Resource Unit in Pedagogy) cell in SCERT created with DPEP fund support to plan, conduct and monitor all types of teacher training and pedagogical improvement activities in DPEP and SSA. 35 centres in all 13 DIETs in the state and 22 STS (ETTs) have been identified as district level resource centres for providing all types of teachers training and academic support. 	<ul style="list-style-type: none"> SRG expanded to cover upper primary. To institutionalize the indicator-based objective Academic Support System the Govt. of UP laid down the parameters for school & teachers performance as well as introduced an element of accountability in teacher performance. Academic Resource Groups of DIETs have been strengthened. 	<ul style="list-style-type: none"> State working group on pedagogy in position SWG visiting districts to support DRGs and CLRCs. DRG on Pedagogy developed in each District DRG meeting held regularly, undertaking follow-up of programs. 	<ul style="list-style-type: none"> Pedagogical Improvement unit at SPO is working in close association with SCERT. The DRGs are functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc. Block and cluster resource groups have been formed. 	<ul style="list-style-type: none"> High level state Resource Group constituted as per JRM recommendations to monitor the progress and follow up. State Resource Group formed for all programmes. DRG constituted in districts. 	<ul style="list-style-type: none"> SRG to be constituted. DRGs are already functional school/college teachers, NGOs, community members constitute the DRG. 	<ul style="list-style-type: none"> SRG, DRGs & BRGs have been constituted and oriented Regular meeting of these groups at different levels are held quarterly.

BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE

Status and Staffing

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>Number of mandal resource centres</p> <p>DPEP - I - 254</p> <p>DPEP II - 739</p> <p>Mandal resource persons</p> <p>DPEP - I - 675</p> <p>DPEP II - 1755</p> <p>Teachers' centres</p> <p>DPEP - I - 1297</p> <p>DPEP II - 4198</p> <ul style="list-style-type: none"> Out of 508 posts of MRPs in 5 phase I districts 448 have been filled. In 14 phase - II districts, out of 1468 posts, 1441 have been filled. 1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional 199 Mandal Education Officers (MEO) trained in phase I districts. 503 MEOs trained in phase II districts. 	<ul style="list-style-type: none"> 893 CRCs in position. 110 CRCs yet to be appointed. 70 BRCCs in position. 1003 posts of CRC coordinators have been created and appointments have been made. 	<ul style="list-style-type: none"> 214 out of the 256 BRCC coordinators are engaged. 354 out of the 1164 CRCs coordinators have been engaged. 	<ul style="list-style-type: none"> In DPEP-III districts 400 BRC coordinators, 716 Asstt. Coordinators and 3977 NPRC coordinators are in position. 32 BRCC, 148 ABRC, 299 NPRC position vacant. 	<ul style="list-style-type: none"> There are CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up. 3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. All RTs are in position. SI of schools of the concerned circle are the Circle Project Coordinators (CPC). 	<p>DPEP III</p> <ul style="list-style-type: none"> 456 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Co-ordinator. 	<ul style="list-style-type: none"> Review of BRCF module have been organised. 84 BRCs and 1041 CRCs are in position in phase I. 49 BRCs and 774 CRCs in position in phase II. 	<ul style="list-style-type: none"> No. of functional BRCs 36 No. of functional CRCs 693 No. of CRCCs trained 669 	<ul style="list-style-type: none"> In DPEP-III districts 38 BRC coordinators, 76 Asst. BRC Coordinators and 280 NPRC Coordinators are in position.

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> • Training module developed for MEOs for the first time. • All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc. • These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers. 	<ul style="list-style-type: none"> • Addl. BRCs selected on merit through open advertisement and personal interviews in each district. • Orientation: • Audio cassettes on maths, EVS and AS along with user manual distributed to BRC/CRCs. In addition to these guidelines of SSA, NPEGEL etc. also distributed. • All the 70 BRCs from six phase IV district are oriented on pedagogic issues like effective classroom teaching, training need assessment, TLM development in local context etc. • Training on use of telematerial for English teaching. • Achievement test conducted for 90 CRCs based on which future interventions were planned. 	<ul style="list-style-type: none"> • Primary school teachers were recruited as BRC coordinators through an open selection procedure. The participants underwent a written and situational test. • Matriculate teachers with a minimum of 10 years of experience have been recruited as CRC coordinators. • Orientation • 236 BRC coordinators trained. • All BRCs have already received orientation. The focus was on roles and functions of BRCs sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc. 	<ul style="list-style-type: none"> • BRC, NPRC-coordinators are being imparted training on financial management of resource centres by SIEMAT/DIETs. A handbook has also been circulated. • In all districts primary school head teachers recruited as NPRCCs and BRCs through an open test cum workshop at the DIET. • Orientation • Three rounds of teacher training conducted for teachers, ABSAs, NPRCCs & BRCs. • A publication named 'Samvet' is circulated to BRC & CRC. • To strengthen DIET-BRC-CRC linkages, 3 day trainer's workshops have been organised for district team comprising of BRC, CRCC and DIET faculty members. • A five day orientation programme has been organised for BRC-NPRC coordinators in DPEP III. • 3 day training programme organizes for BRCs on financial management (BRC-Sandarishika) 	<ul style="list-style-type: none"> • The SIS had been identified in circle project officers and circle project coordinators for CLRCs. • Three primary teachers have been selected as resource teachers at CLRC. Each VEC covered twice a month by Noon time Workshop and each teacher is covered twice a month by afternoon Workshop. • The RTs had been selected on experience, performance and quality basis. • Major Activities of CLRC • CLRC members have been oriented for school visits, organising afternoon workshops for VEC, data collection etc. 	<ul style="list-style-type: none"> • 10-15 good primary school teachers were identified in each block, during the programmes of teacher training. • Resource persons were short listed for appointment as BRC resource persons. CRC Coordinators are selected during teacher training programmes by teachers. • Orientation • 1900 CRCs trained. • Workshop held on monitoring of learning achievement in schools. Follow up started. 	<ul style="list-style-type: none"> • Training modules for BRCF has been completed and tried out. • Training module for Resource person has been completed. • Training module for CRCF has been completed. • Training module of Refresher Training of CRCF has been completed. • Ten days orientation of CRCF organised at District Level 982 CRCF trained in 2 phases. • Training of 78 BRCF have been organised. 	<ul style="list-style-type: none"> • Area Education Officer/Block Education Extn. Officer has been chosen jointly by DPC & DSE as BRCC. • Identified good teachers are provided training of Master trainers and deputed to BRC as RP. • CRCC is chosen by teachers of the cluster. • BRCC & BRC RPs are being oriented at SCERT and CRCC at DLO level. • Reflection meeting of CRCC at BRC 244 : • Subject Specific Trg. : 570 • BRCC meeting at DIET/DLO : 22 	<ul style="list-style-type: none"> • In all DPEP-III district primary school head teachers have been recruited as BRC co-ordinators and NPRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy. • 190 master trainers trained for training of BRCs & NPRCC. • 8 days foundation training for BRCs & NPRCCs organised.

Phase II & III
Staffing Position of DIETs, BRC & CRC

State	DIET staff			BRC resource persons / Co-ordinators			CRC Staff		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Andhra Pradesh - I II	134	97	72	508 MRP*** 1468 MRPs	448 MRPs 1441 MRPs	88 98	Listed under BRC	893	89.03
	389	226	58						
Expansion Districts Gujarat**	108	81	75	70	70	100	1003	354	25.7
	125 + 10	91 + 10	75	245	214	87.3	1375		
Orissa									
	425	184	43.3	255	243	95	2512	2383	95
Uttar Pradesh Phase - II	650	312	48	1296	1116	86	3856	3457	90
Phase - III									
West Bengal	NIL	NIL	NIL	NIL	NIL	NIL	650	-	
							CLRCs****		
							CPCs- 325	297	91.3
							RTs - 965	877	91
								1900	-
Bihar**					181	-		1829	-
Rajasthan					104	-		669	-
Jharkhand	28	28	100		56(BRCC) 157 (BRC/RPs)	-			
Uttanchal	140	106	76	114	114	100	280	280	100

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

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

ALTERNATIVE SCHOOLING

An Overview

One of the objectives of DPEP is to ensure access to all children in the 6-11 years age group and Alternative Schooling facility has played an important role in this area since the beginning of the programme.

The coverage under DPEP has reduced substantially. Currently only 119 districts from nine states (against 278 districts from 18 states) are under DPEP. The states of Bihar, Jharkhand, Gujarat and Uttar Pradesh are partially covered under DPEP.

An attempt has been made to trace the important developments in Alternative Schooling Programming in the period starting after the last JRM in the 9 DPEP states. These developments are assessed mainly in terms of coverage, quality and equity aspects of the programme. Major challenges which are there before the AS programme have also been identified.

Coverage under AS

In these nine states (in 119 districts) currently there are **73,759** Alternative Schools of different types, covering **29,36,344** children.

During the period from November 2003 to June 2004, a total of **10037** new Alternative Schools have been started. All states, barring Gujarat and Rajasthan have shown increase in number of Alternative Schools. Mainstreaming of children in the formal schools, led to the closure of 404 Alternative Schools in Gujarat.

State-wise analysis shows that the maximum increase in the Alternative Schools has been reported from the state of West Bengal (4,628) followed by, Bihar (1,910), Orissa (1679) Jharkhand (1,160), Andhra Pradesh (956), Uttaranchal (81) and Uttar Pradesh (27).

About **564237** more children have been covered under AS, during this period. Increase in enrollment is mainly reported from the states of West Bengal (4,14,102), Bihar (87,579), Orissa (54128), Jharkhand (11,129) and Uttaranchal (3,299).

STATE WISE COVERAGE DURING THE PERIOD (NOVEMBER 2003-JUNE 2004)

Sl.No.	Name of State	Total No. of Centres			Total No. of Children		
		18 th JRM	19 th JRM	Increase	18 th JRM	19 th JRM	Increase
1.	Andhra Pradesh	4,029	4,985	956	92,846	92,846	0
2.	Bihar	6,167	8,077	1,910	2,53,755	3,41,334	87,579
3.	Gujarat	4,185	3,781	-404	85,375	79,375	-6,000
4.	Jharkhand	6,974	8,134	1,160	2,65,701	2,76,830	11,129
5.	Orissa	16,270	17,949	1,679	4,20,888	4,75,016	54,128
6.	Rajasthan	15,091	15,091	0	7,38,377	7,38,377	0
7.	Uttar Pradesh	5,664	5,691	27	1,84,853	1,84,853	0
8.	Uttaranchal	556	637	81	11,766	15,065	3,299
9.	West Bengal	4,786	9,414	4,628	3,18,546	7,32,648	4,14,102
	Total	63,722	73,759	10,037	23,72,107	29,36,344	5,64,237

Intervention in Makhtabs and Madrasas

There has been significant effort to improve functioning of Madrasas in Rajasthan. 256 Madrasas have been adopted in Rajasthan during this period.

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

Children who migrate with their families

Andhra Pradesh, Gujarat and Orissa are the DPEP states, which have undertaken work with this category of children. In Gujarat work in this area has been going on for last many years. Andhra Pradesh started work with this category in Nalgonda district. In Bolangir, district of Orissa a very innovative program for the children of migrant families work with the children who migrate to brick-kiln sites around Hyderabad has also been in operation with the help of Action Aid has been initiated. **During the intervening period 183 seasonal hostels have been started in Rajasthan for retaining children of families that migrate seasonally in search of employment. About more than 5,000 children have benefited due to this intervention.**

Deprived Urban Children

The DPEP states of West Bengal, Andhra Pradesh, Bihar and Uttar Pradesh have been working for the education of the Deprived Urban Children. While Andhra Pradesh has started work with platform and street children, Bihar has been working with the children of *beedi* workers and also of sex workers. After the Kolkata city level plan of action which covered about 45,000 children, work has started in some district / towns also.

In Jharkhand, Jamshedpur city initiated a very innovative programme to cover about 33,000 children of the city. Public schools, NGOs were mobilized to cover these children through the existing schools as well as through bridge courses.

Though on small scale, these efforts are significant. Efforts in this area need to be up scaled. Urban areas have special problems. Many slums lack facilities of schools. There is a problem in starting EGS centres in slums due to lack of proper space for running schools. EGS scheme does not provide for rent for building. Finding space for running of schools in slums in most cases is almost an impossible task. Similarly many slums lack basic facilities. There has been problem related to the lack of data of out of school children for urban areas. Planning for UEE in urban area require special efforts and focus.

Adolescent Girls

The DPEP states of Bihar, Uttar Pradesh, Rajasthan, Orissa and Gujarat have strategies for bringing adolescent girls in the ambit of primary education. Bihar and Jharkhand have a sizeable programme (Angna Vidyalaya) specially meant for the adolescent girls. The DPEP states of Andhra Pradesh, Uttar Pradesh, Orissa and Rajasthan have adopted strategies of long duration residential camps for covering adolescent girls. Bihar and Jharkhand has part time centres for the adolescent girls.

State	19 th JRM		18 th JRM	
	No. of Camps	Children Covered	No. of Camps	Children Covered
Andhra Pradesh	296	23,810	296	23,810
Orissa	50	1,926	292	10,428
Uttar Pradesh	19	1,140	19	1,140
Rajasthan	20	700 (app.)	153	5,200 approx.
Bihar	5009	1,50,270	3,188	95,000 approx.
Jharkhand	55	2,050	41	1,250
Total	5,449	1,79,896	3,989	1,36,828

During this period Bihar has started 5,009 *Balika Shivirs* covering about 1,50,270 girls. Jharkhand has also started 55 camps during this period. From the last JRM there has been substantial increase in the number of camps in Bihar. A total of 5,449 Residential Bridge Courses are operational in the states of Andhra Pradesh, Bihar, Jharkhand, Orissa, Rajasthan and Uttar Pradesh, which currently covers about 1,79,896 children. In the 37 districts of Uttar Pradesh, large number of Residential Bridge Courses are planned which are likely to become operational shortly. Apart from these camps the DPEP states of Bihar and Jharkhand run Angana Vidyalayas for adolescent girls.

Ensuring Universal Access through EGS for Unserved Habitation

All the DPEP states have made concerted efforts to provide schooling facilities in the pattern of EGS for unserved habitation, which do not have schools or do not qualify for formal schools under the state governments' norms. The DPEP states of Rajasthan, Andhra and Gujarat have been able to universalise access in all DPEP districts by opening EGS schools. By the end of the current year rest of the states would be able to universalize access through EGS.

There are many urban slums for which EGS centers are required but community cannot provide suitable space for running of EGS. The absence of provision for construction of school buildings or of rent for EGS has been restricting the setting-up of EGS centres in the urban areas. The issue requires immediate attention.

Mainstreaming

Most of the DPEP states have initiated activities for mainstreaming children through bridge courses of different durations. In Andhra Pradesh this has been going on at a very large scale for the past few years. The DPEP states of Uttar Pradesh, Orissa, West Bengal, Rajasthan, Assam and Gujarat have also initiated large campaigns for mainstreaming through bridge courses. Very large number of bridge courses have been planned for U.P, Bihar and West Bengal.

Issues of Quality and Equity in AS

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

a) TLM Grants to AS Teachers

All the DPEP states are providing TLM grants (though the amount ranges between Rs. 200 to 500 / annum) to Alternative School teachers for preparation of TLM.

The states have evolved mechanisms to ensure proper use of the TLM grant. The availability of TLM has helped teachers in organising activity-based learning.

b) School Improvement Grants and other facilities in AS

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

The DPEP states of Rajasthan and West Bengal have extended schemes like, scholarships and other facilities that are available for children of formal schools to SC/ST children and girls in AS also.

Provision for extending mid-day-Meal facility to all EGS schools has been made in all the states. School improvement grant is also being provided for Alternative Schools in the states

Apart from ensuring the adequate provision, the quality is dependent on the efficacy of classroom processes. In spite of the constraints posed by limited resources for AS there exists ample scope of improving the classroom processes by equipping the teachers. There exists a high degree of motivation among AS teachers. They are willing to experiment innovative classroom practices. This potential of AS program has remained largely unexplored.

All the DPEP states have been running EGS in parallel stream to the formal stream except Uttar Pradesh. The EGS being single teacher school, teachers find it difficult to manage all the grades together (four to five grades). The issue of multigrade teaching requires immediate attention.

Creating MIS for EGS Types of Schools under AS

Data collection on the prescribed formats has been completed in all the states.

Evaluation of AS Strategies

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

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

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

A Research Advisory Group, consisting experts from national institutes /universities has been constituted to guide this evaluation.

RAG finalised the objectives and Research design for the evaluation.

The following are the main objectives:

The evaluation of alternative school interventions had been conducted with a view to understand

- a) the context in which the need for such interventions arose
- b) the manner in which these were conceived / conceptualised / envisaged (at apex / state / district levels)
- c) the extent to which they are fulfilling the stated objectives
- d) the actual functioning of these schools within the overall context in which they were conceived
- e) Implications of these interventions for Alternative Schooling as an educational strategy as well as for the formal schooling system.

Prima Facie finding of the evaluation is:-

- Community participation in the hallmark.
- AS teachers are motivated and sensitive to the issue of education.
- AS has three aspects:
 - Poor infrastructure
 - Single Teacher
 - Multigrade situation
- AS teachers do not prepare plans for the classroom.

- Learners achievement in grade I and II is better than that of grade III & IV.
- In Gujarat good achievement is Language, Maths and EVS.
- In Kerala overall performance of children in AS is above average.

Sustainability

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

The new scheme of EGS & AIE makes provision for diversified strategies and has flexible financial parameters. This new scheme has drawn heavily from the experiences of Alternative Schooling programme under DPEP. The improved provisions of the new scheme have helped DPEP states in overcoming the hesitation over the expansion and diversification of the AS strategies.

In the districts where DPEP has ceased to exist, AS strategies are being continued under the EGS / AIE component of SSA.

Issues in Focus

Some of the important issues in focus are:

- Preparing AS teachers for handling multigrade classroom.
- The magnitude of migration has been increasing constantly. Up scaling of strategies covering migrating children and other difficult categories of children still is an important task.
- Stress on ensuring complete coverage of hard to reach groups.
- Improving the pace of work with Deprived Urban Children in all the states
- Bringing quality improvements in Alternative Schools by utilizing strong motivation of teachers.

**Alternative Schooling
State-wise Progress Overview (upto June 2004)
DPEP**

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	EGS – 22,346 AS – 17,949	i. ALS Centres (1,592) ii. NRBC – 2,846 iii. RBC - 296 iv. Back to School - 251	i. Back to School (810) ii. Bridge Courses (2,740) iii. AS Centres for girls – 231	i. EGS -- 2,908 ii. AS -- 2,783
Total children covered through AS	4,75,016	i. 26,182 ii. 24,425 iii. 23,810 iv. 18,429	i. 49,422 ii. 25,836 iii. 4,117	1,84,853
ADMINISTRATIVE ARRANGEMENTS				
Appointment of AS co-ordinator (State and district)	State AS co-coordinator in place. In districts tribal co-coordinators in-charge for AS.	AS co-ordinator at districts & state levels are in place excepting two districts. In DPEP II districts, CMOs are monitoring the programme.	Tribal coordinator in charge of AS in state whereas in districts separate posts for AS Co-ordinators have been created.	State & district coordinators in place in DPEP – II & III. All district coordinators have undergone orientation on AS programmes. A consultant appointed for AS at SPO.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG constituted but does not meet regularly. DRG constituted by member drawn from DIET / BRG.	SRG & DRG constituted.	SRG & DRG constituted.	Functional SRG that meet regularly.

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
CAPACITY BUILDING				
SRG/DRG orientation & meeting	DRG oriented for 20 days training module.	Training for 10 days for SRG members (by Rishi Valley Education Society, at Paderu.	SRG & DRG oriented	Functional SRG meets regularly.
Exposure visits by SRG/DRG	Visited M. V. Foundation, Hyderabad.			
Visioning & strategy building workshop	5 days visioning workshop conducted	Orientation of functionaries by MVF Ranga Reddy district A.P.	The AS SRG meeting was held at Vav and Halol in district Banaskantha and Panchmahal, respectively to review the progress made by Alternative Schooling programme.	<ul style="list-style-type: none"> • Conducted a 6-day workshop to orient AS functionaries in DPEP-II. • 4 days workshop to orient AS functionaries about EGS & AS (13-16 September 2000). • 4 days programme overview workshop organised (20-23 September, 2000) • 1 day District Coordinator (AS) review meeting held on 2.12.2000. • Training of MT for refresher training programme fo instructors of AS (26-29th September, 2000). • RVEC grade-2 material finalisation programme (18-23 November, 2000) • 4 days visioning workshop of district coordinators (AS) organised during 12-15 February, 2001. • 3 days visioning workshop of newly appointed district co-ordinators (AS) organised during 28-30 December, 2001. • Training of supervisors BRC / NPRC coordinators for 3 days in 32 districts. • Two days supervisors trg. programme organized in DPEP - II & III districts.

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
ISSUE OF EQUIVALENCE				
Strategy (Profile of the group)	<p>ALS : same as formal schools</p> <p><i>Bridge Course:</i> Same as formal schools</p> <p>In all Alternative Schools Community instructors are positioned.</p>	<ul style="list-style-type: none"> Children out of school: potential child labourers & child labourers. 	<ul style="list-style-type: none"> Children migrating to sugar factories from Dangs class I – IV. Children of migrating labourers working in Dangs (class I-IV). Children of Sugarcane workers in Surat district (Class I-IV). Children of sugarcane workers left at home. Children of families migrating to salt pans. Children engaged in some seasonal activity like cotton plucking etc. 	<ul style="list-style-type: none"> Children out of school 6-11 yrs. Children from minority community (6-11 yrs.) Children engaged in sibling care (3-11 yrs.) Girls 9+age group. Out of school children engaged in labour (9-14 yrs.) Children of scattered population 6-14 yrs. Out of school children 6-11 yrs. (Grade-I & II).
Duration of the programme	Same as formal school	<ul style="list-style-type: none"> Same as formal schools. 	<ul style="list-style-type: none"> 90 days 6 months 30-60 days 6 months 4 months 1-2 months 	5 years - induction to format schools as & when desirable.
School hours	Full time (5 hours) schools.	<ul style="list-style-type: none"> Full time (same as formal schools). 	<ul style="list-style-type: none"> 3-4 hours Full time 3-4 hours Full time 3-4 hours 1-2 hours 	<ul style="list-style-type: none"> i - iv. 4 hours (inclusive of the time for lesson planning & community contact.) v. Residential vi. - vii 4 hours
No. of learners / centre	Minimum of 25 learners.	<ul style="list-style-type: none"> 20 to 80. 	<ul style="list-style-type: none"> 5-20 per centre 9-10 seats per school 5-20 children. -- 5-20 children 5-20 children 	<ul style="list-style-type: none"> i-iv. 30/- v. 75/- vi. 30/- 30/- (Hill region - 20)

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Teacher qualification	Trained matriculate not available than candidates with 8 th pass qualification can be engaged).	i. Minimum Senior school certificate (SSC).	i. SSC ii. SSC iii. SSC iv. SSC v. SSC vi. SSC	High School, Preference will be given to women candidates. (50% of instructor would be women).
Honorarium Per Month (Rs.)	800	i. 1,000 per month.	i. 1000/- (Rs. 50 per child).	i-ii. 1000/- iii. 1000/-+ 300/- for additional child care worker. iv. 1000/- & additional 3 craft teachers @ Rs. 100 per month. v. 1200/- instructor vi-vii. Rs. 1000
Training Duration	Induction training of 12 days, followed by 30 days training for Instructors.	i. 3 days initial orientation + 10 days every year. ii. Same as above & monthly review cum meeting of volunteers at the district level. iii. 7 days iv. 15 days + 7 days (after six months) v. 15 days training has been given in the month of May 2000. vi. 7 days training will be given after six months i.e., in the month of December 2000.	<ul style="list-style-type: none"> ▪ 45 days pre-service training. ▪ 6 months field experience at AS centers. ▪ 15 days refresher training ▪ 6 month field experience ▪ 15 days refresher training ▪ 6 month field experience ▪ 15 days refresher training. 	<ul style="list-style-type: none"> • 30 days for instructors / Acharya ji. • 15 days refreshing training. • 5 days training for Supervisors (3+2 days). • Training of instructors in NCLP schools also being undertaken.
Expenditure Per School/Per Year (Rs)	i. 15,725 per centre.	i. 15,000 ii. 9,000 iii. 9,000 15,000 per each Alternative school is planned for the construction of semi-Pucca building. Community will provide worth of Rs. 500 either cash or kind.	Around Rs. 3,500	<ul style="list-style-type: none"> i. 20,270 per centre. ii. 20,270 per centre. iii. 26,470 per centre. iv. 24,970 per centre. v. 43,000 per camp. vi. 19,220 per centre. vii. 15,640 for EGS

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Exp. / Child / Yr. (Rs.)	i. 629	i. 375 ii. 257 iii. 1,921	Rs. 1000 the expenditure includes purchase of reading and writing materials.	i-ii 675 iii. 880 iv. 810 iv. 640 v. 540 vi. 521 For EGS
Academic Support	CRC co-ordinator. Incase there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support. ii. Same as above.	AS supervisors for every 20 schools.	i. NPRC Co-ordinators are supervising the AS centres, training by DIETs & select NGO's. ii. 5 days training of supervisors / NPRC coordinators conducted in DPEP-II districts. iii. TLM grants being made available iv. Training modules for Shiksha Ghar, Balshala, under revision by SRG. v. SRG members visit and monitor AS centres in districts.
Honorarium of Supervisor (Rs.)	1,500 incase an additional supervisor is appointed.	Not applicable.	Rs. 2000+600/- (Fixed Travel Allowance)	Not applicable

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Material used	<ul style="list-style-type: none"> ▪ Formal school textbooks used at AS centres ▪ A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for AS Instructors has been developed and distributed to all districts. ▪ An activity bank, subject wise and topic wise entitled SAMBHARA for class -I has been prepared and distributed to all DPEP districts. ▪ TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to AS centres. 	<ol style="list-style-type: none"> i. ALS: Formal school textbooks and MGSL kits. ii. Bridge course: material and textbooks. 	<ol style="list-style-type: none"> i. Books, Pamphlets, Charts etc. ii. Cards (lesson card, activity card, progress card and evaluation. iii. Balmandir and Prathamik Shikshan Saravani for continuous academic support. iv. Activity books for Gujarati, Mathematics and EVS for Std. I to Std. IV for Alternative Schooling developed through special workshops. 	<ol style="list-style-type: none"> i. Formal school textbooks & multigrade materials used in AS centres. ii. Multigrade self learning kits for RVEC centres iii. Teacher Guide also distributed. iv. Additional reading material -- Indradhanush and local specific materials made available to centres.
Collaboration with NGOs / Agencies	<ul style="list-style-type: none"> ▪ Aragamee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan. 	<ul style="list-style-type: none"> ▪ UNICEF, West Bengal. 	<ul style="list-style-type: none"> ▪ Gantar, Ahmedabad, Astha, Parivartan, Lok Swasthya Seva Sanstha (Panchmahal), Pratham (Baroda). 	<ul style="list-style-type: none"> ▪ Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, RVEC, Pratham Mumbai.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Current Status	i. AS - 77 ii. EGS -- 560	Apna Vidyalaya (1354) Angana Vidyalaya - (1621) EGS -- 5,102	EGS - 7,043 AIE - 1,036 Camp school - 55	SSK -- 7,637 Bridge Course - 1,777	i. Rajiv Gandhi Pathshala- 8,993 ii. 6 hourly AS - 1,525 iii. 4 hourly AS - 562 iv. Madrasas-223 v. Bridge Course - 153 vi. Mobile School - 25 vii. Shiksha Mitra - 12,470
Total children covered through AS	AS - 2,754 EGS - 12,311	3,41,334	EGS - 2,56,556 AIE - 12,957 Camp school - 2,050 Others - 5,367	SSK - 6,91,399 Bridge Course - 41,245	7,38,377 under all the strategies.
ADMINISTRATIVE ARRANGEMENTS					
Appointment of AS coordinator (State and district)	<ul style="list-style-type: none"> Senior professional looks after the programme District Coordinators (AS) are in place District Coordinators (AS) have been oriented & trained. 	AS coordinator at state level & district level in place.	AS coordinator in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	SRG, DRG constituted.	SRG & DRG constituted.	Most of the places 5 members DRG constituted.	DRG constituted,	SRG & DRG formed and meeting regularly. Orientation of SRG & DRG is completed.
CAPACITY BUILDING					
SRG/DRG orientations & meeting	<ul style="list-style-type: none"> SRG & DRG have been oriented. SRG meeting held bimonthly. 		SRG & DRG Constituted.		Orientation of SRG/DRG is completed.
Exposure visits by SRG/DRG	SRG visited Rishi Valley Educatio Resource Centre, Andhra Pradesh				

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Visioning & strategy building workshop	<ul style="list-style-type: none"> i. 4 day workshop to orient AS functionaries about EGS & AS organized. ii. 4 day visioning workshop of Distt. Coordinators (AS) organised during 12-15th February, 2001. iii. Workshop on TLM preparation organized on 28-30th September, 2001. 	Completed	Completed	<ul style="list-style-type: none"> A 2 day orientation was organised for district AS coordinators. 3 Convergence meeting held with various departments. 	Orientation workshop proposed.
ISSUE OF EQUIVALENCE					
Strategy (Profile of the group)	<ul style="list-style-type: none"> i. Children from small schoolless & scattered habitations. ii. Children engaged in sibling case. iii. Children from minority community iv. Children engaged in domestic & seasonal activities 	<ul style="list-style-type: none"> 9+ age girls. Children of SC/ST. going to school. Children helping their parents. Dropouts & children highly from marginalised communities children. Children of schoolless habitations. Working children and children of migrant levels. 	<ul style="list-style-type: none"> Children of SC/ST. going to school . Children helping their parents. Dropouts & children highly from marginalised communities children. Children of schoolless habitations. Working children and children of migrant levels. Adolescent Girls Slum children / Street Children 	<ul style="list-style-type: none"> Children of school less habitations. Drop out and un-enrolled children in habitations where school exists. 	<ul style="list-style-type: none"> Strategies for target group Duration -- 5 years for bridge course -- 4 months packages have been developed each package is of 3 month duration.
Duration of the programme	5 years	<ul style="list-style-type: none"> i. 2 yrs (for 9+ age children) ii. 3 yrs (for 6-8 yrs. children). iii. In four semesters. 	<ul style="list-style-type: none"> i. Apna-3 years ii. Angana-3 years iii. EGS -- Regular schooling arrangements 	<ul style="list-style-type: none"> Same as formal schools (4 years). 6 months & 12 months 	Same as formal schools (5 years). For bridge course (3-6 months)

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
School hours	4 hours (including the time for lesson planning and community contract)	i. 3 hrs. (Apna) ii. 3 hrs. (Angana) iii. Mata Samiti to decide school timings.	i. Apna & Angana -- 3 hours a day. ii. EGS - 4-5 hrs. iii. AIE -- 4-5 hrs	<ul style="list-style-type: none"> ▪ 3 hours daily & 200 days in a year. ▪ 5 hours per day 	<ul style="list-style-type: none"> i. 6 hours ii. 4 hours
No. of learners/centre	10-20 per centre	i. 15 - 25 (Apna) ii. 15 -25 (Angana) -- only girls.	i. 25-40	<ul style="list-style-type: none"> ▪ Minimum 20 children required for opening SSK. ▪ Minimum 20 out of school children in the age group of (7+13+) is required. 	<ul style="list-style-type: none"> i. 6 hours - 30 ii. 4 hours - 15-20 iii. Bridge Course - 20 or more
Teacher qualification	i. High school	i. Minimum 8 th pass women (Mostly belonging to the disadvantaged section).	<ul style="list-style-type: none"> i. Apna & Angana -- Min. 8th pass women (Mostly belonging to the disadvantaged section). ii. EGS / AIE -- Min. 10th pass women (Mostly belonging to the disadvantaged section). 	<ul style="list-style-type: none"> ▪ Madhyamik pass, women candidates, minimum age of 40, in case of non availability of Madhyamik the qualification required upto class VIII for SC / ST. ▪ Minimum qualification Graduate. 	Minimum academic qualification will be XII passed and trained - STC/B.Ed.
Honorarium per month (Rs.)	1,000 per month	i. 700/- (Apna) per month ii. 400	<ul style="list-style-type: none"> i. Apna / Angana 700/- per month. ii. EGS / AIE -- 1000/- 	<ul style="list-style-type: none"> ▪ 1,000 ▪ 1,000 	<ul style="list-style-type: none"> i. 1,200 ii. 6,00
Training Duration	<ul style="list-style-type: none"> i. 30 days induction training for instructors and Acharyaji. ii. 15 days refresher training 	<ul style="list-style-type: none"> • 30 days Induction training • 3 days recurring training (residential) every 3 months • 10 days of refresher training before every semester. • 10 days training to MT's • 10 days training to ASRG. • Monthly reflections 	<ul style="list-style-type: none"> • 30 days Induction training • 3 days recurring training (residential) every 3 months • 10 days of refresher training before every semester. EGS / AIE • 10 days induction training. • 3 days recurrent training (per quarter) • On job training • Certificate course through Distance Education mode being introduced. 	<ul style="list-style-type: none"> i. Two 5+5 days residential training for SSK teachers ii. 12 one-day training programme in a year. iii. 6 days on the job training. Bridge Course ▪ 10 days training of DSTM & 15 days training of BCI. 	<ul style="list-style-type: none"> • 41 days foundation training. • Remedial training 10 days. • Content based training 30 days.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Expenditure per School /per Year (Rs)	EGS -- 15,190 AS -- 16,190	i. 9,250 (in the first year). ii. 7650 (in the following year).	Apna / Angana i. 9,250 first year ii. 7,650 following year EGS / AIE iii. 21,250	• Rs. 500/- grant to SSK every year as SSK grant and Rs. 500/- TLM grant from DPEP	i. 35,620 ii. 21,620 iii. 6 hourly -- 1,187 iv. 4 hourly -- 720
Exp./Child /Yr. (Rs.)	i. EGS -- 760 ii. AS -- 810	i. 462 (in the first year). ii. 382 (in the following year).	Apna / Angana i. 462/- 1 st year ii. 382/- following year EGS / AIE iii. 845/-	Not yet worked out	i. 1,187 ii. 720
Academic Support	i. NPRC Co-ordinators are supervising the AS / EGS centres. ii. BRCc, NPRCc & DIET functionaries giving academic support to Acharyaji & Anudeshaka	▪ By ASRG for every 5 to 10 centres as the case may be, provision for one ASRG has been made.	▪ By ASRG for every 10 centres. ▪ BRC / CRC	▪ Academic training on pedagogy & TLM grant of the Siksha Sahayika planned to be done by WBDPEP.	▪ CRCF-Twice a month. ▪ BRCF (BEE0) - whenever visit the village. ▪ P.O., AS at DPO - 10 % AS per month. ▪ DPC - 5% AS per month.
Honorarium of Supervisor (Rs.)	N.A.	1000/- p.m.	▪ 1,000 (Apna / Angana) ▪ 1,500.(EGS / AIE)	2,000	N.A.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Material used	<ul style="list-style-type: none"> ▪ Formal school Textbooks ▪ Teacher's guides ▪ TLM developed with the help of DIETs. 	<ul style="list-style-type: none"> • Curriculum developed for ALS. • Books developed for semester (I) in Language, Mathematics and EVS printed & distributed. • Books developed for semester (II) in Language, Mathematics and EVS printed & distributed. • The Books so developed for Semester-I and II have been revised after first trialling on the ALS centres and through rigorous participatory workshops. • Additional reading writing material has been developed for Angna schools. • Books developed for Semester-III in Language, Math & EVS printed & distributed. • Books for Semester-IV in Language, Math & EVS printing under process. • In material development, collaboration with individual drawn from NGOs's. 	<p>Apna / Angana</p> <ul style="list-style-type: none"> • Primers developed by BEP, Patna. • EGS / AIE • NCERT Text/Work Book. • Worksheet Developed by JEPC. 	<ul style="list-style-type: none"> • Formal school textbooks. 	<ul style="list-style-type: none"> • Same textbooks as in PFE. Extra material in the form of workbook and teacher guide will be developed.
Collaboration with NGOs/agencies	SAMATA, BODH, SIDH, Divya Prem Sewa Mission, Haridwar		<ul style="list-style-type: none"> • Collaboration with NGOs as resource person for supervision, training and material development. 	UNICEF, Local panchayatS.	<ul style="list-style-type: none"> ▪ NGO's like IDS, Both and Diganter arc involved in policy framing, supervision and academic support. ▪ Proposal invited from NGOs to run Bridge Courses.

EARLY CHILDHOOD EDUCATION

DPEP has been conceived as a holistic programme, for ensuring Universal Primary Education. **Therefore, in DPEP Early Childhood Education (ECE) is deemed to be a critical precursor to primary education. Since the ICDS programme was already present in a large form, DPEP decided to work closely with the programme.**

The DPEP programme decided to adopt a flexible strategy for ECE. This included working with identified ICDS centers, and strengthening it through a basket of interventions, including increasing timings to ensure that it coincides with the Formal Primary Schools (FPS), as well as strengthening the pre-school as part of ICDS. **The other approaches of ECE are opening of new centers in areas where ICDS is not in operation, as well as the opening of pre primary classes in FPS and development of school readiness packages.**

DPEP's approach to ECE has been either to experiment with alternative models for providing ECE or strengthening ECE in the existing ICDS programme or with other departments in the State, in a convergence mode, through training and other inputs. There are very few States pursuing only one of these approaches and it is seen that most States are following a combination of both the approaches.

The DPEP Guidelines state that:

“DPEP would finance expansion of ECCE through establishment of ECCE centres in villages not eligible to be covered by ICDS. In states with limited experience of ECCE, new ECCE centres would be financed initially on a limited scale only, in one district, or in one block per district, where inter-district variations are substantial. This activity could be scaled up gradually over the project period. The DPEP would not finance nutrition.

In order to improve the quality of ECCE, DPEP would finance development of pre-school materials and training of functionaries in the ECCE centres set up under DPEP. It would also finance the training of ICDS Anganwadi/ Balwadi workers in forging linkages with schools.”

ECE centers under DPEP have opened in areas where ICDS did not exist. The highlights of these centers have been:

- Site selection- near or in the primary school: Since a major objective of the pre school education was to familiarize children to a school atmosphere and to prepare them to join formal primary schools, many States tried to bring the physical location of the two together, including the same campus, wherever possible
- Curriculum development; States have developed curriculum for ECE centers that are in line with the curriculum for primary schools. Complementary TLM/ PLM have also been developed and provided in ECE centers.
- Modules have been developed for the training of staff for the ECE centers.
- Monitoring and supervision is done through regular DPEP structures or jointly with the representatives of DWCD
- A major issue in such centers has been to ensure sustainability of these ECE centers after DPEP. Some States like Andhra Pradesh have issued Government orders to ensure that the centers are taken up by ICDS. A letter has been issued by the Department of

Women and Child, Government of India, to ensure the sustainability of these centers after DPEP, through the ICDS programme.

School Readiness Programmes:

School Readiness is another important area to be looked at while viewing transition from pre primary to primary school. Under DPEP most States have commenced school readiness programmes, either as part of pre primary facilities or as a part of class 1 curriculum.

Since a major objective of the pre school education was to familiarize children to a school atmosphere and to prepare them to join formal primary schools, many States tried to bring the physical location of the two together. This started in the DPEP/ BEP areas, but was soon formalized for the State as a whole, by passing of GOs for the State.

Approach to ECE:

There are basically two approaches that have been adopted by the States to provide early childhood education to children: the convergence mode and opening of ECE centers. States like U.P., Uttaranchal and West- Bengal have adopted the mode of convergence with ICDS, whereas Andhra- Pradesh, Bihar, Gujarat, Orissa, Jharkhand and Rajasthan have experimented with their own ECE models as well as converged with ICDS.

Coordination with ICDS:

Since the ICDS programme is now poised for further expansion, the need for close coordination between DPEP and ICDS programme was considered crucial. The major areas of cooperation include: extended timings to coincide with primary school. Social assessments and gender studies conducted highlighted that a major problem keeping children, especially out of school girls, has been the burden of looking after younger siblings. As a strategy to ensure that school going age children are not prevented from attending school on this ground, an effort has been made to synchronize the timings of the AWC/ ECE center and the primary school, and where possible to locate them in the same premises or in close proximity. This enables children in FPS to leave siblings in the ECE center while they attend school and to thereby impact on the enrolment of children, especially the girl child.

Ensuring Linkage with Primary School, through the location of the AWC. In Uttar Pradesh, for example, the State Government passed an order, saying that where available, primary schools would provide the space for AWCs in their campus.

Provision of TLM for AWC: Many States are providing kits for AWCs. In addition, some States are providing grants to the AWC for TLM.

Convergence is also ensured through training, through the monitoring of transition from AWC to primary schools. Other interventions have included influencing curriculum, (e.g. in Gujarat the training module for the ECE/ AW workers has been finalised with the help of GCERT and the Early Child Development Learning Resource Center (ECD-LRC), MS University, Baroda and Master Trainers have been trained by the ECD- LRC and in some cases, augmenting infrastructure.

ECE cum AS centers have been started in Uttar Pradesh and in Gujarat on a pilot basis to directly impact the problem of sibling care. One ECE instructor and one AS instructor are attached to each of these centers. While the ECE instructor is on a monthly honorarium, the AS instructor receives Rs 50 per child enrolled. The minimum number of children expected to be enrolled is 20. If there are more than 60% girls enrolled, the instructor will get an additional Rs 10 per child. Strategy to mainstream children in the AS has been kept in mind while starting these centers, which are also providing nutrition under the mini Anganwari scheme of ICDS.

The approach adopted by DPEP for ECE has started the process of convergence between DWCD and DPEP. But this convergence needs to be further strengthened to ensure that appropriate models of ECE in DPEP districts would be further sustained on a continuing basis.

Issues:

- **It is necessary to work towards creating an understanding on convergence between the ICDS and the DPEP at the national, state and district levels, and develop a clear operational framework, such that implementation is possible at the district and sub-district levels.**
- **Further ways of reaching smaller habitations, where the service is of utmost importance, may be considered. If there is an assurance of sustenance DPEP can start ECE centers in some such needy pockets, which do not otherwise conform to the norms of starting ICDS centers**
- **Make use of the Department's Creche and Day Care Scheme to ensure child care support during school hours.**

DPEP STATES

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>ECE Approach</i></p>	<ul style="list-style-type: none"> Strengthening ECE Component in ICDS centres AW Centres covered under convergence. 10181 ECE centers opened 	<ul style="list-style-type: none"> 808 ECE centres set up in 11 districts. Strengthening ECE in Anganwadi Centres in convergence with ICDS. 	<ul style="list-style-type: none"> Strengthen ECE component in Anganwadi Centres through training, provision of kits, distribution of newsletter 425 ECCE centers opened. 	<ul style="list-style-type: none"> Strengthening of AW Centres through training of AW Worker, supply of pre school kits and organize block level TLM exhibition 1135 pre-school centers proposed to be opened this year 	<ul style="list-style-type: none"> Convergence with Social Welfare Department has been finalized both at the state and District levels and activities are being initiated accordingly. Provision of TLM to AWC Working group on ECCE constituted consisting officials from DWCD, Social Welfare Dept. & PBR, PSUS. 	<ul style="list-style-type: none"> Convergence with ICDS programme 3842 AWCs covered.
<p><i>Training and Mobilization</i></p>	<ul style="list-style-type: none"> 3 day Refresher training to all instructors of AW Centres covered through convergence. 2 days training to DRG members on school readiness A 5 day training cum workshop for ECE Instructors on "Developmental areas of Child and related activities Printing and distribution of activity Bank and Story Card Kit. 1 day training to VEC & mothers association. Joint training programmes for ECE Instructors and head masters were conducted in all districts 	<ul style="list-style-type: none"> Development of Training Modules and their field trial Training modules - AWWs/ECE Didis 15 days Induction ECE Trainers 10 days Induction Helpers 4 day Mata Samitis one day orientation ICDS Supervisors (6 days) Induction Training of ECE Trainers/ coordinators Induction Training of AWTG Principals/ Instructors Printing of all Training Modules/posters. Recurrent Training to ECE Trainers in 4 Batches Training of ASRGs on Monitoring and Supervision of ECE centres 	<ul style="list-style-type: none"> ECE Training module developed in collaboration with Early Child Development Learning Resource Centres, MS University Baroda Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed Training of ECE and AS teachers for these centres completed. Regular academic support to 5760 ECCE centres provided through the newsletter Balmandir Around 5500 AW workers and Supervisors given refresher training on activity based pre primary education 	<ul style="list-style-type: none"> Training module for ECE workers developed Training of AW workers conducted in a phased manner in the districts. 1-day meeting of ICDS workers organized at State. Meeting of ICDS functionaries Training of pre-school instructors of newly opened pre-school centers to be undertaken this year 	<ul style="list-style-type: none"> State level orientation workshop held for DRG members organized at SPO. Sensitization of DPO of ICDS, DSWO, CDPO, Supervisors, RTs and CPCs completed Sensitization of AW Workers and Helpers completed District level workshop held to orient the new VRP's to implement the School Readiness Programme (SRP) GP level workshop organized to implement SRP 	<ul style="list-style-type: none"> 128 Master Trainers trained in DPEP III 2419 AW Workers trained in DPEP III.

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Material</i>	<ul style="list-style-type: none"> • A handbook for ECE/Anganwadi Instructors titled "Chinnarula Vikasa Kendram" was published and supplied all ECE/Anganwadi Centres • Workshop held to develop compile stories songs and creative activities • New training module developed 	<ul style="list-style-type: none"> • Special training on early detection of disabilities in children • Supply of Playing kit to A W centres (Non-World Bank) and ECE centres. • Printing of Aao Gaien Geet, Aao Kahani Sune and Aao Khelein Khel (Song Book, Story Book and Play Book) 	<p>and school readiness.</p> <ul style="list-style-type: none"> • Monthly ECE Newsletter Balamandir being published. 	<ul style="list-style-type: none"> • Pre school education kit with User's Manual developed and supplied to A W Centres • A activity Bank developed, scheduling various components of pre school education. DWCD is circulating this for use by the A W Workers, CDPOs and Supervisors oriented on the use of the Activity Bank 	<ul style="list-style-type: none"> • Campaign materials for posters, wall writing etc. have been developed at the State level and districts have also developed more campaign materials • Study material on pre-schooling is an initial stage • Database on pre-schooling has been completed for DPEP districts and the report has been prepared accordingly. 	<ul style="list-style-type: none"> • A theme based activity book, Kilkari along with a calendar developed • Time table for ECE centres • Training package Aadharshila for ECCE workers revised to incorporate more hands on and early stimulation activities • Training material for supervisors developed • Indicators for ECCE center performance and child development developed.
<i>Costs</i>	<ul style="list-style-type: none"> • Honorarium : Worker -Rs.400/- Ayah -Rs.200/- • Annual grant of Rs. 1000/- provided for material purchase. • Rs.3500/- provided for purchase of immovable assets as one time grant 	<ul style="list-style-type: none"> • Rs.8100/- given to Mata Samitis for purchasing equipment for the ECE centres. • Instructors (Didi) are paid a monthly honorarium of Rs.500.00 • Development of helpers and Mata Samitis Training Module • Four training modules developed • 3 ECE posters developed and are in process of printing • Children Evaluation Card developed and in process of printing 	<ul style="list-style-type: none"> • One kit per A W Centre provided at a cost of Rs 310.00 • Rs.1000.00 per centre provided for educational toys, charts, picture story books etc. 	<ul style="list-style-type: none"> • Cost of each pre school education kit is Rs.1600.00. • Honorarium for new center Worker : Rs.500.00 Helper : Rs.200.00 • Rs. 2000 provided to all AWC in DPEP districts 	<ul style="list-style-type: none"> • TLM grant of Rs.1000/- to all Anganwadi Centres in Cooch Behar released 	<ul style="list-style-type: none"> • One time grant of Rs.5000.00 provided per centre for equipment, education toys and other TLM. • Annual contingency of Rs.1500.00 • Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.00 to Helpers

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Monitoring, Supervision, Research</i></p>	<ul style="list-style-type: none"> • Visits by MRPs & GCDOs are the channels of feedback • Formats used for monitoring ECE. Visits by MRPs & GCDOs are channels of feedback • Regular review meeting at mandal and district level conducted. All functionaries of DPEP and DWCD attend these meetings. • Mandal wise review meeting of ECE instructors held to review the programme for the previous month and plan for the current month. • Review meetings held with all ECE and AW Instructors in Cuddapah, Srikulam, Vizianagaram, and Vishakapatnam by State -ECE Co-coordinator. Plan for December 01 and January 2002 class formulated at the meeting. 	<ul style="list-style-type: none"> • Academic Calendar of ECE developed and in process of printing • The trainers team of ECE, trained on monitoring ECE centres, work as ASRG and are given Rs. 1000/-per month for 5 to 10 centres. • Monthly meeting of Mata Samiti of ECE Didis conducted. All functionaries of ECE: coordinators • Reflection meetings of SRG of ECE trainers. • Reflection meetings of ECE Co-coordinators held • A study on Impact of ECE conducted. 16855 children sent to primary school from Balverg/ECE centers after taking Early Child Education. 	<ul style="list-style-type: none"> • Monthly meetings of ECE instructors held to review the progress of School Readiness Programme. 	<ul style="list-style-type: none"> • Format for supervision developed, tried out and supplied to districts for use by field functionaries to monitor pre-school activities at AW Centres. 	<ul style="list-style-type: none"> • Child wise evaluation cards used • Monitoring formats have been developed and are being used. • Evaluation of ECE in DPEP-III completed. 	

DPEP IV and New States

ECE INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<p><i>ECE Approach</i></p>	<ul style="list-style-type: none"> • 1218 ECE centres set up • Convergence with ICDS 	<ul style="list-style-type: none"> ▪ 1697 ECE centres opened. ▪ Strengthen the ECE component of existing AW Centres through training and provision of pre school kits 	<ul style="list-style-type: none"> • Strengthening ECE component in Anganwadi Centres by providing training, material and additional honorarium. • 831 new AW Centres covered
<p><i>Training and Mobilisation</i></p>	<ul style="list-style-type: none"> • Foundation and recurrent training of ECE trainers • Training of Mata Samitis to run ECE Centres 	<ul style="list-style-type: none"> ▪ 32652 AWW given training on ECCE. ▪ 29279 AW Helpers imparted training on ECCE ▪ Training module for ECE/AW worker has been developed ▪ 35 persons trained as Resource Persons who include CDPOs, Supervisors and one person from the DPO ▪ 6-day training to ECE workers. 	<ul style="list-style-type: none"> • 791 Anganwadi Workers given 10-days training • 46 MTs trained on 7 days package to train AW workers and DPEP and ICDS functionaries • ECCE workers trained under Rimjhim training package developed by SPO.
<p><i>Material</i></p>	<ul style="list-style-type: none"> • Distribution of Health Kits to 688 ECE centers and playing kits to 587 centres • Finalization of PLM for ECE through a State level workshop 	<ul style="list-style-type: none"> ▪ ECCE kit developed and 1697 ECE kit distributed ▪ Charts, Poems, Songs, etc. developed ▪ 504 Girl Child Motivator were selected and trained and are in position ▪ Training module for AWW/ECE developed. 	<ul style="list-style-type: none"> ▪ Video film of ECCE Centres developed by Uttarkashi, Pithoragah and Tehri ▪ 03 video films developed on Balwadi's during and 17 minute film developed for training/motivations ▪ Monthly calendar including songs, games, stories, poems, Shanti Khels and Bal Karya's for ECCE developed in two workshop organized at SPO level ▪ Audio cassettes of songs are developed for ECCE centers ▪ Rimjhim, reading material for ECCE workers, printed and distributed to all centers ▪ Bal Khel Sanklan "Chiriya udi phur" published by "Uttarkhand Sewa Nidhi" is distributed for the use of ECCE centers ▪ 17-minute film developed for training/motivations.
<p><i>Costs</i></p>	<ul style="list-style-type: none"> • Didis (Instructors are paid a monthly honorarium of Rs.500.00 • ASRG paid Rs. 600.00 every month for monitoring 5 – 10 ECE centres 		<ul style="list-style-type: none"> • One time grant of Rs.5000.00 per centre for equipments educational toys and other TLM ▪ Annual contingency of Rs. 1500.00 per centre ▪ Additional honorarium of Rs.250.00 and Rs.125.00 paid to AW Worker and Helper, respectively.

UTTARANCHAL	RAJASTHAN	JHARKHAND	UTTARANCHAL
<p>ECE INTERVENTIONS Monitoring, Supervision, Research</p>		<ul style="list-style-type: none"> • Monthly monitoring by ASRG. • Reflection meetings of ECE Didis • Reflection meetings of ECE Coordinators • Monthly meeting of Mata Samiti 	<ul style="list-style-type: none"> • Study on process and effectiveness of linkages between ECCE and primary schools in DPEP and non-DPEP districts by NCERT • District and block level committee formed for ECCE monitoring and evaluation • Assessment study of ECCE proposed in month of November, 2003 • SRG and ECCE workers visit balwadis.

INTEGRATED EDUCATION FOR THE DISABLED

Introduction

Although DPEP was initiated in India in 1994, Integrated Education for the Disabled was added as a programme component in 1997 as the goal of UPE could not be achieved until and unless children with disabilities were integrated in the formal schools and provided quality education. To begin with, States were provided assistance in preparation of action plans and in implementing the initial steps in inclusive education. The States were also apprised of the various schemes, institutions etc. working in disability. By 1998, many States had initiated surveys and formal assessment camps and evolved strategies to provide resource support to children with special needs. States like Andhra- Pradesh, Orissa, West Bengal and Uttar Pradesh also took some novel initiatives in inclusive education. The main challenge that lies ahead in the area of IED for the States is to ensure that the strategies and practices that have emerged are further strengthened and continued so that every child with a disability is provided education in the most appropriate environment, according to his/her learning needs.

National Level Interventions

- National level workshops conducted to develop appropriate strategy for inclusive education and to discuss major issues like identification and assessment, pre- integration skills, supply of aids and appliances, curriculum transaction and resource support
- The IED unit prepared a booklet on pre-integration training; a handbook on learning disabilities and a handbook for resource teachers.
- An agreement with RCI and DPEP has been reached regarding the provision of resource support to children with special needs. RCI has developed a 45-day foundation course to train general teachers on IED. This foundation course will be a multi-category course. The teachers under-going this foundation course will be given provisional registration by RCI, however, they will need to register themselves for a regular diploma or degree in special education through conventional and distance mode. This needs to be completed in 5 years. Only then final registration would be granted.
- **All the states have conducted the 45/90-day RCI foundation course for capacity building of general teachers on IED. This training is being conducted in the states through good and competent NGOs, DIETs and SECRITs. 1566 teachers have been trained through this foundation course.**
- The issue of providing essential educational and rehabilitation aids and appliances to the identified disabled children has been taken up with the Artificial Limbs Manufacturing Corporation of India (ALIMCO), a Govt. of India undertaking. ALIMCO is organizing medical assessment camps and providing aids and appliances to CWD. 60% of the cost of the aids and appliances is borne by ALIMCO.
- **All the nine states have conducted assessment camps and provided aids and appliances to the disabled children through ALIMCO, NGOs or through convergence. A total of 72356 aids and appliances have been provided by these DPEP states.**
- Convergence between DPEP and IEDC finalized

- DPEP societies were advised to apply directly under ADIP scheme of Social Justice and Empowerment. ALIMCO and other NGOs will help in conducting camps, taking measurements, fabricating appliances and maintenance and servicing of the devices.
- States are now focusing on the curricular adaptations and effective pedagogical strategies, so that an inclusive approach is adopted while teaching all children
- **The total number of children identified in the nine states DPEP states in the catchment area is 553844. Out of this, 420203 lakh children (76%) have been enrolled.**
- **The total number of general teachers given special orientation to inclusion in these nine states on IED is 157800. The number of teachers trained through the mass training programme are 603152**
- **Awareness programmes have been conducted in all the states, with focus on community mobilization, through which 618508 VEC members have been oriented to IED**
- An evaluation study conducted to assess the impact of IED programme in the states of M.P., Maharashtra, Tamil- Nadu, U.P. and West- Bengal in 21 blocks and 56 schools. Preliminary findings show that although there was a positive trend towards retention, peer acceptance and teacher attitudes towards children with special needs, efforts have to be intensified to provide more resource support to these children so that their learning achievement improves.

DPEP Approach and Coverage

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. **IED is being implemented in 223 blocks/mandals and 162476 schools in the nine DPEP states.**

The following table shows the initial catchment area, and the current coverage of IED in the nine DPEP States.

DPEP Coverage for IED

State	Initial catchment area	Current Status
1. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurnool.	1120 mandals in 19 districts
2. Bihar	1 cluster in each of the 17 districts.	132 blocks in 11 districts
3. Gujarat	1 block in each of the 3 districts of Dang, Panchamahar and Banaskantha.	Now the state has expanded the IED programme to 68 blocks in 11 districts
4. Jharkhand	6 blocks being covered under IED, 1 from each of the 6 districts	96 blocks in 9 districts
5. Orissa	1 block in each of the 8 districts	All the 83 blocks have been taken up for IED in the 8 DPEP districts
6. Rajasthan	1 block in each of the 10 districts identified for IED programme	135 blocks in 19 districts
7. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly	431 blocks in 36 districts

State	Initial catchment area	Current Status
	and Sonbhadra, out of a total of 69 blocks in these districts.	
8. Uttaranchal	12 blocks being covered under IED, 2 from each of the 6 districts	All the 38 blocks in 6 districts
9. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas.	135 blocks in 10 districts

State Specific Progress and Issues:

Andhra Pradesh

- About 211466 children have been identified through survey out of which 154610 enrolled
- 11341 children have been supplied aids and appliances through DPEP and convergence. 1122 more children require such equipment
- 59476 teachers trained in IED for 3-5 days
- 709 teachers given 45 day foundation course
- About 161031 teachers given one day orientation on IED through mass teacher training
- 2294 VEC members oriented to IED.

Issues

- Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option
- To train teachers to adopt an inclusive approach while teaching in the general classroom
- To constantly monitor the retention and learning achievement of enrolled disabled children.

Bihar

- 36019 disabled children enrolled out of a total of 43625 identified
- 1895 CRCC's trained through a 3-day training module
- 123 teachers trained through RCI foundation course, 48 more are undergoing this training
- 144659 general teachers have been trained through the in-service teacher training. This training is a part of the 4-day Ujala-II module developed by the state
- 5281 para teachers of EGS centers given training on IED
- 2026 aids and appliances provided, out of 11368 required
- 233793 VEC members provided training on IED.

Issues

- Expediting the process of providing the needed assistive devices to disabled children, as very few children have received such equipment
- To ensure that children with disabilities are provided adequate resource support
- Undertaking curricular adaptations so that these children also learn at par like other children

- Monitoring the performance of disabled children in schools.

Gujarat

- 18172 children identified and enrolled
- Children provided aids and appliances through convergence with the IEDC Scheme
- 4708 teachers trained on IED for 5 days
- 162 teachers trained through the RCI foundation course
- 5575 VEC members oriented to IED.

Issues

- Data on out of school children with disabilities should be provided
- The State should provide appropriate data regarding the number of children provided aids and appliances
- The State should include IED as a component of the in-service teacher training
- To chalk out a concrete strategy for resource support to children with special needs
- Develop appropriate monitoring mechanism.

Jharkhand

- 13492 disabled children identified and 8391 enrolled
- 4167 teachers given a 5-day training on IED
- Aids and appliances given to 3049 children, out of 6877 required
- 97 teachers given the 45 day course
- 29747 teachers trained through the mass teacher training programmes
- 8775 VEC members provided training on IED.

Issues

- Enroll more disabled children in regular schools
- Expediting the process of providing them the needed assistive devices to all disabled children who require them
- Chalking out a strategy for those disabled children who cannot be integrated in regular schools
- Initiate efforts towards curricular adaptation in teaching disabled children
- Monitor the learning achievement of disabled children
- Preparation of community awareness /advocacy material.

Orissa

- The identification survey done shows 26622 children have special educational needs. Out of these, 21576 are enrolled in school.
- 1101 aids and appliances for disabled children were supplied by Dept. of Social Welfare, NIRTAR, ALIMCO, out of 2301 required

- 73 teachers trained through RCI training
- 1960 general teachers have also been oriented to IED issues for 5 days
- 20292 teachers given orientation to IED through mass teacher-training programme
- 506 VEC members oriented to IED.

Issues

- Expediting the process of providing disabled children the needed assistive devices in the 8 DPEP districts as less than 50% children have received such equipment
- To train teachers on adopting an inclusive approach, so that they use those techniques in the classroom that would benefit all children
- To constantly monitor the performance of disabled children in classrooms.

Rajasthan

- 30929 disabled children identified. 27463 enrolled in schools
- 14157 children provided aids and appliances out of 14765 required
- 92972 teachers have been oriented to IED through the mass teacher training programme
- IED concept have been incorporated in all training modules
- 19318 teachers have been trained in IED concept in all the 19 districts for 4 days. 5 teachers have been trained through the foundation course
- 6415 ramps have been constructed in schools, AS and ECE centers.

Issues

- To strengthen the strategy to provide resource support to disabled children
- To train more teachers on the RCI-MPBOU foundation course on a priority basis
- Strengthening efforts towards converging with other schemes/ departments having stake in IED
- Develop appropriate monitoring mechanisms to evaluate progress of disabled children in regular schools
- To help the teachers adopt a more inclusive approach in classrooms while teaching all children
- To initiate orientation of VEC members on IED.

Uttaranchal

- All the 38 blocks covered for IED
- 8437 disabled children identified and 7832 enrolled
- 2727 children provided aids and appliances with the help of NIOH & NIVH, Dehradun and 2113 children provided disability certificates
- Parental training on use and management of aids and appliances for 4111 parents
- 8785 general teachers given training through the mass teacher training programme
- 105 resource persons given a 5-day training
- 120 teachers have been provided RCI training

- Initiatives also taken up in the area of community awareness and 2630 VEC's trained on IED
- 63444 VEC members trained
- 2 studies on IED conducted.

Issues

- To train teachers on curricular adaptation, evaluation procedures and to adopt an inclusive approach while teaching in regular classrooms
- To regularly monitor the progress of CWD in classrooms.

Uttar Pradesh

- Around 129461 children with special needs have been identified and 108044 enrolled in schools
- 95822 teachers trained through in-service teacher training
- 911 master trainers trained
- 63026 primary school teachers have completed their 5-day training
- 204 teachers given RCI training
- 23236 children with special needs provided aids and appliances through convergence
- 423 children provided corrective surgery and 41680 children given disability certificates
- 26793 VEC members trained and 8856 AWWs oriented to IED.

Issues

- Providing constant resource support to disabled children
- Monitor the progress of disabled children in regular schools
- Training teachers on evaluation procedures of disabled children
- To help the teachers adopt a more inclusive approach in classrooms while teaching all children.

West Bengal

- A total of 68940 children have been identified so far, out of which 38096 are in school
- A total of 14719 aids and appliances have been distributed so far through convergence and assistance from ALIMCO
- 6-day intensive training was also undertaken for 2564 teachers.
- 49844 general teachers given a 2-day orientation on IED
- 277328 VEC members trained on IED
- 73 teachers trained through the RCI foundation course
- The state has conducted training of key resource persons from family of disabled children.

Issues

- Clear- cut data relating to children with disabilities should be maintained at the State level through constant review meetings with the IED co-ordinators
- Upscaling IED to all the blocks

- More disabled children should be mainstreamed in schools
- Providing assistive devices to more children with disabilities
- To improve the quality of education imparted to them in regular schools by strengthening the resource support to be given to these children in the form of remedial teaching by resource teachers.

General Progress in States

- In nearly all the states teacher training has been conducted and the teachers are responsive to inclusion
- DPEP has also increased multi- sectoral convergence with other departments/agencies like Department of Social Justice and Empowerment, RCI, ALIMCO etc.
- Nearly all the states have involved NGOs in the implementation of IED in DPEP. Some states like Tamil- Nadu have given the entire implementation of IED to the NGOs, whereas all the other states are taking the assistance of NGOs in specific areas of IED like teacher training, preparation of modules, provision of aids and appliances etc.
- States like West- Bengal and U.P. have developed a monitoring mechanism exclusively on IED, whereas states like A.P., Orissa and Uttranchal have an inbuilt monitoring of IED activities in the existing system
- A.P., Orissa, West- Bengal, Uttranchal and U.P. have maintained Individualized Educational Plan for disabled children.

Issues

- Enrollment of children who are integrated in regular schools after the identification should be followed up. The pace of implementation of IED after enrolling children in schools in terms of providing resource support to children and other support services has been slow
- Retention of children with special needs should be monitored and encouraged so that they complete the cycle of primary education
- The States have generally adopted various modes to provide assistive devices to disabled children. For example, U.P. and Uttaranchal have adopted the convergence mode to provide such equipment to disabled children, whereas States like A.P. Bihar, Jharkhand, Orissa and West- Bengal have taken assistance from ALIMCO and procured such appliances. Still progress in this aspect of IED is weak and needs to be streamlined and intensified
- Curricular innovations for IED have very recently started in the states of A.P., West- Bengal, and U.P. This aspect of IED needs more strengthening
- **The States have shown enough progress in terms of identification, assessment and enrollment of disabled children. Emphasis should now to be on qualitative issues, wherein it should be assessed that whether how inclusive in nature are the classroom practices and teaching methods adopted by teachers.**

PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP STATES

Andhra Pradesh	Bihar	Gujarat	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> Infrastructure (SRG, DRG, MRG) in place Orientation of general teachers done Parental counselling programmes conducted Second phase of teacher training completed in Warrangal & Kurnool districts Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken Handbook to teachers on children with special needs developed Module on special educational needs developed for teleconferencing Training programme organized for DRG Review meeting with in-service teachers who have trained in four disabilities has been organized to get the feed back Observation of IED Sensitization Day done in all the districts A workshop with artists and teachers to develop posters on Inclusive Education conducted in November, 2001 A 3-day orientation of teachers done on how to teach Maths, science and language to children with special needs Assessment camps being conducted 	<ul style="list-style-type: none"> District co-coordinators in place Component of IED added in the VEC training module and the CRCC training module. A CRCC training module prepared. 3 CRCC's given training 10 day Ujjala II training module also provides adequate discussion on IED All CRCCs of identified block have been provided 3 days training A constant follow up at the CRC level is done about children with special needs in the monthly BRG/CRC meetings One-day special community awareness campaign was launched in the state level on IED. 5-day non-residential training for VEC 	<ul style="list-style-type: none"> SRG in place IED coordinators at the district level in place The state has up-scaled the programme to all the blocks of the 3 districts The posts for resource teachers for all the 23 blocks for Panchamahar and Banaskantha sanctioned. 6 posters (awareness materials) for various kinds of disabilities have been developed IED awareness module in Gujarati has been developed and distributed in primary schools, BRCs, CRCs, DIETs and DPOs General teacher training exclusively on IED started 13 vacant posts of resource teachers filled in all three project districts Teachers training module was developed and distributed in all the schools of DPEP districts 	<ul style="list-style-type: none"> Infrastructure for IED at SPO, DPO and block level in place IED covers all blocks. Community mobilisation programmes are conducted on IED. Parent of a disabled child has been taken as one of the members of the VEC MTA, PTA, VEC meetings and parents contact programme are going on at district level Text books are being supplied to disabled children free of cost Uniforms, books, stationary distributed to the disabled children 1248 theme based camps organized 428 ramps, 270 handrails & 227 learning corners provided in schools Tele-conferencing programme on IED conducted 16 Resource centers have been strengthened at district level in terms of equipment and training 	<ul style="list-style-type: none"> Core group at the state level exist Handbook and folders to sensitize classroom teachers developed. A chapter 'Dosti' concerning the problem of CWD has been incorporated in class III of EVS. The problem of ignorance in the area of disability has been addressed in class-IV & V Science book. 23027 children have been provided aids and appliances Disability certificates provided IEP's are being prepared regularly and monitored For year 2003-04, fresh G.O. was issued and till now health check up of 81414 children has been completed A 3-day curriculum developed for training for parents regarding repair and maintenance of aids and appliances Sensitization to VEC provided on IED Convergence meetings have been organized to provide more aids and appliances to disabled children 	<ul style="list-style-type: none"> SRG and SIEDC in place DRG formed and DIEDC in place 57 DLROs working in 9 districts, except Malda Sensitization module for different target groups prepared and training conducted A module for general teacher training has been prepared A booklet on disability management for Aaganwadi and grass root level workers prepared Information booklet on the facilities available for the disabled prepared District level resource organizations have been engaged in each block to provide all the resource support. New school buildings being constructed under WBDPEP are free from physical barriers A detailed monitoring and evaluation system for IED for all the levels has been developed Convergence with the IEDC scheme has been established Key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization

Andhra Pradesh	Bihar	Gujarat	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> developed for early identification of children with SEN and distributed to ECE/Aaganwadi instructors Consultative meetings being held regularly NGOs committee meeting held 	<ul style="list-style-type: none"> members was taken up. The Anganwadi Sevika's and Sahayak's and Didi's of ECCES and AS centers are also being oriented to IED 2476 CRCC's trained Assessment camps & follow up camps have been organized in each project district handicapped children and aids and appliances have been provided by ALIMCO 123 teachers have been trained through the RCI foundation course Red cross societies requested to provide aids and appliances 48 teachers are undergoing 90 day training and 56 more are enrolled IED has been made a part of PSM and Lok Shikshak training. 	<ul style="list-style-type: none"> A set of five books titled Apang Nahin Ashakt (Disabled, Not weak) on success stories of renowned disabled personalities distributed to BRCs, CRCs, resource teachers and schools Success stories, dialogues and dramas are regularly published in quarterly magazine "Prathmik Shikshan Sarvani" Resource teacher at the district head quarter appointed in all the DPEP-IV districts Medical camps are being organized at the district level Teachers' and Master Trainers' Training Module for IED has been developed and distributed Awareness material for IED has been developed and distributed to all schools. 	<ul style="list-style-type: none"> Module for auditory and speech training developed. This training has been imparted to all the hearing impaired children at the block level 8359 VEC members trained on IED TLM development workshop conducted 285 medical assessment camps had been organized at the district level State Resource Directory prepared Special schools strengthened to provide resource support to IED programme 4680 AWW trained Research study on IED being undertaken to evaluate the impact of IED. 	<ul style="list-style-type: none"> Orientation provided to AWW's Jingles for IED developed Documentation of processes, achievements and future strategies done 	<ul style="list-style-type: none"> experts. 40 hours intensive training undertaken for one teacher from each school in the intervening block by the expert of SLRO. Awareness building in IED being done regularly The state has constituted a monitoring team at SPO and DPO. 49844 general teachers oriented so far on IED A reading called Bishesh Path published on IED for all teachers of the existing districts 14719 aids and appliances provided to disabled children through convergence Awareness material on early identification developed Distance learning material developed on IED The state has taken up a novel initiative of training. Key Resource Persons from the Family.

DPEP IV and New States

Jharkhand	Rajasthan	Uttaranchal
<ul style="list-style-type: none"> • IED coordinator at SLO/DLOs in place • SRG in place • 96 blocks covered for IED • Component of IED incorporated in the ongoing general teacher training programme • CRCC training module has a component on IED • 50 teachers trained through distance education • 10 days Ujala-II training module also provides adequate discussion on IED. • 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district • 623 teachers/ RPs trained at district level • 6213 children with special needs enrolled • Sensitization camps organized for teachers and community awareness • First draft of self-learning material on IED developed and finalization workshop conducted • Script writing workshop on IED held • Ramps in 260 schools • NGOs assisting in training parents of disabled children. 	<ul style="list-style-type: none"> • Programme officer for IED in place • Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC • SRG in place • 25225 Medical check up camps have been organized • IED concept has been incorporated in all training modules • Workshop on finalization of teacher training module on IED conducted in October 2002 • Tournament for disabled children have been organized • Resource person from all the 19 districts have been trained. 	<ul style="list-style-type: none"> • IED covers all the blocks • SRG, DRG and BRG constituted • Convergence efforts with various National Institute and state departments initiated • Assessment camp conducted. 3511 children were medically examined and 2113 children were given a disability certificate • 2727 children given aids and appliances • Orientation of district coordinators, SRG members, representative of NGOs done • IED component included in school grading format • Incentives like free textbooks and scholarship provided by the State Government • Reports of IED programme regularly published in state project's quarterly magazine "Koshish" • TLM development workshop held in June 2003 at DIET Dehradun • A folder and six video films on IED prepared • Booklet on success stories compiled • A disability management and counseling unit established in the DIET's. All IED programmes in the district will be assisted and monitored by this unit • All ECCE centers imparting pre-integration skills to disabled children • Workshops being conducted at the state/district level • Activity-based competition held for disabled children • IED made part of BTC.

MEDIA

Media in DPEP has provided a strong foundation in generating awareness on the need and importance of primary/elementary education through out the country. Not only has DPEP been able to educate the masses on certain issues, but been instrumental in changing attitudes of various target groups and motivating them to change their perceptions.

These objectives have been focussed upon in media plans of DPEP at the village, block, district, state and national levels. Several of these objectives have been achieved and their examples replicated not only in non-DPEP districts, but also in non-DPEP states, now being covered under SSA. This effective communication process of DPEP has witnessed the emergence of many successful media campaigns at various levels.

Under DPEP, a multi-media campaign approach has been adopted. Different modes of media that have been used in DPEP ranged from folk and traditional media to electronic media, outdoor publicity and print media. At grassroots level, emphasis is on effective use of folk, traditional media and local art forms to spread the message of primary education, while the electronic, print and outdoor publicity media serve to awaken and sensitise larger and a more generalised target audience throughout the country.

Print Media:

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

Publications and Brochures:

Over the last six years, DPEP has brought out 24 publications. These are:

- DPEP Moves on
- Three years of DPEP: Assessment and Challenges;
- Access and Retention: Impact of DPEP;
- Three Years of DPEP and Learners' Achievements An Overview (NCERT)
- A Mid-Term Assessment Survey -An Appraisal of Students' Achievement (NCERT)
- Reaching Out Further -Para Teachers in Primary Education: An Overview.
- (Civil Works under DPEP .An Overview;
- Access and Retention under DPEP -A Trend Analysis (NIEPA);
- Building Rural Primary Schools -Towards Improved Designs.
- Reaching Out Further -Para Teachers in Primary Education: An In-depth study of Selected Schemes.
- Meeting Challenges: Documentation of Positive Practices in four Diets.
- Trends in Access and Retention -a study of Primary Schools in DPEP Districts (NIEPA)

- Glimpses from the Grassroots: A Synthesis --Based on Case Studies of Successful Practices at Local Resource Centres.
- Options for Change: Innovations and Experiments in District Primary Education Programme
- Every Child in School and Every Child Learning
- Inside the School: a synthesis of case studies of classroom processes
- Bringing Girls Center Stage: Strategies and interventions for girl's education in DPEP
- Scholastic Achievements under MAS and Appraisal
- Research Abstracts in Primary Education 1994-2000
- Shifts in Learner Evaluation
- Research Abstracts in Primary Education (1999-2000) Volume 2
- Towards Inclusive Schools in DPEP
- District Report Cards- 2003
- **Synthesis Report for National Level Evaluation of Civil Works, 2004.**

All the DPEP states have published a number of publications. Example: 'Karadeepika' (Andhra Pradesh), Glimmer of Hope and Regaining their lost Smiles (Uttar Pradesh) etc. **States like A.P., Bihar, Gujarat and Orissa are also publishing newsletters highlighting the activities of DPEP.**

Publicity Material:

DPEP states have brought out a range of publicity material including brochures, leaflets, booklets, handbills, posters, slogans, folders and pamphlets for creating awareness about primary education. An example of a successful publicity campaign was seen during the 'School Chalo Abhiyan' organised in Uttar Pradesh. **In Rajasthan, enrolment drive under 'Shiksha Apke Dwar' has been launched. Bihar has developed wall writings and nuked natakas.**

Electronic Media:

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

Audio-Video Material:

DPEP now has rich depository of audio-video material in states on various subjects for various stakeholders. Most of the states have developed and produced a number of audio-video cassettes and distributed to BRC/CRC centres. **These are used for training and for creating awareness. Example: 'Meena' -video (Andhra Pradesh & Gujarat), 'Shiksha Geet', Abhiyan Geet' and 'Munia Beti' -audio (Bihar), 'Diwas Swapna' -audio (Gujarat), Hamara Vidhlaya (Jharkhand). A separate audio-visual library has been started in TSG Media Unit that stores the audio-video material on DPEP prepared at the state and national level. Besides, the Unit also maintains all the documents pertaining to DPEP.**

Films:

States have developed and produced films on DPEP. Example: Koshish' (U.P.), Tamso Ma Jyotir Gamaya (Kerala). Some states have even produced feature films on DPEP. At national level, films on girl child, civil works, pedagogy, and good schools have been produced and shared with states.

Outdoor Publicity:

As most of the DPEP districts are rural and backward outdoor publicity has a special role to play in DPEP. States use a range of outdoor publicity vehicles including posters, hoardings, cinema slide, postal articles, post offices, railway stations, bus panels, floating balloons, fairs and melas, metal posters on trees, competitions etc: widely. **Besides, exhibitions are also being held focusing on the importance of girl's education. In Orissa, DPEP stalls are organized in the district level fairs and exhibitions. A few states like Gujarat have undertaken Mahila Sarpanch Mahotsav.**

Advertising:

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

Traditional Media:

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

DPEP on Internet:

A Website on DPEP has been developed and sufficient information has been posted on the site by Andhra DPEP. The site can be reached at www.apdpep2000.com, www.schoolsinap.com. The site is continuously updated at regular intervals. **New web sites Chaduvula Panduga and AP portal have been developed.** Website on UPDPEP has also been developed and launched. Similarly, U.P has also developed a website on DPEP.

Government Media Agencies:

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

Challenges Ahead:

DPEP has created a positive environment for achieving the goal of Universalisation of Primary Elementary Education. Therefore the level, degree and depth of media projection have increased to an even greater extent in comparison to its present status. With the launching of Sarva Shiksha Abhiyan, media activities of the DPEP districts in various states have geared up and coordinated at a national level, so that the different positive interventions and practices of the DPEP in primary education and media could strengthen the efforts further.

MEDIA

DPEP STATES

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<i>Administrative Arrangement</i>	<ul style="list-style-type: none"> Media co-ordinator in place 	<ul style="list-style-type: none"> Media co-ordinator in place 	<ul style="list-style-type: none"> Media co-ordinator in place 	<ul style="list-style-type: none"> Media co-ordinator in place 	<ul style="list-style-type: none"> Media co-ordinator in place at SLO/DPO 	<ul style="list-style-type: none"> MC in place 	<ul style="list-style-type: none"> Deputy Director for community mobilisation is looking after the programme
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> Monthly magazine 'Chaduvu Vignanam' printed Interventions of DPEP published in the "Telugu Vidyarthi" 'Karadeepika' for the training of school committee members. Photo documentation on various themes of UEE has been taken up. Information on DPEP web is being updated regularly Documentation of success stories from different districts. Brochures on Chaduvula Panduga has been printed and distributed to all the schools. A book entitled "Golden Districts in AP" published 	<ul style="list-style-type: none"> Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced to generate awareness A monthly magazine 'Prathmik Shikshan Sarvani' Motivational advertisements on DPEP displayed on side panels of buses Advertisements given in the Press for promotion of enrollment of all children, 	<ul style="list-style-type: none"> Posters, pamphlets, handouts; diaries and calendars printed for creating awareness among the general public A monthly DPEP newsletter "PARIVARTANA" highlighting the activities of DPEP is being published and circulated to all primary schools. Documentation of NINAD at district and state level was also made. 	<ul style="list-style-type: none"> Pamphlets, leaflets, brochures, folders, rural newspaper published. Posters on various functional areas developed and distributed One compendium and a book 'Pratibandhider Janya Samonnita Siksha' printed and distributed A document 'Siksha Darpan' published on literacy A bi-monthly newsletter 'Yogasutra' published 	<ul style="list-style-type: none"> Pamphlets, folders, posters, newsletter, calendar published. Quarterly magazine BEP <i>Awahan</i> published. Newsletter brought out by districts Wall writings, slogan writings, posters on wooden blocks prepared Calendars for different functional areas developed and distributed Folders on DPEP 	<ul style="list-style-type: none"> Posters banners, wall writing of 'School chalo Abhiyaan' produced in all DPEP - III districts Hoardings and exhibitions organised to spread the message of DPEP. Newsletters enrichment Programme "Abhivayakti" book let disseminated. "BEST" the academic package documented. 	<ul style="list-style-type: none"> Brochure containing information about DPEP published. Ads for DPEP Publicity Produced. Media Advisory Groups have been constituted Awareness campaign on Shiksha Aape Dwar conducted Print material on Bal Mela developed Maternal on Mahila Mela prepared Tele-conferencing material on

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<ul style="list-style-type: none"> Self appraisal proforma for School Committee members was printed and supplied to all School Committees School Calendars printed and given to every school. Coloured posters developed on DPEP. 	<p>especially girls</p> <ul style="list-style-type: none"> Periodical reports taken out and documentation done regularly Exhibition on posters, TLM, models etc. IEC material on enrolment drive developed 	<p>Village level campaign NINAD has been documented, printed and distributed to different stakeholders.</p> <ul style="list-style-type: none"> Writing of articles in newspapers on DPEP Release of advertisements in local dailies Media strategies focus on enrollment and retention of children in schools. 	<ul style="list-style-type: none"> Districts are also publishing the monthly newsletter <ul style="list-style-type: none"> Brain storming session held on development of slogans for DPEP. Selected slogans have been sent to districts for wall writing, hoarding and poster writing campaigns. Bengali publicity material has been developed on UEE. 	<p>published and distributed.</p>		<p>Shiksha Aapke Dwar prepared.</p>
<i>Audio Video material</i>	<ul style="list-style-type: none"> Multi-media package on DPEP and successful activities produced. Video documentation of TLM processes done. Digital documentation of various workshops and training programmes has been taken up. 	<ul style="list-style-type: none"> Video-cassettes of the Meena campaign used Cassettes on joyful learning recorded in local dialects by districts. <i>Divas Swapna</i>, audio-cassette on child centred 	<ul style="list-style-type: none"> Audio-visual cassettes have been developed in connection with NINAD activities Audio cassettes about tribal children retention and enrolment of 	<ul style="list-style-type: none"> Audio-cassette on DPEP messages produced. Exhibition materials developed for each district and being supplied to the CLRCs where SLIP has been introduced. 	<ul style="list-style-type: none"> A set of 6 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign and women empowerment developed 5 films on different 	<ul style="list-style-type: none"> 11 minute film 'Koshish' produced Video spots being telecast before regional news on DD 6 Jingles being broadcast on AIR. Development of audio-cassettes for the spread of 	<ul style="list-style-type: none"> Audio video CDs have been developed on different programmes.

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
	<ul style="list-style-type: none"> • Video cassettes titled 'Anandam ma prapancham' containing children's songs has been developed and distributed to all schools. • Digital documentation of EC meetings, cohort study 'Teacher's training on Bal Melas' training on Bal Melas' CD on radio lessons broadcast from November 2002 – Feb, 2003 • Video lessons developed for teaching schools subjects. 	<p>activities produced</p> <ul style="list-style-type: none"> • Video films on community mobilization and gender education prepared. • Developed 10 scripts of TV jingles for promotion of primary education. 	<p>girl children distributed among the districts</p> <ul style="list-style-type: none"> • Video cassettes have been prepared highlighting DPEP activities and distributed among the districts • Frequent articles, audio, video shows, TV and Radio talks, tele-conferencing programme through Gramsat Pilot Project are organized at state level. <p>Wider range of participants are invited at the state, district</p> <ul style="list-style-type: none"> • DPEP stalls put in district level fairs and exhibitions 	<ul style="list-style-type: none"> • Four utilizing electronic media, detailed media plan prepared in consultation with AIR & IMPCC. • Documentation of 2 state level workshops through press coverage and audio & still photography. • 41-minute video on pedagogical renewal activities developed. • 10 minutes video presentation on formation of Mother Teacher Association developed. 	<p>functional areas under DPEP developed</p> <ul style="list-style-type: none"> • Audio cassettes of songs in local dialects developed. • 2 cassettes on Shiksha Geet Mala developed in Bhojपुर, Maithili & Magahi. 	<p>primary education.</p> <ul style="list-style-type: none"> • Development of a 13 episodes audio video serial, focussing on all work areas of DPEP is under progress. • Development of a short film on School Chalo Abhiyan. • Exhibition stalls put up in melas 	

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<p><i>Trainings and workshops</i></p> <ul style="list-style-type: none"> • Two-day orientation training programme at district level • Development of slogans on enrollment and retention during review meetings of CMO's/MRP's at state & district level 	<ul style="list-style-type: none"> • Workshop organised on material/Poster development for teachers through drawing. • A state level media and documentation workshop was organised at Gandhinagar in August, 2000 to orient the BRCCs, CRCCs. • Follow-up of state level media workshop was done by conducting training workshops at BRC level to train the CRCC on skills of reporting and documentation during Sept.-Dec, 2000. 	<ul style="list-style-type: none"> • 3-day workshop on community mobilization and participation and use of media conducted. • State level workshops to develop scripts for plays and Kalajathas organised. • VEC & MTA members trained on construction and community mobilization • Tele-conferencing on School Chala Abhiyaan organized 	<ul style="list-style-type: none"> • Use of media and development of documents discussed in workshops • Workshop with folk artists held. 160 artists participated the festival organised in collaboration with the folk and tribal cultural centre. • Documentation on folk media campaign, CLRC book fair, and Maa-O-Maye mela prepared. • Meeting with Roop Kala Kendras held for popularizing DPEP activities. • Video conference on special enrollment drive organized 	<ul style="list-style-type: none"> • Theatre and music workshops for development of scripts organised. • Four plays printed and disseminated for impromptu performances by local cultural groups. Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed • Study tours to other states organised. 	<ul style="list-style-type: none"> • Workshop on jingles writing organised. • Workshop on equal opportunities in education conducted. • Workshop organised at SPG with support from Dept. of information with media. • Advocacy workshop held by SIEMAT at Lucknow • Exhibition stalls on DPEP put up in melas 	<ul style="list-style-type: none"> • Awareness campaign 'Siksha Aapke Dwar' launched • State level 'Bal mela' and 'Mahila Mela' organised • Bal Filmotsav has been organized to enroll children and create awareness every year • A workshop on film making has been organised 	

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<p>Press and Mass Media</p> <ul style="list-style-type: none"> Organised state-level press tours to Warangal and Karim Nagar districts. Radio interviews of VEC members organised Exhibitions organised for publicity A press tour organised of state media personnel. Newspaper clippings were compiled and analyzed. An exhibition of DPEP publications and photographs Websites on APDPEP created for information and are being regularly updated Local cable network is being used to spread messages on education Documentation of newspaper clippings in progress. National Science Day observed Full page advertisement/ released on DPEP 	<ul style="list-style-type: none"> Major events seminars and workshops projected through newspapers and Doordarshan Radio jingles developed on UEE Folk media "Bhavai" used to mobilize parents and the community on enrolment and retention. Gujarati quarterly magazine 'Balmandir' is being published regularly. Press coverage of enrolment drive, 2004. 	<ul style="list-style-type: none"> Activities of DPEP have been broadcast in the All India Radio and Doordarshan SIET. A wide publicity was made through newspapers, All India Radio and Doordarshan about NINAD Two programmes in DD – National channel were telecast to sensitize general public on the scheme of EGS & AIE. A large number of awareness programme have been organised through print and electronic media to create 	<ul style="list-style-type: none"> DPEP activities covered in print and electronic media Outlines developed for all out media campaign. Advertisement on DPEP in leading Bengali dailies. AIR disseminating messages on the objectives of DPEP. 	<ul style="list-style-type: none"> Newspapers, radio and Doordarshan harnessed for media advocacy. Success stories on BEP activities published in newspapers. The private TV channel, - Patna City news, has covered events organised under DPEP 	<ul style="list-style-type: none"> Reports on project interventions covered by newspapers private channel and city news channel has Press visits to DPEP districts and project activities Publication of Saiksheik Prekshak, a newsletter A full page was devoted to the efforts of DPEP for teachers' support in all state level newspapers on Teachers' Day. Full-page publicity titled "Flag bearers of the Nation" in several (including North America) editions of Indian Express on DPEP's progress in U.P. Website UP 	<ul style="list-style-type: none"> DPEP given wide press coverage Advertisement in local and national newspapers published Radio talks, TV coverage done. Bal filmotsav have been organized on not enrolled children Tele conferencing on 'Shiksha Apke Dwar' conducted 	

	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Media Activity			awareness among people.			DPEP developed and launched.	
Networking	<ul style="list-style-type: none"> Networking with Govt Depts. Mahila Mandals and Youth Organisations, MVF Foundation, Networking with Dept. of AE, UNDP and newspapers established New Web sites Chaduvula Panduga have been developed 	<ul style="list-style-type: none"> Gujarat SCERT, Ravi Mathai Centre for Educational Innovation and local NGOs like Avaj etc. 	<ul style="list-style-type: none"> Networking with UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR established. 	<ul style="list-style-type: none"> Networking with NGOs, youth clubs done Convergence meeting with Natya Academy conducted A stall was put up in Vidyasagar Mela held in Kolkata Maidan during December to January exhibiting different activity and achievements of WBDPEP. 	<ul style="list-style-type: none"> Convergence with political parties, trade unions, NGOs Teachers, Associations, Youth Clubs, NYKs established 	<ul style="list-style-type: none"> Convergence with SIET, UP Directorate of Information, DAVP Song & Drama Division, PIB, UP Roadways, newspapers, AIR, Doordarshan Lucknow established. 	<ul style="list-style-type: none"> Networking with local and national newspapers, press and various NGOs

MEDIA ACTIVITY	JHARKHAND	UTTARANCHAL
<i>Administrative Arrangement</i>	<ul style="list-style-type: none"> ▪ Media Co-ordinator in place 	<ul style="list-style-type: none"> ▪ Media Co-ordinator in place
<i>Publicity material developed (Print)</i>	<ul style="list-style-type: none"> ▪ Pamphlets, folders, posters, newsletter, calendar published and distributed ▪ Printing of pamphlets, hoardings and posters in local dialect. ▪ Quarterly magazine BEP Ahwan at state level being published ▪ Newsletter at SPO and DPO being brought out ▪ Publicity material on various functional areas developed 	<ul style="list-style-type: none"> • Folders developed on DPEP goals, objectives, activities and achievements • Posters/ folders developed on girls' education and disseminated • Posters/ folders developed on IED and disseminated • Booklets on different aspects of the programme developed and printed • Newsletter "Koshish" published by the SPO regularly • Newsletters published by the districts regularly
<i>Audio video material</i>	<ul style="list-style-type: none"> ▪ Distribution of audio/video cassettes. Video documentation has been made like 'Hamara Vidyalaya', on Civil Works, Micro-planning, ECE, urban- deprived children, Chunauti etc. ▪ Video documentation of special campaign, cultural activities, rallies, meeting etc. ▪ Audiocassettes of songs in local dialects developed. Various functional areas prepared by BEP being used. ▪ A set of 6 audiocassettes on Shiksha Geet. Abhiyan Geet, Munia Beti campaign, yoga and women empowerment. A set of 2 audio cassettes on Shiksha Geetmala developed by BEP being used for mobilization ▪ Audio cassettes distributed to community and video shows organized during training and workshops. 	<ul style="list-style-type: none"> ▪ For community awareness, one minute spot on girls' education has been developed ▪ Audio video cassettes on gender and IED developed ▪ Video documentation of activities taking place in different function areas done on a regular basis
<i>Advertising Training & Workshop</i>	<ul style="list-style-type: none"> ▪ Study tours to other states organised. Training module published. Theatre and music workshops for development of scripts organised. Regional theatre workshops being organised regularly for capacity building of cultural groups at level of linguistic zones ▪ Four plays developed during regional level workshops printed and disseminated for impromptu performances by local cultural groups. ▪ Workshop organised for slcgan, local song development. ▪ State level workshop on use of media organized 	

MEDIA ACTIVITY	JHARKHAND	UTTARANCHAL
<i>Press & mass media</i>	<ul style="list-style-type: none"> ▪ Newspapers, radio and Doordarshan harnessed for media advocacy ▪ Success stories on DPEP activities published in newspapers ▪ The private T.V. channel covered events organized under DPEP ▪ Audio and video conferencing facilities created in DPEP districts. 	<ul style="list-style-type: none"> ▪ Articles on DPEP published in local dailies ▪ Advertisements floated in various papers and magazines to inform general public about DPEP
<i>Networking</i>	<ul style="list-style-type: none"> ▪ Convergence with Cultural Group, NGOs, NYKs, ZSS, Jago Bahina Samiti, ICDS, an assess ▪ Conversations with Zila Saksharta Samiti in all the DPEP districts. Local NGOs and Education department involved in DPEP programmes in East Singhum ▪ NGOs, Teachers Associations, Clubs, Youth Clubs & NYKs have been involved. 	<ul style="list-style-type: none"> ▪ Networking established with local radio, TV, cable, press and NGOs.

RESEARCH AND EVALUATION

Introduction

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

Research, Evaluation and Studies Unit (RESU) became functional in March 1995 as a part of Technical Support Group (TSG) for DPEP under Ed.CIL. At the national level, NCERT conducts research in pedagogic areas, organises training for state and district-level personnel in action research/research methodology. It organised baseline, mid-term and terminal learner achievement surveys and continues to provide research support to SSA by organising nationwide achievement surveys, undertaking research and survey projects relevant to UEE and providing inputs for monitoring the quality of elementary education. Also in the past, it organised annually regional, national and international research seminars in such areas as School Effectiveness. NIEPA also has organised training programmes and conducted studies, particularly on trends in Access and Retention. This component is being sustained as a national component under *Sarva Shiksha Abhiyan*.

Following are the details of ongoing and recently completed research activities / studies undertaken by RESU, TSG, Ed.CIL

1) Framing Guidelines for research at national and state level under SSA

In order to frame guidelines for research at national and state level under SSA letters *inviting suggestions for research* under SSA were sent to experts and SPDs. The suggestions received were content analysed and consolidated. *Back ground note to discuss the policy, strategy and areas of research under SSA* was prepared by Chief Consultant. Experts were invited to attend *a meeting to discuss the research agenda* on 29th October, 2003. On the basis of the discussion an Approach paper was prepared and discussed in a meeting of Bureau and TSG members on 12.3.04. A few priority areas of research were suggested by JS (EE-II). The Approach paper was finalised and sent to all the state project offices along with some suggestions for research projects to be taken up at state level in the year 2004-05.

2) Research Advisory Committee

A Research advisory Committee at National level has been constituted. The committee comprises 18 eminent researchers and educationists at present. The main functions of the Research Advisory Committee are to suggest priority areas of research, to help in formulation of research policy and to give advice on research proposals that need to be supported.

First meeting of the Research Advisory Committee was held on 25th of June, 2004. In the meeting, several issues relating to research policy were discussed and proposals of research submitted by NIEPA and NCTE were examined. In particular, a study on

para-teachers proposed by NCTE and one on school factors related to Achievement proposed by RESU (TSG), were discussed in detail and approved in principle. These have relevance for DPEP as the new and old DPEP districts will also be covered, though no DPEP funds will be used for conducting these studies.

(4). Study of school factors related to achievement of students

Research proposal was prepared and submitted for approval in November 2003. Monitoring Institutions for SSA were contacted to conduct the study in 4 states . Research proposals have been received from all the four states : Karnataka (Prof. A.S. Seetharamu of ISEC, Bangalore; Maharashtra (Prof. Ambika Jain of Indian Institute of Education); Orissa (Dr. Manaranjan Behera of NC Centre for Development Studies) , Uttar Pradesh (Dr. B./N. Tyagi of Centre of Advanced Development research, Lucknow) are under consideration . The study will take nine months to be completed at states' level in 2004-05

The proposal was placed before Research Advisory Committee for suggestions in the first meeting of Research Advisory Committee held on 25th June,2004.

(5) Study on Causes of High Dropout Rate in six states. Draft reports of 4 states received and discussed in a meeting of Principal Investigators in February 2003. **The study in Orissa conducted by NIEPA was delayed. Reports of the study for Orissa and Bihar not yet received.**

(6) A study on Causes of grade repetition in nine states

Reports of the study have been received from Himachal Pradesh, Gujarat and Tamil Nadu. Three states (Assam, Bihar, Orissa and Karnataka) did not conduct the study. From Haryana and West Bengal, the report has yet to be received.

Studies conducted by NCERT and NIEPA

Terminal Assessment Survey (TAS) in DPEP Phase I districts was conducted in all the seven (now eight after bifurcation of Madhya Pradesh) DPEP Phase I states under the guidance of NCERT. Achievement tests, the same as used for MAS in these districts, and the sampling design were provided by NCERT. The survey has been completed in all the states. Reports of the survey have been received by NCERT from all the states. NCERT has prepared a consolidated national report based on all the state reports. NCERT was requested to carry out further multivariate analysis of TAS and other data on school and pupil variables. However, there was no progress in getting this analysis done due to time constraints and pre-occupation of the faculty with other projects.

NCERT has also took up a project on and proper storage of all BAS, MAS and TAS data supplied by the states in the past years (Department of Educational Survey and Data Processing, NCERT). **The work has been completed.**

Study on Evaluation of NCERTs Instructional Materials (textbooks, workbooks, and teacher handbooks) meant for primary stage of education (DEE, NCERT).

Under this programme tools were developed for rational and empirical evaluation of instructional material developed for primary stage as per new national curriculum framework. Each book was rationally evaluated by two experts independently. Under empirical evaluation each book was evaluated by 50 teachers in 50 schools spread over the country. Analysis of the data has been completed and report rational evaluation is under preparation.

A study on the Role and Functions of Sub-district Functionaries for Promoting Quality of Elementary Education at Upper Primary Stage (DEE, NCERT).

The Report has been prepared.

An Exploratory Study of Learning and Developmental Needs of Less Privileged Children (DEE, NCERT).

The Report is ready.

The status of the following studies of NIEPA is as follows:

- (i) Identification & Development of Indicators of School Improvement (A.C. Mehta, **the study is in progress**)
- (ii) Impact of DPEP Interventions on Demand for Education: A study of Housheolds Below Poverty Line in Orissa (N.K. Mohanty, **the study is completed**)
- (iii) A study of District and sub-district level Management Structures under the DPEP (SMIA Zaidi, **the study is completed**)
- (iv) A study of the Impact of the DPEP on Development of Primary Education in Tribal Areas (Y. Josephine, **the study is in progress**)
- (v) Coverage and Performance of Elementary Education: A Study of Data Gaps, Internal Efficiency and Transition Rates (A. C.Mehta and K. Biswal, instruments for data collection were developed; **the study is going on**)
- (vi) Micro-planning in the DPEP districts: A Comparative Study of Haryana and Uttar Pradesh (Neeru Snehi, instruments for data collection developed; **the study is continuing**)
- (vii) Functioning of SIEMATs: A study of DPEP States (Pramila Menon; **the study is in progress**)
- (viii) Impact of ECCE Scheme on Girl's Enrolment and Retention in Primary Schools: A Comparative Study of two states. **Completed.**

Recent and Ongoing Research Activities

(1) Studies on Dropouts

- (i) A study on Causes of high dropout rate was undertaken in 6 states (Assam, Bihar, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal) where dropout rates were very high in some of their districts according to DISE data. Sampling design and tools for data collection and sampling design were finalised in consultation with the Principal Investigators and a couple of experts. A meeting of Principal Investigators was held on 29-31 May, 2002 at SCERT, Lucknow to discuss and finalise the plan of data analysis. In Orissa the data could not be collected during

the rainy season due to difficulty in reaching the selected schools. The fieldwork was done in April 2003. Draft reports of four states were discussed in a meeting of Principal Investigators held on February 13 and 14, 2003 in Delhi. **A synthesis report is being prepared but it will be finalised on receiving reports of the study for Orissa and Bihar.**

- (ii) A study on dropouts was also going to be undertaken in a few districts of DPEP states (Haryana, Madhya Pradesh and Tamil Nadu) where the dropout rate has fluctuated greatly from year to year. In Kerala, a study on factors responsible for very low or negative dropout rates was to be undertaken. These studies had to be conducted by the concerned states (using their own funds for research) but guidance was to be provided by RESU (TSG). The study on fluctuating dropout rates in two districts of Haryana was completed, but in Tamil Nadu, Madhya Pradesh and Kerala, the study was not undertaken as the states did not show much interest.
- (iii) Cohort studies to assess completion rate were to be undertaken in at least one district of every DPEP state on the pattern of Tamil Nadu under the guidance of NIEPA. A few states (like Tamil Nadu, Maharashtra, Karnataka, and Andhra Pradesh) have conducted the study in all their DPEP districts, while others have conducted the cohort study only in selected districts or blocks. These studies are continuing in these states with cohorts of other years. Also other states like U.P. conducted cohort study in 2001-02. In U.P. the study has been conducted on a sample basis in 32 DPEP districts. RESU provided SCERT assistance in sampling of schools and analysis of data. **The report of the study has been prepared.**

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

An external evaluation of DPEP (Phase I) was conducted by four IIMs. The draft research proposal for the study was prepared by RESU. A meeting of Principal Investigators from the four IIMs (Bangalore, Kolkata, Lucknow & Ahmedabad) was held in MHRD on 5.10.2001, to discuss the ToR. The study has now been completed and reports of the study have been received from all IIMs. Principal Investigators of the study from IIMs of Kolkata, Lucknow and Ahmedabad presented their reports at MHRD on November 8, 2002 and from IIM, Bangalore on April 9, 2003.

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

This study was undertaken to find out why repetition rates are high in some DPEP districts. Five states (Gujarat, Haryana, Himachal Pradesh, Tamil Nadu and West Bengal) in which grade repetition rates were found to be high agreed to conduct the study. In West Bengal the study could not be completed. In a meeting of Research & Evaluation Coordinators of these states, held on March 18, 2002 the specific objectives and *modus operandi* of these studies were discussed. It was decided that the states should conduct these studies with their own resources, while RESU will coordinate the study at the national level and would provide the states necessary technical advice. RESU helped in developing the tools, the research design and also developed the file structure for data entry and detailed plan of data analysis to be used by the Principal Investigators for analysing the data. **Report of the study has been received from Gujarat, Tamil Nadu and Himachal Pradesh.** Reports of the study have yet to be received from Haryana and West Bengal. Haryana report is ready, but not yet submitted.

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

The study was conducted in all the seven DPEP I states (now eight after bifurcation of M.P.) by different agencies which were identified by the Pedagogy Unit of TSG. 13 districts (1 to 2 districts in each state) out of the 42 DPEP I districts were covered. Reports from all the states has been received . State level sharing work shops were held. A national level sharing workshop was held on 22nd -24th June,2003.

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

A national study on Classroom Culture and Processes from the Gender Perspective was conducted in all the 18 DPEP States. Data has been collected from 17 formal primary schools and 4 Alternative schools in each state by the research teams who were entrusted with the job of data collection. The research teams collected the data, but the report of the study has not yet been prepared.

(6) Evaluation of Alternative Schools

It was proposed to conduct an evaluation of Alternative Schools in 6 states (now 7 after bifurcation of Madhya Pradesh), out of which two are DPEP I states - Madhya Pradesh and Chhattisgarh. A Research Advisory Group was set up which helped in finalising the objectives and research design of the study. The states identified the agencies for carrying out the evaluation and CIE, Delhi is the central coordinating agency for the study. The study is being monitored by Alternative Schools Unit of TSG. The agencies identified by the states have completed their work Draft report was presented before 18th JRM.

(7) National-level Evaluation of all aspects of Civil Works in DPEP

An extensive National-level Evaluation of all aspects of Civil Works in DPEP was conducted. The evaluation was coordinated by Civil Works Unit, TSG. An Advisory Group was formed to guide this evaluation. The objective was to identify state-wise strengths and weaknesses, and focus on improvements in future Civil Works in DPEP and otherwise. The evaluation was for both the Process and the Product. Experts in Civil Works, Community Issues, Management and Pedagogy were involved in this evaluation. The tools were prepared and sampling was done. Fieldwork was entrusted to the State Evaluation Teams. **Field work in all 17 states is over. The draft reports for all states are available.. The final Synthesis Report is ready and will be shared with the mission.**

(8) Trends in Access and Retention

State wise EMIS Study reports are prepared every year to provide information on enrolment, repeaters, teachers, classrooms and other facilities in the schools of DPEP districts. Some indicators are also included in the reports. On the basis of EMIS-DISE data, studies on Trends in Access and Retention have been carried out by NIEPA every year. NIEPA prepared such a report based on 2000-01 DISE data of all the DPEP districts, which was published in two volumes by NIEPA in November, 2001. For 2001-02, only one volume containing 'district report cards' was prepared and published in November, 2002. For 2002-03, volume I containing district report cards of 462 districts was published in November 2003 under the title "Progress Towards Development Access and Retention – Analytical Report".

(9) Terminal Assessment Survey (TAS) in DPEP II states

This survey was conducted in DPEP-II districts in 2002-03. NCERT provided achievement tests and guidelines for the survey to all the concerned states. **The survey has been completed and NCERT published the synthesis report in June 2003. But the results of Phase II districts of Kerala are not included in it due to non-availability of the data in time.**

Action Research

Since 1995-96 onwards, DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC/BRC and DIET level through training programmes conducted by NCERT. In fact, NCERT has developed a module on Action Research methodology which is widely disseminated in a published format. Efforts made for promoting action research are showing result as there is a spurt in researches on issues which are very close to actual teaching-learning conditions and processes in most of the states. Although the different states have adopted different strategies for promoting action research, so far over 1200 Action Research projects have been undertaken and completed in the DPEP states.

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

Sharing of experiences and Using Outcomes of Research

In research and evaluation, many significant publications and reports have been made public. These include a module on Action Research Methodology developed by NCERT; a compendium paper presented in the 3rd International Seminar, 1997 by NCERT; a compendium paper & report of Seminar on Innovative Practices in Pupil Evaluation (May 1998) by M.S. University, Baroda; a report on training programmes for Action Research by NCERT; status-cum-trend reports on Research in Elementary Education from 8 DPEP states and a national overview; workshop on Research and Evaluation priorities in Primary Education by DPEP, Tamil Nadu; Print and Video reports of Sample Monitoring and Evaluation (SAME), 1998 by DPEP Kerala; Action Research Approach by DPEP, Karnataka etc. NCERT has also brought out a list of 'hard spots' of learning observed based on DPEP I MAS results for further dissemination. Also reports of studies undertaken with common research design in several states simultaneously and their synthesis reports were made available to all the states.

In the meetings of R&E Coordinators that are organised once or twice a year, there is discussion on utilisation of research findings. In these meetings examples are presented to show how research findings were utilised in planning and improving training and other interventions of DPEP in the states.

Improving assessment of pupils at the primary level

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

Case studies of the process of students evaluation was undertaken by Pedagogy unit of TSGn in some states : Kerala, Karnataka , Maharashtra, Madhya Pradesh & Uttar Pradesh and NGOs- Digantar & Ekalavya. The reports were presented in a national sharing workshop. Reflections in this workshop were utilised in bringing out a synthesis of Case Studies : Shifts in Learner Evaluation.

States have also initiated programmes for developing appropriate pupil evaluation strategies, which are suitable to pedagogic renewal undertaken by the states. Kerala has changed the pupil evaluation system at the primary level to activity-based evaluation. Andhra Pradesh conducted a seminar-cum-workshop where new strategies were explored. Assam (SIE, Jorhat) held a state-level seminar in March 1999 on pupil evaluation. Uttar Pradesh (UP) has developed a scheme of continuous and comprehensive Evaluation of Pupils at the primary levels, it was tried out in a few schools of Varanasi, Almora and Ghaziabad during 2000-01. Necessary technical support for this activity was provided by RESU, TSG. The results of try out were satisfactory. The scheme was extended to all the districts of Uttaranchal and Uttar Pradesh in the academic year 2001-02.

Department of Educational Measurement and Evaluation, NCERT, took up a project on which a scheme of Continuous and Comprehensive Evaluation at primary level developed by it was tried out in the Demonstration schools of Regional Institutes of Education in 2002-03. This year, the scheme is being tried out in a few Kendriya Vidyalayas.

Networking

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

National level research Seminars

Under the aegis of DPEP, NCERT organises international research seminars every year on select themes related to school effectiveness. The 5th seminar in this series was held in July

1999 in New Delhi and the focus of the seminar was on Researches on issues related to school effectiveness. The 6th such seminar was organised from December 12 to 15, 2000 on the theme of "Indicators of Quality Education and Elementary Stage" at Vigyan Bhavan, New Delhi.

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

1. A national seminar on Innovative Practices in Pupil Evaluation at MS University, Baroda, in May 1998.
2. A national seminar on Researches and Innovations on Problems in Home and School Language at primary level, at the Central Institute of Indian Languages (CIIL), Mysore in December 1998.
3. National seminar on Cost and Wastage in Primary Education at the Institute of Social and Economic Change (ISEC), Bangalore in August 1999.
4. National Seminar on Impact of DPEP on primary education at Jamia Millia Islamia in June 2003.

At these seminars, a number of research papers were presented on the selected themes and also panel discussion were organised to discuss certain topical issues. A few papers presented at the seminar on 'Cost and Wastage' in Bangalore were published in a book form by a private publisher.

Report of the seminar held at Jamia Millia is under publication. It includes a selection of 31 papers that were presented at the seminar.

RESU organises meetings of Research and Evaluation Coordinators of DPEP states from time to time to review the researches conducted at the State level and to have discussion on a selected theme. The Sixth meeting of Research & Evaluation Coordinators was held during February 17-19, 2000 at Aurangabad. Apart from reviewing the research work done in the different states, the meeting had a focussed discussion on the theme 'Utilisation and Dissemination of Research Findings'. The seventh meeting of R&E Coordinators was held at SIEMAT, Allahabad from February 12 to 14, 2001. In this meeting, apart from presentation of state reports on their research and evaluation activities, the main theme for discussion was 'Enrolment and Retention at the primary level'. The 8th meeting of R&E Coordinators was held at IIM, Bangalore from September 26 to 28, 2001. The theme for focussed discussion in this meeting was 'Conducting Impact Studies in the Context of DPEP'. The meeting-cum-workshop was attended by 19 participants from 10 DPEP states.

The 9th meeting-cum-workshop of Research & Evaluation Coordinators of DPEP states was held from September 25 to 27, 2002 at RIE, Bhopal. The seminar was attended by 19 participants from 10 DPEP states. The focus theme for discussion in this workshop was 'Achievement Surveys at primary level of Education'.

The 10th meeting-cum-workshop of Research & Evaluation Coordinators of DPEP states was conducted at Nabkrushna Choudhury Centre for Development Studies, Bhubaneswar, from April 3-5, 2003. There were 20 participants from 12 states who participated and presented their state reports. The theme chosen for this workshop was "Teachers and Teacher Effectiveness".

Capacity Building

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

Various SCERTs have also stepped up their training in research methodology and action research training. RESU helped in screening research proposals and formulating research designs for studies undertaken by SIEMAT (UP), in training of DIET-level staff in research methodology in Tamil Nadu and assisting Andhra Pradesh in conducting a workshop on use of MAS and BAS findings. RESU has continued to support SIEMAT, Allahabad in its research efforts by participating in its research seminars and providing technical advice on research projects.

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

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

State wise report of the research activities undertaken last year

1) ANDHRA PRADESH

1.1 Organisation and management

i) Staffing

SPO: In Andhra Pradesh R&E cell has been established at SPO . One Professor and one lecturer are working in this cell.

DPO: At district level, a lecturer from DIET was identified as R & E coordinator in DPEP II districts.

ii) Other Institutions role

R&E units have been formed in the SCERT and DIETs. SCERT continues to lead the R&E programmes in coordination with DPEP.

iii) Advisory Group

a) Research

SPO: A State-Level Research Advisory Committee comprising 10 members has been formed under the chairmanship of Commissioner and Director of School Education.

DPO: A District Level Advisory Committee with 5 members was constituted under the chairmanship of the District Collector.

(b) Evaluation

SPO: State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO.

DPO: At the district level, District Evaluation Core Teams (DECT) were formed with 22 members (2 DIET Lecturers and 20 MRPS).

District Evaluation Teams (DET)\ with 20 members (teachers of primary schools) were constituted for collection of R&E data.

1.2. Activities conducted/ Research completed

i) Capacity building

a) Five day work shop on Research methodology (21-10-03 to 24-10-03) . Sixty five proposals were developed by the participants and submitted to SPO. The proposals were scrutinised by the Research core team. Thirty proposals were cleared, and minor modifications were suggested in the case of 28 proposals.

b) Two officials from SPO attended workshop on baseline Assessment Study for class III Mathematics and language at NCERT, N.Delhi in March ,2004.

ii) Research Completed

1. Data for Cohort study undertaken on retention and dropouts in 117 UEE mandals of 19 DPEP districts for primary and upper primary stages has been analysed. ***Report submitted***
2. Terminal Assessment Survey in 5 DPEP phase-I districts has been completed . Report submitted to MHRD.
3. Research Co-ordinator attended 10th meeting of R & E Co-ordinators of different DPEP states held at Bhubaneswar.
4. External evaluation of APDPEP was undertaken by Dr. S. Nayanatara and Dr. Nagadevara of IIM, Bangalore

iii) Areas in focus for current year :

- ◆ Conducting studies on Teacher motivation, Classroom practices, Teaching environment, textbook evaluation, Community participation in school development, Child labour, Children with special education needs, Pupil achievement and cohort analysis of drop outs.

iv) Action undertaken on research findings

Findings of Mid term Survey and small scale research studies shared with functionaries at various levels

Question bank developed in Maths, Telugu and English based on the findings of learning achievement of pupils in primary classes (I to V). The Question banks are now printed and supplied to all TCs in the State.

2.) BIHAR

2.1 Organisations and management

i) Staffing

In Bihar Two State Resource Persons in SPO in place.

ii) Other Institutions role

SIEMAT, SCERT, Universities and Research Institutions are being involved in evaluation.

State Evaluation Team (SET) has been constituted and trained. The NIRD, Hyderabad, provided resource support for the training of SET members.

2 Regional Research Institutes appointed

3 by GOI for monitoring district level activities.

iii) Advisory Group

State Resource Group constituted. Contacted Educational & Management institutes and Universities to further expand the scope of SRGs.

2.2. Action research Programmes

State and District level Action research group formed and trained

2.3 Promotion of research at primary level

i) Strategy

Priority area of the research developed in a meeting at SPO with district & state level participants and on JRM's recommendation.

ii) Studies completed

Eight studies including Base line completed

BAS & MAS completed. Draft report of MAS is ready and shared with district personnel.

iii) Areas in focus for current year :

- Study on culture and processes from gender perspective ;
Data collection complete , coding is in progress. Software from MHRD awaited for data entry.
- Dynamics of grade I enrolment
- Cohort Dropout
- Grade repetition
- Pupil's evaluation in current year
- Evaluation of different component by external agency
- Analysis of EMIS data

2.4 Impact Assessment

i) Strategy

- State level evaluation team formed

ii) Evaluations planned /being undertaken

- MLL evaluation (1998,1999) **completed**
- External & internal evaluation of Manuscript **complete.**
- Programme evaluation by external agencies **completed.**
- Evaluation of plan by state level team of 3 components **completed.**
- Impact of training on teachers assessed

2.5 Net working : Universities and Education Institutes are being contacted.

3) GUJARAT

3.1 Organisation & Management

i) Staffing

R&E Assistant in place. SPO set up SRG for R&E.

ii) Other Institutions Role

Regional research Institutes for education , Sardar Patel Institute of Social & Economic research (SPISER) Ahmedabad and Centre for Advanced Studies in Education (CASE) M.S. University ,Vadodra support activities.

iii) Advisory group

State Research and Advisory Committee set up by SCERT in coordination with SPO.

3.2 Action Research Studies

10 Action research studies are in progress in DPEP IV districts

3.3 Promotion of research in primary education

i) Studies Conducted

- A study on the causes of low achievement of class III students in Mathematics of Kuchchh and Junagadh districts
- A study on low enrolment of girls in Sayla, Muli and Chotila blocks of Sundernagar districts
- Role of teachers grant and school grant in school improvement
- Terminal Assessment Survey , DPEP II districts. Report submitted

ii) Areas in focus for the current year:

- Alternative Schooling, IED, Enrolment & retention, Quantitative techniques of Educational research, Qualitative research etc.

3.4 Impact Assessment

Evaluation planned /Undertaken

Teachers training, ECCE centres, Teacher grant, Community mobilisation, Enrolment, Pupil Achievement.

3.5 Net working

Net working is established with universities. *Other areas are being explored*

4) JHARKHAND

4.1. Organisation & Management

i) Staffing

State coordinator in place at SPO.

ii) Other Institutions role: UNICEF and Universities support research activities.

iii) Advisory group

State Resource group constituted.

4.2 . Action Research Programmes

i) Operational Levels and Status

State Level Groups to be constituted.

- District level Action Research Group formed & trained.

4.3. Promotion of Research / Studies in Primary Education

i) Strategy

- Draws from the experience of DPEP research programme. Priority areas for the year to be developed in a meeting with district and state level participants.
- District level core team constituted and workshop conducted to orient them.
- District specific key issues identified and worked-out.
- Feedback workshop held with District level core team at state level

ii) Activities/Studies conducted

- Continuous declining trend of GER- Case study of Nala block in Dumka district
- Learners' attendance pattern of CRC Putulbona in Dumka district.
- Class room observation in selected districts.
- Studies based on House hold data (Hazari bagh)
- Impact of Work Sheets on Students Attendance and Achievement.(Ranchi, Dumka & West- Singbhum)

iii) Areas in focus for the current year

- Assessment study for Achievement level
- Cohort study for assessing Dropout rate
- Functioning of EGS

4.4. Impact Assessment

i) Strategy

- **State Level Evaluation teams formed**

4.5. Networking

Networking with XLSS, Ranchi, XLRI Jamsedpur, UNICEF, Patna, etc.

5) ORISSA

5.1 Organisation & Management

i) Staffing

In Orissa, R&E Unit in SPO is responsible for all research activities.

ii) Other Institutions role

Directorate of Teacher Education & SCERT, RIE, Universities, NGOs & other Research Institution are being involved in the activities of R&E.

iii) Advisory group

Research Advisory Committee had been setup. Two RAC meetings were held in Feb & May 2002.

One-day workshop was organised for selection of priority areas of Research and Evaluation activities at the elementary level. Educationists from various State level research institutes like Universities, Autonomous colleges, training colleges and NGOs deliberated and selected the priority areas.

5.2 Action research

i) Strategy

A training programme was organised for building of capacity of field level functionaries like BRCC/CRCC/Headmaster/Primary School teachers on Action Research Methodology.

ii) Action Research Projects commissioned:

Identification of causes of poor self-expression in languages of class-I learners of Sadar Circle of Bari block

Analysis of poor oriya language performance of class-II students under Bhadrak Municipality whose Mother tongue in Urdu.

Assessment of oriya language competencies of class-I students of Sadar circle of Jagatsinghpur block.

Absenteeism of primary school children of Kandha Community in Kaijhar Gram Panchayat

Common errors committed by students of class-V in specific work words in Oriya

Developing values in primary learners through display of co-scholastic evaluation result.

Effect of use of pencil for development of good handwriting of class-III children in English.

A study of non-functioning of School Committees in Sadar circle of Dhamnagar Block.

5.3 Promotion of research in primary education

i) Activities /research conducted

- Organised a workshop to develop and finalise the questionnaires of the research studies commissioned.
- Evaluation of the use of the SIG & TLM grant in Dhenkanal Bargarh, Kalahandi, Rayagada, Gajapati & Sambalpur
- Village Education Committee initiatives in primary school management – A status study in Kalahandi, Bolaangir, Sambalpur, Keonjhar and Dhenkanal districts
- Effectiveness of self –instructional materials on Mathematics for primary school teachers.
- Research Abstracts Volume-IV and V were developed , printed and distributed to field level functionaries
- **Evaluation of functioning of Education Guarantees Scheme (EGS) Centre of Nuapada district.**
- **Role of VEC in school management and quality education in Malkanagiri district and Kandhamal district.**
- **Status of residential schools for children of scheduled tribe community of Koraput district.**
- **Effectiveness of integrated textbooks on pupil achievement in class-I, analysis of transactional process and comparative perspective.**
- **Role of VEC and community in infrastructural development as a function of DPEP intervention in Kandhamal district.**
- **Abstract of the findings of Terminal Assessment Survey was prepared . The booklet prepared would be disseminated widely.**
- **A sharing workshop was held for dissemination of the findings of Terminal Assessment Survey conducted in eight DPEP-I districts.**

ii) Research studies initiated:

- *Baseline Assessment studies at the end of Class-III was taken up in collaboration with NCERT. Four districts i.e., Khurda, Naupada, Jagatsinghpur and Mayurbhanj were identified as sample districts for this exercise. The orientation of district co-ordinator, selection of schools and printing of formats were completed. Data collection in Naupada district was completed*

and data collection in other 3 districts will be taken up immediately after the reopening of schools.

- *Evaluation of training of members of Mother Teacher Association.*
- *Mid-term Assessment Survey in DPEP-II eight districts.*

5.4 Areas in focus for the current year

5.5 Evaluation planned/ Undertaken

Micro-studies on participation and achievement of ST children taken up in two ST dominated blocks.

MAS in the three expansion districts has been conducted through the Directorate of Teacher Education & SCERT. The findings were shared through tele-conference. Report prepared for distribution among field functionaries.

Baseline Assessment study at the end of class III was completed in Nuapada district.

5.6 Impact Assessment

- Terminal Assessment Survey conducted in 8 districts. Data analysis being done.
- Evaluation study of the use of SIG and TLM Grant was conducted in the six districts on the same lines as conducted earlier in Rayagada and Keonjhar districts. The data analysis is being done.
- Documentation of good practices: The purpose is to document the positive practices followed in some selected schools of Dhenkanal, Bolangir, Sambalpur, Rayagada and Keonjhar district. Data analysis completed in Dhenkanal and Sambalpur districts.
- A feedback study on the use of self-instructional materials in mathematics (nardspots) under DEP is in progress.
- Study on grade repetition was to be undertaken in 2003 but was not undertaken finally.

6) RAJASTHAN

6.1 Organisation and Management

i) Staffing

In Rajasthan R&E Officer at SPO is in position. At the state level, SIERT having separate wing for R&E; an Officer and other supporting staff in position.

At the district level, District Education Research Forum is working under the guidance of Principal, DIET and DEO.

6.2 Action Research Programmes

i) Operational Levels and status

109 Action Research studies completed and received in 2003-04.

6.3 Promotion of Research /studies in Primary Education

i) Activities/ Studies conducted

A synthesis report of findings of the given studies have been prepared by Sandhan, Jaipur.

- Classroom observation study in AS & PFS.
- Retention Study in AS & PFS.
- Utilisation of Teacher Grant of Rs. 500/-.
- Functioning of SMC, BRC & CRC.

Findings of the studies have been disseminated upto CRC level by organizing workshops at state/ district / block levels

- Mid term Achievement survey by SIERT
- **Research Abstract namely Shoudh Saar (2002-03) has been published.**

7) UTTAR PRADESH

7.1 Organisation and management

7.1.1.Staffing

A Senior Professional looks after R&E components in the SPO.

7.1.2 Other Institutions role

SIEMAT & SCERT implement and monitor the R&E programmes. Core Resource Groups set up in all DIETs, conduct action research programmes.

7.1.3 Advisory group

SPO set up a Policy Research Advisory Committee. Separate committee exists for SCERT & SIEMAT. Last meeting was held in 2003. SCERT & SIEMAT builds up the capacities in each DIET to conduct & analyse the evaluation & Research studies.

7.2 Action Research Programme

i) Operational level & status

SCERT & SIEMAT organises workshops on Action research with institutes / NGOs for training DIETs, BRC, NPRC & teachers.

Academic resource group in DIET screens proposals received from BRC/ NPRC and teachers.

Eighty eight studies completed in current year.

7.3 Activities /Studies conducted

Sharing workshop of Research findings held in January 1999. Last meeting held in Oct. 2002.

MAS for DPEP-III has been conducted & completed

Cohort study in 32 districts of DPEP-III has been conducted and completed by SCERT .

7.4 Evaluation planned / Undertaken

Cohort based Dropout and Retention study in all 32 districts has been completed. Follow up study recommended by the last JRM has also been completed.

Five evaluation studies have been completed - Shiksha Mitra ; Alternative schooling; ECCE; Teacher Training & Support System; VEC School Management.

8) UTTRANCHAL

This being a new state the required structures are yet to be established . In the mean time Pithoragarh DIET has been undertaking research and evaluation activities related to DPEP .

8.1 Activities conducted

They have conducted and completed some studies during this period

A workshop on Action Research methodology was conducted. Research findings are being disseminated to functionaries at various levels

Mid term Assessment study of Achievement in DPEP districts - 2004

Evaluation of the ECCE programme in DPEP districts of Uttranchal

Evaluation of the role of Village Education Committee in School Management in districts under DPEP in Uttranchal

8.2 Areas in Focus for the Current Year

Capacity building workshops on evaluation and research techniques

9) WEST BENGAL

9.1 Organisation and management

i) Staffing

Research Cell consisting of one Coordinator at SPO looks after R&E.

District Action Research Group (DARG) constituted at districts'level this consists of Resource Teachers (one from each CLRC for Phase I districts only) from each circle .

ii) Other Institutions role

Collaboration with IIM-C, ISI, School of Women Studies, Jadavpur University & School of Women Studies, Calcutta University, Presidency

College, Netaji Institute of Asian Studies, Indian School for Social Sciences etc.

iii) Advisory Group

State Research Cell constituted.

District Action Research Group constituted at district level.

Research Advisory Group (RAG) set up. Meeting is held every quarter to discuss studies to be taken up.

9.2 Action Research

Action Research activities undertaken by the Pedagogical Cell – pertaining to the Integrated Learning Improvement Programme (ILIP).

Research in Primary Education

i) Strategy

Identification of priorities through workshops and district level meeting;
Dissemination of reports at the micro level for better understanding

ii) Studies completed

Midterm Assessment survey in Phase I & II districts

Transition rate from grade IV to grade V

Causes of high drop out among girls

Cohort study 2001 in phase I districts

Cohort study 2001 in phase II districts

Critical analysis of DISE data

Impact of Mid day meal programme

Quantum of financial investment by the family per child in primary education

Impact of TLM in classroom transaction

Impact of VEC training and activity

iii) Studies in progress/ report awaited

1. Study on classroom culture and process from gender perspective.
2. Study on responsibility of para-teachers affecting contact hours with children.
3. Study on ‘overloading with non-academic roles in School Inspectors leading to low school inspection.
4. Causes of high dropout rate in certain districts under the DPEP.
5. Transition to grade V after completion of grade IV at the primary level of education in sampled districts of West Bengal.
6. Reasons for high repetition rate in selected districts under DPEP.
7. Role of VEC/ WEC in ensuring quality education in primary schools.
8. Evaluation of EGS/ AS strategies undertaken in certain selected DPEP districts.
9. Base line study on ILIP
10. Comparative study of ILIP and Non ILIP schools
11. **Causes of tribal girl children living in the tea garden area remaining out of school**
12. **Causes of Non -enrolment and dropping out of minority girl children**

CIVIL WORKS

The progress of civil works in the ongoing DPEP districts have been quite satisfactory. Of the total number of 22036 schools, 40414 classrooms, 11128 resource centres, 34196 toilets and 15389 drinking water facilities planned in these 109 districts till date, 16762 schools (76%), 33527 classrooms (83%), 8864 resource centres (80%), 26798 toilets (78%) and 3246 drinking water facilities (42%) have already been completed by March 2004. Another 3608 schools (16%), 4848 classrooms (12%), 1233 resource centres (11%), 4131 toilets (12%) and 3246 drinking water facilities (21%) are in progress. Most constructions are complete in the districts of Andhra Pradesh (APERP), Uttar Pradesh, Uttaranchal, Jharkhand, Rajasthan (Phase I) and West Bengal (Phase I). Though more works have been taken up this year (2004-05) in Uttaranchal and Jharkhand, the states will be in a position to complete their targeted works before the project closes. Even in the relatively younger programmes in the expansion districts of Gujarat, Orissa, Rajasthan and West Bengal there has been significant progress since the last JRM – most of the works that has been planned till 2003-04 are either complete or in progress.

Progress of civil works in Bihar, however continue to be a concern. More than 50% of the works still remain incomplete and it would be difficult to meet the targets if the programme is to close on September 2004. Lack of an efficient supervision and monitoring set up has been a major reason for this poor progress. The Phase I districts of Andhra Pradesh have also taken up a large volume of civil works that need to be completed before the project closes on March 2005. The monitoring system in these districts also need to be strengthened.

The presently ongoing districts have largely benefited from the learning of the earlier phases. All these states have learnt from their past mistakes, strengthened their systems and improved their pace of implementation. The progress of construction, for example, has been much faster in the expansion districts of Uttar Pradesh, Gujarat, Rajasthan, Orissa and West Bengal as compared to their initial districts.

In Gujarat, the DPEP engineering cell has efficiently completed the implementation of the Gujarat Earthquake Reconstruction Programme. In Orissa also, the DPEP Society has been charged with the responsibility of implementing the DFID funded Orissa Cyclone Reconstruction Project. The DPEP engineering cell in West Bengal and Rajasthan has also been given the task of implementing school construction programmes from other State and district funds. While this puts excessive workload on the DPEP engineering staff, it also reflects the goodwill created by the DPEP constructions.

The evaluation of the civil works component of DPEP has been completed. The individual state reports have been shared with the earlier Missions. The Synthesis Report for the evaluation is now available. Apart from consolidating the findings of the individual state reports, the Synthesis document was supposed to identify trends and patterns across states, highlight good practices, analyse the role of the National bodies and provide recommendations for the future. The major recommendations of the Evaluation are as follows:

- Planning teams need to be interdisciplinary in nature. In case of civil work, apart from administrators, it must have experts from CW, CM, Pedagogy/Teacher's training, IED, Gender, MIS units. Role of each of these units may vary for different planning components but an integrated approach for holistic planning is essential
- Good practices in realistic planning from across states may be documented and shared in an interactive manner with state and district level functionaries and other stakeholders in the planning process. Live examples on good, logical prioritisation, practical ways for convergence, realistic target setting must be given due importance.
- Maintenance of assets (buildings) has usually been neglected in Indian context. It is recommended that the engineers, architects and administrators should consider maintenance during the planning, design and implementation stages to make the building easily maintainable in a cost effective manner. It is equally important for the beneficiaries to understand the need for routine maintenance. There should be a capacity building and awareness development programme for orienting ail concerned including the users with help of appropriate maintenance manuals.
- In general, DPEP buildings have been more attractive than ones before. Lot of time, effort and money was invested in DPEP to research and develop primary school designs based on pedagogic requirements. These designs proved to be one of the strengths of DPEP. It is strongly recommended that future education programmes take up these designs and evolve them further, in order to create attractive, functional schools all across the country.
- It has been reported that the potential of the innovative designs for child-centred teaching learning has not been fully utilised by the teachers. Therefore, it is recommended that a module may be incorporated in teachers' training in order to make them aware of effective utilization of newly built classroom space.
- To ensure adequate participation of the stakeholders (community, school teachers, site supervisors) in the design selection process, it is essential to undertake a two stage process: Firstly, to educate the community about the design options to make an informed choice and secondly, to help them to arrive at an appropriate selection for the site.
- Use of Cost Effective Construction Technologies (CECT) should be encouraged, not just because they help to reduce costs, but also because they help to conserve non-renewable energy resources. It is high time that we, as Indians, take care of our natural resources so that they can serve us longer and better.
- A lot of research is necessary for 'toilets' to be a success. Sustainable solutions should be developed, which should also be acceptable to the community. Advocacy awareness and sensitisation campaign as part of the school curriculum can also be an option.
- Community based construction should be encouraged in similar programmes since it leads to ownership of assets by the beneficiaries, transparency, improved quality of construction and cost effective ness.
- Key to the success of community based construction is community mobilization. This should be initiated well in advance before the implementation of civil works. There should be checks to ensure that democracy and equity are present in the community based construction. Roles and responsibilities of the various key role players must be explained to the community in a simple and brief mode of presentation.

- Conversion of the community's contribution to monetary value helps in determining and fine-tuning several community based strategies towards their contribution in infrastructure development. For example if the community makes a contribution of labour, this may be converted into money value and recorded. Such contributions may be duly acknowledged and registered in the school as well as programme office. Quantification of this contribution would be a useful data for future planning, creation of corpus for school development and to analyse the capability of a community to stake its responsibilities. It would also be good and objective performance indicator.
- States must realize the importance and significance of good documentation and communication. It facilitates institutional memory and also makes the project more visible in the community. The medium and content of communication may be very state or region specific.
- A resource for technical guidelines and directions, procedures for development of social infrastructure in regional languages is now available across the country. This is a useful resource that can be utilised for future social infrastructure programmes of the country. However the quality of such resource needs to be improved and made available to other infrastructure development programmes. The national body like EdCIL TSG could undertake to make a National Documentation Centre where all the state specific documentation and dissemination material is available for cross sharing between states, other social infrastructure development projects, etc.

States have already taken cognisance of the issues and observations raised by the National Evaluation Teams and taken necessary actions. West Bengal has revised their designs (those with cost effective technologies), as per the suggestions of the evaluation Team. More flexibility with respect to site conditions have also been built into the designs. Though most of the constructions are complete in Andhra Pradesh, the state is taking special precaution to ensure quality in the remaining buildings. Uttaranchal has established an understanding with CBRI Roorkee to provide technical support. The National level Institution is also going to help the state in developing seismic resistant designs and VEC training modules. Rajasthan has also strengthened their implementation systems on the basis of the observations made by the evaluation Team. For the states where the programme has closed, it is expected that the findings of the National Evaluation would benefit their implementation strategies for SSA.

At the National level, the Civil works unit of the TSG will be initiating follow up action in accordance with the recommendations. Some of the issues raised in the evaluation has already been taken note of and being addressed under SSA. The next National Workshop on civil works is proposed to be held in Gujarat during the last week of August 2004. The recommendations of the evaluation would be discussed during the workshop and strategies would be evolved to address them.

DPEP Progress Overview - Physical and Financial Status

	Andhra Pradesh -Phase I (Project completion : March 2005)				Andhra Pradesh -Phase II (Project completion : Sept 2005)				Bihar (Project completion : Sept. 2004)			
	<i>(status up to 31st March, 2004)</i>				<i>(status up to 31st March, 2004)</i>				<i>(status up to 31st March, 2004)</i>			
	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.
BRCs/MRCs	251	8	243	96.81	726	16	710	97.80	232	13	123	53.02
CRCs									1778	227	921	51.80
Addl. Classrooms	3658	476	2406	65.77	13206	237	12969	98.21	1652	488	1096	66.34
School Buildings (New & Bldg.less)	1916	236	1524	79.54	7105	610	6602	92.92	1981	556	495	24.99
Toilets	1355	144	966	71.29					4510	879	1662	36.85
Drinking Water	1678	166	867	51.67					5167	258	1040	20.13
Repairs												
Financial Progress (in Rs. lacs)									Total/app. Project Outlay(till 2003-04)		Exp. up to March 2004	% of exp
	11409.83		6767.52	59.31	24920		23932.16	96.04	9627.97		NA	
	Gujarat - expansion (Project completion : April 2006)				Jharkhand (Project completion : Sept. 2004)				Orissa - expansion (Project completion : November 2008)			
	<i>Status as on 31st March, 2004</i>				<i>Status as on 31st May, 2004</i>				<i>Status as on 31st May, 2004</i>			
	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.
BRCs/CIRC	28	15	13	46.43	60	8	52	86.67	70	39	19	27.14
CRCs/NPRCs	299	254	45	15.05	449	65	384	85.52	585	258	136	23.25
Addl. Classrooms	518	346	176	33.98	2084	863	1221	58.59	1211	499	151	12.47
School Buildings (New & Bldg.less)	94	63	31	32.98	882	238	644	73.02	946	487	231	24.42
Toilets	420	105	315	75.00	1148	419	729	63.50	664	176	31	4.67
Drinking Water	442	134	308	69.68	879	132	747	84.98	1182	1182	0	0.00
Repairs	1563	559	1004	64.24	0	0	0		2433	46	108	4.44
Financial Progress (in Rs. lacs)					Total Project Outlay		Exp. up to March 2004	% of exp	Total/app. Project Outlay		Exp up to March 2004	% of exp
	2506.78		1710.49	68.23	5645.12		5017.8	88.90	6827.0		2400.87	35.00

	Rajasthan - 1st Phase (Project completion : Dec. 2004)				Rajasthan - Expansion (Project completion : Dec. 2006)				Uttar Pradesh - DPEP III (Project completion : Sept. 2005)			
	Status as on 31st May, 2004				Status as on 31st May, 2004				Status as on 31st May, 2004			
	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.
BRC	84	33	51	60.71	48	14	3	6.25	377	17	360	95.49
CRCs/NPRCs	1039	7	1032	99.33	665	43	622	93.53	3833	46	3787	98.80
Addl. Classrooms	1942	60	1882	96.91	2728	533	2195	80.46	10140	172	9968	98.30
School Buildings (New & Bldg.less)	735	29	706	96.05	711	346	365	51.34	5479	281	5189	94.71
Toilets	7181	353	6828	95.08	4279	272	4007	93.64	12452	311	12141	97.50
Drinking Water	2918	5	2913	99.83	1675	326	1349	80.54	55	0	55	100.00
Repairs & Rehab.	5565	91	5474	98.36	5242	1096	4146	79.09				
Financial Progress (in Rs. lacs)	Total Project Outlay		Exp. up to May 2004	% of exp	Approved Project Outlay		Exp. up to May 2004	% of exp	Total/app. Project Outlay		Exp. up to March 2004	% of exp
	9705.92		9623.0	99.15	9723.72		7909.6	81.34	18251.90		17942.77	98.31

	Uttaranchal (Project completion : Sept. 2005)				West Bengal - 1st Phase (Project completion : March 2004)				West Bengal - expansion (Project completion : Sept. 2006)			
	Status as on 30th April, 2004				Status as on May, 2004				Status as on May, 2004			
	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.
BRC/ CIRC	32	4	28	87.50	196	5	187	95.41	133	55	64	48.12
CRCs/NPRCs	280	1	279	99.64	0	0	0	0.00	0	0	0	0.00
Addl. Classrooms	831	73	697	83.87	1857	184	1576	84.98	1720	508	452	26.28
School Buildings (New & Bldg.less)	697	142	530	76.04	933	176	682	73.10	744	295	264	35.48
Toilets	1618	58	1532	94.68	0	0	0	0.00	0	0	0	0.00
Drinking Water					0	0	0	0.00	0	0	0	0.00
Repairs & Rehab.					522	0	522	100.00	0	0	0	0.00
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp. up to April 2004	% of exp	Total/app. Project Outlay		Exp. up to March 2004	% of exp	Total/app. Project Outlay		Exp. up to March 2004	% of exp
	1777.89		1678.1	94.39	8199.18		6824.73	83.24	4732.25		3501.47	73.99

DPEP progress Overview – Implementation status

Andhra Pradesh	Bihar	Gujarat
<p>The expenditure with respect to the five DFID districts is only about 60%. A large number of works need to be completed in these districts before the project closes on March 2005. The present supervision system needs to be strengthened in these districts to ensure that all works get completed before the project closes.</p> <p>In the Phase II districts, most works are complete. Though the project has also been extended in these districts, fresh civil works are unlikely to be taken up. The focus in these districts is therefore to complete the few pending works – about 600 school buildings and 200 classrooms are yet to be completed.</p> <p>The National civil works evaluation had pointed out to cases of poor quality of construction and had indicated unrealistically low unit costs to be one probable reason for poor quality. The evaluation had also noted that buildings are not being provided with adequate storage & display spaces, good quality blackboard and proper ramps. Working toilets and drinking water facilities were also found missing in many schools. There is a need to monitor these aspects of a school building construction as these are critical to the functionality of the school.</p>	<p>Considering the project is going to close in Bihar in September 2004, the progress of work is of serious concern. Latest expenditure figures are not available but physically more than 50 % of the works still remain to be completed. At this rate, a large number of works would remain incomplete at the close of the project.</p> <p>Overall supervision and monitoring has been poor with a number of vacancies at the district and site level. The staffing at the State level engineering Cell is also grossly in-adequate to deal with the large volume of works.</p> <p>Immediate steps would be needed to recruit more engineers and monitor the construction activities on a day to day basis.</p> <p>Bihar has had several achievements with regard to civil works – a very effective community participation, attractive design of school buildings, intensive training and capacity building strategies (of engineers, VECs and masons), large scale use of cost effective technologies and a good quality of construction.</p> <p>However, of late there has been a dilution of all the processes and the spirit of experimentation and innovation is no longer evident. The slow progress is probably a direct effect of such dilution of processes.</p>	<p>Progress in the expansion districts have been consistent. Construction worth Rs. 724.57 lakhs have been taken up between Sept 2003 and March 2004, which is a considerable amount. The expenditure till March 2004 has been 68% of the allocation.</p> <p>Construction of 11 BRC buildings, 124 CRCs, 164 additional rooms, 33 school buildings and 413 repairs have been taken up Since the last JRM.</p> <p>Under the Gujarat School Reconstruction Programme, repair and strengthening works for about 42000 schools and reconstruction (using approved earthquake-resistant designs) of 4000 classrooms have been taken up. The entire Programme has been excellently implemented by the DPEP civil works cell. The progress of construction, the construction management, the designs and the quality of construction - all have been highly commended by the National Evaluation Team, both for the DPEP as well as for the earthquake reconstruction works.</p> <p>Scarcity of water being a major issue in many districts of the state, efforts towards rain water harvesting techniques need to be explored.</p>

Jharkhand	Orissa	Rajasthan
<p>There has been commendable progress since the last JRM - 52 CRCs, 280 schools, 530 addln. Rooms, 300 toilets and 270 drinking water facilities have been completed within this period. The total expenditure on civil works is now around 90%.</p> <p>While the districts have planned to take up more civil works this year (if the project is extended), they should be able to complete most of the works before the project closes. However, in that case the districts might need to increase their technical manpower to take care of the enhanced workload.</p> <p>The districts have established effective convergence with various other schemes to provide water and sanitation facilities to schools. The state has also initiated a process of preparing School development Plans which are based on the existing infrastructure and the proposed requirements of the school to meet the demands of the catchment.</p> <p>The efforts of the state in developing child friendly school designs and using alternative cost effective technologies have been highly commended in the National Evaluation. The state is presently also developing need based designs for vertical expansion in urban areas.</p>	<p>Civil works worth Rs 1272.65 lakhs have been taken up between Sept 2003 and March 2004. Though the number of works complete is low, a large number of works are in progress and are expected to be completed by September. Progress is slowly picking up - engineers are in place and the monitoring and review mechanism has been strengthened. Construction of the SIEMT building at Bhubaneswar is complete.</p> <p>Under the DFID funded Cyclone Reconstruction Programme, 1245 buildings have been taken up with about 500 of them being in the advance stages of construction. These works are also being implemented through the DPEP Society adopting the community mode of construction.</p> <p>Convergence has been established with the RD Dept. to provide toilet and drinking water facilities in the expansion districts under the Total Sanitation Campaign.</p> <p>The National civil works evaluation has been generally appreciative of the quality of construction in Orissa, specially in remote tribal areas.</p>	<p>There has been considerable progress since the last JRM. The expenditure in the Phase I districts is 99.15%. All components of works, except BRCs, are nearly complete. In the districts of Jhalawar, Jhunjhunu, Sikar, Sirahi and Tonk all targeted works are complete. The works that are still in progress are expected to be completed by end of July 2004.</p> <p>With respect to the Phase II districts, there has been a 25% increase in expenditure since the last JRM. Most of the targeted works in the districts of Hanumangarh, Churu, Bharatpur and Jaipur are complete or in advanced stage of progress. Most districts have planned for 33% civil works in this years work plan.</p> <p>However, progress of BRC constructions is an area of concern. While only a few BRCs have been taken up for construction in the Phase II districts, a number of BRCs in the Phase I districts are yet to be completed.</p> <p>The overall quality of construction has been found to be good. The designs lay emphasis on the use of local materials and technologies. Rainwater harvesting for drinking water provisioning and innovative sanitation systems are the other focus areas of the state. Both these initiatives are being tried out in a couple of districts at first, and will be upscalded subsequently.</p>

Uttar Pradesh	Uttaranchal	West Bengal
<p>Progress of construction is commendable - most of the targets are complete and the cumulative expenditure is about 98%. 120 CRCs, 517 additional rooms, 371 schools and 445 toilets have been completed since the last JRM. No fresh construction activities have been planned in the current years work plan. The state has established effective convergence with the PMGY to the tune of Rs. 59.77 crores and with SRY for Rs. 2.28 crores. Funds for 1215 drinking water facilities have been provided from PMGY. Similarly PMGY funds of Rs. 266.83 lakhs have been used for repair of school buildings. Initiatives have been taken at the SPO to develop child sensitive designs and create a child friendly environment in schools. However, the absence of a strong supervision and monitoring system has been always felt, whether in implementing the child friendly concepts in schools or in ensuring quality of construction. The field supervision, through RES Dept. has not been very effective and inadequate technical staff at the SPO made things more difficult. The National Evaluation has also pointed out to certain cases of poor quality of construction. The state</p>	<p>Most of the works targeted up to 2003-04 are either complete or in progress. The expenditure has been 94% of the allocation. The state plans to take up an additional Rs 254.7 lakhs worth civil works between now and the project completion, with the districts going up to 33% of their project cost. At the present level of progress, the districts should be able to complete this additional work by the close of the project. The National civil works evaluation had raised questions about the quality of constructions, specially with respect to the seismic resistance of the buildings. Poor technical supervision had also been raised as an area of concern. Subsequently the state has entered into an understanding with the CBRI, Roorkee to provide technical support to the programme. CBRI has suggested seismic resistant designs and has developed a VEC training module on quality construction. With the involvement of CBRI, it is expected that efforts would be initiated towards developing designs that suit the local terrain and materials of construction. The state also proposes to set up a few demonstration schools with the Innovation fund. These buildings are expected to demonstrate local specific designs, child friendly elements and solar passive features that are contextual to Uttaranchal.</p>	<p>There is a general slow down of activities both in the Phase I and II districts. The Phase I districts have completed most of the originally targeted works and have presently taken up additional civil works under project contingencies. Of them, 365 works are still in progress and 173 yet to start. In Phase II districts works worth Rs 677 lakhs have been taken up between Sept 2003 and March 2004, which include 219 additional rooms and 137 school buildings. Convergence plans have been formulated at the district level to provide basic minimum building support to all schools - this include a loan negotiated with NABARD for school buildings (under the RIDF scheme) and grants from UNICEF for sanitation facilities. The state has also initiated an exercise towards rationalization and modifications of school designs. Designs are being developed for an integrated Educational complex having pre school, primary and upper primary schools and a circle resource center all within the same complex. The National Evaluation of civil works have been appreciative of the efforts of the state in using cost effective technologies - the quality of documentation produced by the state in respect of civil works has also been</p>

PROCUREMENT AND DISBURSEMENT

Procurement

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

The DPEP functionaries in all the DPEP states have been acquainted with the relevant procurement & disbursement procedures.

Expenditure and Disbursement

IDA Credits

DPEP-III – Bihar & Jharkhand (Credit No. 3012-IN)

Expenditure

The Project has claimed an expenditure of Rs.291.00 crores upto 31/3/2003 which is about 45% of the EFC approved Project Cost of Rs.651.17 crores.

Against the AWP&B of Rs. 282.90 crores for the year 2003-04, the project has claimed an expenditure of Rs.120.21 crores being 42%. **The total expenditure upto 31/3/2004 is Rs.411.07 crores which is 63% of the approved Project cost.**

Disbursement

The disbursement upto 31/3/2003 is US \$ 37.644 million. The disbursement during 2003-2004 including claims in pipeline is US\$ 32.456 million. **The total disbursement upto 31/3/2004 works out to US\$ 70.100 million which is about 46% of the SAR target of US\$ 152.4 million.**

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

Expenditure

The Project has claimed an expenditure of Rs. 375.98 crores upto 31/3/2003 which is about 66% of the EFC approved cost of Rs.571.50 crores.

Against the AWP&B of Rs. 168.44 crores for the year 2003-04, the project has reported an expenditure of Rs. 65.80 crores which is 39% only. **The cumulative expenditure upto 31-3-2004 is Rs. 441.78 crore which is 77% of the Project cost.**

The project is under consideration for extension 30-9-2005.

Disbursement

The total disbursement upto 31/3/2003 is US \$ 64.178 million which is about 53% of the cumulative target of US \$ 121.295 million upto 31/3/2003. The disbursement during 2003-2004 including claims in pipeline is US\$ 9.145 million. The disbursement upto 31/3/2004 would thus work out to **US\$ 73.323 million which is about 53% of the total target of \$ 137.4 million upto 31/3/2004.**

DPEP Rajasthan-Phase-I (IDA Credit No. N.044-IN)

Expenditure

The project has reported an expenditure of Rs.180.21 crores upto 31/3/2003 which is 44% of the approved Project cost of **Rs.411.14 crores.**

During the year 2003-2004, the project has achieved an expenditure of Rs.109.05 crores against the AWP&B of Rs.143.60 crores for the year. An achievement of about 76%. **The cumulative expenditure upto 31-3-2004 is Rs. 289.26 crore which is 70% of the approved Project cost.**

Disbursement

The cumulative disbursement upto 31/3/2003 is US\$ 29.225 million which is about 42% of the cumulative SAR target of US\$ 69.900 upto 31/3/2003.

Against the SAR target of US \$ 10.600 million for the year 2003-04, the disbursement for the year is US\$ 21.930 million .The achievement during the year is 207%. The total disbursement upto **31-3-2004 is US\$ 51.155 million which is 64% of the target of \$ 80.5 million.**

DPEP Rajasthan-Phase-II (IDA Credit No. 3529-IN)

Expenditure

Phase-II of the DPEP commenced on 27/7/2001. The project has reported an expenditure of Rs.77.44 crores upto 31/3/2003. Against the AWP&B of Rs.114.74 crores for the year 2003-04, the expenditure claimed by the project for the year is Rs. 77.86 crores which is about 68%. **The cumulative expenditure upto 31-3-2004 is Rs. 155.30 crore which is about 42% of the Project cost.**

Disbursement

The disbursement upto 31/3/2003 was US\$ 11.749 million against the SAR Target of US\$ 31.800 million which is about 37%. The disbursement during the year 2003-2004 including the claims in pipeline works out to US\$ 16.972 million which is 90% of the SAR target of US\$ 18.800 million for the year. **The cumulative disbursement upto 31/3/2004 is US\$ 28.721 million (57%).**

UP DPEP-III Credit No. 3307-IN(UP & Uttaranchal)

Expenditure

The cumulative expenditure incurred upto 31/3/2003 is Rs.538.43 crores which is 61.47% of the approved Project cost of Rs. 875.97 crore.

Against the AWP&B of Rs.196.25 crores for the year 2003-2004, the project has reported an expenditure of Rs.145.83 crores which is 74%. **The cumulative expenditure upto 31-3-2004 is Rs. 684.26 crore which is 78% of the Project cost.**

Disbursement

Against the SAR target of US\$ 94.78 million upto 31/3/2003 a disbursement of US\$ 85.32 million has been achieved which is 90%.

The SAR target for 2003-2004 is US\$ 46.2 million & the disbursement for the year is US\$ 30.672 million. **The cumulative disbursement upto 31-3-2004 is therefore US\$ 115.99 million which is 82%.**

DFID Aided Projects

Andhra Pradesh District Primary Education Project

Against the EFC approved cost of Rs.352.76 crores (revised) the Project achieved an expenditure of Rs.196.25 crores upto 31/3/2003. The project has reported an expenditure of Rs.42.34 crore for the year 2003-2004. **The cumulative expenditure upto 31-3-2004 is Rs. 238.59 crores which is about 68% of the Project cost.**

Disbursement

Against the total grant of £ 42.500 million the DFID have disbursed £ 28.294 million (67%) upto 31/3/2004. Re-imbursment claims for Rs. 12.25 crores are in the pipeline.

West Bengal District Primary Education Project – Phase-I

Against the EFC approved cost of Rs.196.30 crores (baseline) the Project reported an expenditure of Rs.151.74crores (77.30%) upto 31/3/2003. The project has reported an expenditure of Rs.31.66 crores for the year 2003-2004 which is about 40% of the AWP&B of Rs.79.70 crores. **The cumulative expenditure upto 31-3-2004 is Rs. 183.40 crores which is 93% of the Project cost.**

Disbursement

The DFID has disbursed **£ 21.331 million (57%)** against the total Grant of £ 37.7 million upto 31/3/2004. Re-imburement claims for Rs. 1.71 crores are in the pipeline.

West Bengal District Primary Education Project Phase-II

The project has reported an expenditure of Rs.54.91 crores upto 31/3/2003. Against the AWP&B of Rs.99.87 crores for the year 2003-04 the project has claimed an expenditure of Rs.26.88 crores which is about 27%. **The cumulative expenditure upto 31/3/2004 is Rs.81.79 crore (38%).**

Disbursement

The DFID has disbursed **£ 8.641 million (29%)** against the total grant of £ 30.000 million upto 31-3-2004. Re-imburement claims to the extent of Rs. 5.74 crores are in the pipeline.

Orissa DPEP

Expenditure

The Project claimed an expenditure of Rs. 30.25 crores upto 31/3/2003. Against the AWP&B of Rs. 64.28 crores for the year 2003-04 an expenditure of Rs. 37.49 crores has been reported which is 58% . **The cumulative expenditure upto 31-3-2004 is Rs. 67.74 crore which is about 22%.**

Disbursement

Against the total grant of £ 41.210 million, the DFID have disbursed **£ 5.126 million (12%)** upto 31/3/2004 Re-imburement claims for Rs. 18.16 crores await disbursement.

Netherlands Grant No.TF- 027772- US \$ 26.470 million for Gujarat Phase-II

Expenditure

The Project commenced during 2001-2002 and reported an expenditure of Rs.17.37 crores upto 31/3/2003. Against the AWP&B of Rs.37.84 crores for the year 2003-2004, the project has claimed an expenditure of Rs.25.19 crores which is about 67%. The cumulative expenditure upto 31/3/2004 is Rs. 42.56 crores which is 34%.

Disbursement

Against the total grant of US\$ 26.470 million the Bank has disbursed an amount of US \$ 7.07 million upto 31/3/2004. Reimbursement claims for Rs.5.33 crores equivalent to US \$ 1.18 million are in the pipeline.

Details available in Statements A to F

Statement 'A' Year wise / Credit wise Expenditure targets / actuals

Statement 'B' Year wise / Credit wise Disbursement targets / actuals

Statement 'C' State wise Planned Budget upto 31/3/2004 and actual expenditure upto 31/3/2004

Statement 'D' State wise / Phase wise EFC approved project cost / expenditure upto 31/3/2004

Annexures – Disbursement category wise EFC cost and expenditure upto 31/3/2004 for each State – Phase wise.

**Expenditure in DPEP
Targets and Actuals (IDA Assisted)**

Financial Year	DPEP - III (Credit No. 3012 - IN)		APERP Education Component (Credit No. 3103-IN)		Rajasthan DPEP (Credit No. N0-44)		Rajasthan-II (Credit No. 3529-IN)	
	Targets (AWP&B)	Actuals upto 30/9/2003	Targets (AWP&B)	Actuals upto 30/9/2003	Targets (AWP&B)	Actuals upto 30/9/2003	Targets (AWP&B)	Actuals upto 30/9/2003
1997 - 98	31.33	4.36 (13.91%)			--	--	--	--
1998 - 99	102.00	42.70 (41.86%)	126.38	126.38 (100%)	--	--	--	--
1999-2000	159.03	45.60 (28.67%)	182.00	106.18(58.34%)	Nil	2.60	--	--
2000-2001	138.56	41.56(30%)	208.28	38.20 (18.34%)	110.37	35.65 (32.30%)	--	--
2001-2002	168.68	71.95 (43%)	159.41	47.87 (30%)	119.11	62.89 (53%)	70.10	9.95 (14%)
2002-2003	194.33	100.77 (52%)	222.78	57.42 (26%)	108.92	57.60 (62%)	106.18	67.49 (64%)
2003-2004	282.90	120.21 (42%)	168.44	65.80 (39%)	143.60	109.05 (76%)	114.74	77.86 (68%)

(*) this does not include UNICEF funded exp.

Financial Year	UP DPEP-III (Credit No. 3307-IN)	
	Targets (AWP&B)	Actuals
1999-2000	1.18	1.18
2000-2001	164.26	109.36 (66.57%)
2001-2002	347.18	239.57 (69%)
2002-2003	307.02	188.33 (61%)
2003-2004	196.16	145.83 (74%)

Expenditure in DPEP
Others

Financial Year	DFID Assisted DPEP Andhra Pradesh		DFID Assisted DPEP West Bengal I & II		DFID Assisted DPEP Orissa II	
	Target	Actuals 30/6/2003	Target	Actuals 30/9/2003	Target	Actuals 30/9/2003
	2000-2001	157.27	117.79 (68%)	(i) 142.85 (ii) 6.07	(i) 90.62 (63.43%) (ii) 6.07 (100%)	
2001-2002	68.74	34.16 (50%)	(i) 56.28 (ii) 50.26	(i) 22.90 (41%) (ii) 20.69 (41%)	65.93	4.62 (7%)
2002-2003	104.22	44.30 (43%)	(i) 94.54 (ii) 77.38	(i) 38.22 (40%) (ii) 28.15 (36%)	60.00	25.63 (43%)
2003-2004	N.A.	42.34	(i) 79.70 (ii) 99.87	31.66 (40%) 26.88 (27%)	64.28	37.49 (58%)

**Netherlands assisted
DPEP Gujarat- TF-027772**

Financial Year	Target	Actuals 30/6/2003
	2001-2002	--
2002-2003	32.87	13.88 (42%)
2003-2004	37.84	25.19(67%)

**Disbursements in DPEP
Targets (SAR) and Actuals (IDA Assisted)
Upto 31-3-2004 (including claims in pipeline)**

(US \$ in Million, Rs. in Crores)

Financial Year	DPEP - III (Credit No. 3012 - IN)		IDA Credit No. 3103-IN APERP - Education Component		Rajasthan DPEP - I		UP-DPEP-III	
	Targets	Actuals	Target	Actuals	Target	Actuals	Target	Actuals
1997 - 98	\$ 3.5	--	-	-	-	-	-	-
1998 - 99	\$ 18.65	\$ 7.891 (42.31%) Rs.33.33	\$ 26.295	\$ 20.956 (79.69%)	-	-	-	-
1999-2000	\$ 37.75	\$ 8.557 (23.00%) Rs.37.05	\$ 35.00	\$ 19.851 (57%)	\$ 3.00	\$ 0.475 (16%) Rs.2.07	-	-
2000-2001	\$ 39.65	\$ 7.609 (26%) Rs.34.89	\$ 20.000	\$ 8.559 (43%) Rs. 32.07	\$ 17.300	\$ 3.577 (21%) Rs.16.64	\$ 12.7	\$ 15.649 (122%) Rs.72.84
2001-2002	\$ 26.75	\$ 7.700(29%) Rs.37.45	\$ 20.000	\$ 6.480 (32%) Rs.30.84	\$ 26.500	\$ 11.857 (45%) Rs.57.03	\$ 40.08	\$ 43.470 (108.0%) Rs.207.85
2002-2003	\$ 17.85	\$ 5.887 (33%) Rs.27.80	\$ 20.000	\$ 8.332 Rs.40.33	\$ 23.100	\$ 13.316(58%) Rs.64.07	\$ 42.00	\$ 26.206 (62%) Rs.126.45
2003-2004	\$ 8.25	\$ 32.456 (115%) Rs.148.70	\$ 13.105	\$ 9.145 (70%) Rs.41.73	\$ 10.600	\$ 21.930 (207%) Rs.99.70	\$ 46.200	\$ 30.672 (66%) Rs.139.82
Total	\$ 152.40	\$ 70.100 (46%) Rs. 318.72	\$ 137.4	\$ 73.323 (53%) Rs.345.41	\$ 80.500	\$ 51.155 (64%) Rs.239.51	\$ 140.98	\$ 115.997 (82%) Rs.546.96

Financial Year	Rajasthan DPEP - II	
	Target	Actuals
2001-2002	\$ 9.30	\$ 0.95(10%) Rs. 4.64
2002-2003	\$ 22.50	\$ 10.799 (48%) Rs. 51.85
2003-2004	\$ 18.80	\$ 16.972 (90%) Rs. 77.70 crore
Total	\$ 50.60	\$ 28.721 (57%) Rs. 134.19 crore

DFID Assisted Projects Targets

Financial Year	Andhra Pradesh		West Bengal		West Bengal-II		Orissa-II	
	Targets	Actuals	Target	Actuals	Target	Actuals	Target	Actuals
Upto 31/3/1999	Rs. 80	Rs. 52.18 (65%)	Rs. 44	Rs. 20.60(47%)	-	-	-	-
1999-2000	Rs. 48	Rs. 27.04 (56%)	Rs. 60	Rs. 24.28 (40%)	-	-	-	-
2000-2001	Rs. 54	Rs. 20.90 (38.70%)	Rs. 76.00	Rs. 32.15 (42.30%)	-	-	-	-
2001-2002	Rs. 58.43	Rs. 29.04(50%)	Rs. 47.84	Rs. 19.46 (41%)	Rs. 42.72	Rs. 22.74 (53%)	Rs. 56.00	-
2002-2003	Rs. 88.59	Rs. 37.65 (43%)	Rs. 80.36	Rs. 32.48 (34%)	Rs. 65.77	Rs. 23.93(33%)	Rs. 51.00	Rs. 25.63 (58%)
2003-2004	Rs. 35.99	Rs. 35.99	Rs. 67.75	Rs.26.92(40%)	Rs. 84.89	Rs. 22.85 (27%)	Rs. 54.64	Rs. 31.86(58%)

Sl. No.	Name of the State	Since Project Start						%age Budget Expended
		Exp upto 31/3/2003	Budget from 1/4/2003 to 31/3/2004	Total Planned budget till 31/3/2004	Exp from 1/4/2003 to 31/3/2004	Cumulative Exp upto 31/3/2004		
1	2	3	4	(3+4)=5	6	(3+6)=7	7/5*100=8	
1	Rajasthan-I	18020.74	14359.97	32380.71	10904.98	28925.72	89.33	
2	Rajasthan-II	7743.77	11474.10	19217.87	7785.88	15529.65	80.81	
3	Bihar	18849.85	17098.00	35947.85	4836.98	23686.83	65.89	
4	Jharkhand	10250.15	11192.00	21442.15	7184.48	17434.63	81.31	
5	APERP	37597.85	16844.32	54442.17	6579.95	44177.80	81.15	
6	Gujarat-II	1737.30	3784.09	5521.39	2519.00	4256.30	77.09	
7	UP-III	49530.52	16955.00	66485.52	12558.71	62089.23	93.39	
8	Uttaranchal	4312.74	2670.16	6982.90	2023.80	6336.54	90.74	
DFID Grants								
10	AP	19624.82		19624.82	4233.89	23858.71	121.57	
11	West Bengal-I	15173.77	7969.82	23143.59	3166.47	18340.24	79.25	
12	West Bengal -II	5490.99	9986.60	15477.59	2688.25	8179.24	52.85	
9	Orissa	3024.75	6428.00	9452.75	3748.74	6773.49	71.66	
	Total	191357.25	118762.06	310119.31	68231.13	259588.38	83.71	

DPEP-III, Bihar & Jharkhand(Credit No 3012-IN), APERP (Credit No.3103-IN), DPEP Rajasthan Phase-I (N-044-IN), Rajasthan Phase-II (IDA Credit No.3529-IN), Third UP DPEP (Credit No. 3307-IN) and Grant No. 27772 for Gujarat-II

**Statement showing Statewise EFC approved cost
Expenditure under various IDA Credits and DFID Grants**

Rs. in Lakhs

Sl. No.	Name of the State	EFC approved Cost	Exp. Upto 31-3-2004 ~	%age	Remarks
1	(a) Andhra Pradesh* (DFID)	35276.00	23858.71	67.63	Baseline cost (DFID Grant)
	(b) APERP-Education Component (Credit 3103-IN)	57150.00	44177.80	77.30	
2	Bihar (Credit No. 3012-IN)	43535.74	23686.83	54.41	
3	Jharkhand (Credit No. 3012-IN)	22285.70	17434.63	78.23	
4	UP DPEP-III(Credit No. 3307-IN)	79294.00	62089.23	78.30	
5	Uttaranchal (Credit No. 3307-IN)	8303.08	6336.54	76.32	
6	Rajasthan (Credit No. N-044-IN)	41114.47	28933.51	70.37	
	Rajasthan-II (Credit No. 3529-IN)	37242.75	15529.65	41.70	
7	West Bengal (DFID)	19630.29	18340.24	93.43	Baseline EFC cost
	West Bengal-II (DFID)	21427.04	8179.24	38.17	
8	Gujarat (Neitherland 02772-IN)	12497.56	4256.30	34.06	
9	Orissa (DFID)	31382.46	6773.49	21.58	
	TOTAL	409139.09	259596.17	63.45	

Financial Information

State -Gujarat -II (TF No. 027772)

Project Phase-II
Closing Date 30-4-2006

Project Starting date - June, 2001

Status upto March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Consultant's services and Training	4179.72	148.55	3.55
2. Civil Works	2506.78	1934.21	77.16
3. Goods	872.83	699.81	80.18
4. Books	1231.45	363.78	29.54
5. Incremental Operating Costs	3706.78	1109.95	29.94
Total	12497.56	4256.30	34.06

Financial Information

State - Andhra Pradesh (DFID)

Project Phase - I (DFID-Gr

Project Starting date- 1994-95

Closing Date 31-3-2005

Status upto - March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works		6802.77	
2. Equipment, Vehicles, Books and Furniture		1736.07	
3. Consultant services, fellowships and training		3003.59	
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs		12316.28	
Total	35276.00	23858.71	67.63

State - Andhra Pradesh

Project Phase-II

Closing date 30-9-2005

(Andhra Pradesh Economic Restructuring Project - Education Component)

Project Starting date - 1998-99

Status upto March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. (a) Civil Works	13527.00	14630.43	108.16
1.(b) Equipment, Vehicles, Books and Furniture	5959.00	7744.34	129.96
1 (c). Consultant services and training	17781.00	7947.04	44.69
1 (d) Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	19883.00	13855.99	69.69
Total	57150.00	44177.8	77.30

Financial Information

State- West Bengal

Project Phase - I (DFID- Grant)

Project Starting date- 1997-98

Closing Date **31-3-2004**
(Extension under consideration)

Status upto - March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	4294.9	6906.31	160.80
2. Equipment, Vehicles, Books and Furniture	781.2	11433.93	0.00
3. Consultant services, fellowships and training	7462.93		0.00
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7091.27		0.00
Total	19630.3		18340.24

State - West Bengal - II

Project Phase-II (DFID - Grant)
Closing Date **30-9-2006**

Project Starting date - 1998-99

Status upto March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	4734.25	3926.64	82.94
2. Equipment, Vehicles, Books and Furniture	493.23	4252.60	0.00
3. Consultant services and training workshops and fellowships	6607.30		0.00
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	9592.26		0.00
Total	21427.04		8179.24

Financial Information

State- Bihar

Project Phase - I

Project Starting date- 1997-98

Closing Date 30-9-2004

Status upto - March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9760.45	7759.59	79.50
2. Equipment, Vehicles, Books (except textbooks and Furniture	2997.16	3832.53	127.87
3. Text books	2607	2612.74	100.22
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the Project	4863.71	1395.25	28.69
5 Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	23307.42	8086.72	34.70
Total	43535.74	23686.83	54.41

State -Jharkhand

Project Phase-III

Project Starting date - 1997-98

Closing Date 30-9-2004

Status upto March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5121.55	4989.17	97.42
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	802.84	2399.88	298.92
3. Textbooks	3931	3403.86	86.59
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4341.29	717.02	16.52
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7384.58	5924.7	80.23
Total	21581.26	17434.63	80.79

Note: Excluding exp. Funded by UNICEF and inclusive of an expenditure of Rs. 3561.16 lakhs incurred by Bihar before bifurcation

UNICEF = 2001-02= Rs. 12.63 lakhs

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Financial Information

State- Rajasthan DPEP

Project Phase - I

Project Starting date- 1999-2000

Closing Date 31-12-2004

Status upto - March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	8630.88	9603.19	111.27
2. Equipment, Vehicles, Books and Furniture	2861.07	2689.58	94.01
3. Consultant services, fellowships and training	11143.53	4456.27	39.99
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	18478.99	12184.47	65.94
Total	41114.47	28933.51	70.37

State -Rajasthan

Project Phase-II
Closing Date 31-12-2006

Project Starting date - July 2001

Status upto March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	9723.68	7768.55	79.89
2. Equipment, Vehicles and Furniture	557.88	309.79	55.53
3. Books	937.97	46.32	4.94
4. Training, workshops, fellowships & consultant services	6301.94	2639.56	41.88
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	19721.28	4765.43	24.16
Total	37242.75	15529.65	41.70

Financial Information

State - Uttar Pradesh

Project Phase - UP DPEP - III
Closing Date 30-9-2005

Project Starting date - 1999-2000

Status upto March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	18838.87	17672.38	93.81
2. Equipment, Vehicles, Books and Furniture	4254.75	1355.72	31.86
3. Consultant services,	10125.41	8448.29	83.44
4. Fellowships and training	10656.92	3231.72	30.33
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	35418.96	31381.12	88.60
Total	79294.91	62089.23	78.302

State - Uttaranchal

Project Phase UP-DPEP-III
Closing Date 30-9-2005

Project Starting date- 1999-2000

Status upto - March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	1777.89	1669.87	93.92
2. Equipment, Vehicles and Furniture	385.08	183.68	47.70
3. Books	647.61	365.17	
3. Fellowship, training / Workshop & Consultant services, fellowships and training	2669.68	519.95	19.48
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3105.66	3597.87	115.85
Total	8585.92	6336.54	73.80

Financial Information

State - Orissa

(DFID- Project)
Closing Date 30-11-2008

Project Starting date- 2001

Status upto - March 2004

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	6961.00	2577.42	37.03
2. Equipment, Vehicles, Books and Furniture	5404.16	217.29	4.02
3. Consultant services Fellowships and training	5877.42	878.38	14.94
4 Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	13139.9	3100.40	23.60
Total	31382.48	6773.49	21.58

MANAGEMENT INFORMATION SYSTEM

Context

The Management Information System has been an integrated part of management in DPEP. As part of the programme's continuous, concurrent and regular monitoring, four systems have been designed, field tested and put in place. These are, an Educational Management Information System (EMIS) also known as District Information System for Education (DISE), the household survey system and Project Management Information System (PMIS). The EMIS is an annual information system which provides detailed information about schools. The household survey system is once in five years with annual updation facility. The PMIS focuses on progress in project interventions, and is quarterly.

Educational Management Information System

A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for a school based EMIS. The source of EMIS data are the schools which have elementary classes i.e., upper primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually with 30th September as the record date. DISE is presently being implemented in all the districts in DPEP states. The existing MIS infrastructure is being utilised for this. Many non-DPEP districts, although covered under DISE this time, are yet to have MIS infrastructure. Funds for carrying out such activities in these districts, however, are being provided by non-DPEP sources. This is causing delay in computerisation of DISE data. Attempts have been made to streamline data collection and compilation all the states.

Since the last three to four years the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers for using them in the planning and implementation process. Some states have been successful in doing so (see table A for details). Workshops and other modalities are used to foster this from the national level. For instance, in a national level workshop held in March 2002, certain important school management issues were discussed with some selected Education Secretaries and the State Project Directors of the DPEP states on the basis of the EMIS data.

Software to compile data at state levels with districtwise details and at the national level with statewise details have been developed by the NIEPA. The same have been shared with the states where these are reportedly being utilised in preparation of plan and carrying out evaluations.

With a view to implementing DISE throughout the country, the exercise has since been brought to scale. Meetings and workshops at state region levels are being organised to clarify the detailed scope of the job, infrastructure need, etc. This process is still on and is likely to result in all the state's implementing DISE uniformly with 30th September 2002 as record date.

In view of enhanced data need for all the grades upto upper primary, the DISE has since been revised and is now being implemented in all the schools upto upper primary classes. For the year 2001-02 onwards, information will be available as per the new DISE. Major features of the new DISE are:

- School particulars.
- Teachers' profile.
- Details of physical infrastructure like school building, classrooms.
- Availability of facilities.
- Enrolment details alongwith age-grade matrix.
- Examination results.
- Information about differently able children enrolled.

Besides the DPEP's project area, this is now being implemented in a number of non-DPEP districts also.

Post Enumeration Survey (PES)

To confirm the veracity of DISE data collected in the DPEP districts, a sample survey was conducted in five phase I states and one phase II state for the data of the year 97-98. A sample (5%) of schools were selected from two districts of the state. The sampling was random and systematic covering all the blocks of randomly selected DPEP districts. A fresh Data Capture Format (DCF) of DISE was administered in each of such schools and was filled up with 30.09.1997 as the record date. The same was compared with similar data collected through DISE DCF with the same record date. The data were then compared to find out the extent of deviation, issues, suggestions, etc. The PES was conducted in Assam, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh and Tamil Nadu.

The summary of PES observations were :

- The enrolment and teachers-in-position data had minimum variation suggesting that the quality of DISE data is dependable. However, there were wide inter-state variations in the quality of data. In case of teachers in place, the variation between PES and DISE ranged between 0.3% in a district in Tamil Nadu and 19.2% in a district in Assam. Similarly, extent of variation in DISE and PES with respect to enrolment ranged between 0.1% in a district in Tamil Nadu and 8.7% in a district in Assam.

In most of the schools, records are maintained, are in good conditions and are updated from time to time. In Kerala, a very high proportion of head teachers were reportedly not trained for DISE DCF filling exercise. Similar was the scenario in Madhya Pradesh. In Assam, a very high proportion of head teachers were reported to have been trained for the purpose.

Taking a cue from the PES conducted earlier, a similar attempt has been made to carry out the exercise in all the DPEP states. The terms of reference (TOR) for this have been finalised. Activities pertaining to finalisation of tools, training, system development, computerisation, data analysis and reporting has been carried out at the national level and four regional level training have conducted.

Project Management Information System

A computerised PMIS was developed and was in place till March 1999. It followed a uniform approach to capture details, largely financial, pertaining to each intervention and sub-intervention. However, it was found with experience that a uniform approach to collect PMIS data in different states and even different districts within a state did not provide a good picture, and importantly, was not necessarily useful to the states and districts. Moreover, it was felt that the PMIS needed to reflect the progress of activities in each of the interventions rather than mere financial progress. It was decided that to cater to the information need at the national level, each state needed to report on some key indicators in a set of formats that have been shared with the states. States, however, also need to develop their own specific indicators for their use.

Hence, with effect from April 1999, a new PMIS format to cater to the need at the national level was developed in consultation with all functional units. The feasibility of furnishing the data in the revised PMIS proforma was discussed in a national level workshop with participants from each state implementing DPEP. The general consensus was that the system was quite easy to implement and handy as a summarised scenario. States have been encouraged to develop their own systems, while providing the required output to the national level.

A state wise status note on the process followed in EMIS and PMIS for each state is in table A.

Household based data

The MIS unit, in coordination with the planning unit and the alternative school unit also attempted to sort out problems that many states appear to be facing with household surveys. The main problem is the limited use of the data available. Notably, since the EMIS is a school based data system, it does not provide information about out of school children. Authentic information regarding this would be available only in household surveys. Case studies to see why household surveys are not being utilised for planning and implementation have shown limited use of such data already collected by different state. One of the important reason of such limited use is the volume and complexity inherent in the household survey system taken up by different states. A synthesis report based on the studies carried out in four states viz. Assam, Gujarat, Karnataka and Maharashtra have been prepared and the same has been disseminated at a national level workshop in Hyderabad held in January 2001.

A group of experts had been working towards the development of a household based data system. A possible data collection and compilation system has been prepared and were under field tested in three states viz. Haryana, Tamil Nadu and Uttar Pradesh.

Based on the experience gained in the process, the data capture format has been revised and the structured formats for Village Education Registers, data compilation, etc. are prepared. An instruction manual to implement the household survey system, compilation, etc. has been finalised and shared with all the States/UTs in the country. This will be initially implemented in one district in each state for onward implementation throughout the project area.

MIS for EGS

The MIS for EGS schools has been drafted and has been field tested in 3 states viz. Andhra Pradesh, Chhattishgarh and Uttar Pradesh. Based on the experience gained in the process, the data capture formats have been firmed up. Necessary software would be almost same as that of DISE so that MIS for EGS can be implemented easily. A national level workshop was organised jointly with the Alternative Schooling Unit so that this can be implemented with effect from September 2002. Besides, an overview of the system had already been discussed with state AS coordinators in a national level workshop held in Pune during 3rd week of March 2002. The record date for collection of data through the process was September 30, 2002. However, due to resource constraints, the states could not implement the same so far with West Bengal being the only exception. Each state have been requested to implement the system from 2003-04

Emerging issues

- As the school based EMIS appears to be generally well established, the focus of the MIS unit will be on the household based data system.**
- Apart from surveys, work is also needed on school records and registers.**
- An EMIS for EGS schools too is sought to be developed. Field trials initiated in three states have been consolidated to form a viable data system for alternative schools. Efforts would be made jointly with AS Unit for its implementation with effect from September 2003.**
- Implementation of MIS for EGS and household survey this year is a challenge to take it to scale so that the same can be implemented in the whole system of elementary schooling.**

Table A : A statement showing statewide status of MIS implementation, data usage and emerging issues is given below :

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Andhra Pradesh	<ul style="list-style-type: none"> ● DISE 2002-03 data have been shared. The same have been analysed at the national level and the major findings have been shared with the state. ● DISE 2003-04 data have been received at National level. The same is being compiled & analysed. 	<ul style="list-style-type: none"> ● Not regular ● Received data upto 3rd quarter of 2002-03. 	It is reported that while preparing the AWP&B, prioritisation is done on the basis of EMIS data.	<ul style="list-style-type: none"> ● Development of state specific PMIS.
Bihar	<ul style="list-style-type: none"> ● DISE 2002-03 data have been shared. The same have been analysed at the national level and the major findings have been shared with the state. 	<ul style="list-style-type: none"> ● Received data upto the 1st quarter of 2002-03. 	The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are reportedly used in the AWP&B.	<ul style="list-style-type: none"> ● Vacancies need to be filled up both at the district level as well as at the state level.
Gujarat	<ul style="list-style-type: none"> ● DISE 2002-03 data have been shared. The same have been analysed at the national level and the major findings have been shared with the state. ● DISE 2003-04 data have been received at National level. The same is being compiled & analysed. 	<ul style="list-style-type: none"> ● Received data upto 3rd quarter of 2002-03. 	The analysis of data (to be used while preparing AWP&B) has been initiated.	<ul style="list-style-type: none"> ● State specific PMIS may be developed.
Jharkhand	<ul style="list-style-type: none"> ● DISE 2002-03 data have been shared. The same have been analysed at the 	<ul style="list-style-type: none"> ● Received data upto the 1st qtr of 2002-03. 	The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by	<ul style="list-style-type: none"> ● Vacancies need to be filled up both at the district level as

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Orissa	<p>national level and the major findings have been shared with the state.</p> <ul style="list-style-type: none"> • DISE 2002-03 data have been shared. • The same have been analysed at the national level and the major findings have been shared with the state. • DISE 2003-04 data have been received at National level. The same is being compiled & analysed. 	<ul style="list-style-type: none"> • Data not received for this year 	<p>the analysis are reportedly used in the AWP&B.</p> <p>Data are analysed and discussed. However, better utilisation of such analysis by users is needed. Based on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.</p>	<p>well as at the state level.</p> <ul style="list-style-type: none"> • Further sensitisation of the users needed. • State specific PMIS may be developed.
Rajasthan	<ul style="list-style-type: none"> • DISE 2002-03 data have been shared. • The same have been analysed at the national level and the major findings have been shared with the state. 	<ul style="list-style-type: none"> • Date not received for this year 	<p>Data are analysed and discussed.</p>	
Uttar Pradesh	<ul style="list-style-type: none"> • DISE 2002-03 data have been shared. • The same have been analysed at the national level and the major findings have been shared with the state. 	<ul style="list-style-type: none"> • Received data upto the 1st qtr of 2002-03. 	<p>The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B. The need for additional class rooms, school-wise was worked out using DISE data and the same has been used in AWP&B 2004-05.</p>	<ul style="list-style-type: none"> • Manpower needs to be put in place especially at the district level. In most of the DPEP districts, there is only one Data

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Uttaranchal	<ul style="list-style-type: none"> DISE 2002-03 data have been shared. The same have been analysed at the national level and the major findings have been shared with the state. DISE 2003-04 data have been received at National level. The same is being compiled & analysed. 	<ul style="list-style-type: none"> Not regular. In fact, so far no PMIS report reached the national level. 	<ul style="list-style-type: none"> Yet to be known 	<ul style="list-style-type: none"> Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators. Infrastructure in place, especially at the SPO level and in some DPO level is grossly inadequate
West Bengal	<ul style="list-style-type: none"> DISE 2002-03 data have been shared. The same have been analysed at the national level and the major findings have been shared with the state. DISE 2003-04 data have been received at National level. The same is being compiled & analysed. 	<ul style="list-style-type: none"> Received data upto the 3rd quarter of 2002-03. 	<ul style="list-style-type: none"> Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level functionaries based on DISE 2000-01, DISE 2001-02 and DISE 2002-03 data. 	<ul style="list-style-type: none"> Finalisation of the state specific PMIS. There is no programmer in a couple of expansion districts.

SUPERVISION

Strategies

Supervision in DPEP has the twin objectives of monitoring the progress of the programme and assessing and fulfilling needs that arise as the programme progress. DPEP provides for regular Supervision Missions to assess progress towards DPEP's objective and identified thematic areas. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve UEE. Information on the progress of the implementation of the Programme components is required on a continuous basis and fairly rapidly. This ensures technical support in key areas from the national level to states and districts. The availability of information and ideas enable states and districts to take mid-course corrective actions.

Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions, renamed as Joint Review Mission, since the 8th Mission, are manned with the nominees of funding agencies and Government of India. So far 18 JRMs have been mounted. Some of the JRM's perform the functions of an Indepth Review Mission (IDRM). 6th JSM and the 10th JRM were such missions for Phase I and II districts respectively; 17th JRM for Rajasthan phase-I, 18th For UPDPEP-III and the present one for Rajasthan Phase-II. The system of biannual Joint Review Missions is continuing whereas it has been decided in 1997 that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as targeted missions for specific purposes as and when required.

State's Role

In addition to the JRM's and ISM's the states and the Bureau have their own mechanisms of supervising the programme. On the part of States, these include monthly review meetings, special state missions to districts, visits by the state project office functionaries to the districts, the EMIS and the PMIS reports etc.

Bureau's Role

Internally, the Bureau also monitors the progress of the programme through visits. Each Deputy Secretary / Director monitors some states on a long term basis. The Director/Deputy Secretary in charge of a state is also nominated on the Executive Committee of that particular state. States are usually visited two or more times during the year and states with special problem more often. The Bureau representatives regularly attended Executive Committee meetings in the states during the past six months.

Supervision Training

To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100 people have been conducted. The duration of each programme has been seven days and it included mock supervision exercises and field visits. The briefing of mission members and collation of

reports was supported by LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organizing targeted internal missions in future.

Role of the Unit

The Appraisal & Supervision Unit assists the DPEP Bureau in the organization of each mission. It provides support to Internal Supervision Mission as well as Joint Supervision Missions. While the unit acts as nodal point, individual members across all the units of TSG are responsible for compiling information pertaining to DPEP implementation for the state / functional area assigned. Ed.CIL provides logistic support to the Missions.

Future Strategy

The Joint Review Missions shall continue to be launched twice a year. The DPEP Bureau plans to monitor the progress of the state closely, based on the feedback received through MIS reports or otherwise and would launch Supervision Missions in the states as per the requirements.

JRM's : So far 18 JRMs / JSMs have been launched. The following table provides information on previous and current JRMs and the focus areas.

	2003	2004
Joint Review Missions	XVIIIth JRM : November - December, 2003 (Led by Government of India)	XIXth JRM : July, 2004 (To be Led by D.F.I.D.)
Priority Areas for the JRMs	<p>(a) Enrolment, Retention, Completion and Equity</p> <ul style="list-style-type: none"> - To evaluate the extent to which the programme has been able to accomplish the targets for enrolment, retention and completion, especially for disadvantaged groups. - To assess the strategies devised by States to achieve the targets as envisaged at the commencement of the programme and also with reference to the Annual Work Plan and Budget, as well as to cover the hardest to reach children - working children, urban deprived children and migrant communities. <p>(b) Learning and Quality</p> <ul style="list-style-type: none"> - To assess the status of systems for evaluation of student's learning by teachers and effectiveness of BRCs and DIETs in providing on-site support and in taking remedial action. 	<p>(a) Enrolment, Retention, Completion and Equity</p> <ul style="list-style-type: none"> - To evaluate the extent to which the programme has been able to accomplish the targets for enrolment, retention and completion, especially for disadvantaged groups. - To assess the strategies devised by States to achieve the targets as envisaged at the commencement of the programme and also with reference to the Annual Work Plan and Budget, as well as to cover the hardest to reach children - working children, urban deprived children and migrant communities.

	<ul style="list-style-type: none"> - To assess the initiatives to improve quality including interventions for teachers development and teaching learning processes. - To examine the contributions of the community to overall school quality including pupil attendance. - To assess the interventions by States for quality in Alternative Schooling systems e.g. E.G.S., bridge and condensed courses and for para teachers in formal schools. - To assess the extent to which the States have developed systems of/mechanisms for improved accountability for quality at BRC, DIET, CRC and school levels. <p>(c) Planning, Management and Monitoring</p> <ul style="list-style-type: none"> - To assess progress in collection and usage of data from various sources in planning and monitoring, retention and completion. - To measure the progress made towards capacity building of personnel at various levels and institutional strengthening. - To examine the status of district project management structures and their capacity building in identifying the specific problems in implementation and for initiating remedial actions. - To assess the systems to monitor the implementation of quality interventions. <p>(d) Status of Programme Implementation</p> <ul style="list-style-type: none"> - To assess the physical and financial progress made against the goals set at the time of commencement of programme and with reference to the Annual Work Plan and Budget. - Status of fund releases from States and GOI. - Comparison between actual expenditure and original budgeted amount and analysis of shortfalls in fund utilization. 	<p>(b) Learning and Quality</p> <ul style="list-style-type: none"> - To assess the status of systems for evaluation of student's learning by teachers and effectiveness of BRCs and DIETs in providing on-site support and in taking remedial action. - To assess the initiatives to improve quality including interventions for teachers development and teaching learning processes. - To examine the contributions of the community to overall school quality including pupil attendance. - To assess the interventions by States for quality in Alternative Schooling systems e.g., E.G.S., bridge and condensed courses and for para teachers in formal schools. - To assess the extent to which the State has developed systems of/mechanisms for improved accountability for quality at BRC, DIET, CRC and school levels. <p>(c) Planning, Management and Monitoring</p> <ul style="list-style-type: none"> - To assess progress in collection and usage of data from various sources in planning and monitoring, retention and completion. - To measure the progress made towards capacity building of personnel at various levels and institutional strengthening.
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	<p>Next Steps</p> <p>The Mission felt that the UPE effort under DPEP needs to focus more strongly on the reliability and use of data, establishing consistent standards and conditions for learning across all types of schools and developing a clear vision of quality which focuses as much on learning as on the provision of basic learning conditions. Specifically the Mission recommends:</p> <p>i) A series of steps need to be undertaken to improve transition of children in the early primary classes, namely, a cleaning of Class I enrolment, separation of under-age children, conduct of short term bridge courses for children who are irregular or those who have dropped out and remedial teaching to reduce repetition.</p> <p>ii) The Annual Work Plan preparation process needs to take into account analysis of basic data and trends and address the specific problems that emerge when forming appropriate interventions. District teams would need support in the preparation of better targeted, evidence based plans.</p> <p>Empowering and encouraging teachers, cluster and block level personnel to undertake simple analysis of attendance data, children's performance, household and DISE data, reports of regular visits to classrooms and school based cohort studies. This would help in more decentralised situation analysis and problem solving. The state and district levels would need to provide simple frameworks for such analysis and remedial action and an enabling climate for local initiative. The Mission suggests the capacity at various levels where data can be quickly and meaningfully used, needs to be enhanced, particularly at village/school, panchayat/cluster.</p> <p>There also needs to be a reconciliation across various data sources, in particular DISE and Household surveys to understand</p>	<ul style="list-style-type: none"> - To examine the status of district project management structures and their capacity building in identifying the specific problems in implementation and for initiating remedial actions. - To assess the systems to monitor the implementation of quality interventions. <p>(d) Status of Programme Implementation</p> <ul style="list-style-type: none"> - To assess the physical and financial progress made against the goals set at the time of commencement of programme and with reference to the Annual Work Plan and Budget. - Status of fund releases from States and GOI. - Comparison between actual expenditure and original budgeted amount and an analysis of shortfalls in fund utilization.
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	<p>the differences at various levels.</p> <p>iii) Each state should formally define minimum conditions for every formal and alternative school. This should include at least the number of teachers and usable space per child and put in place a transparent mechanism of ensuring that every school reaches the minimum levels and continues there.</p> <p>iv) Ensuring the basic conditions for learning are consistently applied is only part of a definition or a vision of quality. In addition, there needs to be an intensified focus on students' learning. There needs to be throughout the system at all levels a clear and shared understanding of quality. The teaching learning process needs to be more responsive to the differentiated learning required in multilevel, multigrade situations.</p> <p>There is a need to strengthen the school/class based regular assessment of each child's learning and progress. Regular student assessment systems need to be followed up with support to under-achieving children. Similar initiatives need to be taken for the alternative schools (including EGS).</p> <p>v) The Mission noted that progress in West Bengal is not on track. The implementation of the programme in phase II districts, in particular, needs serious attention. The Department of EE&L is urged to carry out an internal supervision mission as early as possible and take corrective action to speed up implementation in the state. An internal supervision mission is needed in Rajasthan as well.</p>	
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Internal Supervision Missions : The system of regular I.S.Ms. was discontinued in 1997. Now, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 16 targeted Internal Supervision Missions have been launched to various states. These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation in a state. Recently, I.S.Ms. has been organised for Rajasthan in September 2003 and February 2004.

Internal Supervision Mission to Rajasthan : 22 – 26 September, 2003

An Internal Supervision Mission (ISM) of G.O.I. visited Rajasthan between 23 and 25 September 2003 to review progress of DPEP Phase I since the Mid Term Review and the 17th Joint Review Mission in April-May 2003. The Mission reviewed the actions taken by the State with respect to the areas of concern identified by the earlier Missions. Quality issues, financial management and administrative issues were particular areas of emphasis for the ISM. Apart from this, the Mission also assessed the preparedness of the State for the MTR for DPEP Phase II.

The Mission witnessed signs of increased activities on different fronts and better staffed DIETs. The Mission was confident of enough number of committed personal in the project.

Internal Supervision Mission to Rajasthan 16-20 February, 2004

Yet'another Internal Supervision Mission for Rajasthan was organized during 16-20 February, 2004 to review progress of DPEP phase-I & II since the Internal Review held in September 2003 and the 18th Joint Review Mission in November 2003. The Mission reviewed the actions taken by the State with respect to the areas of concern identified by the earlier Missions. Pedagogical issues, financial issues as well as the management issues under Phase I & II and administrative issues were particular areas of emphasis for the ISM. Apart from this, the Mission also assessed the preparedness of the State for the MTR for DPEP-II that has been scheduled in March 2004.

The Mission recommended :

- (1) The recommendations agreed upon with the previous ISM be implemented for which the State has provided a new set of dates.**
- (2) The Mission reiterated that indicators for quality implemented aspects to be achieved should be spelt out for six month phases till December 2005.**

GENDER

As the DPEP programme for phases I and II concluded after seven years of implementation and other phases also consolidate, the gender component has moved more towards a mainstreaming approach from the earlier emphasis on mobilization and enrolment.

In the earlier phase of the programme the emphasis was more on enrolment drives and the raising of gender awareness within the programme and within the community. During this phase the special initiatives for girls' education have stepped up from the pilot phase to more areas. Mainstreaming issues like gender training, textbook revision from the gender perspective, training of the VECs etc. have been institutionalized rather than being taken up as a separate intervention.

In the field of community mobilization, the initial thrust was on increased focus in enrolment & retention campaign through interventions like Ma-beti Melas. Now, increasingly, the community level institutions like the VEC, MTAs, WMGs etc are playing a greater role in girls' education. This is being done not only through campaigns but also through increased representation of women in community level bodies through reservation. In many States women's groups have taken over the responsibilities for running alternative education centers and ECE centers. Similarly, gender sensitization has now been made an integral part of the training for community level bodies.

In an attempt to ensure access for girls, unable to attend formal schools for a variety of social and economic reasons, special models of Alternative Schools like the ECCE cum primary schools in UP & Gujarat and the Angana vidyalaya in Bihar etc. have been opened. Many of these are being managed by mothers' or women's groups.

In civil works, this effort is visible in the stress on providing toilets and where necessary, boundary walls in schools to encourage retention of girls.

States have also moved attention to the school situation. Textbooks for primary classes in all States have now been made gender responsive. Gender trainings for teachers and educational administrators had been taken up early in the programme. Now, gender sensitization has largely been made a part of teacher training modules in the States. State specific innovations like the Special Coaching Classes for SC/ ST Girls has been taken up. Increasingly now, the focus has shifted to classroom processes in as much as it reflects gender concerns.

For the variety of interventions mentioned above, States have developed various guidelines, training modules and material. In addition to such efforts, many states have taken up backward clusters for an integrated intervention in this area. What has been unique about these strategies is the way in which local level support has been mobilized to sustain the requisite vigil and pressure on the community and the school system on issues of enrolment, retention and also achievement levels. These interventions have been characterized by efforts to build on available data and ensure flow of all possible inputs, either available within the programme or from external sources. In this way these states have been able to respond meaningfully to the situation on the ground and ensure focused and sustained inputs that have effectively addressed the deterrents to girls' education in the local context.

The ICR report 2003 for DPEP I and II districts clearly mentions that most districts did achieve the DPEP goal of reducing gender differences in enrolment to less than five percent. It further stated that over three quarters of the districts in both projects did achieve the second objective of reducing gender differences in drop out rates to less than five percent. As regard learning achievement, girls did fare better than SC, who in turn fared better than ST children. But the learning achievement of ST children was a cause of concern. This implies that the girls belonging to ST group would require a concerted effort and focused interventions in the form of remedial coaching or even some innovative activities like in the case of Orissa, that is using community volunteers for teaching ST girls and motivating their parents.

Issues:

- Sensitize the functionaries at the various levels to use DISE data to plan interventions for girls education at the micro level
- Orientation programmes should be organized for planners/ administrators
- Mini- sensitization programmes should be organized for teachers on gender issues and it should be a focus area in all in-service teacher training programmes
- Another area of challenge would be to further strengthen classroom processes from gender lens.
- Focused interventions should be taken up for ST girls in the tribal dominated States and districts.

DPEP STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Staffing Position State Gender Co-ordinator</i>	<ul style="list-style-type: none"> In Place In Place in all 19 districts 411 mandal gender co-coordinators in place 	<ul style="list-style-type: none"> In Place Separate ECE coordinator in place ECE/Gender coordinators in place 	<ul style="list-style-type: none"> In Place In Place in all the districts 	<ul style="list-style-type: none"> In place In Place 	<ul style="list-style-type: none"> In Place In Place 	<ul style="list-style-type: none"> In Place In place in all DPEP-III districts
<i>Resource Groups (Gender & ECE)</i>	<ul style="list-style-type: none"> Common Resource Groups for Gender & ECCE constituted at the state, district and mandal level. 	<ul style="list-style-type: none"> SRG and DRG under Mahila Samakhyia (MS) formed and functional. SRG and DRG for ECE constituted 	<ul style="list-style-type: none"> SRG/ DRG for gender 	<ul style="list-style-type: none"> SRG (gender) and SRG (ECI) in place. Gender DRG in place 	<ul style="list-style-type: none"> SRG/ DRG/ BRG in place 	<ul style="list-style-type: none"> SRG & DRG for Gender constituted. Members oriented.
<i>Community mobilization Material Development</i>	<ul style="list-style-type: none"> Posters, audio-cassettes, magazines & newsletters developed at the district level. Girl Child Empowerment programme conducted 	<ul style="list-style-type: none"> 'Munia Beti Padhti Jaye audio cassettes and calendars developed and disseminated Quarterly news-letter being published Audio-Video cassettes on gender developed/ disseminated. 	<ul style="list-style-type: none"> Handbook/ brochures/ posters on girls education developed 	<ul style="list-style-type: none"> Printed materials produced & distributed to MTAs, VECs and teachers Posters and Audio cassettes developed A training module for MTAs, Rashmi developed at the State level 	<ul style="list-style-type: none"> Ma-O-Meye Melas held in all the districts Short visual aid developed on formation and functions of MTA 	<ul style="list-style-type: none"> Posters, Audio Cassettes, Abhiyan Geet, Meena Video Cassettes 736 Kalajathas performed in DPEP-III districts.
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> Balika Melas. Rallies meetings film shows, Ma- 	<ul style="list-style-type: none"> 'Munia Beti', Prabhat Pheris, Padyatras, Bal- 	<ul style="list-style-type: none"> Rallies. Prabhat Pheris, publicity 	<ul style="list-style-type: none"> Ma-Jheca (Mother daughter) Melas. Women's conventions, 	<ul style="list-style-type: none"> Intensive enrolment and retention drives conducted in 	<ul style="list-style-type: none"> Conduct of melas. rallies, Kalajathas, film shows, public meetings

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> • beti melas organized. • Meetings held with villagers, school committee chairpersons and teachers. 	<ul style="list-style-type: none"> • Melas and Ma-Beti melas at block and district level. • 2637 Mahila Samoohs functional under MS. 	<ul style="list-style-type: none"> • Meeting & orientation of Mahila Sangam girls. • MTA/ Women's group meetings held for enhancing retention of girls • More than 1000 Maa-Beti Sammellans held • Kanya Kelavani Rath Yatra held, covering 9458 primary schools in 7765 villages • Muslim Nayak Sammellan organized in Banaskantha 	<p>Pada Yatra & rallies organized</p> <ul style="list-style-type: none"> • Special enrolment drive for girl children • A comprehensive voluntary community mobilization plan for girls' retention evolved through sensitization of women at the grassroots. • 1432 voluntary community mobilisers trained. • Tele-conferencing programmes have been conducted to empower the stakeholders to facilitate girls' education. 	<p>gender focus blocks in all districts</p> <ul style="list-style-type: none"> • Awareness campaigns using Meena audio-video material organised 	<ul style="list-style-type: none"> • Meena campaigns in 2297 villages • 800 model clusters taken up • 1108 Women Motivator Groups formed • 2819 MTA/PTA formed in MCDA areas • 800 special school chalo abhiyan for girls • 1619 Maa-Beti mela conducted • 1092 summer camps held
Community Participation	<ul style="list-style-type: none"> • During Balika Swashakti Programme (BSP), competitions were conducted for mother-child and cultural programmes and 	<ul style="list-style-type: none"> • Management of Apna/Angahar Vidyalayas and ECE centres rest with mothers committees. 	<ul style="list-style-type: none"> • Adivasi Mahila Sammellan organized. • International Women's Day celebrated • VEC/PTA/M 	<ul style="list-style-type: none"> • MTAs & community contributing funds for school repair, boundary walls, etc. • Qualified girls are taking classes voluntarily in the nearest primary schools • 949 Balika Sangha constituted for 		<ul style="list-style-type: none"> • Community provides materials for running various centres, local teacher, space, escorts and even in solving local level issues adversely impacting on education of girls.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>competitions were conducted for all out of school girls</p> <ul style="list-style-type: none"> • Meena film was shown in Gramsabhas and mothers' meetings • Rallies and door to door campaigns were conducted to enroll out of school girls 		<p>TA actively participate to increase retention and enrollment of girls</p> <ul style="list-style-type: none"> • Donations received from community in cash/ kind in villages with low female literacy 	<p>awareness on girls' education.</p>		
VEC	<ul style="list-style-type: none"> • Statutory School Committees constituted with 51% women and oriented 	<ul style="list-style-type: none"> • Women constitute one third of VEC members. • One post of chairperson/Vice Chairperson of VECs earmarked for women • At least two women members from each VEC being imparted professional training 	<ul style="list-style-type: none"> • VECs actively involved in improving girls' retention. • Gender Awareness Training Workshop conducted • Cross visits arranged for MTA's • Meetings of women's groups organized 	<ul style="list-style-type: none"> • Issues of girls' education built into VEC training package. • Involvement of MTA in attendance/ retention of girls in school • In the revised "Orissa School Education (Community Participation) Rules 2000" the School Education Committee (VEC) has 9 guardian members of which 3 are women with at least one from SC/ST community • VEC members specially trained on girls' education. 	<ul style="list-style-type: none"> • Block gender committees formed. • Meetings held every month. • 18697 MTAs formed • At least five members in each VEC are women • Gender sensitization covered during VEC training • Sensitisation of women Panchayat functionaries undertaken. 	<ul style="list-style-type: none"> • VEC training module focuses on girls' education • VECs pursue enrolment and retention of girls, ensure participation of women and girls in educational programmes provide escorts, encourage out of school girls to join AS centers and convene meetings with women's groups • Forum for VEC women members formed in 20 clusters.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Pedagogy Training of academic staff</i></p>	<ul style="list-style-type: none"> The integrated module for teacher training includes a gender component All DGCCO's, SRGs given 2-day orientation on gender issues. 	<ul style="list-style-type: none"> Gender sensitization training to teachers and programic personnel. Gender sensitisation forms part of all training modules. 1371 Jagjagi teachers trained 1220 female ALS instructors trained. Training modules for BRC RPs, teachers, VECs, educational administrators and CRCCs include orientation gender sensitization. 	<ul style="list-style-type: none"> Gender sensitisation training for BRCCs and CRCCs Gender awareness training to teachers State level workshop on Classroom Transaction and TLM Preparation with Gender Perspective held 170 MTs trained at DIET, Santrampur, Panchmahals on gender bias in classrooms in Jan- Feb, 2003. 	<ul style="list-style-type: none"> In attitudinal training of teacher in tribal areas one day devoted to gender issues Orientation of BRCCs included one day for gender issues Gender equity is emphasized in general teacher training programme. 	<ul style="list-style-type: none"> 40 KRPs from the expansion districts trained for transacting the gender module 50586 teachers sensitised on Gender issues 	<ul style="list-style-type: none"> Teacher training modules Shikshodaya & Sabal have a component on girls' education 77603 teachers trained for 3-days in DIETs/BRCCs.
<p><i>Teacher Support Material</i></p>	<ul style="list-style-type: none"> Training module <i>Anna Nenu Badhki Potha</i>, exclusively on girls' education, developed and distributed among teachers. 	<ul style="list-style-type: none"> Book on TLM "Shikshana Asan Hai" developed, which addresses gender issues. 16 M.L. based text books in which gender issues have been addressed. 	<ul style="list-style-type: none"> Teacher support material (handbook & posters) on gender awareness, developed 	<ul style="list-style-type: none"> Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs. 	<ul style="list-style-type: none"> A handbook on gender issues has been printed for the KRPs and project personnel. Monthly workshop with teachers being 	<ul style="list-style-type: none"> Teacher training material (Model Cluster Approach) developed A separate teacher-training package "Anant" developed to orient teachers for making gender friendly classrooms.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> • KRPs trained on the module at state level to train DRG members • State strategy paper on "girl child empowerment" developed & distributed • District specific workbooks were developed in support of slow learning girls for class III-V 	<ul style="list-style-type: none"> • Special issue on gender brought out in quarterly magazine 	<ul style="list-style-type: none"> • Teachers' training module on Gender equity in classroom transaction distributed to all schools. 		<p>conducted at the CLRC with the help of this material.</p> <ul style="list-style-type: none"> • Reading material on gender issues with emphasis on girls' education developed. 	
<i>Textbooks</i>	<ul style="list-style-type: none"> • Class V Telegu and Class II English and Mathematics and Class IV English textbooks reviewed for elimination of gender bias • Gender friendly textbooks developed • Girls supplied free textbooks 	<ul style="list-style-type: none"> • Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres 	<ul style="list-style-type: none"> • Removal of gender bias in the content of new textbooks for Standard I, II & III. 	<ul style="list-style-type: none"> • Review of all textbooks for Classes I to III for elimination of gender bias has been undertaken • Special care to remove gender bias from the activity-based textbooks developed for primary classes 	<ul style="list-style-type: none"> • WBPPE-looking into the revised textbooks for gender equity. • SCERT carrying out similar activity for existing textbooks. 	<ul style="list-style-type: none"> • Checklist of 'dos' and 'don'ts' developed for authors of textbooks to ensure gender neutrality • 2 district gender coordinators are members of the SRG for textbook development. • New textbooks reviewed by SRG Girls' education before finalization • All text books for class I to V have been made gender sensitive.
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> • Separate chapter on girls' education in AWPB 	<ul style="list-style-type: none"> • AWPB makes separate provisions for girls' education and MS 	<ul style="list-style-type: none"> • AWPB makes separate provisions for girls' education 	<ul style="list-style-type: none"> • AWPB makes separate provisions for girls' education 	<ul style="list-style-type: none"> • Specific activities and allocations included in the AWPBs • Gender intervention extended to all 	<ul style="list-style-type: none"> • AWPB makes separate provisions for girls' education • All strategies and activities under UP DPEP ensure integration of the

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p>Preparation of gender training module.</p> <p>material development</p>	<ul style="list-style-type: none"> Teachers' training included gender sensitisation 6 posters on "Girl Child friendly atmosphere in the schools" printed and displayed to sensitize teachers and community 	<ul style="list-style-type: none"> Training Modules of BRC Resource persons, teachers, VEC's Educational Administrators and CRC Co-ordinators include orientation on gender. 	<ul style="list-style-type: none"> Gender training modules for teachers, Master Trainers and BRCCs/CRCC s developed. Training of teachers and vidhyasahayaks have been conducted using the module. MTA formation and training module has been developed and distributed to all BRCs. 	<ul style="list-style-type: none"> Gender training Modules for teachers developed Gender component integrated in training module for BRCCs & CRCCs. 	<p>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 10 blocks in Purulia.</p> <ul style="list-style-type: none"> Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district coordinators being held regularly 	<ul style="list-style-type: none"> School placement of SRG – Pedagogy-to observe girls' participation in classrooms Two days gender sensitization of Educational Administrators, DIET & project personnel by NIS 3 training packages namely Anant, Muktaash and Assam for teachers, MTAs and Women Motivator Groups developed. Training of 320 Master Trainers from DPEP III conducted.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Sensitisation programmes for DPEP personnel and others</i></p>	<ul style="list-style-type: none"> • SRG/DRG trained who in turn trained MGCDs and ECE instructors • One day orientation to all APCs and sectoral officers of DPO on transaction of the topic "Girls' Education" to school Committee Chairpersons • State level gender sensitization programme was conducted for all GCDOs and DRG for conducting BSP in the districts • DGCDs exposed to Residential Bridge Camps (exclusively for girls) 	<ul style="list-style-type: none"> • All SPO, DPO and programme personnel imparted professional training in which gender sensitisation is an integral part • Training modules developed for Mata Samitis Jagjagi, teachers, ECE/AW workers, ECE programme personnel, Sahayoginis of MS, Sanyojikas. 	<ul style="list-style-type: none"> • Gender sensitisation of BRCCs & CRCCs • 'Gender Awareness Workshop' for Gender OICs, BRCCs and CRCCs • SRG, DRG review meetings and training held regularly. 	<ul style="list-style-type: none"> • State level training to DRG members for training of community mobilisers. • 5 days district level training to community mobilisers to enroll out of school girls, monitor regular attendance by school visit, attend VEC meetings, organize & conduct MTA meetings, facilitate formation of SHG and Balika Sangha (Meena club) in consultation with CRCC & BRCCs, identify out of school adolescent girls and suggest opening of adolescent girls camps. 	<ul style="list-style-type: none"> • Orientation workshop for DRG members conducted by SPO. 	<ul style="list-style-type: none"> • 2 training/ orientation programmes, 4 days each, organized in DPEP III for District gender Coordinators
<p><i>Workshops</i></p>	<ul style="list-style-type: none"> • State level orientation programme was conducted for all GCDOs on conducting "Balika Sadikaratha Sadassu" • Workshops organized for 	<ul style="list-style-type: none"> • National Seminar on UPE where special emphasis was given to gender issues 	<ul style="list-style-type: none"> • Sharing workshop on gender education held at State on 13th June, 2002. • District specific components incorporated in gender 	<ul style="list-style-type: none"> • District & Sub-district personnel oriented on gender issues • State level workshop to develop gender strategy & plan of action for integrating gender perspective in implementing DPEP • Workshop to develop training & sensitization 	<ul style="list-style-type: none"> • Orientation workshop on Balika Siksha Karmasuchi conducted in the existing districts. • Workshop with female panchayat members held 	<ul style="list-style-type: none"> • State level workshop to develop and finalize training and sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups. • Workshop to finalize material for BRCC, CRCC etc. for Model Cluster Approach.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>headmasters working in low schools in low female literacy habitations.</p> <ul style="list-style-type: none"> • Inter district visits of DGCDOs. 		<p>awareness modules for MTAs and teachers.</p>	<p>material for MTA and PTA and strategies for model cluster approach through field visit</p> <ul style="list-style-type: none"> • Conceptual workshop on role and functions of Gender resource groups etc • Workshop to develop a module for gender sensitivity among teachers conducted. 	<p>in Gender Focus Blocks of Bankura, Pribhum and Murshidabad.</p>	<ul style="list-style-type: none"> • 2 training/orientations programs 4 days each were organized in DPEP – III for District Gender Coordinators • State level Kalajatha workshop held
<i>Review Processes</i>	<ul style="list-style-type: none"> • State level consultative committee was formed with experts from different organizations for planning and reviewing the programme 	<ul style="list-style-type: none"> • Text book distribution among girl children being monitored through revised PMIS formats 	<ul style="list-style-type: none"> • Gender awareness meeting of CRCC in Phase II districts to review progress and gender related activities 	<ul style="list-style-type: none"> • Review progress on the basis of child wise data generated through Anusandhan • Involvement of BRCC and CRCC for monitoring retention activities at school level. 	<ul style="list-style-type: none"> • Regular meetings held with District Gender CO-ordinations at SPO and DPO to discuss activities undertaken 	<ul style="list-style-type: none"> • Regular meetings at SPO with district co-coordinators
<i>Networking</i>	<ul style="list-style-type: none"> • Close linkages with Andhra Mahila Sabha, MS, Hyderabad University, Osmania University, Department of Women and Child Development 	<ul style="list-style-type: none"> • Linkages with MS, AWTC, NGOs, Mata Samitis, Sahyoginis and Sanyojikas. 	<ul style="list-style-type: none"> • Linkages with Government Departments such as WCD & ICDS, MS, NGOs, Academic Institutions etc. as a 	<ul style="list-style-type: none"> • Linkages established with existing Mahila Samitis • Support drawn from DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies & Psychology department, Utkal University, SRC for Adult Education, SCERT, Xaviers 	<ul style="list-style-type: none"> • Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University, UNICEF 	<ul style="list-style-type: none"> • Technical support drawn from SIE, SIEMAT, SCERT, NGOs, Mahila Samakhya, BETI, NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc. UNICEF, USAID, NYK

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> Meetings conducted with all departments/ NGOs/ teacher union for convergent efforts towards empowering girls 		<p>result of which girls were enrolled in schools and AS centers.</p>	<p>Institute of Management, Nalini Devi Women's B.E. College, C.A.S., etc.</p>		<ul style="list-style-type: none"> Health, labour, DWCD
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> Available from EMIS data 	<ul style="list-style-type: none"> Available from the EMIS and micro planning data 	<ul style="list-style-type: none"> Available from the EMIS and micro planning data in selected areas. Gender segregated data on enrollment and retention of girls, number of women teachers, etc. have been generated 	<ul style="list-style-type: none"> Available from the EMIS data Anusandhan (child tracking) was launched to undertake cohort study, which has provided drop out rates for girls DISE and child tracking data and other indicators have been shared with MTA/VEC. 	<ul style="list-style-type: none"> Available from the monthly/ annual returns of Department of School Education, GOWB, DISE and studies conducted by the State 	<ul style="list-style-type: none"> Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUP House to house survey data MCDA maintains disaggregated data for the clusters covered by it.
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> Close linkages with MS established In close linkage with MS, 7 mandals have achieved 100% enrolment. 	<ul style="list-style-type: none"> MS an integral part of the gender strategy of DPEP. Active participation of MS in VEC meetings and activities. 5 MSKs running 	<ul style="list-style-type: none"> Linkages established in Banaskantha and Panchamahals MS representatives in MTAs 			<ul style="list-style-type: none"> Close operational linkages MS is represented in the Gender SRG MS provides support in development of material and training modules Extended to 5 more districts in DPEP III

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Innovations</i></p>	<ul style="list-style-type: none"> Chinnanula Sabhas conducted on an pilot basis 5 low female literacy villages in 5 low Female Literacy mandals in each district adopted. 25 villages per district taken up under model village approach Women convention at district and mandal for strategies to improve girls' education. Action initiated to create girl friendly atmosphere in primary schools As a part of BSP five low enrolled Grampanchayats of all mandals were focused to concentrate on enrolment, retention and quality of the programme. 	<ul style="list-style-type: none"> 1854 Mahila Samoochs under MS functional at the village level. State level 'Friendship Camp' organized at for the adolescent girls of Urban Schools and rural Jaglaggi. State level Maai-Beti Mela organized Mahila diwas organized in all project districts Girls' enrolment in ALS being monitored. 	<ul style="list-style-type: none"> Mahila sangam programme : educated girls are mobilizing families in Dangs to ensure enrolment and regular attendance of girls. Adopted the Focus Area approach covering 218 villages Formation and strengthening of Mahila Mandals Integrated efforts made by BRCC, ABRCC and CRC by involving active women's groups to enhance enrolment and retention of girls. 	<ul style="list-style-type: none"> Block with high dropout of girls have been identified for addressal. Block specific activities developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers. Community mobilisers will play a major role in counseling the parents of dropout girls. Girls with low achievement level identified and remedial teaching classes have been proposed for them Non-residential girls camp have been organized. 	<ul style="list-style-type: none"> Introduction of the Balika Shiksha Karma Suchi which is a field based intensive intervention to be carried out in 50 schools of Bankura and 30 schools of Uttar Dinajpur Effecting convergence with SHGs & MTAs in Malda district. 	<ul style="list-style-type: none"> Shiksha Dayitwa Abhiyan in 8 districts in convergence with MS. Retention marches & summer camps for girls Initiated the Model Cluster Approach for Girls Education. Following expansion a total of 1030 clusters are covered Universal enrolment in 5383 MCDA villages 3469 MCDA villages are drop out free in DPEP III. 10 days summer camps organized to bring back drop out girls to schools 2480 summer camps were held. 74302 children were re-enrolled after summer camps.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> Different activities were conducted like construction of separate toilets for girls by pooling the resources from School Sanitation Programme of UNICEF, PMGY and other schemes. 	<ul style="list-style-type: none"> Special modules for Angana Vidyalaya for 9+ girls - modeled after Jaggiagi of MS 1022 Angana Vidyalayas cater to 9+ girls - drop-outs as well as illiterate Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samities. 	<ul style="list-style-type: none"> Opening 231 girls specific AS centres 32 ECCE - AS centers 329 of 529 children enrolled in AS Section are girls AS centres set up in Banaskantha, Dangs & Panchmahal cater to 2558 girls 	<ul style="list-style-type: none"> 7453 girls enrolled in EGS centers in Phase-II districts 17 adolescent girl camps running in Kalahandi and one in Nawarangpur and enrolled 682 girls 	<ul style="list-style-type: none"> All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women 	<ul style="list-style-type: none"> 2 days workshop to develop AS module for working girls Muslim girls are being reached through Mokhtabs & Madarssas 48% of the children enrolled in AS centers are girls
<p><i>Alternative Schooling</i></p>		<ul style="list-style-type: none"> Study on problems in the education of Muslim girls completed Data coding and entry in progress for the study on Classroom Culture and Processes from the Gender Perspective. 	<ul style="list-style-type: none"> Study on Problems of Girls' Enrolment in Panchmahal by DIET & Gujarat Vidyaapeeth completed. 	<ul style="list-style-type: none"> Analysis of problems in the enrolment & retention of girls from weaker sections 	<ul style="list-style-type: none"> Study on low participation of girls in Primary Education In-depth study to ascertain reasons for low enrolment and high drop 	<ul style="list-style-type: none"> Role of community & other factors in promoting primary education among Muslim girls in Saharanpur Making a Difference Document on the experiences of UPBEP & DPEP in the area of
<p><i>Research and Evaluation</i></p>	<ul style="list-style-type: none"> A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha More studies are in progress 					

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> Study on Classroom Culture and Processes from the Gender Perspective data entry in progress and inter rating of observations completed. 		<ul style="list-style-type: none"> "Tej Punj" a report on Gender Education Programme in district Panchmahal developed. 		out rates of girls under taken <ul style="list-style-type: none"> Inter-rating of observations and data entry in progress for study on Classroom Culture. 	girls' education revised & updated. <ul style="list-style-type: none"> Inter-rating of observations and data entry completed for study on Classroom Culture and Processes from the Gender Perspective. Evaluation of model cluster approach completed.

DPEP IV and New States

		UTTARANCHAL	
		RAJASTHAN	
		JHARKHAND	
GENDER INTERVENTIONS			
Staffing Position State Gender Co-ordinator	<ul style="list-style-type: none"> State Gender/ECE coordinator in place ECE/Gender Coordinator in DPO in place 	<ul style="list-style-type: none"> In place In place 	<ul style="list-style-type: none"> In place In place in all six districts
District Gender Co-ordinator Sub District	<ul style="list-style-type: none"> 705 Girl Child Motivator in position in selected CRC's. 	<ul style="list-style-type: none"> SRG for ECCE and Gender constituted and meeting irregularly. SRG assisted in the process of developing training modules. DRG constituted. meets twice a year 	<ul style="list-style-type: none"> SRG and DRG formed at state and district
Resource Groups (Gender & ECE)	<ul style="list-style-type: none"> District resource groups under Mahila Samakhya formed and functional DRG for ECE constituted. State level core group formed for MS ECE. 	<ul style="list-style-type: none"> SRG for ECCE and Gender constituted and meeting irregularly. SRG assisted in the process of developing training modules. DRG constituted. meets twice a year 	<ul style="list-style-type: none"> Meena cassettes used Brochure is developed on different activities of model clusters for girls education One minute film/spot developed for motivation of girls' education
Community mobilization Material Development	<ul style="list-style-type: none"> Audio and video cassettes on gender developed/disseminated 	<ul style="list-style-type: none"> In the process of development material from various states have been collected. 	<ul style="list-style-type: none"> Meetings with VEC, MTA, WMTA, Mother Teacher and Motivator Association (MAMTA) 152 Ma-beti melas organized at village level 475 Bal melas organized at village level Meena campaign organized in 430 villages 310 Kala Jattha/ Nukur Natak organized at village level Training of 304 selected women organized Gender sensitization workshop was organized for 88 VEC at cluster level.
Interaction at Sub District level	<ul style="list-style-type: none"> Community meetings, prabhat pheri, rally organized Environment building Organizing melas, sammellans, ma-beti melas, munia beti campaign 		
Community Participation	<ul style="list-style-type: none"> Running ALS and ECE centres Civil works, micro planning The management of Jagjagi/Bal Jagjagi rest with the Mahila Samooch 		<ul style="list-style-type: none"> SMC prepared mid-day-meal for children MTAs involved in issues concerning girls' education, ensure regular attendance

UTTARANCHAL

RAJASTHAN

JHARKHAND

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
	<ul style="list-style-type: none"> • Women take initiative to build shades for children's education • Training calendar prepared aims at ensuring tying up of mata samiti with VEC. 		<ul style="list-style-type: none"> • In some villages members of MTA involved in classroom teaching.
VEC	<ul style="list-style-type: none"> • Formation of VECs and orientation of VEC members completed • Women constitute one third of VEC members • One post of chairperson/vice- chairperson of the VECs is earmarked for women. • In the orientation training, VECs women members take active part. • At least two women members from each VEC are being imparted professional training. 		<ul style="list-style-type: none"> • 335 WMGs formed and 4802 members trained • Regular meetings held with WMG and MTAs • 1461 mother teacher and motivator association formed.
Pedagogy Training of academic staff	<ul style="list-style-type: none"> • 257 Jagjagi teachers trained • 1165 female ALS instructors trained • 72 resource persons trained on gender issues • Gender sensitization of 25128 teachers. 		<ul style="list-style-type: none"> • Samadhan teacher training has one session on girls' education • BRCC and NPRCC trained on gender issues • 9835 teachers trained under gender sensitization programme • The integrated module for teacher training includes a gender component
Material development			<ul style="list-style-type: none"> • Two days gender sensitization module developed for teachers by SRG.
Teacher Support	<ul style="list-style-type: none"> • Khilauri. • Jagjagi manual. 		<ul style="list-style-type: none"> • Removal of gender bias in the content of textbooks
Material	<ul style="list-style-type: none"> • Success stories of girls, plays related to girls and reinforcement of equity through illustrations in the textbooks. 	<ul style="list-style-type: none"> • Class I – V textbooks have been revised from gender perspective. 	
Textbooks	<ul style="list-style-type: none"> • Gender issues addressed in the 16 M.L.L. based textbooks developed • Book on TLM "Sikhana Ashan Hat" developed which addresses gender issues. • Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS. 		

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<p><i>Management Planning</i> <i>Integration of gender perspective in plan formulation</i></p> <p><i>Capacity building</i> <i>Preparation of gender training module</i></p>	<ul style="list-style-type: none"> • Training modules of BRC resource persons, teachers, VECs, education administrators and CRCCs include gender sensitization. • Gender sensitization is an integral part of professional training imparted to all SPO, DPO programme personnel • 80 members of mahila groups trained on gender • Training women members of VECs. • Gender sensitization for all programme personnel undertaken 	<ul style="list-style-type: none"> • Separate budget for Girls' Education in AWP & B • Training module for Girl Child motivator has been developed • 7614 teachers have been imparted gender sensitization training at district/ block/ cluster level • Gender workshops organized for state and district level personnel. • Block selection committee for selection of Girl Child Activist and Escort has been constituted. 	<ul style="list-style-type: none"> • AWP&B makes separate provisions for girls education state and district level • All activities ensure integration of the gender perspective. • Workshop on development of gender sensitization module for teacher at DIET Dehradun. • Workshops for development of training module for MTA/WMG at SPO.
<p><i>Sensitisation programmes for DPEP personnel and others</i></p>			<ul style="list-style-type: none"> • Gender sensitization of all teachers, BRCs and NPRCs • One day training workshop organized of elected women's • Orientation workshop for SRG, DRG members on gender issues • 22117 members of MAMTA group trained under ASHA module.

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Workshops</i>	<ul style="list-style-type: none"> A State seminar on UPE organized, in which special emphasis was given to gender issues. 	<ul style="list-style-type: none"> One day meeting of gender experts for preparation of gender awareness material Three days workshop for preparation of village approach module. Organized the regional workshop for State Research Teams of Maharashtra, Rajasthan and Uttar Pradesh in September, 2001 for the Study on Classroom Culture and Processes from the Gender Processes. 	<ul style="list-style-type: none"> One day orientation workshop for gender Co-coordinators and SRG members 5-days MT/VW/MG sensitization module development workshop. 4 days state level training of MTs for MTA/WMG training 2-days MT training for Mother Teacher and Motivator Association organized at state level.
<i>Review process</i>			<ul style="list-style-type: none"> SRG, DRGs district coordinators (girls' education) review meeting and training are held regularly
<i>Networking</i>	<ul style="list-style-type: none"> Government departments of Education, Health, PHED, Welfare and DRDA NGOs, A.WTC. 	<ul style="list-style-type: none"> Networking with DWCD, NGOs, TADA to discuss girls' education with special emphasis on SC/ST girls. 	<ul style="list-style-type: none"> NGOs Mahila Samakhya BETI, Lucknow SPO, DPEP UP ICDS Uttarkhand Sewa Nidhi, Almora.
<i>MIS</i>	<ul style="list-style-type: none"> Availability of Gender disaggregated data and use of MIS data for implementation 		<ul style="list-style-type: none"> Representatives of Mahila Samakhya are members of SRG (Gender) Mahila Samakhya supports the development of gender training modules
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> State level training of Kishoris completed State level training Sahyoginis completed in June 2003 and February 2004. 340 Jagjagi centers for girls established. 461 Bal jagjagis established Under MIS 2434 Mahila samooths formed at habitation/ village level State level 30 days training of 141 Kishori completed in 4 batches. 		

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Innovations</i>	<ul style="list-style-type: none"> Vocational training being taken up for members of mahila groups 		<ul style="list-style-type: none"> 85 Model clusters identified in 12 blocks having low female literacy rate. Monitoring formats developed and distributed in all schools of model cluster To ensure enrolment and regular attendance charts prepared in each school of the model clusters Student tracking chart prepared in all schools of model cluster. 1.91 lakh girls provided free textbooks Fruit preservation preparation of candle, soft toys and other trainings have been provided to girls.
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> All the instructors of Jagjagi & Bal Jagjagi are female and under the management of Mahila Samooch Mahila Shikshan Kendra in five DPEP districts provide residential course of 9 months to adolescent girls Mahila Shikshan Kendra for primitive tribe girls in Hazaribagh and Chatra 39 residential camp school of 6-9 months duration for dropped out/out of school adolescents. 		<ul style="list-style-type: none"> 3 ECCE with EGS functional in Champawat 560 EGS and 77 AS opened in DPEP districts.
<i>Research and Evaluation</i>		<ul style="list-style-type: none"> Consolidate report on the study on Classroom Culture and Processes from the Gender Perspective prepared and submitted. 	<ul style="list-style-type: none"> Data feeding for study on classroom culture and processes is completed Study on classroom culture and process from Gender Perspective completed Dissertation on educational problems of Muslim girls in Naya Panchayat, Naukara Grant district Haridwar submitted by DPO Haridwar.

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		GCERT	
AEO	Assistant Education Officer		Gujarat Council of Educational Research and Training
ARG	Academic Resource Group	GOI	Government of India
AS	Alternative Schooling	HM	Head Master
AWPB	Annual Work Plan and Budget	HT	Head Teacher
AWW	Anganwadi Worker	ICB	International Competitive Bidding
BEO	Block Education Officer	ICDS	Integrated Child Development Scheme
BEP	Bihar Education Project	IDA	International Development Agency
BIU	Block Implementation Unit	IGNOU	Indira Gandhi National Open University
BRC	Block Resource Centre	IIM	Indian Institute of Management
CHT	Centre Head Teacher	ISEC	Institute of Social and Economic Change
CRC	Cluster Resource Centre	JRM	Joint Review Mission
DEO	District Education Officer	JSM	Joint Supervision Mission
DPEP - CRG	DPEP - Core Resource Group	LBSNAA	Lal Bahadur Shastri National Academy of Administration
DIET	District Institute of Education and Training	MHRD	Ministry of Human Resource Development
DOE	Department of Education	MIEPA	Maharashtra Institute of Educational Planning and Administration
DPIU	District Programme Implementation Unit	MIS	Management Information System
DPG	District Project Office	MLL	Minimum Levels of Learning
DRG	District Resource Group	MS	Mahila Samakhya
EC	Executive Committee	MT	Master Trainer
ECE	Early Childhood Education	MTC	Mother-Teacher Council
Ed.CIL	Educational Consultants India Limited	NTC	National Competitive Bidding
EFA	Education For All	NCERT	National Council for Educational Research and Training
EMIS	Educational Management Information System	NEEM	National Elementary Education Mission
GC	Governing Council	NEG	National Expert Group

NFE	Non Formal Education	SPD	State Project Director
NGO	Non-Governmental Organisation	SPO	State Project Office
NIBM	National Institute of Bank Management	SRG	State Resource Group
NIC	National Informatics Centre	ST	Scheduled Tribes
NIEPA	National Institute of Educational Planning and Administration	TLC	Total Literacy Campaign
NRRC	National Research and Resource Centre, Mussoorie	TLM	Total Literacy Mission / Teaching Learning Material
ODA	Overseas Development Administration	TOR	Terms of Reference
PMIS	Project Management Information System	TRI	Tribal Research Institute
PRA	Participatory Rural Appraisal	TOT	Training of Trainings
PRI	Panchayat Raj Institution	TSG	Technical Support Group
PTA	Parent Teacher Association	TWD	Tribal Welfare Department
PWD	Public Works Department	UEE	Universalization of Elementary Education
RIE	Regional Institute of Education	UNDP	United Nations Development Programme
SC	Scheduled Caste	VEC	Village Education Committee
SCERT	State Council of Educational Research and Training	VEP	Village Education Plan
SDP	School Development Plan	VHAI	Voluntary Health Association of India
SIEMT	State Institute of Educational Management and Training	VIPP	Visualization in Participatory Planning
SIS	State Implementation Society	VTM	Village Teacher Motivator

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