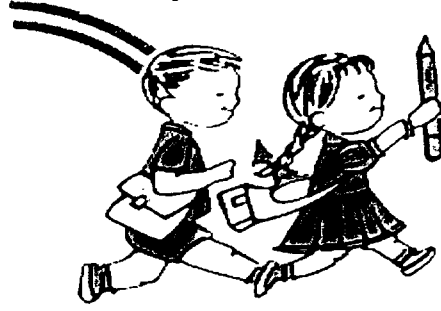


DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part – 1

Progress Overview Report

18th Joint Review Mission
(November-December, 2003)



सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

List of Documents

- | | | |
|---|---|-----------------------------------|
| Progress Overview Report | - | Part I (Enclosed) |
| State Report | - | Part II (Separate Volume) |
| State Specific Information on
Mission Objectives | - | Part III (Separate Volume) |

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Date 28-12-2003.

Progress Overview

- **The activities undertaken after last Joint Review Mission have been presented in bold script.**
- **The Progress Overview is upto June 30th, 2003. 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
❖ Districts under implementation - 121	Students and Teachers
	<ul style="list-style-type: none"> • Students in the system - 33.4 million • Total no. of teachers - 6,14,714
• States covered - 9	ECE
	<ul style="list-style-type: none"> • ECE centres set up - 9,040 • Anganwadi pre-school centres Strengthened - 33,835
Civil works	Alternative Schools (AS)
School buildings constructed and in progress - 19,497	<ul style="list-style-type: none"> • AS centres set up - 63,772 • Children covered - 2.3 million
Resource centres constructed And in progress - 9,845	Integrated Education for Disabled
Classrooms added and Under construction - 36,315	<ul style="list-style-type: none"> • Number of children with special Needs identified under DPEP. - 5,44,323 • Number of children with special Needs enrolled under DPEP. - 3,85,947
Other works (repairs, Drinking water, toilets etc.) Completed and in progress - 45,695	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 (S632.30 million) • DFID (Grant) - Rs. 9.29 billion (151.416 mill. pound) • UNICEF (Grant) - Rs. 0.36 billion (S10 million) • Netherland (Grant) - Rs. 1.25 billion (S 26.470 million) • Credit Rs. 27.02 billion Grant Rs. 10.64 billion.
Village Education Committees - 1,08,723	
School Management Committees - 1,96,968	
Parent Teacher Association/ Mother Teacher Association - 1,15,003	
	Expenditure - Rs. 21.62 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	613.46	15278	6291	4029
2.	Bihar	223.29	4601	804	6167
3.	Jharkhand	123.04	5601	60944	6977
4.	Gujarat	33.84	7286	163078	4188
5.	Orissa	39.42	6761	1440	16270
6.	Uttar Pradesh	518.35	12425	249503	5667
7.	Uttaranchal	48.92	672	130	556
8.	West Bengal	224.82	0	--	4786
9.	Rajasthan	336.62	3212	--	1509
	TOTAL	2161.76	106854	482190	6372

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	1889		8013	15163	966	86
2.	Gujarat	70	800	5	91	62	4
3.	Orissa	87	886	41	51	0	
4.	West Bengal		1940	993	2076	0	
5.	Bihar	630	2476	447	1050	1539	102
6.	Jharkhand	212		357	690	433	41
7.	Uttar Pradesh	626	5840	4818	9451	11696	3
8.	Uttaranchal	114	280	428	614	1305	
9.	Rajasthan	104		635	2433	8491	27
	Total	3732	12222	15737	31619	24492	52

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	272	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 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. A great deal of autonomy and flexibility has been vested with the sub-district level structures (blocks/ mandals and clusters) and village/habitation based institutions/ forums (VEC, MTA, PTA, PRIs etc) at the 'micro level'.

In all DPEP districts 'perspective plans' 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 the skill of preparation of annual work plans and budget (AWP&B). In this direction, training programs at a large scale have been carried out for all DPEP states by NSDART, Mussoorie (annexure I). In previous year (2000-2001) NSDART revamped its training programmes to make the content amenable to the present requirement of DPEP in the field of planning and management. Simultaneously, programmes of various kinds for different issues in planning have been carried out by NIEPA as well as TSG (annexure II and III). At the national level, there have been continuous efforts to improve the planning capacities of state as well as district teams. In this regard, a manual for district teams to prepare annual work plans and budget proposals was prepared in January 1999 and shared with state and district teams. Subsequently, the training module of NSDART has been replaced by a new module and shared with the states in a national workshop held in August, 1999. On the basis of this new module training programmes on AWP&B for several states viz. Himachal Pradesh, Rajasthan, Bihar, West Bengal and Orissa have been carried out.

Second major activity under planning and management has been the appraisal of AWP&Bs that are prepared by the district teams. It has been of great help in providing feedback to the teams on the plans made and secondly in avoiding mistakes that can occur because district planning is a relatively new phenomenon. Improvement of quality of AWP&B has become an important ingredient of planning over the year. When the project began in 1994 all plans were appraised at the national

level. However, in 1997-98 appraisal was decentralised to DPEP-I states as well as Uttar Pradesh, Bihar and Andhra Pradesh and at the national level only 10% of the plans were re-appraised.

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

Fourth major input in this area has been the strengthening of institutional planning by setting up of SIEMATs at state level 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.

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

Improving capacities for formulation of annual work plan and budget

Over the years, the experience gained in formulating educational plans at district level reveals that even district is a large unit and greater emphasis is required not to decentralize the whole process at sub-district level, so that it can meet the habit specific needs for UPE. Consistent efforts have been made to highlight this aspect in 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 their plans (*Annexure-III*). NSDART has conducted eleven workshops (*Annexure-I*) and NIEPA conducted several workshops (*Annexure-II*) for improving the capacity 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

Another thrust area has been the strengthening of school level planning. Many states like Kerala, Tamil Nadu and Andhra Pradesh have made significant progress in identifying needs through school level planning. NIEPA and TSG had jointly made an effort to enhance the capacity of school teachers and cluster resource persons in Banikhet Block of Chamba district of Himachal Pradesh in preparation of school development plan. A two-day workshop was conducted in Banikhet block in May,

1999. The aim of this workshop was to identify the indicators for school and to make profiles of schools subsequently. Special input was given on the concept of teaching learning process and preparation of school plan based on the needs identified in the school profiles. The main emphasis was laid on identifying 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 states. While some are doing it on a pilot basis others have gone forward. But the only point of concern is that the compilation is not being done in a systematic manner. Therefore the thrust should be on the compilation of micro-level data which can be used for future planning. Moreover scaling up efforts for micro-level planning exercise should be given utmost importance.

Micro planning and house to house survey has been conducted in all states (*Annexure-VI*). An attempt has been made to review the status of use of these data. A study was conducted in 2000-01, in collaboration with the states to review the whole process of house to house survey data in a sample of four states viz. Karnataka, Maharashtra, Gujarat and Assam. In the study, a house hold survey format to capture village level information has been prepared and subsequently circulated to all states.

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

Institutional Development Plan

Since the very inception, the programme has been paying attention to strengthening of institutions like SIEMAT, at state level and District Education Offices. Most of the states have already established such institutions and have been keen to build capacities of staffs working in it. In states Uttar Pradesh and Orissa SIEMATs have been very much active in catering the needs of rural areas of educational planning. It has been found that format of SIEMAT progress in Rajasthan, West Bengal, Andhra Pradesh, Gujarat and Jharkhand.

Issues in Focus

- The thrust in planning has been to strengthen capacities of states at all levels to plan and implement activities as per needs. The issue of providing access to out of school children is still a gray area and needs special action. Thus the use of micro-level data generated from the micro-level planning exercise conducted on a grandeur scale needs special attention in enrolling the out of school children.
- The achievements of the various states have been widely varied. It is necessary that there should be active sharing of experiences and information at 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.

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.

Activities	States	Year
Training for master trainers on Micro Planning	Tamil Nadu	
Training programmes for SPO & DPO staff at SIEMAT, Allahabad	Uttar Pradesh	
Training on preparation of perspective plans	Uttar Pradesh	December 1998 and January 1999
Training on preparation of AWP&B (as per the new manual)	Bihar (42), Himachal Pradesh (35), Maharashtra (18), Kerala (13).	May, 1999 to October, 1999
Workshop on Planning Process	All DPEP States – Phase I&II.	1-2 nd December, 2000.
Orientation Programme in DPEP for collectors CEO's, DPO's, NSDART, Mussoorie.	Uttar Pradesh, Uttaranchal.	18-20 th December, 2000.
Sustainability issues in Elementary Education, New Delhi, NIPCCD.	All DPEP States – Phase I&II.	5-6 th January, 2001
Orientation programme in DPEP for DCs, ADCs and CDOs in NSDART.	Himachal Pradesh, Uttar Pradesh and Haryana.	8-11 th January, 2001
Perspective planning in new district, HCMRIPA, Jaipur	Jaipur (Rajasthan)	15-19 th January, 2001
Orientation programme on DPEP	Chattisgarh	12-14 th February, 2001
Workshop of NGOs in Elementary Education, Mysore	National Level	3-5 th March, 2001
Workshop of NGOs in Elementary Education, NSDART	All DPEP States – Phase I&II.	19-21 st March, 2001.
Training Programme on Planning.	Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab & Rajasthan.	28 th August – 1 st September, 2001
Training Programme on Planning.	Madhya Pradesh, Chattisgarh	17-21 st September, 2001
Workshop on Quality Issues in Elementary Education	North Eastern States	4-6 October, 2001
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 UFI:	West Bengal, Assam, Orissa, Jharkhand, Bihar, Madhya Pradesh, Chattisgarh.	17-21 st September, 2001.
Programme on Planning, Mussoorie	Andhra Pradesh – Chittoor, Srikakulam, Khammam and Melhboob 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.

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

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 August, 1997
Workshop on District Planning under DPEP	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu	December 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	July, 1997 January, 1999 February 9-14, 2001 5-9 October, 1998
Training programme on methodology and techniques of planning under DPEP field based – held at DIET, Ranchi	Bihar	
Assistance given to West Bengal on Plan preparation	West Bengal	October, 1998.
Training programmes on microplanning and school mapping	Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal Rajasthan, Maharashtra.	9-11 August, 1999 6-10 August, 2001. 19-24 February, 2001. January, 2001. 18-19 th June, 2001.
National Training of Planning	Andhra Pradesh	
Training Programme on Using indicators for Planning	Andhra Pradesh	
Primary Education.		
Orientation Programme on New EMIS Software	Chattisgarh	
Training on Programme on Computer Application for decision support services in education.	Maharashtra	
Two workshops on Cohort Study and Training on Microplanning and School Mapping.	Maharashtra	October – November, 2001.
Training Programme on Using Indicators in Planning	Rajasthan	17-21 st February, 2002
Elementary Education		
Project Planning & Monitoring	Maharashtra	19-23 rd August, 2002
Training Programme on using indicators in Planning, EE, New Delhi	Andhra Pradesh – Conducted in NIEPA, New Delhi	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	17-21 st June, 2002
National Workshop on Training Programme on District Planning & Education	Andhra Pradesh (attended) Rajasthan	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 (top 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 P/g. 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	20	442	65
2.	Bihar	20	3	227	78
3.	Gujarat	56	5	96	26
4.	Jharkkhand	12	1	121	29
5.	Orissa	44	2	128	60
6.	Rajasthan I & II	53	10	449	44
7.	Uttar Pradesh – III	62	1	396	68
8.	Uttaranchal	30	8	60	3
9.	West Bengal	61	9	100+100*	8+12*

* This includes DPEP II.

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. SIEMAT is a part of SCERT.		
GUJARAT	SIEMAT 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. AWP&B for 2002-2003 will be based on need based assessment of Educational Profiles of cluster/ GPs. 	<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-monetary 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 to identify the need for alternative schools in 500 villages. 	<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. Dang separated at 800 villages in 500 villages. 	<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 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.
	<ul style="list-style-type: none"> Capacity building of planning team members at different levels. Bridge Course Camps for their mainstaying. 			

DETAILS	ANDHRA PRADESH	GUJARAT	ORISSA	RAJASTHAN
	<ul style="list-style-type: none"> 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 participatory planning for development of DEEP, habitation level planning has been given. 	<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. 		<p>enrolled in DPEP districts.</p> <ul style="list-style-type: none"> In Phase I 24373 and in Phase II 19410 out of school children are hard cases. Enrollment drive under Shiksha Apke dvar have been launched and 91.68% children have been enrolled.
<p>Agency Institution/ NGO/ Individual responsible</p>	<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 CR coordinator (MT) & Village core group at village level. A core group formed at village level consisting of members of VECs, local Youth Mandal. Bhajan Mandals/ CRCCs. 		
<p>Future Plans</p>	<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"> 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. 	

DETAILS <i>Future Plans</i>	ANDHRA PRADESH	GUJARAT	ORISSA	RAJASTHAN
<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 Plans. 	<ul style="list-style-type: none"> Submission of draft plan for new districts (Jamnagar, Junagadh, Sabar-kantha, Kutchh, Bhavnagar and Surendranagar). Plan proposals have used participatory planning process & documentation method. Preparation of State Plan and dist. plans involved an elaborate sequence of activities, involving both data gathering/ analysis and wide scale consultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and DPE Officers. The reflection of the findings of both BAS & 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, BRG 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. 	<ul style="list-style-type: none"> 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"> Conduct school mapping and micro planning exercises in every village between 1 to 14th July every year. 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 'Preveshutsav' 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. 	

DETAILS of Coverage micropanning	WEST BENGAL	UTTAR PRADESH	BIHAR	JHARKHAND
of	<ul style="list-style-type: none"> Planning process has been initiated in Birbhum, Coochbehar, 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"> 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. 	<ul style="list-style-type: none"> Altogether 3176 villages covered under microplanning in 10 districts. 	<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.
Details of Activities undertaken	<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. 	<ul style="list-style-type: none"> 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 VEER, 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"> 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 Abhiprarak/ Prerak developed. In every district sufficient number of Abhiprarak/ Preraks have been trained. These trained Abhiprarak/ 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 Chetna' developed with which microplanning exercise will be completed with in 5-7 das. 	<ul style="list-style-type: none"> PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhiprarak/ Prerak developed. In every district sufficient number of Abhiprarak/ Preraks have been trained. These trained Abhiprarak/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs. Groups of individuals identified and trained by DLOs of BEP, namely Abhiprarak & Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC.
Agency/ NGO/ Individual responsible	<ul style="list-style-type: none"> State, district and sub-district level functionaries Gram Panchayat functionaries, volunteers of T.C, teachers, inspectors, education officers and ext.officers of blocks. 	<ul style="list-style-type: none"> UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETS, SEMAT, BRC coordinators and the NPRC coordinators. 	<ul style="list-style-type: none"> Groups of individuals identified and trained by DLOs of BEP, namely Abhiprarak & Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC. 	<ul style="list-style-type: none"> Groups of individuals identified and trained by DLOs of BEP, namely Abhiprarak & Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC.
Future Plans	<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. Workshops will be conducted to identify the district specific 	<ul style="list-style-type: none"> In DPEP II districts where microplanning have been completed, the VECs have already shown great enthusiasm in sending the identified out of school children into schools, built additional classrooms and new school where necessary, as well as recruiting Shiksha Mitras where enrolment has gone up. In these 	<ul style="list-style-type: none"> 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 enrolment in the private schools collected through microplanning exercises for UPE. Cross checking 	<ul style="list-style-type: none"> 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 enrolment of children in the

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	JHARKHAND
		at the state level.	<p>planning exercises. People empowerment through micro planning exercises.</p> <ul style="list-style-type: none"> • Mapping for ALS modalities through micro planning exercises. 	<p>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 household 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. 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 / MTAs/WEC/WMG
1.	Andhra Pradesh	-	63538	63,951
2.	Bihar	24856	20531	1190
3.	Gujarat	5090	-	8615
4.	Jharkhand	17317		
5.	Orissa	12683		
6.	Rajasthan	-	112899	3230
7.	Uttar Pradesh	24795		4065
8.	Uttranchal	2674		3069
9.	West Bengal	21308		1806
Total		108723	196968	115003

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.

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

a. Advocacy Activities

A variety of activities such as enrolment drive, awareness generation, children fair, participatory community fair, cultural programme etc. have been carried out in all the States. Across the States, campaigns and mobilization initiatives have been organized focusing on specific issues like enrolment, retention, education of girl child and other disadvantaged groups. Campaign to mobilize the special groups like girl child (mothers also), SC/ST/OBCs, tribal and other disadvantaged groups to ensure their participation in the primary schools or alternative centers, was launched in many 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, Uttarakhand*),
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, Mashal Yatras, Praveshotasav were undertaken in Andhra Pradesh
7. Baap-Beti Mela was organised at many places (*Uttar Pradesh and Uttarakhand*).

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

- Formation of 'Balā 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 to 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, Uttarakhand)

Specific initiatives for disadvantaged groups have also been taken up.

- In *Orissa*, 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**

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 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 in regard to out of school and drop out children.

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

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.

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. In *Uttar Pradesh*, Village Education Plans (VEP) has been developed with involvement of VEC members and community support. 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.

Under the 'learning guarantee Programme' initiated in few blocks of Andhra Pradesh a list of expected learning level in different grade have been displayed in the schools. In some cases the school has circulated the list to the parents and the larger community. The school has also provided written assurance for learning guarantee and requested parents for regular attendance in school. This list of achievement level is proving an effective tool for monitoring the quality of learning in school.

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 • Panchayat Education Committees and School Committees were involved in the social audit of out of school children. • VECs are playing an active role in tackling the problem of child labour
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.
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 Chala Abhiyaan
U.P.	<ul style="list-style-type: none"> • Meena campaigns done with discussions with the community

Trends Emerged

- The most significant development during last few years is the move taken up by a number of State Governments to form VECs in the entire State under statutory provisions. For most of these States, this process had been lying unattended for long. In Orissa, VECs have been reconstituted as per the recent Orissa School Education (Community Participation) Rules, 2000 while in Bihar reconstitution of VECs are being carried out in concurrence to the Bihar State Vidyalaya Siksha Samiti Act, 2000. It is worthwhile to note that elections had to be held for VEC formation in several places. This reflects the increasing interest of the masses in VECs.
- 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.
- The attempt to integrate the PRIs with the community-based organizations, particularly the VECs, is a significant move that is visible in majority of the States. Panchayats are diverting funds toward construction of boundary walls, urinals, storage tanks for drinking water etc in *Gujarat*. In the States like *Jharkhand*, ground works to establish an effective linkage with the PRIs have been started. It has been envisaged that the panchayats, VECs/School Committees, PTAs/MTAs and other community forums complement each other by creating a strong base at the grassroots level for community participation in the educational scenario.

It can be seen from the foregoing that VECs/SMCs and other grass root level organizations have played an active role in planning as well as in the implementation of all the aspects of programme.

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
- One of the major issues is that the role of VEC's in quality improvement should be strengthened.

COMMUNITY MOBILISATION

		DPEP - II, III & IV			
Community Mobilisation & VEC Interventions					
Administrative Arrangements	<ul style="list-style-type: none"> State and district level coordinators for CM in place. 	Andhra Pradesh	Gujarat	Orissa	West Bengal
	<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 Coordinators provides block and cluster levels support. 		<ul style="list-style-type: none"> At state level core Group is formed to advise on community mobilisation. DRG and BRG formed. 	<ul style="list-style-type: none"> State and district coordinators for community mobilization in place SRG on CM formed DRG and VECs constituted 	<ul style="list-style-type: none"> State and district coordinators for CM appointed SRG, DRG, BRG and VECs constituted Ward Education Committees constituted
		Uttar Pradesh	Bihar	Rajasthan	
		<ul style="list-style-type: none"> State and district 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"> 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. 	

		DPEP - II, III & IV					
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Community Mobilisation Material Development	<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, PRI members and others. • Audiocassettes developed. • Development of posters, cut outs and folders undertaken • Posters on girls' education developed in June 2003 and disseminated during the Enrollment Drive 	<ul style="list-style-type: none"> • Brochure on DPEP published. • Leaflets printed and distributed to all primary schools of DPEP. • Newsletter published and circulated. • DPEP message disseminated and textbooks distributed. • Audio-video cassettes developed in connection with "Ninad". 	<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 Unmayane 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 	<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 peet mala, Munna beti padhiti 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
<ul style="list-style-type: none"> • Electronic and print media utilized to spread the message of importance of girl child education. • State district and mandal level seminars conducted. • Melas, Ma-Beti melas, rallies, Kalajathas and enrolment drives conducted • Literacy Week "Chaduvukundam" conducted • Janmabhoomi Programme conducted to spread awareness on education among women. • District and Mandal level seminars on " Education For All" were conducted • Habitation level and Mandal-level mobilisation campaigns have been taken up to bring the "Out of School children" into Residential/Non-Residential Bridge Courses. 	<ul style="list-style-type: none"> • Bal Mahotsava, Prabhat Pheris, Mashal Yatras, praveshotavas were undertaken. • District level awareness meeting held to discuss strategies. • Special campaign launched for girls' enrolment in tribal areas. • Chaudhary Community Sammelan organised in Banaskantha. • Thematic drama and folk theatre (Bhavai) used during awareness campaigns. • Special campaign like Mahula Jayanti Shuvri. • Ma-beti sammelans organised in "Gender Focus Areas". • Special VEC, MTA/PTA meetings organised before enrolment drive. • Stalls set up in local popular fairs. • IIM exhibition for local communities organized. • VEC/PTA/MTAs have been meeting regularly, especially to discuss retention of girl child in the school 	<ul style="list-style-type: none"> • Hoarding put up at strategic places. • Sishu melas organised at block level. • Women's conventions, Matru Sammelans are being organised. • A series of discussions and phone-in - programmes broadcast • Enrolment drives organised • Action plans have been developed in each school after NINAD • Awareness programmes organised through print and electronic media like newspaper advertisement, radio talks, jingles and TV talks have been conducted to create general awareness among people • Voludaya Pravech Ubhaya are organised to encourage enrollment of eligible school age children. 	<ul style="list-style-type: none"> • SPO organised folk festivals with the help of folk artists. • Districts organised rallies, meetings. • padayatras, cultural competitions etc. • CLRC's book fairs organised at 108 circles of 5 DPEP districts. • Districts completed at least one wall writing in every school. 	<ul style="list-style-type: none"> • Ma-beti and Baap-beti melas organised. • Meena campaign for girl's education organised. • Cultural activities organised • State wide School Chalo' campaign organised • Poster competition organised • District/ block and village level rallies were organized. • Relay of Radio jingles & TV spots on girl's education. • Buses of UPSRTC carried the logo & messages of primary education. • Intensive trainings for women motivator groups, VEC's & PTA organised at model cluster. 	<ul style="list-style-type: none"> • Intensive campaigns launched for VEC formation. • Mumia Beti campaign launched. • Wall writings, Bal Pakyatras, Bal melas, sports meet, Ma-Beti melas, Audio-video campaign, enrolment drive, Prabhat Pheries, street play and Kala jathas etc. organised in every district. • State level Maar-Beti melas Bal mela organised. • Exhibitions on UPE; put up. • Innovative wall paintings done. • Jhankhis on UPE; put up the occasion of Republic Day/ Independence Day celebrations at the state and district levels. 	<ul style="list-style-type: none"> • Balmela, Kala jatha, Mahila Meetings are being held at cluster and village level. • State Level Bal Mela and Mahila meetings organized • Meetings and public functions organised • Film fair for children organised in June, 2003 	

	DPEP II, III & IV						
	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Community Mobilisation & VEC Interventions							
Campaign and other mobilisation activities	<ul style="list-style-type: none"> Chaduvula Panduga programme was conducted in August 2002 involving community public representatives to enrol out of school children and free child labours from employers. During Chaduvula panduga 4.78 lakhs out of school children were enrolled in regular schools/ residential bridge course/ non-residential bridge course centres. 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. Organisation of tribal youth camps. Parent teacher association meetings being organised for every 3 months and school committee meeting once in a month. 	<ul style="list-style-type: none"> Radio Spots hired on AIR stations for broadcast of campaigns on enrolment and retention of children, especially girls, completion of primary education. Awareness programmes meetings held to discuss community mobilisation activities have been organised. Meeting regarding girl's education were conducted. 	<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. 	<ul style="list-style-type: none"> Enrolment week at district level. Grassroots level meetings with PRI functionaries and community leaders organised. Posters and hoarding developed and displayed. 	<ul style="list-style-type: none"> Kala Jathas targeted in blocks with low female literacy. 	<ul style="list-style-type: none"> A national seminar on UPE organised. Praveshotsavas organized in every district. Mahila Day organised at DLO level. Theatre workshops for capacity building of cultural groups in 7 linguistic zones held. 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. 25210 Balmela, 28784 Kala Jatha, 32236 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. • Manual on VECs' training has been prepared. • 800 model clusters have been developed • Training module for the members of school committee prepared • Awareness campaign enrolment drive on "School Chalo Abhiyan" conducted in September, 2003. 	<ul style="list-style-type: none"> • Development of training module for VEC/WEC training • Construction manual developed for VEC training. • SPO developed handbook on community participation in primary education for grassroots-level functionaries including VEC members. • Training module for MTAs developed in Cooch Behar district. • Developed Lesson's Posters for participatory Training at VEC/WEC level. • Guidebook on organisation of training for VEC members developed. • Developed 8 posters on Community Participation, on Civil Construction, restructuring Quality Education, Girls Education and Disabled Children. • Module of VEC training "Prashikshan Sahayika" published. 	<ul style="list-style-type: none"> • Trainer's handbook for training of VECs developed. • Trainer's handbook for MTA, PTA and WMG has been developed. • 480 model clusters have been developed. 	<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 PRI members developed. 	<ul style="list-style-type: none"> • Module for SMC and BNS training has been prepared. • SMC training module finalised. • PRI training module has been finalized 	

DPEP - II, III&IV							
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<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 throughout 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. Out of 48,506 school committees constituted in primary and upper primary schools, 46,553 joint accounts were opened in the name of member convener (HM) and Chairman of school committee to operate funds except salary component of teacher. 	<ul style="list-style-type: none"> 5090 VEC formed in all villages MTA, PTA and Mahila Mandals have been formed Community Contributions, both in cash and kind, have been received for school construction, which have enhanced the sense of ownership among people. 	<ul style="list-style-type: none"> MTAs and PTAs are constituted VCCs formed. School Committee (VECS) are in place in all the districts. 	<ul style="list-style-type: none"> VCC's formed for civil works. 1806 MTAs formed in Cooh Behar district. 21308 VECs constituted In Phase I DPEP districts 13103 out of 14738 VECs, & WECs have already been formed. 8205 VEC formed in Phase II districts VCC formed for civil work under VEC/WEC where it was needed. 8743 VEC/WECs were formed out of 10061 Gram Sansad areas. 126888 VEC members trained in Phase - I Districts and 36384 members trained in Phase-II Districts. 	<ul style="list-style-type: none"> 17605 VEC's are constituted. MTAs/PTAs and WMGs (Women Motivator Group) formed. Basic Shiksha Parishad decides to form PTA's in all govt. schools 4065 WEC's in place 	<ul style="list-style-type: none"> 24856 VECs constituted Mata Samiti formed for AS/ECE centres and to provide resource support Formation of 2765 VEC, including 200 VEC for New DPEP Schools. ALS centres opened in Singhwara block on the basis of data of MLP ECF centres are going to be opened on basis of Micro Planning data All VECs constituted/Reconstituted through a will orchestrated & process-oriented mobilisation campaign in all districts. VECs motivated to run schools during teachers strike in Bihar Community providing resource support at grass root levels 20531 Village committees are constructed under "Bihar State VSS, Act 2000" 	<ul style="list-style-type: none"> 3500 BNS have been constituted. 112899 SMCs have been constituted. 32307 MTAs constituted 32236 Mahila meetings held 	

Community Mobilisation & VEC Interventions	DPEP - II, III & IV				Rajasthan
Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar
<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. • Exposure tour of VEC members to M.P. was organised. • 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 • Special orientation cum training to 12885 VECs, MTAs, PTAs members in Banskantlia and Dangs on enrolment drive (June-August 2001). 	<ul style="list-style-type: none"> • Training of VEC/MTA organised. • Village meeting on the line of Gram Sabha and Pali Sabha are initiated to educate people for owning the village school • To sensitise the Panchayati Raj functionaries regarding roles in UJE, one-day tri-Programme for Sarpanches of all Gram Panchayats of DPEP districts have been conducted. • To orient peoples representative regarding their roles in UJE. 1 day training for all the MLAs of DPEP districts have been conducted in 3 phases. 	<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 WMCs have been trained. • Orientation programme held for newly elected Pradhans and members of VECs. • 2 rounds of training of VECs for micro-planning & household contact • 2819 MTA/PTA and 1108 WMCs formed • 24795 members of VECs trained • In 24795 village education plans completed in DPEP-II districts. 	<ul style="list-style-type: none"> • 5 days training to VEC members initiated. • One-day orientation to newly constituted/re-constituted VEC's 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

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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 IJEP. 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. 	<p>Gujarat</p> <ul style="list-style-type: none"> Orientation of DRG organised. Training Programmes for MT organised in Dung. Training includes orientation on girl child, IED, AS and village mapping and school improvement support provided by local CRC. 30- day intensive training programme conducted for Master Trainers on English workbook for Std. V. 5-day re-orientation training to MTs for std. I completed in July, 2000. Re-orientation training to MTs for Vidya Salayaks held in July-Aug. 2000. 5 days training imparted to BRC, CRC Coordinators and primary teachers in Dangs in Std. V English. Resource Persons comprising DIT personnel, CRC Co-ordinators and primary teachers were trained on Std. V English for achieving proficiency in English language and teaching skills. 1 day training of BRC and CRC Co-ordinators for launching enrolment drive. 	<p>Orissa</p> <ul style="list-style-type: none"> Training of SRG for VEC organised at State level. Workshop on role of media in community mobilisation organised. Training of BRG (Media) on mass mobilisation in the districts organised. Sensitization programme held for Collectors on the importance of UPE through community members 	<p>West Bengal</p> <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 CM coordinators held regularly Organized training for KRPs at state level Training of resource persons for imparting training to VEC's conducted 	<p>Uttar Pradesh</p> <ul style="list-style-type: none"> Training workshop for SRG. 5-day PLA/PRA training organised for SRG and BRG. DRG trained in all DPEPIII districts. 3-day workshop (state level) organised to develop new strategies for community mobilisation and quality improvement 	<p>Bihar</p> <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. 	<p>Rajasthan</p>	

		DPEP - II, III&IV					
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"> Community mobilisation officer of SPO has participated in National Level Workshop on "Efficacy and Sustainability of Community Mobilisation" held in January 2002. CMO of SPO and CMO of Ranga Reddy district have participated in National level workshop on 'strategies for motivation of primary stakeholders' held in Sept. 2002 	<ul style="list-style-type: none"> 3 days training programme on AS held Monthly meetings of E,CFE & AS instructors held at CRC level to review the progress of school readiness programme in DPEP-II districts. 	<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 Para teacher State level workshop on micro planning (I.ok Chetna) State level workshop on EGS&AIE State level workshop on development of TRG module for community leaders. 	

		DPEP - II, III & IV					
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Areas and instance of participation	<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 Praveshotshavs 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"> • 442 AS instructors, have been engaged by VECs. • VECs have been participating in micro planning, civil works activities and school improvement • VECs also involved in raising voluntary contribution for schools, appointment of Para-teachers, conducting house-to-house surveys for AS/EGS, utilisation of School Improvement Grant, planning, management, monitoring, supervision, accountability and utilisation of existing resources. 	<ul style="list-style-type: none"> • Community contributions towards building support reported from districts. • Community mobilisation for enrolment of out 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 	

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. • Panchayat Education Committees and School Committees involved in the social audit of out of school children during the 16th round of Jamma 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. 	<ul style="list-style-type: none"> • Community providing resource support at grass root levels. 	<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 • Enrolment drives

		DPEP - II, III & IV					
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Other activities to promote Participation and Innovations</p> <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 	<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 pram 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"> • Cultural talent search activities organised 	<ul style="list-style-type: none"> • Children Registers prepared in all the DPEP districts • Observing enrolment week at district level in May & July 2002. • Grass-root level meetings with PRI functionaries and community leaders. • Organised one-day workshop with the secretary & president of VEC (Murshidabad and Uttar Dinajpur). 	<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 • In School Chalo Abhiyan 2001 - role of Kalajathas redefined and located in blocks with low girls enrolment & high dropouts. • TV spots & radio jingles. • Meena campaigns with pre & post screening discussions with the community. 	<ul style="list-style-type: none"> • Theatric 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 UTPRERAKS and ABIPRERAKS held. 		

DPEP - II, III & IV							
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 laxau groups to tackle problem of child labour. 	<ul style="list-style-type: none"> Lok Jumbish assisting in Micro Planning. 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 Sanchayees 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. Network developed during T.C and P.C being reviewed and activated. Folk artists, Folk theatre etc. 	<ul style="list-style-type: none"> Networking established with electronic & print media., Doordarshan, AIR, Mahila Samakhya and NGOs. 	<ul style="list-style-type: none"> Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities. Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs. 	<ul style="list-style-type: none"> A strong inter-linkage envisaged at every level with Panchayati Raj Institutions.

		New States	
		Jharkhand	Uttaranchal
Community Mobilisation & VEC Interventions			
Administrative Arrangements		<ul style="list-style-type: none"> Community Mobilisation coordinator in place at S/O and DLOs. SRG and DRG formed. 	<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.
Community Mobilisation Material Development		<ul style="list-style-type: none"> 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 Magazines 	<ul style="list-style-type: none"> 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 IJD developed & printed. Survey format printed at DPO level.
Campaign and other mobilisational activities		<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. Kalajithas 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. Theatre workshops for capacity building of cultural groups in 7 linguistic zones held. Praveshotsavas 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 Exposure visit of VEC members 	<ul style="list-style-type: none"> Ma-beti and Baap-beti melas organised at 35 places in 06 districts. Meena campaign for girl's education organised. 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, Utrarkashi. Kala Jatha/ Nukad-Natak arranged in 34 villages of 15 model clusters.

New States

Community Mobilisation & VEC Interventions	Jharkhand	Uttaranchal
<p>Community Participation Community Organisations</p>	<ul style="list-style-type: none"> • 17317 VECs constituted • 4569 PFC constituted • Mata Samitis are also formed for ALS as per need & ECE centers. In fact, DPEP is facilitator, & Mata Samitis are the de-facto agencies to run ALS/ECE. • Community providing resources support at grass root levels. • 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. • 67437 VEC members trained • 1424 MAMTA groups formed • Training of 13745 members of MTAs & 4802 member WMGs completed. • School management committee constituted
<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. 	<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 • 24500 members of 1200 VECs have been trained. • 3 days training for VEC members conducted at village level. • Monthly meetings of VECs were organized at school level. • 2674 VECs trained.
<p>Orientation/ Training/ workshops for Community Organisations</p>	<ul style="list-style-type: none"> • 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 day training of VEC member initiated. 20180 members imparted 9-day training to 1662 members given • Community construction process in place, training before start of construction training of the Masons/lady masons. • Tele-conferencing for VEC conducted. • 84 master trainers trained on CM at state level 	<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
<p>Orientation/Training/ workshop for staff/Master Trainers</p>		

New States	
Uttaranchal	Jharkhand
<p>Community Mobilisation & VEC Interventions</p> <p>level functionaries organised at SPO level.</p> <ul style="list-style-type: none"> District coordinators participated in national level workshop held at NIAR, Mussoorie. State & District coordinator took part in national workshop organised at Kolkata. 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. 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. 	<ul style="list-style-type: none"> VECs are helping teachers in distribution of books. 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 VEC's participating in micro-planning, school improvement and community mobilisation. VEC's were motivated to run schools during teachers strike in Jharkhand. All Civil Works including construction of IRC entrusted to community through Community Construction procedures VECs are being trained to manage schools and monitor the development indicators like retention, completion, quality etc.
<p>Other activities to promote Participation and Innovations</p> <ul style="list-style-type: none"> 80 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 & process-gender perspective Kunjapuri model adopted in 3 districts for peer group learning. 	<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.
<p>Networking</p>	<ul style="list-style-type: none"> Networking with NKS, Zila Sk-sharta Samitis, Kalyan Kendras and Bharat Sevashram Sangh. Convergence with NGOs, Mahila Samooh 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.

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.

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 is with respect to trialling of training modules

While much consultation has taken place during the development of the modules, they have not really been trialled. There is a clear need to trial training packages in order to provide trainers and teachers practicable training packages and the Mission recommends that for all future teacher (and other large scale) training programmes, the state undertake trialling (with a representative sample of teachers from different contexts within which it is to be implemented in the state).

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 of Rajasthan recommends the following in case of Rajasthan

The mission recommends that the roles of the CRCs and BRCs be re-focused, and their academic roles emphasized, through a revision of the job charts, as well as a re-orientation of these personnel on quality improvement aspect.

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

Capacity Building

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

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.

The follow up activities of Resource Enhancement Programme include the following:

1. Feedback and review of the third workshop of Resource Enrichment Programme and also review of the overall programme.
2. Sharing the experience with a larger national level resource institutions.
3. Compiling and editing of the reading material used in the three workshops in both Hindi and English.
4. Initiating follow up activities in REP states in form of projects, seminars etc.

5. Initiating similar programmes in other DPEP states.
6. Organizing and conducting National level seminars and follow up workshops on issues emerging from Resource Enrichment Programme.

School-based Quality Improvement Programs

It is found that a majority of primary school children even at the end of grade V do not acquire the basic language skills and abilities such as reading, writing, comprehension, articulation, etc. Similarly in Mathematics children do not develop basic number concepts, and find difficulty with even simple number operations. Most of these are grade I or II level competencies. In absence of these basic learning skills children find it difficult to even engage with the course content of higher grades, let alone learn it, or master it. The examination system fails to capture this fact, because it tests only memorization and recall, and not the competencies of a child. As a result children keep getting promoted to higher grades, while learning deficits go on accumulating.

This situation is found to prevail widely, in almost all parts of the country. A host of interrelated factors are responsible for this - many of them rooted in classroom practices, but a large number of them stemming from systemic inadequacies. However, the entire blame of non performance gets transferred to the teachers (they being at the bottom of the administrative hierarchy) resulting in a widespread sense of demotivation and defeat amongst them. They in turn transfer the blame on to the children and their parents. Thus at every level in the system there is an answer / explanation for this poor performance. This is a vicious circle that remains unchallenged.

In an attempt to address the above situation, small attempts were made over the past few years to work directly with schools, so as to understand their situation and constraints within 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.

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

Among the present DPEP states, Uttar Pradesh was a part of this study.

A synthesis document of the seven case studies titled "Shifts in Learner Evaluation" has been published and shared with states and agencies.

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 Uttaranchal, Himachal Pradesh, Madhya Pradesh, Chattisgarh, Orissa and Maharashtra participated in the workshop. In the workshop the participants undertook school visits 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.

Need based support to states

As per need state specific support has 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). In this respect a base paper was developed by the Pedagogy Unit, TSG in collaboration with NCERT outlining the objectives and scope of the study. Research agencies which were capable of undertaking the study envisaged were also identified. The base paper was shared with research agencies. In a series of meetings which followed this sharing, an attempt was made to conceptualise the research design and tools for the study.

The agencies, which undertook the study, in different states, are as follows :

States	Agencies
Kerala	Digantar
Karnataka	Vidya Bhawan Society
Tamil Nadu	Vidya Bhawan Society
Maharashtra	Bodh
Haryana	CIE
Madhya Pradesh & Chattisgarh	Sambhav
Assam	RIE, Bhubaneshwar

A flexible framework, design and broad tools of the study were developed in collaboration with the above agencies in a series of workshops organised at the national level. Agencies were expected to adapt the tools as per the state specific context. The objective of the study was to review and assess the pedagogical renewal process undertaken in DPEP over the last seven years in each state in terms of:

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

The specific areas to be focussed upon were:

- a) Textbooks and teaching learning materials,
- b) Teacher-capacity building, i.e. teacher training, academic resource support and other strategies adopted.

The 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.***

The Next steps

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 recently organised National level meet on resource centres in October 2003 where the DPEP experience of resource centres was shared and strategies for future identified. Further 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 brought to the fore the need to focus more intensively on content based teacher training programmes.

Capacity Building of DIETs/resource groups

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.

The pedagogy unit will continue to provide resource support to states as per need and demand.

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

Coverage/Rounds/Cascade

DPEP II & III

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. Newly recruited teachers' training: In DPEP I districts 4935 teachers trained. In DPEP II districts 12337 teachers trained. 	<ul style="list-style-type: none"> 5 day orientation for 7672 teachers for class I, 5 day training for 5600 teachers for class II, 8 day residential training for 4786 English teachers of class V conducted. Workshop held for reviewing micro-planning activities and undertaking School Improvement. Multigrade training 120 teachers from 50 multigrade pilot project schools trained through 6 days training programme. Others Reading project has been undertaken to enhance the reading skills and inculcate reading habits in the children in primary schools all over the state. 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"> 14210 teachers trained in DPEP expansion and non-DPEP districts through a new package 'unmesh'. Training module for transacting tribal primer has been finalised for three languages (i.e. Saora, Kuvi & Juang) 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"> Third round of head teacher training underway. Four rounds of teacher training in DPEP-II and two rounds in DPEP-III over. In second round 52160 teachers were trained in 22 districts. The third round (1st round for DPEP III) training 'Saadhan' 132526 teachers of 54 districts were trained. In the fourth round 45000 teachers of 22 districts have been trained in one day workshops. 	<ul style="list-style-type: none"> The micro level learning improvement plan of PLIP (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><i>DPEP III</i></p> <ul style="list-style-type: none"> 57259 teachers have been trained through the second round of 10 days training programme (Ujala II). 35143 teachers given 5 days subject specific training. 66906 teachers have been trained through the first round of 10-day Ujala I. 	<ul style="list-style-type: none"> 9 days in-service training module of teachers completed. 6 days refresher module of teachers training completed. TLM workshops organised at all blocks, 14000 teachers participated. 13038 teachers are provided 6 days refresher training. 9 days induction training given to 50927 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 25256 Ujala-II 18407 278 teachers have undergone training in Science teaching, 2089 teachers in Math teaching and 1387 in English teaching. 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 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"> State team oriented for pilot MGT project. 8145 teachers in I round and 7939 teachers in II round have been trained so far.

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	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 	<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 I and II. <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> • Orientation on pronunciation of local words and also on local glossary. • To acquaint them with MLLs and activity based joyful method of teaching. <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 second round of training focuses on 'pedagogy'. The training module 'Sabal' is development and used. • The third round of training in DPEP-II focussed on effective use of new textbooks in proving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. Training module 'Saadhan' has been used. • An independent feedback study of teacher training inputs under DPEP-II has been conducted. Its findings have been used to improve the IV round of teacher training in DPEP-II & second round in UPDPEP-III. • In DPEP-II & III, fourth and second rounds of trainings are in continuity to the earlier rounds of teacher training. 	<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"> • 5 days training focuses on different subject areas i.e. Hindi, Maths and EVS. • Ujala-II 10-day residential training special focus on classes 3-5. 	<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. 	

INDHRA 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 (Telugu & 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"> New textbooks for classes I to III introduced in all schools of the state. 3 day training programme on preparation and use of Teaching Learning Materials (TLMs) oriented 13661 teachers of class I to V. Flash cards for children (in Saora, Bonda, Koya, Kuvi, Juang & Kui) have been developed. Teachers handbooks on tribal primers have been developed. Six teachers' handbooks (one for each textbook) developed for activity oriented classroom transactions. The periodical newsletter 'Aroha' is being printed regularly. 	<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. Teachers handbooks on tribal primers developed. Six teachers' handbooks (one for each textbook) 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, CRC's, BRCs and DIETs. One set of teacher guides based on these new textbooks distributed to all primary schools, BRC's & DIETs. Textbooks in English for class III-V developed in the bilingual approach of teaching English language. Textbooks for classes I-5 have been revised and introduced in primary schools across state. 'Indradhanush' (supplementary reading material) developed in UP BEP distributed to 2 DPEP II & III districts school distribution going on. 	<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 program. 	<ul style="list-style-type: none"> 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I & II language books in Hindi, Urdu & Bangla, class I, II, III, IV & V, Maths in Hindi, Urdu & Bangla, EVS Social Science class III and EVS Science class III in Hindi, Urdu & Bangla) Manuscripts developed and sent for print, language class IV & V in Hindi, Urdu & Bangla, EVS Social Science & Natural Science Class IV & V in Hindi, Urdu & Bangla. Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption. Three textbooks developed and printed and are under trial. These are: Hindi III, Urdu-III & Bangla-III. 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"> Learner Evaluation books developed. Teacher guides for new textbooks for classes I to V developed and distributed. Study on learners evaluation being conducted by SIERT. 29521 teachers provided with TLM grant in 2003-04. Bal sahitya published by CBET, NBF circulated to 6356 schools 1041 CRCs & 84 BRC's. Newly developed curriculum by SCERT circulated to schools. Shivam - book on TLM circulated to all the schools. 	<ul style="list-style-type: none"> No. of teachers who have received TLM grant Ujala 1 : 24495 Ujala 2: 12185. No. of textbooks distributed in 2002-2003 is 821522 Pedagogical Improvement unit to be set up for revision of curriculum textbooks. The present curriculum, textbooks and TLMs are similar to those of Bihar. The state is striving for joyful learning through supplementary Science workshops, child friendly worksheets, activity based learning, exposure visits, math trainings, English training and library practices. The state has developed science and math kits. 	<ul style="list-style-type: none"> Curriculum of the UPEFA reviewed and curriculum development workshops. Integrated approach adopted for curriculum development. Textbooks for classes I-V have been revised by UPEFA and introduced in primary schools across state. A multigrade teaching model named Kunjapuri model based on the TSG's MGT workshop experience developed by SRG (pedagogy). These materials are now piloted in 10 schools each of Tehri, Utarkashi and Pithoragarh districts. Textbooks in four subjects for classes VI to VIII have also been developed and introduced throughout the state. Training package literature development workshops organised to develop the training package on the hard spots in Maths, Language & Social Science and the techniques were also developed to come out the Hard spots. Workshop conducted to develop need based, local low cost, self-development TLMs.

STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP

DPEP II & III

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/SCERT/SIET/ASE/C TE/experts from other institutes 35 members. A training of DRG & MRG conducted at district level. 	<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 Samakhya. 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. Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit. The DRG 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"> SRGs & BRGs have been constituted. Visioning and planning workshops organised. Specialists of various fields of pedagogy are included in these group, who will assist in training programmers, curriculum revision & developing training packages and monitoring. Regular meeting of these groups at different levels are held quarterly. Training programme on management development for DIET faculty & district level functionaries conducted at Academy of Administration Nainital by NIEPA.

BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE

Status and Staffing

DPEP-II

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> Number of mandal resource centres DPEP - I - 254 DPEP II - 739 Mandal resource persons DPEP I - 675 DPEP II - 1755 Teachers' centres DPEP I - 1297 DPEP II - 4198 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"> 100% posts of CRC coordinators have been created and appointments have been made. 70 BRC coordinators appointed in six new DPEP IV districts. 23 BRCs and 482 full-time CRCs are in position in all the DPEP II districts. 23 Additional BRCs (ABRCs) are in position (in all districts). 	<ul style="list-style-type: none"> BRCs now appointed as per SSA norms. 5257 coordinators for CRCs being appointed. 	<ul style="list-style-type: none"> SIEMAT has developed & disseminated a financial handbook for BRCs & NPRCs. It has also developed a ready reckoner for BRCs on their role in line with Academic Support System & Govt. orders. In DPEP-III districts 428 coordinators, 816 Asstt. Coordinators and 4144 NPRC co-ordinators are in position. 	<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). 	<ul style="list-style-type: none"> <i>DPEP III</i> 1900 CRCCs trained 466 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Co-ordinator. 	<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. Review of BRCF module have been organised. 84 BRCs and 1041 CRCs are in position in phase I. 49 BRCs and 678 CRCs established in phase II. 	<ul style="list-style-type: none"> No. of functional BRCs 55 No. of functional CRCs 663 157 BRC resource persons in position 655 CRCs in position. No. of CRCCs trained 663 	<ul style="list-style-type: none"> In DPEP-III districts 38 BRC coordinators, 76 Asst. BRC Coordinators and 280 NPRC Coordinators have been selected.

Selection Procedure and Orientation

DPEP-II

ANDHRA PRADESH	GUJARAT	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	JHARKHAND	UTTARANCHAL
<ul style="list-style-type: none"> • Training module developed for MEOs for the first time. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • 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. <p><i>Orientation:</i></p> <ul style="list-style-type: none"> • 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. • 3 day capacity building workshop for BRC-CRC coordinator on video script writing of hardspot in language, maths and FVS. 	<ul style="list-style-type: none"> • Primary school teachers were recruited as BRC co-ordinators 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. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • All newly appointed BRC-CRC coordinators & SIs have been 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 	<ul style="list-style-type: none"> • BRC, NPRC-coordinators are being imparted training on financial management of resource centres by SIEMAT/DIETs. • In all districts primary school head teachers recruited as NPRCCs and BRCs through an open test cum workshop at the DIET. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • Three rounds of teacher training conducted for teachers, ABSAs, NPRCCs & BRCCs. • 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 BRCC, 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 performance and quality basis. <p><i>Major Activities of CLRC</i></p> <ul style="list-style-type: none"> • 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 Co-ordinators are selected during teacher training programmes by teachers. <p><i>Orientation</i></p> <ul style="list-style-type: none"> • 5 day training module for BRC-RPs prepared by SCERT. • Training initiated. • Workshop held on monitoring of learning achievement in schools. Follow up 	<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 	<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 & NPRCC 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	91	67	508	448 MRPs	88	Listed under BRC	800	79.84
	II	206	52	MRPs*** 1468 MRPs	1441 MRPs	98			
Expansion Districts									
Gujarat**	108	81	75	70	70	100	1002	800	79.84
Orissa	125 + 10	91 + 10	75	87	87	100	1132	886	78
Uttar Pradesh	Phase - II	184	43.3	255	243	95	2512	2383	95
	Phase - III	650	322	49.09	393	383	3856	3457	90
West Bengal	NIL	NIL	NIL	NIL	NIL	NIL	650	-	
							CLRCs****		
Bihar**	-	-	-	630	630	100	CPCs- 325	297	91.3
Rajasthan	28	28	100	-	104	-	RTs -- 965	877	91
Jharkhand				-	55(BRCC)	-	2476	2476	100
				-	157 (BRC/RPs)	-	-	1829	
Uttanchal	140	112	80	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.

DISTANCE EDUCATION PROGRAMME

The Distance Education Programme (DEP) has been envisaged as a national component and a major area of intervention under the District Primary Education Programme (DPEP) to strengthen the on-going training programmes for teachers and other personnel in the primary education sector. DEP has been consistently providing technical support and has been engaged in building capacity among institutions and people at national, state, district and sub-district levels to design, develop, produce and deliver distance learning inputs and materials for training the primary education personnel in a continual manner. The distance education activities have been organized efficiently by using alternative media such as information communication services which includes E-mail, voice message system, teleconferencing, audio conferencing, videoconferencing etc. The success of distance education activities depends on systematic organization of these communication services into a well-defined instructional strategy, which is the essence of information communication technology.

As regards reaching out large number of personnel in the primary education sector, the distance mode would remain most useful strategy. The DEP-DPEP has already developed capacity among all DPEP states in developing distance learning materials and delivering them to the clientele group through the distance mode. In view of these experiences, the distance education programme (DEP) will be able to facilitate the attainment of objectives of 'Sarva Shiksha Abhiyan' also in improving the quality of primary education by using the modern information communication technology for training/orienting the primary education personnel in all the states.

Among the proposed DEP activities in the AWP&B of 2002-03, following are the details of the activities at national and state levels. Attempts have also been made to provide pedagogic inputs in the training programmes developed, organised and conducted by different states and in the documentation of good practices/success stories for wider circulation.

The activities initiated at the national level and state level during the period **April 2003 – June 2003** follows:

A. Activities at the National Level

- Advisory Committee, National Expert Group, and Programme Implementation Group meetings were held regularly to plan, implement, and to report the progress made in the chosen objectives of the project. The suggestions and guidelines emanated from such meetings have been given due weightage while carrying out further activities. So far, Advisory Committee (AC) met ten times, National Expert Group met six times and Programme Implementation Group (PIG) met ten times. One AC meeting and one PIG meeting was held during the period April – June 2003.

- National teleconference was organized on 'Sarva Shiksha Abhiyan' on April 3, 2003 connecting all the 18 DPEP states.
- A National Seminar on "Radio Broadcast as a Tool of Distance Learning" was organized at India International Center, New Delhi on May 27 – 28, 2003 in which 36 participants from DPEP states, AIR and other institutions took part.

B. Activities at the State Level

<p>Capacity Building:</p> <p>Audio Programmes</p> <p>Video Programmes</p>	<ul style="list-style-type: none"> • A workshop on editing of self planning materials was held in Jharkhand. • Eleven audio programmes were produced in a series of two cassettes under title "ANKUR" in Orissa and copies distributed in the state. • Video programmes were produced for DPEP, Rajasthan and duplication of the cassette is in process.
<p>Documentation:</p>	<ul style="list-style-type: none"> • Eighteen state reports one each for the 18 DPEP states have been published and copies sent to the states. • One National Report under title "Distance Education Initiatives in DPEP-India" was published and copies sent to all states, UTs and reputed educational and research institutes related to distance education.
<p>Feedback / Impact Studies on Distance Education</p>	<p>The following studies initiated in the states on distance education intervention were completed during the period:</p> <ul style="list-style-type: none"> • Effectiveness of Self-Instructional Materials in Mathematics for Primary School Teachers in Orissa. • Feedback Study of Teleconferencing Programme in Haryana. • A Study on Evaluation of Teleconference Programme in Orissa. • Assessing the Effectiveness of Teleconferencing System for DEP-DPEP

	<p>programme in the State in Tamilnadu.</p> <ul style="list-style-type: none"> • Study of Feedback of Teleconference Programme in Maharashtra. • A Study on Interactive Radio Broadcast “Keli-Kali” in Karnataka. • Impact Study of “Gyankalash” Radio Broadcast in Himachal Pradesh. • A Study on Radio Programme “HELLO ANKUR” in Himachal Pradesh. • Impact of Distance Education Activities undertaken by DEP-DPEP, Kerala.: Study.
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Emerging Issues

- Ensuring the required facilities for teleconferencing and its maintenance for organising training/orientation programmes for teachers, teacher educators and others.
- Development of multimedia package in the content areas and contextual issues for use in the training programmes to be organised by the states.
- There is need to disseminate the distance learning materials to teachers and teacher educators. The DEP does it on a limited scale, the states may require to take up the responsibility for wider dissemination and enriching cluster/block district centres with distance learning materials.
- It is important to know the utility of the materials by users and/or by the resource persons. Studies are to be planned to assess the utility/impact of the distance learning material from the point of view of the teachers.
- There is a need to address the requirements of para-teachers separately as they need continuous and vigorous training not only in the content upgradation and skill development but also in understanding the system and the factors influencing the system.
- There is need to train DEP DPEP faculty and Distance Education Coordinators, teacher training in-charges of the state DPEP office for understanding the importance and use of information and communication technology in teacher training.
- Strategy to develop networking with national agencies such as ISRO, NCERT and state level agencies such as SCERT, SIET, DPEP, RESECO, SIEMAT, State Open Schools etc. so as to ensure continuous support for effective implementation of distance education activities.

Future Challenges

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

Teleconferencing is a powerful mode and will be continued as it covers a much larger client group and minimizes the transmission loss. This is an interactive mode where, presently, fax/STD facilities are being utilised. The uses of Internet facilities for interaction during teleconferencing has also been experimented. This calls for training of personnel in the use of computers at the level of DIETs. Use of computer/Internet Access Device will also facilitate each centre to down load questions asked via e-mail from other centres and may be useful for local discussion later on.

Radio has a wider reach and is economical. DEP is utilizing this medium now in Andhra Pradesh to train/orient the teachers and other personnel on DPEP and also for classroom instruction. Radio lessons in Andhra Pradesh are being broadcast for children and teachers in content areas and for teachers, teacher trainers and parents in DPEP Orissa have already been engaged in broadcasting radio programmes for orienting district level functionaries. DEP will focus more on this medium and will replicate the same in other DPEP states.

Major focus of the DEP has been teacher training though the DEP has supported training/orientation of other functionaries like VEC, supervisory staff, BRCCs,CRCCs,DIET faculty. The DEP will also strive to address the contextual issues through DL interventions and continue with the documentation of innovative practices in the states.

The DEP-DPEP has been upgraded to DEP-SSA so as to provide DL inputs & materials to all the 35 states & UTs under SSA. The major focus of the project will be to strengthen the distance education initiatives undertaken in the DPEP states, and to initiate and implement the distance education intervention in the non-DPEP states being covered under SSA.

ALTERNATIVE SCHOOLING

An Overview

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 UP are partially covered under DPEP. There has been decrease in the number of districts covered in comparison to the 17th JRM under DPEP in the states of UP and Gujarat which poses some problems in comparison and measuring progress.

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 **63772** Alternative Schools of different types, covering **2372107** children.

During the period from March 2003 to October 2003, a total of **12,033** new Alternative Schools have been started. All states, barring Andhra Pradesh and Jharkhand have shown increase in number of Alternative Schools. 1922 ASs have been closed in A.P due to mainstreaming of children in the formal schools.

State-wise analysis shows that the maximum increase in the Alternative Schools has been reported from the state of Orissa (7970) followed by Bihar (3192), Rajasthan (2550), Gujarat (531), and Uttaranchal (82).

About **3,96,995** more children have been covered under AS, during this period. Increase in enrollment is mainly reported from the states of Bihar (1,95,951), Orissa (1,65,300), Jharkhand (96,560) and Gujarat (10,117).

STATE WISE COVERAGE DURING THE PERIOD (MARCH 2003-OCTOBER 2003)

Sl.No.	Name of State	Total No. of Centres			Total No. of Children		
		18 th JRM	17 th JRM	Increase	18 th JRM	17 th JRM	Increase
1.	Andhra Pradesh	4,029	5,951	-1922	92,846	1,63,968	-71122
2.	Bihar	6,167	2,975	3,192	2,53,755	57,804	1,95,951
3.	Gujarat	4,185	3,654	531	85,375	75,258	10117
4.	Jharkhand	6,974	7,344	-370	2,65,701	1,69,141	96,560
5.	Orissa	16,270	8,300	7,970	4,20,888	2,55,588	165300
6.	Rajasthan	15,091	12,541	2,550	7,38,377	7,38,377	0
7.	Uttar Pradesh	5,664	7,086*	0	1,84,853	2,96,742	0
8.	Uttaranchal	556	474	82	11,766	11,577	189
9.	West Bengal	4,786	4,786	0	3,18,546	3,18,546	0
	Total	63772	46025	12,033	2372107	2087001	3,96,995

Intervention in Makhtabs and Madrasas

There has been significant effort to improve functioning of Madrasas in Rajasthan. Sixty-three new 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 Moulavis, 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 sized 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 adolescent girls.

State	17 th JRM		18 th JRM	
	No. of Camps	Children Covered	No. of Camps	Children Covered
Andhra Pradesh	323	27,893	296	23,810
Orissa	50	1,926	292	10,428
Uttar Pradesh	19	1140	19	1140
Rajasthan	20	700 (app.)	153	5200 approx.
Bihar	0	0	3188	95,000 approx.
Jharkhand	0	0	41	1,250
Total	412	31,659	3989	136,828

During this period Bihar has started 3188 *Balika Shivirs* covering about 95,000 girls. Jharkhand has also started 41 camps during this period. From the last JRM there has been substantial increase in the number of camps in Orissa and Rajasthan. A total of 3989 Residential Bridge Courses are operational in the states of Andhra Pradesh, Bihar, Jharkhand, Orissa, Rajasthan and Uttar Pradesh, which currently covers about 136,828 children. In the 36 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 building 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. West Bengal has operationalised 105 bridge courses, covering 2,503 children in this period.**

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 on developing context specific strategies. Decentralization, innovation and flexibility have been the hallmark of AS programme under DPEP.

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

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

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 is being carried out with a view to understand:

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

The issue of comparison between FS and AS was debated in the RAG meetings at length. Finally it was decided that the evaluation would be undertaken in two phases. In the first phase, detail study of all the broad three types of AS interventions would be undertaken keeping the formal

school context in view. In the second phase, in depth case studies in limited areas would be undertaken by the RAG members themselves, which will include formal schools also.

It was decided that for assessing learning achievement of children grades II and V or whichever is the terminal grade would be covered.

AS strategies of 6 DPEP states Andhra Pradesh, Kerala, Madhya Pradesh, West Bengal, Rajasthan and Gujarat are being covered in the evaluation. Evaluation studies have been completed in all states and reports of the same have been received (barring Andhra Pradesh reports). A national report based on the synthesis of these reports is under preparation.

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 October, 2003)
DPEP

State	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	E:GS -- 15,978 AS - 292	i. ALS Centres (1,592) ii. NRBC - 1,890 iii. RBC - 296 iv. Back to School - 251	i. Back to School (2,282) ii. Bridge Courses (1,372) iii. AS Centres for girls -- 231 iv. Alternative Schools -- 300	i. EGS -- 2,950 ii. AS -- 2,714
Total children covered through AS	4,20,888	i. 26,182 ii. 24,425 iii. 23,810 iv. 18,429	i. 49,422 ii. 25,836 iii. 4,117 iv. 6,000	1,84,853
ADMINISTRATIVE ARRANGEMENTS				
Appointment of AS co-ordinator (State and district)	State AS co-coordinator in place. In districts tribal co-ordinators in-charge for AS.	AS co-ordinator at districts & state levels are in place excepting two districts. In DPEP II districts, CMOs are monitoring the programme.	Tribal coordinator 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 AP.	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 for 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. 	<ol 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. 	<ol 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	<ol style="list-style-type: none"> Same as formal schools. 	<ol 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.	<ol style="list-style-type: none"> Full time (same as formal schools). 	<ol style="list-style-type: none"> 3-4 hours Full time 3-4 hours Full time 3-4 hours 1-2 hours 	<ol style="list-style-type: none"> iv. 4 hours (inclusive of the time for lesson planning & community contact.) Residential vi. - vii 4 hours
No. of learners / centre	Minimum of 25 learners.	<ol style="list-style-type: none"> 20 to 80. 	<ol style="list-style-type: none"> 5-20 per centre 9-10 seats per school 5-20 children. -- 5-20 children 5-20 children 	<ol style="list-style-type: none"> 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 (ML.O) 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: 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"> ▪ Aagragamee, Ruchika, Ramji Yubak Sangh, PREM, C'YSD, 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 -- 47 ii. EGS -- 509	Apna Vidyalaya (395) Angana Vidyalaya -- (625) I:GS -- 5,147	EGS -- 6,469 AIE -- 464 Camp school -- 41	4,786	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 -- 1,306 EGS - 10,460	2,53,755	I:GS - 2,55,804 AIE - 2,480 Camp school - 2,050 Others - 5,367	SSK -- 3,17,194 Bridge Course -- 1,352	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 	<ul style="list-style-type: none"> 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	▪ 3 hours daily & 200 days in a year. ▪ 5 hours per day	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	▪ Minimum 20 children required for opening SSK. ▪ Minimum 20 out of school children in the age group of (7+13+) is required.	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).	i. Apna & Angana -- Min. 8 th pass women (Mostly belonging to the disadvantaged section). ii. EGS / AIE -- Min. 10 th pass women (Mostly belonging to the disadvantaged section).	▪ 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	i. Apna / Angana 700/- per month. ii. EGS / AIE -- 1000/-	▪ 1,000 ▪ 1,000	i. 1,200 ii. 6,00
Training Duration	i. 30 days induction training for instructors and Acharyaji. ii. 15 days refresher training	• 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	Apna / Angana • 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.	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.	• 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	<ul style="list-style-type: none"> 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 & Anudeshika	<ul style="list-style-type: none"> By ASRG for every 5 to 10 centres as the case may be, provision for one ASRG has been made. 	<ul style="list-style-type: none"> By ASRG for every 10 centres. BRC / CRC 	<ul style="list-style-type: none"> Academic training on pedagogy & TLM grant of the Siksha Sahayika planned to be done by WBDDP. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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 A.I.S 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. 	<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"> • In material development, collaboration with individual drawn from NGO's. 	<ul style="list-style-type: none"> • Collaboration with NGOs as resource person for supervision, training and material development. 	<ul style="list-style-type: none"> • UNICEF, Local panchayats. 	<ul style="list-style-type: none"> • NGO's like IDS, Bodh and Digantar are involved in policy framing, supervision and academic support. • Proposal invited from NGOs to run Bridge Courses.

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 been 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 focus is shifting towards the community level institutions created like the VEC, MTAs, WMGs etc 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 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 very focused and sustained inputs that have effectively addressed the deterrents to girls' education in the local context.

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.

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 – Three co-ordinators for Gender and ECE; 	<ul style="list-style-type: none"> In Place Separate ECF, Co-ordinator in place 	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> Addl. Director (Planning) oversees Gender and ECE at the state level 	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In Place
<i>District Gender Co-coordinator</i>	<ul style="list-style-type: none"> In Place in all 19 districts – Girl child Dent Officers positioned in 15 of 19 districts. 4 vacant. 111 mandal gender co-ordinators are in place 	<ul style="list-style-type: none"> ECE /Gender Co-ordinators in place 	<ul style="list-style-type: none"> In Place in all the three districts 	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In Place 	<ul style="list-style-type: none"> In place in all DPEP II and III districts
<i>Resource Groups (Gender & ECE)</i>	<ul style="list-style-type: none"> Common Resource Groups for Gender & ECE constituted at the state, district and mandal level. Andhra Mahila Sabha provides professional support 	<ul style="list-style-type: none"> SRG and DRG under Mahila Samakhya (MS) formed and functional. State and district Core Teams of MS in place SRG and DRG for ECF constituted Monitoring of girls' education in selected BRC' with help of Sahyoginis 	<ul style="list-style-type: none"> SRG -- Gender DRG -- Gender 	<ul style="list-style-type: none"> SRG (gender) and SRG (ECE) in place. Gender DRG in place 	<ul style="list-style-type: none"> SRG in place meeting held every quarter. DRGs in place. Meetings held every month. BRGs in place meetings held as and when required 	<ul style="list-style-type: none"> SRG for Gender & ECE constituted. Members oriented. Members assist in mobilization campaigns, material development, review & planning, training. Help implement the Model Cluster Development Approach. DRG constituted and

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Community mobilization Material Development</i></p>	<ul style="list-style-type: none"> • Posters, audio cassettes, magazines & newsletters developed to sensitize the community on girls' education at the district level. • Children's drawings have been used for developing posters. • Melas conducted for out of school girls. "Ma-Beti" competitions conducted. 	<ul style="list-style-type: none"> • 'Mumia Beti Padhti Jayc' audio cassettes and calendars developed and disseminated • Quarterly news-letter being published • Audio-Video cassettes on gender developed/ disseminated • Mumia Beti campaign materials (calendar) developed & disseminated. • Special issue of the State level quarterly magazine 'BEP Ahwan' published on the issues of girls' education and women's empowerment. 	<ul style="list-style-type: none"> • Handbook for gender awareness • Posters on girls' education • Brochure on girls' education • Documentation of mobilization programmes organized at the district level. 	<ul style="list-style-type: none"> • Printed materials produced & distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week & local festivals • Posters and Audio cassettes • Leaflets on MTA • Activities, enrolment drives, etc. have in built focus on education of girl children • Women have been engaged on temporary basis in the clusters where girl enrolment and regular attendance of girl children are quite low • Intensive Community mobilization campaign NINAD-II was conducted with focus on <ul style="list-style-type: none"> - Dissemination of basic indicators - Role of Community, particular MTA, on 	<ul style="list-style-type: none"> • Meena Cassettes used for awareness campaigns at GIP & VEC level in expansion districts. • Ma-O-Meye Melas held at GIP Murshidabad and Dakshin Dinajpur. 	<p>oriented</p> <ul style="list-style-type: none"> • Posters, Audio Cassettes, Abhayan Geet • Meena Video Cassettes • Mahila Samakhyia Bulletins & magazines made available to teachers and VECs. • Kalajatha scripts developed for retention of girls in primary school. • 736 Kalajathas performed in DPEP-III districts.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
Community mobilization Material Development	<ul style="list-style-type: none"> • Balika Melas, Rallies meetings film shows, Ma-beti melas organized. • Meetings held with villagers, school committee chairpersons and teachers, Parents 	<ul style="list-style-type: none"> • 'Munia Beti' Campaign in SC, ST OBC and minority areas • Prabhath Pheris, Padyatras, Bal Melas and Ma-Beti melas at block and district level. • 1890 Mahila 	<ul style="list-style-type: none"> • Rallies, Prabhath Pheries, publicity in Haats, Tamasha Party. • Meeting & orientation of Mahila 	<p>enrolment, retention and quality achievement of girls education</p> <ul style="list-style-type: none"> • 949 Balika Sanghas have been constituted (Kalahandi alone has formed 497) across the districts • Some of the activities are: <ul style="list-style-type: none"> - 331 Self-Help Groups formed among MTA members and other women - 979 MTA meeting in Kalahandi - Adolescent camps opened in Kalahandi. 	<ul style="list-style-type: none"> • Intensive enrolment and retention drives conducted in gender focus blocks in all districts • Awareness campaigns using Meena audios- 	<ul style="list-style-type: none"> • Conduct of melas, rallies, Kalajathas, film shows, public meetings • 1 day meeting of VEC, MTAs & PTAs at village & cluster level. • 1420 Meena campaigns • 800 model clusters
Interaction at Sub District level				<ul style="list-style-type: none"> • Community mobilization with gender focus • Ma-Iheca (Mother daughter) Melas in tribal areas • Women's conventions, Pada Yatra & rallies at block and cluster level • organized with help from Mahila Mandals, NGOs, 		

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>interviewed to elicit their attitude towards girls' education. Reasons identified for girls lagging behind in education</p>	<p>Samoochs functional under MS.</p> <ul style="list-style-type: none"> • One block in each district selected for focused gender interventions. 	<p>Sangam girls. MTA meetings held for enhancing retention of girls in Gender Focus Areas. Active MTAs shared problems, ideas, success stories and strategies to improve retention of girls. Each MTA given a list of irregular children to bring them back to school.</p> <ul style="list-style-type: none"> • In the Maa-Beti Sammelans held in selected blocks of Panchmahal, mothers were 	<p>ICDS functionaries for girl children</p> <ul style="list-style-type: none"> • Special enrolment drive for girl children • Meeva campaigns • Palli Sabha of PRI members • A comprehensive voluntary community mobilization plan for girls' retention evolved through sensitisation of women at the grassroots. 1432 voluntary comm.-unity mobilisers trained. Master Trainers trained, community mobilisers • Material developed for mobilisation distributed at BRC / CRC level. 	<p>video material organised</p>	<p>taken up</p> <ul style="list-style-type: none"> • 1108 Women motivator groups formed • 2819 MTA/PTA formed in MCDA areas • 24795 VEC meetings held • 800 special school chalo abhiyan for girls • 1619 Maa-Beti mela conducted • 1092 summer camps held

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
			<p>urged to be sensitive towards needs of their daughters & give equal treatment to boys and girls</p> <ul style="list-style-type: none"> • 20 women's group meetings held in Gender Focus Area in Panchmahal. • CRC meeting of Gender Focus Area held in Dangs. • Muslim Nayak Sammelan organized in Banaskantha 			
<i>Community Participation</i>	<ul style="list-style-type: none"> • Community has been donating land, cash and other building material • Community 	<ul style="list-style-type: none"> ▪ Management of Apna/Angana Vidyalayas and ECE centres rest with mothers committees. 	<ul style="list-style-type: none"> ▪ MTAs involved in issues concerning girls' education ensure regular attendance 	<ul style="list-style-type: none"> • MTAs & community contributing funds for school repair, boundary walls, etc. • VFCs engage lady teachers by paying an 		<ul style="list-style-type: none"> • Community provides materials for running various centres, local teacher, space, escorts and even in solving local level

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Community Participation</i></p>	<p>organized competitions for parents and even distributed prizes.</p> <ul style="list-style-type: none"> Motivated parents offer scholarships and incentives to facilitate girls' enrolment, retention and achievement. Village Core Groups and MRPs interact with parents and sensitize them on girls' education and jointly evolve strategies to address problems. Balika Melas, competitions for children focusing on girl child empowerment organized Mothers Association members are 		<ul style="list-style-type: none"> Several Mahila Sammelans organized. Adivasi Mahila Sammelan organized. Women's groups meeting organized at Panchmahals. International Women's Day celebrated 	<p>honorarium of Rs.400/- per month.</p> <ul style="list-style-type: none"> Qualified girls are taking classes voluntarily in the nearest primary schools. MTA members collected wood from nearby forest to construct a fence for their school. 949 Balika Sangha constituted for awareness on girls' education. 		<p>issues adversely impacting on education of girls.</p> <ul style="list-style-type: none"> Community run preparatory classes for out of school children & provide escorts & child care in villages with model cluster approach. Community is actively involved in <ul style="list-style-type: none"> - Textbook distribution - Monitoring teachers' attendance - Children's health check up

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>enrolling children and monitoring their retention.</p> <ul style="list-style-type: none"> • Statutory School Committees constituted with 50% women • Orientation of women VEC members and members of women's groups completed. • Organized training of MTA members • 50% reservation for women for the position of School Committee Chairperson • Management of centres entrusted to democratically elected committee members from among the parents under statutory APSE (CP) Act 1998. More than 	<ul style="list-style-type: none"> • Women constitute one third of VEC members. The total membership of a VEC is 15/21 and women constitute 7/21 of the same. • One post of chairperson/Vice Chairperson of VEC's earmarked for women • At least two women members from each VEC being imparted professional training. • VEC women members take active part in orientation trainings • The State Government has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. 	<ul style="list-style-type: none"> • Regular meetings of VEC/MTA/PTA • VECs actively involved in improving girls' retention. • Gender Awareness Training Workshop at Dantia, 140 women from 3 block in Banaskantha oriented to tackle the problems of girls' irregular attendance & dropouts. Later they trained VEC, MTA & PTA members during Gram Sabha meetings. • Cross visits arranged for MTA's in 22 	<ul style="list-style-type: none"> • Issues of girls' education built into VEC training package. • For NINAD MTAs worked towards mobilizing villagers, especially women for rallies, meetings and discussions. • Involvement of MTA in enrolment, regular 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. • MTA members and other women in villages of Kalahandi have formed 331 SHGs. 	<ul style="list-style-type: none"> • Block gender committees formed. Meetings held every month. • 11084 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 (importance of educating girls, equity issues, girl friendly environment in school & at home) • VECs pursue enrolment and retention of girls, ensure participation of women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women's groups • 24795 VEC in DPEP-III have been trained. • 24795 village education plans completed in DPEP-III districts • Forum for VEC

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
VEC	90% of the members are former members of Mothers' Association.	New VECs constituted as per the act.	<p>CRCs of 4 blocks in Banaskatha. MTA members were exposed to best practices to encourage them to improve enrollment and retention of girls.</p> <ul style="list-style-type: none"> In Panchmahal, 547 meetings of women's groups organized and attended by 32820 members on the issue of regular attendance & retention of girls. Block level meetings of BRCC and CRCC held to train VICs, MTAs and PTAs on organizing enrolment drive. MTA exposure visits organized at CRC level in 	<ul style="list-style-type: none"> MTA meetings held in Kalahandi School Education Committee (VIC) has 9 guardian members of which 3 are women members with one from SC/ST community. 		<p>women members formed in 20 clusters</p> <ul style="list-style-type: none"> 800 Core teams formed and trained in DPEP-III.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> The integrated module for teacher training includes a gender component Two days training of MEOs ... covered ICT & girls' education All DGCDO's, SRGs given 2 days orientation on gender issues The revised integrated module of teacher training, includes 7 chapters on girls' education - and a full session is allotted to it on the 1st day of the 7 days teacher training programme. One day orientation to Addl. Project Co- 	<ul style="list-style-type: none"> Gender sensitisation training to teachers and programme personnel. Gender sensitisation forms part of all training modules. 971 Jagjagi teachers trained 1220 female A.L.S instructors trained. Training modules for BRC/RPs, teachers, VECs, educational administrators and CRCs include orientation gender sensitization. 	<p>Panchmahals with 11,500 MTA members.</p> <ul style="list-style-type: none"> Gender sensitisation training for BRCCs and CRCCs Gender awareness training to 3897 female teachers of Panchmahal, 2699 of Banaskantha and 447 of Dangs Training of academic staff on issues such as enrolment status, retention and future mobilization strategy. During State 	<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. Teachers have been sensitized on ways to remove gender discrimination in classroom situation 	<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"> Shikshodaya, a 10 days module for teachers, provides one full day for girls' education Sabal, a 8 days module for teachers includes a chapter on inadvertent messages. (round two for teachers) 150 BRCC and 250 NPRCC provided 3 days training on gender issues and classroom process in DPEP II Anant - A 3 days gender specific module to orient teacher on gender friendly classroom processes and other gender related issues. 8593 teachers imparted this 3 days exclusive training. 77603 teachers are

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>ordinators and Sectoral Officers of DPOs on the training module for Chairpersons of School Committees covering the importance of Girls' Education.</p>		<p>level workshop on "Classroom Transaction and TLM Preparation with Gender Perspective," Master Trainers from DIETs for content based training, DIET lecturers, OIC TT and Gender from districts were trained</p> <ul style="list-style-type: none"> • 170 MTs trained at DIET, Santrampur, Panchmahals on gender bias in classrooms in Jan- Feb, 2003 • Gender training imparted to all CRC coordinators in 			<p>undergoing 3-day gender training programme in DIETs/BRCs.</p>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> • Training module <i>Amma Nenu Badaki Potha</i>, exclusively on girls' education, developed and distributed among teachers. • KRPs trained on the module at state level to train DRG members • State strategy paper on "girl child empowerment" developed & distributed. 	<ul style="list-style-type: none"> ▪ Book on TLM "Shiksha Asa Hai" developed, which addresses gender issues. ▪ 16 M.L. based text books in which gender issues have been addressed. ▪ Special emphasis on gender in national seminar on UPE. 	<p>6 DPEP IV districts.</p> <ul style="list-style-type: none"> • Teacher support material on gender awareness, gender sensitive curriculum, and gender sensitive attitude of teachers in classroom transaction etc, distributed in every school. • Teachers' training module on Gender equity in classroom transaction and use of TLM, printed and distributed to all schools of the project 	<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 hand book on gender issues has been printed for the KRPs and project personnel. • Monthly workshop with teachers being conducted at the CLRC with the help of this material. • Reading material on gender issues with emphasis on girls' education developed in Bankura, Birbhums, Coock Behar, Jalpaiguri, Murshidabad and Uttar Dinajpur 	<ul style="list-style-type: none"> • Handbook developed by USAID trailed in one cluster in Sitapur district • Teacher training material (Model Cluster Approach) developed

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Textbooks</i></p> <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 • Elimination of gender bias being ensured in textbooks under development - Class IV Telegu, Class III textbooks, EVS I and II textbooks and Class V textbooks. • Gender friendly textbooks being developed 2002-03 	<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"> • Class I and II textbooks have been revised • SRG 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. • Workshop with teachers, illustrators, specialists & gender experts for TLM development • New textbooks reviewed by SRG Girls' education before finalization • All text books for class I to V have been made gender sensitive. 	

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>Mathematics Text Books for class-III developed.</p> <ul style="list-style-type: none"> • Arrangements were made to supply free textbooks to all girls 					
<p><i>Management Planning</i> <i>Integration of gender perspective in plan formulation</i></p>	<ul style="list-style-type: none"> • Separate chapter on girls' education in AWPB • Efforts made not to compartmentalise gender in all levels of the programme • A women's convention held on 12-14 February, 2002 to debate issues on girls' education and to develop a plan of action. 	<ul style="list-style-type: none"> • Efforts are on to sensitize the planning process • AWPB makes separate provisions for girls' education and MS 		<ul style="list-style-type: none"> • Efforts are on to sensitize the planning process • AWPB makes separate provisions for girls' education 	<ul style="list-style-type: none"> • Specific activities and allocations included in the AWPBs 2002-03 • Sensitisation of planners taken up during planning workshop • Gender intervention extended to all blocks in Phase-I districts, Malda and Jalpaiguri among the Phase II districts. In rest of the Phase II districts, activities have been expanded to 5 blocks in Uttar 	<ul style="list-style-type: none"> • Gender perspective and analysis of EMIS data inform planning process • AWPB makes separate provisions for girls' education • All strategies and activities under UP DPEP ensure integration of the gender perspective.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p>Capacity building Preparation of gender training module</p>	<ul style="list-style-type: none"> Teachers' training included gender sensitisation modules developed to DGDDOs exposed to Residential Bridge Camps (exclusively for girls), in villages with 100% enrollment and where there are 'A' grade schools etc. 	<ul style="list-style-type: none"> Training Modules of BRC Resource persons, teachers, VECs, 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/CRCCs developed. Training of teachers and vidhyasahayaks have been conducted using the module. MTA formation and training module has been developed and distributed to all BRC's 	<ul style="list-style-type: none"> Gender training Modules for teachers developed Gender component integrated in training module for BRCCs & CRCCs. 	<p>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 MS 2-day training on PRA to District Coordinators, for Girls' Education, Comm-unity Mobilisation & AS. 3 training packages namely Anant, Muktaash and Assam for teachers, MTAs and Women Motivator Groups developed, respectively. Training of 320 Master Trainers

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"> • District GCDOs imparted 8 days training to MRPs & went on exposure visit to Kerala. • Refresher training to SRG on gender in January 1999 • DRG trained at state level, who in turn trained MGCDOs and ECE instructors • Two days training organized for SRG of DPEP I and II Model Village Approach • One day orientation to all APC's and sectoral officers of DPO on transaction of the topic "Girls' Education" to school Committee Chairpersons 	<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 <ul style="list-style-type: none"> - 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 CRCC's • SRG, DRG review meetings and training are held regularly. • Gender sensitisation training of 613 male teachers held in district Dangs. 	<ul style="list-style-type: none"> • State level training to DRG members for training of community mobilisers. • 5 days district level training to comm.-unity 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 girl's camp. 	<ul style="list-style-type: none"> • Orientation workshop for DRG members (Gender) from Phase II districts conducted by SPO. • BRCs in Cooch Behar trained on campaign strategies on girls' education. 	<p>from DPEP III conducted.</p> <ul style="list-style-type: none"> • Sensitisation for universalisation by SIEMAT for Educational Administrators. SCERT and DIET faculty and project personnel • Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra • Two days workshop on community convergent action to introduce concept of convergence & relevance of PRA in working with communities in Firozabad, Hardoi, Sonbhadra • 2 training/ orientation programmes, 4 days each, organized in DPEP III for District gender Coordinators 	

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> 6 posters on "Girl Child friendly atmosphere in the schools," printed and displayed in TCs and villages to sensitize teachers and community. 	<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 awareness modules for MTAs and teachers. 	<ul style="list-style-type: none"> District & Sub-district personnel oriented on gender issues in Gajapati State level workshop to develop gender strategy & plan of action for integrating gender perspective in implementing DPEP Workshop to develop training & sensitization material for MTA and PTA and strategies for model cluster approach through field visit Seminar on women's empowerment in the context of DPEP Conceptual workshop on role and functions of Gender resource groups 	<ul style="list-style-type: none"> 3 days workshop on PRA held in Bankura. Orientation workshop on Balika Siksha Karmasuchi conducted in the existing districts. Workshop with female panchayat members held in Gender Focus Blocks of Bankura, Pribhum and Murshidabad for gender, IED, ECE based on positive feedback received on the impact of Balika 	<ul style="list-style-type: none"> 3 days State level gender orientation workshop for district Gender Co-ordinators and SRG members State level workshop to develop training and sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups. State level workshop to finalize training material for BRCC, CRCC, MTA, PTA and other motivator groups. Workshop to finalize material for BRCC, CRCC etc. for Model Cluster Approach.
<i>Workshops</i>	<ul style="list-style-type: none"> State level orientation programme was conducted to all GCDOs on conducting "Balika Sadikaratha Sadassu" Workshop on development of village profile. Workshop on poster development. Six posters developed on "Girl Child Friendly Atmosphere" with reference to schools/ 					

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	classrooms. <ul style="list-style-type: none"> Workshop held on 11 & 12 December, 2001 for Head Teachers of primary schools in low female literacy habitations Workshops organized for headmasters working in schools in low female literacy habitations. Inter district visits of DGCDOs. Visit of State GICDO to Assam. 			etc	Shiksha Karmasuchi. <ul style="list-style-type: none"> 5 days field based training workshop on PRA/PIA for District Co-ordination 	<ul style="list-style-type: none"> 3 days state level script writing workshop organized. 2 training/orientations programs 4 days each were organized in DPEP – III for District Gender Coordinators. State level Kalajatha workshop for enrollment drive and retention especially for girls education held.
<i>Review Processes</i>	<ul style="list-style-type: none"> One day review meeting organized for DGCDOs of DPEP I – II districts on girl child developmental activities alongwith questionnaire on various aspects if 	<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 coordinators

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>classroom observation focusing on how to make a school or classroom Girl Child Friendly.</p> <ul style="list-style-type: none"> • One day review meeting with all district GCDOs held on 10.12.01 to get feedback on the progress of activities taken up improving girls' education 					
<i>Networking:</i>	<ul style="list-style-type: none"> • Seva Bharti Nellore • IIRISS and UNDP, Kurnool • Close linkages with, Andhra Mahila Sabha, Hyderabad University, Osmania University, Department of Women and Child Development. • Representatives of 	<ul style="list-style-type: none"> • Linkages with MS, AWTIC and NGOs 	<ul style="list-style-type: none"> • Linkages with Government Departments such as WCD & ICDS, MS, NGOs, Academic Institutions etc. • Collaborating with Early Child Development Learning Resource 	<ul style="list-style-type: none"> • Linkages established with existing Mahila Samitis • Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies & Psychology department, Utkal University, SRC for Adult Education, SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's B.Ed. College, CAS, 	<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, TSG, Ed.CIL, BETI, NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc. • UNICEF • USAID • NYK • Health, labour,

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>Mahila Samakhya participated in induction training programme on gender strategies and ICEE.</p> <ul style="list-style-type: none"> • Meetings conducted with all departments/NGOs/ teacher union for convergent efforts towards empowering girls 		<p>Centres, MS University Baroda</p> <ul style="list-style-type: none"> • 978 ICDS workers have helped in : <ul style="list-style-type: none"> - enrolling 8492 children in primary schools including 4012 girls - 3630 children regularized in school, out of which 1625 were girls. 370 children were re-enrolled including 234 girls - out of 314 children identified for AS 148 were girls. 	Lutheran World Service.		<p>DWCD</p> <ul style="list-style-type: none"> • Meeting with UNICEF to introduce "Meena" in class-room.

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
MIS <i>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 desegregated 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 co-hort 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 Research & studies call of West Bengal DPEP Data analysis for classroom study is in progress. 	<ul style="list-style-type: none"> Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUNP House to house survey data MCDA maintains disaggregated data for the clusters covered by it.
Mahila Samakhya	<ul style="list-style-type: none"> Close linkages with MS are being established One day review meeting organized for all DGCDs of 19 districts to appraise the progress on girl child activities. In close linkage with MS, 7 mandals have achieved 100% 	<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 MS actively involved in meetings & activities of VECs 691 Jagjagi and 486 Bal Jagjagi Kendras being run 	<ul style="list-style-type: none"> Linkages established in Banaskantha and Panchmahal 'Balamandir' is sent to Balwadis of Mahila Samakhya, which is a step towards convergence. MS representatives 			<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 Mahila Sashaktikaran Mahotsav held in March 2001 by Mahila Samakhya. Attended by DPEP Gender Coordinators and VEC

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Innovations</i></p> <ul style="list-style-type: none"> • Chinnarula Sabhas conducted at Chittoor, Cuddapah and Srikakulam districts on an pilot basis to - study the child's (including girls') preparation and expectation - examine the impact of peer group pressure on non-school going children • 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 - Village profile developed - 180 out of 475 villages achieved 	<p>enrolment.</p> <ul style="list-style-type: none"> • 1854 Mahila Samooths under MS functional at the village level. • State level 'Friendship Camp' organized at for the adolescent girls of Urban Schools and rural Jagjaggi. • State level Maa-Beti Mela organized. • One block in each district selected for focused gender interventions • Mahila Shikshan Kendra for girls • Mahila diwas organized in all project districts • Girls' enrolment in A.I.S being monitored • One block in each project district selected for focused gender interventions. • Mahila Diwas organized in all 	<p>in MTAs</p> <ul style="list-style-type: none"> • Special mobilization efforts through meetings among Rabaris, Thakorcs, Machis & tribals to enrol children and regularize their attendance • 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 	<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. • 369 residential hostels with a capacity of 40, opened in 3 existing and five expansion KBK districts in convergence with the SC/SJ Development Dept. of the State Govt. 	<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 • GP level Core teams formed in Cooch Behar in GPs with low enrolment of girls • Activities of 1806 MTAs in Cooch Behar monitored by BRGs. • Micro - interventions being designed at village level in all 	<p>members.</p> <ul style="list-style-type: none"> • Shiksha Dayitwa Abhiyan in 8 districts in convergence with MS. • Flexible timings have been introduced • School Chalo Abhiyan • 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 2357 MCDA villages • 2091 MCDA villages are drop out free in DPEP III. • Community based attendance monitoring system being used • Intensive retention policies & strategies in clusters • 10 days summer camps organized to bring back 	

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<p>100% enrolment and retention</p> <ul style="list-style-type: none"> - Efforts on to bring qualitative improvement in achievement levels • Women convention at district and mandal for strategies to improve girls' education. • To support the MGCDO to plan, execute, monitor, assess & strategize. all the 3 personnel at the mandal made responsible for pursuing girls' education • Each sectoral officer of the SPO has adopted one village, to convert it into a model village • Action is initiated to the issues identified during Balika Sadikarika Soddssu 	<p>project districts.</p>	<p>villages achieved universal enrolment in all</p> <ul style="list-style-type: none"> ▪ In the Focus Area, schools upgraded to Class V. This has benefited many drop out children. ▪ Formation and strengthening of Mahila Mandals towards economic empowerment of women. ▪ Integrated efforts made by BRCC, ABRCC and CRCC by involving active women's groups to enhance enrolment and retention of girls 		<p>10 project districts.</p> <ul style="list-style-type: none"> • Effecting convergence with SHGs & MTAs in Malda district. 	<p>drop out girls to schools</p> <p>2480 summer camps were held. 74302 children were re-enrolled after summer camps.</p>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Alternative Schooling</i>	by creating girl friendly atmosphere in primary schools.	<ul style="list-style-type: none"> Special modules for Angana Vidyalaya for 9+ girls – modeled after Jaggi of MS 1022 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate Apna & Angana Vidyalayas have female instructors 	<ul style="list-style-type: none"> AS centres for 9+ girls set up in selected villages Incentives to instructors to encourage better enrolment of girls in AS Centres 32 I.C.C.E. AS centers (5 in Banaskantha, 27 in Panchmahal 	<ul style="list-style-type: none"> 74553 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 in Firozabad & Moradabad Prahar Pathshalas (9-14 years girls), Balshala (3-11 years), Maktabas specially address girls in different age groups Muslim girls are being reached through Moktabas & Madarssas

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
		only & are under the management of Mata Samities	opened 329 of 529 children enrolled in AS Section are girls <ul style="list-style-type: none"> 90, 58 & 16 AS centres set up in Banaskantha, Dangs & Panchmahal, respectively. Catering to 2558 girls (53.9%). 			<ul style="list-style-type: none"> 48% of the children enrolled in AS centres are girls. Enrolment of girls has been as follows: - AS centres : 48%
<i>Research and Evaluation</i>	<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 Following studies are in progress : Convergence of activities of DPEP & Child Welfare Department with special reference to ECE. - Long term 	<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. "Tej Punj" a report on Gender Education Programme in district Panchmahal developed. 	<ul style="list-style-type: none"> Analysis of problems in the enrolment & retention of girls from weaker sections (DIET Kalahandi) 	<ul style="list-style-type: none"> Study on low participation of girls in Primary Education by ISI In-depth study to ascertain reasons for low enrolment and high drop out rates of girls under taken in two blocks for focused intervention for girls - data. Inter rating of observations and data entry in progress for study 	<ul style="list-style-type: none"> Study on repetition & drop-out among minority students Job Involvement & Problem of female teacher Study of socio-cultural context of female school dropouts in Etawah, UP Role of comm -unity & other factors in promoting primary education among Muslim girls in Saharanpur Improving effectiveness of ECCE in UP Study of enrolment, attendance and Retention in Primary Schools in relation

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Research and Evaluation</i></p>	<p>qualitative study on ECE centres. – Quick mini qualitative study on the placement of under and over aged children</p> <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 				<p>on Classroom Culture and Processes from the Gender Perspective.</p>	<p>to incentive schemes</p> <ul style="list-style-type: none"> ▪ Study of class-room processes in EFA and non-EFA districts of UP. ▪ Making a Difference – Document on the experiences of UPBEP & DPEP in the area of girls' education revised & updated. ▪ Evaluation of MCDA in DPEP II completed. ▪ 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 Newly Constituted States

		UTTARANCHAL
		RAJASTHAN
		JHARKHAND
GENDER INTERVENTIONS		
<i>Staffing Position</i>		<ul style="list-style-type: none"> ▪ In place
<i>State Gender Co-ordinator</i>	<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 • 636 Girl Child Motivator in position in selected CRCs.
<i>District Gender Co-ordinator</i>		
<i>Sub District</i>		<ul style="list-style-type: none"> ▪ SRG and DRG formed at state and district
<i>Resource Groups (Gender & ECE)</i>	<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 ECE and Gender constituted and meeting irregularly. ▪ SRG assisted in the process of developing training modules. ▪ DRG constituted, meets twice a year ▪ In the process of development, material from various states have been collected.
<i>Community mobilization</i>		
<i>Material Development</i>	<ul style="list-style-type: none"> • Poster, pamphlets, slogan, banner, audio cassettes, newspapers • VEC booklets • Wall writing • Audio and video cassettes on gender developed/disseminated 	<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
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> • Community meetings, prabhat pheri, rally organized • Environment building • Organizing melas, sammellans, ma-beti melas, munia beti campaign 	<ul style="list-style-type: none"> ▪ Ma-a-Beti Melas organized ▪ Meena Cassettes shown in 370 villages ▪ Kala Jatha/Nukkad Natak organized ▪ School Chalo abhiyan ▪ Meetings with VEC, MTA, WMG, Mother Teacher and Motivator Association (MAMTA) ▪ 110 Ma-beti melas organized at village level

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Community Participation</i>	<ul style="list-style-type: none"> • Running ALS and ECE centres • Civil works, micro planning 		<ul style="list-style-type: none"> ▪ 307 Bal melas organized at village level ▪ Meena campaign organized in 430 villages ▪ 62 Kala Jattina/ Nukur Natak organized at village level ▪ Training of 220 selected women organized
<i>VEC</i>	<ul style="list-style-type: none"> • Formation of VECs and orientation of VEC members completed • Women constitute one third of VEC members. The total membership of a VEC varies between 15/21 and 5/7 of them are women • One post of chairperson/vice- chairperson of the VECs is earmarked for women. • In the orientation training, VEC's women members take active part. • At least two women members from each VEC are being imparted professional 		<ul style="list-style-type: none"> • Assist in text book distribution • Monitoring teacher attendance • Conducting health check ups... • Construction of School buildings • School management • Distribution of mid day meal • Solving local level issues • Opening of AS/EGS centres • Purchase of educational material in ECCE, AS/EGS centers • School construction, maintenance and repair of school building and purchase of materials
			<ul style="list-style-type: none"> ▪ 335 WMGs formed and 4802 members trained ▪ Regular meetings held with WMG and MTAs ▪ 1310 MTAs formed and 13745 members trained ▪ 2630 VECs trained – VEC training module focusing on girls' education ▪ 73 KRPs trained for MTA, WMG & MAMTA group training • 1424 mother teacher and motivator association formed.

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> • training. • 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 ▪ 43 KRPs trained for MTA & WMG trained programme ▪ The integrated module for teacher training includes a gender component
<i>Material development Teacher Support Material</i>	<ul style="list-style-type: none"> • Books related to gender issues: TLM prepared • Khilauri. • Special inputs provided in Ujala II teacher training • Jagjagi manual. 		<ul style="list-style-type: none"> ▪ Two days gender sensitization module developed for teachers by SRG.
<i>Textbooks</i>	<ul style="list-style-type: none"> • Success stories of girls, plays related to girls and reinforcement of equity through illustrations in the textbooks. • Gender issues addressed in the 16 MLL based textbooks developed • Book on TLM "Sikhana Ashan Hai" developed which addresses gender issues. • Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS. 		<ul style="list-style-type: none"> • Removal of gender bias in the content of textbooks
<i>Management Planning Integration of gender perspective in plan formulation</i>		<ul style="list-style-type: none"> • Separate budget for Girls' Education in AWP & B 	<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.

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<p>Capacity building Preparation of gender training module</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 DPO programme personnel • 3 badges of training in herbal treatment organized • Training women members of VECs. • Gender sensitization for all programme personnel undertaken 	<ul style="list-style-type: none"> • Training module for Girl Child Activist has been developed. • 2829 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"> • Workshop on development of gender sensitization module for teacher at DIET Dehradun. • Workshops for development of training module for MTA/WMG at SPO.
<p>Sensitisation programmes for DPEP personnel and others</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 • Two days training module "ASHA" developed and 10141 members trained.

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-ordinators and SRG members 5-days MTA/WMG 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 NABARD UNICEF, CARE NGOs, NYK, ZSS, Bankers Wives Association NCERT, SCERT 		<ul style="list-style-type: none"> NGOs Mahila Samakhya TSG, Ed.CIL BETI, Lucknow SPO, DPEP UP ICDS Uttarkhand Sewa Nidhi, Almora.
<i>MIS</i> <i>Availability of Gender disaggregated data and use of MIS data for implementation</i>			

GENDER INTERVENTIONS <i>Mahila Samakhya</i>	JHARKHAND	RAJASTHAN	UTTARANCHAL
	<ul style="list-style-type: none"> • State level training of Kishoris completed • State level training Sahyoginis completed in June 2003 • 257 Jagjagi centers for girls established. • 340 Bal jagjagis established. • Training of 57 MS resource persons on gender sensitization completed • MS is an integral part of DPEP in Jharkhand. • Mahila Samakhya is operational in 4 project districts covering 14 blocks • It runs 310 Jagjagi Kendras • There are 1848 Samoochas (Women's Collectives) functional 		<ul style="list-style-type: none"> ▪ Representatives of Mahila Samakhya are members of SRG (Gender) ▪ Mahila Samakhya supports the development of gender training modules

GENDER INTERVENTIONS	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Innovations</i>	<ul style="list-style-type: none"> Vocational training being taken up 		<ul style="list-style-type: none"> 80 Model clusters identified in 12 blocks having low female literacy rate. Monitoring formats developed and distributed in all schools of model cluster To ensure enrolment and regular attendance charts prepared in each school of the model clusters Student tracking chart proposed in all schools of model cluster. 1.91 lakh girls provided free textbooks.
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> Apna and Angana Vidyalayas and Jaggi Kendras are run as AS centres Special modules for Angana Vidyalaya for 9+ girls girls modeled after Jaggi MS. Apna and Angana Vidyalayas have female instructors only and are under the management of Mata Samities. Areas being identified 		<ul style="list-style-type: none"> 5 ECCE with EGS selected in non ICDS district of Champawat 509 EGS and 47 AS opened in DPEP districts
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> Areas being identified 	<ul style="list-style-type: none"> Data collection for the study on Classroom Culture and Processes from the Gender Perspective in progress. 	<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 Survey of Van Raji children was done by DIET, Didihat.

EARLY CHILDHOOD EDUCATION

DPEP was conceived as a holistic programme, for ensuring Universal Primary Education emphasizing therefore the centrality of pre school education as the foundation for achieving UPE. Since the ICDS programme was already present in a large form and had shortly announced its intention to universalize, 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, and also increasing timings to ensure that it coincides with the Formal Primary Schools (FPS), seeking to impact on the ICDS programme on a larger scale for pre school education, through selected interventions and the opening of new centers in areas where ICDS was not in operation, as well as the opening of pre primary classes in FPS, and school readiness packages.

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 where possible, the same campus
- 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
- 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 I 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, including where possible, the same campus. 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 universalisation, the need for close coordination between DPEP and ICDS programme is now crucial. The major areas of cooperation include: extended timing 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), convergence for training, 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.

Social assessment and gender studies conducted highlighted that a major problem-keeping children, especially girls, out of school, has been the burden of looking after younger siblings. ECCE interventions in DPEP facilitated their participation in primary education. The continuation and sustenance of such efforts would therefore be a valuable input for the adolescent girls for their continued participation into the elementary schooling system.

DPEP STATES

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Approach</i></p>	<ul style="list-style-type: none"> Strengthening ECE Component in ICDS centres -AW Centres covered under convergence. Vide GO MS No.49 (Edn) DPEP. 2.5.2000. Support extended to 5333 AW Centres 1400 ECE centers opened in non-DPEP districts. 10089 AWC were converged 5133 ECE centers were merged with ICDS. 	<ul style="list-style-type: none"> 805 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 32 ECE cum AS centres- 5 in Banaskantha and 27 in Panchmahal opened, covers 779 children under ECE and 329 girls out of 529 children under AS Proposal for opening ECCE centers has been invited from 6 DPEP-IV districts 	<ul style="list-style-type: none"> Timing of 110 ECCE centres extended for 2 hours. 19 ECE centres (10 in Dhenkhal and 9 in Kalahandi) opened in convergence with DWCD. Strengthening of AW Centres through training of AW Worker and supply of pre-school kits. Enrolment drive includes enrolment of preschoolers in AW centres. Following decisions taken at the convergence meeting on ECCE with DWCD and HETC: <ul style="list-style-type: none"> supply black boards to AWCs develop Activity Bank for the rest of the year print & distribute the Activity Bank improve the monitoring mechanism to ensure transaction of pre primary education in the AW centres. 	<ul style="list-style-type: none"> Convergence with Social Welfare Department have been finalized both at the state and District levels and activities are being initiated accordingly. Bi-monthly DRG meetings. Provision of TLM to AWC Development of pre-school database. 	<ul style="list-style-type: none"> Strengthen ECE Component in Anganwadi Centres by providing training, Material and additional honorarium. 2398 AW centres covered under convergence, known as the Shishu Shiksha Scheme in DPEP II. 3842 ECCE Centres operationalised in DPEP III. Strategy expanded to include non-ICDS blocks in 2002-03 through NGOs. Selection of NGOs in progress Independent evaluation of ECCE in DPEP II completed.
<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 ECCE Instructors on "Developmental areas of Child and related activities" and develop the annual plan. Printing and distribution of 	<ul style="list-style-type: none"> Development of Training Modules and their field trial Training modules - AWCs/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 AWC Principals/ Instructors 	<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 	<ul style="list-style-type: none"> Training module for ECE workers developed More than 1400 AW Workers trained on pre-school education. Training of AW workers being conducted in a phased manner in the districts. 1-day meeting of ICDS workers organized at State. Meeting of ICDS functionaries. Survey by AWW to identify disabled children & Rs. 100 provided. 	<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 Wall- writing on pre-schooling completed in Birbhum Campaign materials have been developed at State Level. 	<ul style="list-style-type: none"> AW workers have been trained as also ICDS Supervisors, CDPOs, BRCs and NPRCCs in DPEP II and III. 2419 AW worker trained in DPEP II 128 Master Trainers trained in DPEP III 2419 AW Workers trained in DPEP III Training package developed in 1998 was revised in 2001.

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
<ul style="list-style-type: none"> activity Bank and Story Card Kit. 1 day training to VFC & mothers association. State level training on ECE was conducted all state resource group which includes GCDOs, instructors AWTC, CDOs of WD&CW, DIET lecturer and MRPs. The newly developed training module was introduced Joint training programmes for ECE instructors and head masters were conducted in all districts 	<ul style="list-style-type: none"> Printing of all Training Modules/posters. Recurrent Training to ECE Trainers in 4 Batches Training of ASRGs on Monitoring and Supervision of ECE centres Special training on early detection of disabilities in children 	<ul style="list-style-type: none"> Monthly ECE Newsletter Balamandir being published. The anniversary issue has brought out a special Edition on <i>Bal - geet</i> (songs for children). 	<ul style="list-style-type: none"> Pre school education kit with User's Manual developed and supplied to AW Centres on experimental basis. Draft Activity Bank for 96 days developed, scheduling various components of pre school education. DWCD is circulating this for use by the AW Workers, CDOs and Supervisors oriented on the use of the Activity Bank 	<ul style="list-style-type: none"> Training material on pre-schooling has been finalized by South 24 Paraganas and Malda-SSA office. Total 300016 AWCs have received pre-school TLM. Resource kit on pre-schooling is identified and being procured. 	<ul style="list-style-type: none"> A theme based activity book, Kalkari along with a calendar developed Time table for ECE centres Training package Aadharshila for ECE workers revised to incorporate more hands on an early stimulation activities 	<ul style="list-style-type: none"> One time grant of Rs.5000.00 provided per centre for equipment, education toys and other TLM.
<p><i>Material</i></p> <ul style="list-style-type: none"> A handbook for ECE/Anganwadi Instructors titled "Chamarula 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"> One kit per AW Centre provided at a cost of Rs. 310.00 Rs.1000.00 per 	<ul style="list-style-type: none"> Cost of each pre school education kit is Rs.1600.00. An users manual accompanies the kit Honorarium for new center 	<ul style="list-style-type: none"> One kit per AW Centre provided at a cost of Rs. 310.00 Rs.1000.00 per 	<ul style="list-style-type: none"> Rs.8100/- given to Mata Samitis for purchasing equipment for the ECE centres. 	<ul style="list-style-type: none"> Honorarium : Worker -Rs.400/- Ayah -Rs.200/- Annual grant of Rs. 	<ul style="list-style-type: none"> Annual grant of Rs.
<p><i>Costs</i></p>						

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	ORISSA	WEST BENGAL	UTTAR PRADESH
	<ul style="list-style-type: none"> 1000/- provided for material purchase. Rs.3500/- provided for purchase of immovable assets as one time grant 	<ul style="list-style-type: none"> Instructors (Didi) are paid a monthly honorarium of Rs.500.00. 	<ul style="list-style-type: none"> centre provided for educational toys, charts, picture story books etc. 	<ul style="list-style-type: none"> Worker : Rs.500.00 Helper : Rs.200.00 Supply of blackboard to AWC Rs. 2000 provided to all AWC in DPEP districts 		<ul style="list-style-type: none"> Annual contingency of Rs.1500.00 Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.00 to Helpers
<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 DAWCT 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, Srikakulam, Vizianagaram, and Vishakhapatnam by State ECE Co-coordinator. Plan for December 01 and January 2002 class formulated at the meeting. 	<ul style="list-style-type: none"> 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 Reflection meetings of ECE Didi's Reflection meetings of ECE coordinators Reflection meeting of SRG Reflection training of ECE trainers. Reflection meetings of ECE Co coordinators held 	<ul style="list-style-type: none"> From 15 ECE centres in Pnachmahal, a total of 92 Children were enrolled in std. I after completing pre-primary education, out of whom 46 were girls. 	<ul style="list-style-type: none"> Format for super-vision developed, tried out and supplied to districts for use by field functionaries to monitor pre-school activities at AW Centres. Impact assessment Study of ECE training and pre-school education kit on AW workers. 		<ul style="list-style-type: none"> Child wise evaluation cards used Monitoring formats have been developed and are being used. Proposal to engage specialized agencies for regular monitoring and supervision. Evaluation of the ECCE programme in DPEP II complete. Funds location of ECE centre in school premises successful. Evaluation of ECE in DPEP-II completed and in progress in DPEP-III

DPEP IV and New States

ECE INTERVENTIONS		JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>ECE Approach</i>	<ul style="list-style-type: none"> 805 ECE centres set up Convergence with ICDS 	<ul style="list-style-type: none"> 1461 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. 619 new AW Centres covered 176 new AW Centres covered in 2003-04 619 Anganwadi Workers given 7 days training MTs trained on 7 days package to train AW workers and DPEP and ICDS functionaries. 585 ECE workers given 7 days training in DIET 	
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> 15 days induction training for ECTE and AW worker + 3 day recurrent training. Orientation training of Academic Support Resource Group One day orientation to Mata Samiti members AWTC/MLTC principals/ instructors training Training of Helpers and Mata Samitis 	<ul style="list-style-type: none"> 13153 AWW given training on ECCE. 14349 AW Helpers imparted training on ECCE Training module for ECE/AW worker has been developed 35 persons trained as Resource Persons who include CDPDs, Supervisors and one person from the DPO These Resource Persons have been training AW Workers at the block level since November 2000. 	<ul style="list-style-type: none"> Video film of ECCE Centres developed by Uttarakshi, 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 	
<i>Material</i>	<ul style="list-style-type: none"> Distribution of Health Kits to 269 ECE centers and playing kits to 405 centres The training module for Helpers and Mata Samiti members has been field trialed. Community/Mata Samiti provides material for preparing play kits. Audio cassettes of songs have been prepared. 	<ul style="list-style-type: none"> ECCE kit developed and 1011 ECE kit distributed Charts, Poems, Songs, etc. developed 504 Girl Child Motivator were selected and trained and are in position 		
<i>Costs</i>	<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. 	
<i>Monitoring, Supervision, Research</i>	<ul style="list-style-type: none"> Monthly monitoring by ASRG. Reflection meetings of ECE Didis Reflection meetings of ECTE 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 	

INTEGRATED EDUCATION FOR THE DISABLED

Introduction

Although DPEP was initiated in India in 1994, Integrated Education for the Disabled was added as a programme component in 1997. To begin with, states were provided assistance in preparation of action plans. By 1998, many states had initiated surveys and formal assessment camps and evolved strategies to provide resource support to children with special needs. It is estimated that about 5-6% of the children in the 6-11 age group in India are disabled. But household surveys conducted in DPEP states indicate that there are only 1-2% disabled children in the relevant age group. This low estimate may be because that the surveys failed to identify children with mild and moderate disabilities. Or is it that the initial estimate of 5-6% incidence of disability, as accepted by the Ministry of Social Justice and Empowerment, nodal ministry to deal with the disability issues, as well as revealed by the NSSO survey of 1991 is on high side? The census 2001 data will throw more light on the incidence of disability. Whatever the estimate, UEE cannot be achieved until and unless children with special needs are integrated in the education system.

National Level Interventions

- **National level workshops conducted to discuss major issues on IED 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.
- **The states of Andhra Pradesh, Bihar, Jharkhand, Orissa, Rajasthan, Uttar Pradesh and Uttranchal have conducted or propose to conduct the 45-day RCI foundation course soon for capacity building of general teachers on IED. This training is being conducted in the states through good and competent NGOs, DIETs and SECRts. This training is also being given through the distance mode with the help of M.P. Bhoj Open University. 1117 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 CWSN. 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 66688 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 for teaching children
- **The total number of children identified in the nine states DPEP states in the catchment area is 544323. Out of this, 385947 lakh children have been enrolled.**
- **The total number of general teachers given special training in these nine states on IED is 66695. The number of teachers trained through the mass training programme are 514163.**
- Awareness programme have been conducted in all the states, with focus on community mobilization and parental counseling
- 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 213 blocks/mandals in the nine DPEP states.**

Table I shows the initial catchment area, and the current coverage of IED in the nine DPEP States.

**Table I:
DPEP Coverage for IED**

State	Initial catchment area	Expansion plans
1. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurnool.	1040 mandals in 19 districts
2. Bihar	1 cluster in each of the 17 districts.	99 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 70 blocks in 6 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 87 blocks have been taken up for IED in the 8 DPEP districts
6. Rajasthan	1 block in each of the 10	134 blocks in 19 districts

	district identified for IED programme	
7. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly and Sonbhadra, out of a total of 69 blocks in these districts.	431 blocks in 36 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.	139 blocks in 10 districts

State Specific Progress and Issues:

Andhra Pradesh

- **About 211466 children have been identified through survey out of which 154610 enrolled**
- **7709 children have been supplied aids and appliances through DPEP and convergence. The number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation**
- **3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children**
- **9960 teachers trained in IED for 3-5 days**
- **600 teachers given 45 day foundation course**
- **About 161031 teachers given one day orientation on IED through mass teacher training**
- **Tele-conferencing on IED organized in collaboration with IGNOU**

Issue

- **Bringing the out of school children with special needs to regular schools and where this cannot be done, providing them an alternative educational option, as SSA has adopted a zero rejection policy**
- **Expediting the process of providing the needed assistive devices to CWSN**
- **To train teachers to adopt an inclusive approach while teaching in the general classroom.**

Bihar

- **26557 disabled children enrolled out of a total of 39170 identified**
- **1895 CRCC's trained through a 3-day training module**
- **123 teachers trained through RCI foundation course**
- **144659 general teachers have been given 1-day orientation to IED. This training is a part of the 4-day Ujala-II module developed by the state**

- **1389 aids and appliances provided**

Issues

- Expediting the process of providing the needed assistive devices to CWSN
- To improve the quality of education imparted to CWSN in regular schools by giving them adequate resource support
- Undertaking curricular adaptations so that these children also learn at par like other children
- Monitoring the performance of CWSN in schools.

Gujarat

- **9348 children identified in the pilot block, out of which around 9348 enrolled**
- **6640 children provided aids and appliances**
- **General teacher training exclusively on IED started. 4199 teachers trained**
- About 20100 teachers given orientation to IED through mass teacher training programme
- **675 teachers will be trained through the RCI foundation course.**

Issues

- Provide data on total number of CWSN who are out of school and chalk out alternative options of providing them resource support
- Provide details on the number of teachers trained through various training programmes
- To train teachers on curricular adaptations and evaluation procedures
- To chalk out a concrete strategy for resource support to children with special needs
- The state should start the foundation course for teachers, as planned
- Develop appropriate monitoring mechanism.

Jharkhand

- **12300 disabled children identified and 6213 enrolled**
- **2546 teachers given a 5-day training on IED**
- **Aids and appliances given to 1695 children**
- **96 teachers given the 45 day course**
- **29747 teachers trained through the mass teacher training programmes**

Issues

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

Orissa

- The identification survey done shows that 33975 children have special educational needs. Out of these, 22748 are enrolled in school.
- 4714 aids and appliances for disabled children were supplied by Dept. of Social Welfare, NIRTAR, ALIMCO
- The first round of intensive training with the help of RCI developed foundation course conducted. 82 teachers trained
- 8407 general teachers have also been oriented to IED issues for 5 days. The DIET faculty members, resource teachers and IED coordinators have been imparting training in a phased manner to the regular school teachers.
- 25528 teachers given orientation to IED through mass teacher training programme.

Issues

- Expediting the process of providing CWSN the needed assistive devices as very few disabled children have been provided the necessary equipment
- To train teachers on curricular adaptations and evaluation of CWSN
- To constantly monitor the performance of CWSN in classrooms.

Rajasthan

- 44761 disabled children identified. 32129 enrolled in schools
- 8982 children provided aids and appliances out of 14765 required
- 51589 teachers have been oriented to IED through the mass teacher training programme
- IED concept have been incorporated in all training modules
- 8573 teachers have been trained in IED concepts in all the 19 districts. 5 teachers have been trained through the foundation course.

Issues

- To improve the quality of education imparted to CWSN in regular schools by providing them adequate resource support
- To train teachers on curricular adaptations and evaluation procedures
- Strengthening efforts towards converging with other schemes/ departments having stake in IED
- Develop appropriate monitoring mechanisms to evaluate progress of CWSN in regular schools
- To help the teachers adopt a more inclusive approach in classrooms while teaching all children.

Uttaranchal

- All the 38 blocks covered for IED
- 4342 disabled children identified and 4185 enrolled
- 1323 children provided aids and appliances with the help of NIOH & NIVH, Dehradun

- Parental training on use and management of aids and appliances
- **8768 general teachers given training through the mass teacher training programme**
- **95 resource persons given a 5-day training**
- **42 teachers have been provided RCI training**
- **Initiatives also taken up in the area of community awareness and 2630 VEC's trained on IED**
- IEPs also being developed for disabled children.

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, as SSA has adopted a zero rejection policy
- Providing the remaining disabled children appropriate assistive devices
- 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 CWSN in classrooms.

Uttar Pradesh

- **Around 129461 children with special needs have been identified and 90658 enrolled in schools**
- **95822 teachers trained through in-service teacher training**
- **881 master trainers trained**
- **28456 primary school teachers have completed their 5-day training in 10 blocks of five districts in first phase**
- **169 teachers given RCI training**
- **14833 children with special needs provided aids and appliances through convergence. 20524 children provided disability certificates**

Issues

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

West Bengal

- **A total of 58467 children have been identified so far, out of which 36213 are in school**
- **A total of 12776 aids and appliances have been distributed so far through convergence and assistance from ALIMCO**
- To begin with, key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts
- **6-day intensive training was also undertaken for 2564 teachers.** This was a 40-hour training, which included 10-hours in each area of special education. These teachers were trained directly by the state level organization. State level experts also developed module and materials.

- **49844 general teachers given a 2-day orientation on IED**
- The state has a detailed strategy for resource support, which includes support from state level resource organisation, district level resource organisation and circle level resource centre. The purpose and responsibilities of each of these organisations have been detailed out.
- The state has also taken up a number of initiatives for awareness building in the community, VECs, parents, local administrators, ICDS supervisors and shiksha sahayikas
- The state has constituted a monitoring team at SPO and DPO. It has also developed a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision
- The state has conducted training of key resource persons from family of disabled children

Issues

- Upscaling IED to all the blocks
- Providing assistive devices to more children with special needs
- 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 there is a good amount of awareness about education of the disabled children among general classroom teachers
- 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 West- Bengal have given the entire implementation of IED to the NGOs, whereas other states like Bihar and Orissa 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 IEPs for disabled children
- **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.**

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
- **States like U.P. and Uttaranchal have adopted the convergence mode to provide assistive devices to children with special needs, whereas States like A.P. 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.**

PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP - II & III 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 A child development clinic was opened at Warrangal and Karimnagar for early intervention 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 2-day training programme organized for DRG on IED 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 	<ul style="list-style-type: none"> District coordinators in place Parent of a disabled child exists in all VEC's 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 Ujala II training module also provides adequate discussion on IED All CRCCs of identified block have been provided 3 days training Since the four day Ujala - II module also comprises of a component of IED, 83,000 general teachers have been given one day training. A constant follow up at the CRC level is done about children with special needs in the monthly BRC/CRC meetings One-day special community 	<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 Panchmahal and Banaskantha sanctioned. 6 posters (awareness materials) for various kinds of disabilities have been developed IED awareness module in Gujarat 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 	<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 Posters and slogans have been prepared and distributed in the public in local language Convergence with the IEDC scheme has been sought. 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, stationery distributed to the disabled children 872 theme based camps are organized 428 ramps, 33 handrails & 227 learning corners provided in schools Tele-conferencing programme on IED was conducted in May 2001 involving 412 persons 16 Resource centers have been strengthened at district level in terms 	<ul style="list-style-type: none"> Core group at the state level exist Handbook and folders to sensitise classroom teachers developed. Component of IED added in Aaganwadi training module VECs given orientation on IED so far. A chapter 'Dosti' concerning the problem of CWSN 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. 14428 children have been provided aids and appliances 20504 disability certificates provided IEP's are being prepared regularly and monitored 45-day RCI foundation course has been conducted for 169 teachers 881 master trainers trained for 10 days on IED For year 2003-04, fresh G.O. was issued and till now health check up of 81414 children has been 	<ul style="list-style-type: none"> SRG and SIEDC in place DRG formed and DIEDC in place 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 WBIDPEP 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 experts. 40 hours intensive training was also undertaken for one

Andhra Pradesh	Bihar	Gujarat	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> with special needs Assessment camps being conducted Conducted state level workshop for district level KRPs on "use and maintenance of hearing aids for hearing impaired children in classroom" Module developed for early identification of children with SEN and distributed to ECE/Aaganwadi instructors Conduct of assessment camps for disabled children launched. Camps conducted in Kadapa, Vishakapatnam, Warangal, Chittoor, Guntur, West Godavari districts in September, 2003 	<ul style="list-style-type: none"> awareness campaign was launched in the state level on ED. 5-day non-residential training for VEC members was taken up. The Anganwadi Sevika's and Sahayak's and Didi's of ECCES and AS centers are also being oriented to IED 2476 CRCC's trained Assessment camps & follow up camps have been organized in each project district for orthopaedically handicapped children and aids and appliances have been provided by ALIMCO 123 teachers have been trained through the RCI foundation course 	<ul style="list-style-type: none"> Teachers training module was developed and distributed in all the schools of DPEP districts A set of five books titled Apang Nahin Ashakti (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 "Pratmik Shikshan Sarvani" Resource teacher at the district head quarter appointed in all the DPEP-IV districts. 	<ul style="list-style-type: none"> of equipment and training 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 Total 115 medical assessment camps had been organized at the district level State Resource Directory prepared Convergence meeting with NGOs running special schools organized in March 2003 AWW assisting in conducting survey Research study on IED being undertaken to evaluate the impact of IED 	<ul style="list-style-type: none"> completed A 3-day curriculum developed for training for parents regarding repair and maintenance of aids and appliances Sensitization to VEC provided on IED 569 medical assessment camps have been organized and 53415 CWSN have been assessed. 	<ul style="list-style-type: none"> 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 8634 aids and appliances provided to disabled children through ALIMCO. 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

Jharkhand	Rajasthan	Uttaranchal
<ul style="list-style-type: none"> • IED coordinator at SL/O/DLOs 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 • 10 days Ujaha-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 	<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 • 178 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 • 178 assessment camps conducted • Tournament for disabled children have been organized. 	<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. 2344 children were medically examined and 1083 children were given a disability certificate • 1323 children given aids and appliances • Orientation of district coordinators, SRG members, representative of NGOs done • Teacher training conducted at NIVH • IED component included in school grading format • Incentives like free textbooks and scholarship provided by the State Government • 42 general teachers being sensitized in 90 day correspondence course by RCI and MPBOU • Reports of IED programme regularly published in state project's quarterly magazine "Koshish" • TLM development workshop held in June 2003 at DIET Dehradun • A workshop to develop and compile success stories held at SPO • To provide resource support, resource persons from special schools, institutes and NGO working in the field of disability have been identified • Action research programme for disabled children initiated • A disability management and counseling unit established in each 9 DIET's of Uttaranchal. All IED programmes in the district will be assisted and monitored by this unit • A folder and six video films on IED prepared.

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 19 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**

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.

Publicity material:

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

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). A separate audio-visual library has been started in TSG Media Unit that stores the audio-video material on DPEP prepared at the state and national level.

Films:

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

Outdoor Publicity:

As most of the DPEP districts are rural and backward outdoor publicity has a special role to play in DPEP. States use a range of outdoor publicity vehicles including posters, hoardings, cinema slide, postal articles, post offices, railway stations, bus panels, floating balloons, fairs and melas, metal posters on trees, competitions etc: widely. **Besides, exhibitions are also being held focusing on the importance of girl's education. 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.

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 success story of the DPEP in primary education and media should generate the success stories of Sarva Shiksha Abhiyan programme nationwide.

MEDIA

DPEP STATES

Media Activity	ANDHRA PRADESH	GUJARAT	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Administrative Arrangement	<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 SRG & DRG for Media 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
Publicity material developed (Print)	<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 DPEP has been taken up. Information on DPEP web is being updated regularly Posters on girl child and on importance of education were printed. Posters were developed on Community Mobilization to create awareness on education. Documentation of success stories from 	<ul style="list-style-type: none"> Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced to generate awareness A monthly magazine 'Prathamik Shikshan Sarvani', for DPEP functionaries and primary teachers of the project districts published regularly Press release & handouts on project related activities. 	<ul style="list-style-type: none"> Posters, pamphlets, handouts; diaries and calendars printed for creating awareness among the general public A monthly DPEP newsletter "PARIVARTAN" 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. Village level 	<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 Districts are 	<ul style="list-style-type: none"> Pamphlets, folders, posters, newsletter, calendar published. Quarterly magazine BEP <i>Aravahi</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 published and 	<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. Publication of a book on girls education titled "Making a Difference" Publication of a booklet titled "School Chalo Abhiyan" Glimmer of Hope--a publication on quality improvement in DPEP Vikalp—a 	<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 Material on Mahila Mela prepared Tele-conferencing material on Shiksha Aapke

ACTIVITY					Dwar prepared
<ul style="list-style-type: none"> different districts. Brochures on Chaduvula Panduga has been printed and distributed to all the schools. A book entitled "Golden Districts in AP" published Self appraisal proforma for School Committee members was printed and supplied to all School Committees School Calendars printed and given to every school. 	<ul style="list-style-type: none"> Exhibition by SPO on Women's Day Motivational advertisements on DPEP displayed on side panels of buses Advertisements given in the Press for promotion of enrollment of all children, especially girls Periodical reports taken out and documentation done regularly Exhibition on posters, TLM, models etc. conducted 	<p>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 	<p>also publishing the monthly newsletter</p> <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>distributed.</p> <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 	<p>documentation on Hardoi's quality improvement programme.</p> <ul style="list-style-type: none"> "Regaining their last smiles" published on Girls' Education. Newsletters enrichment Programme "Abhiyakti" book let disseminated. "HESI" the academic package documented. BRC/CRC training manual and Sambal a handbook for BRCCs developed by SIEMAT Folder published for community mobilization
<p><i>Audio Video material</i></p> <ul style="list-style-type: none"> Film on VEC produced; "Meena" a video film on Girl Child supplied to all districts Multi-media package on DPEP and successful activities produced. Video documentation 	<ul style="list-style-type: none"> Video-cassettes of the Meena campaign used Cassettes on joyful learning recorded in local dialects by districts. Divas Swapna, audio-cassette 	<ul style="list-style-type: none"> Audio-visual cassettes have been developed in connection with NINAD activities Audio cassettes about tribal children 	<ul style="list-style-type: none"> Audio-cassette on DPEP messages produced. 'Meena' /cassettes duplicated and campaigns are on in different districts. 	<ul style="list-style-type: none"> 11 minute film 'Koshish' produced Video spots being telecast before regional news on DD Slide shows in cinema houses negotiated as part 	<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
	<p>of TLM processes done.</p> <ul style="list-style-type: none"> Digital documentation of various workshops and training programmes has been taken up. Developed visual reports on child labour. Audio cassettes on DPEP activities and girl child developed in two districts. 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' broadcast from November 2002 – Feb, 2003 Video lessons developed for teaching schools subjects. 	<p>on child centred 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>retention and enrolment of 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. Wider range of participants are invited at the state, district DPEP stalls put in district level fairs and exhibitions 	<ul style="list-style-type: none"> Exhibition materials developed for each district and being supplied to the CLRC's where SLIP has been introduced. 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. 	<ul style="list-style-type: none"> 5 films on different functional areas under DPEP developed Audio cassettes of songs in local dialects developed. 2 cassettes on Shiksha Geet Mala developed in Bhojpuri, Maithili & Magahi. 	<p>of the 'School chalo campaign'</p> <ul style="list-style-type: none"> 6 Jingles being broadcast on AIR. Development of audio-cassettes for the spread of primary education. Development of a 13 episodes audio video serial, focussing on all work areas of DPEP is under progress. Good practices to prepare TLM video documented. Screening of Meeva film 'Sansodhan Film' in villages for girls' education and community mobilization. Development of a short film on School Chalo Abhiyan. Video documentation prepared based on girls education Exhibition stalls put up in melas 	

Activity	GOA	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
<p>Trainings and workshops</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. • A 4-day workshop on audio script writing held in December, 2000 • Documentation on folk media campaign, CLRC book fair, and Maa-O-Maye mela prepared. • Meeting with Roop Kala Kendras held for popularizing DPEP activities. 	<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. • Regional theatre workshops being organized regularly for capacity building of cultural groups at level of linguistic zones. 	<ul style="list-style-type: none"> • Workshop on jingles writing organised. • Workshop on equal opportunities in education conducted. • Still photography on training workshop for JEs IED, Girls' education etc. • Workshop organised at SPO with support from Dept. of information with media. • Advocacy workshop held by SIFMAT at Lucknow 	<ul style="list-style-type: none"> • Awareness campaign 'Siksha Apke 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 Press & mass media used for Mahila Sathikaratha in Feb-Mar. 2003 	<ul style="list-style-type: none"> Major events seminars and workshops projected through newspapers and Doordarshan Radio jingles on UEE developed Folk media "Bhavai" used to mobilize parents and the community on enrolment and retention. 'Prathmik Shikshan Saravani', the quarterly magazine in Gujarati from SPO, published regularly. Gujarati quarterly magazine 'Balmandir' is being published regularly. 	<ul style="list-style-type: none"> Activities of DPEP have been broadcast in the All India Radio and Doordarshan SLET. 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 schemes of EGS & AIE. A large number of awareness programme have been organised through print and electronic media to create awareness among people. 	<ul style="list-style-type: none"> DPEP activities covered in print and electronic media Outlines developed for all out media campaign. 	<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 DPEP developed and launched. 	<ul style="list-style-type: none"> DPEP given wide press coverage Advertisement in local and national news-papers published Radio talks, TV coverage done. Bal filmotsav have been organized on not enrolled children Tele conferencing on 'Shiksha Apke Dwar' conducted 	

UTTARANCHAL	
<p><i>Press & mass media</i></p> <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 ▪ News of 'Bal Mela/ Maa-Beti Mela' in Hindustan Times, etc. in Dumka district. ▪ News of 'Bal Mela, Maa-Beti Mela in Aakashvani in Dumka district. ▪ Publication of report on cultural programme in newspapers like Prabhat Khabar, Ranchi Express, publication of VECs school development. ▪ 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
<p><i>Networking</i></p> <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 Singbhum ▪ 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 were: (i) promotion of qualitative research, (ii) promotion of action research by teachers and other practitioners, (iii) conduct of need-based evaluations and special studies, (iv) providing support to participating DPEP states and districts in institutional development and capacity building, and (v) dissemination of research findings and networking. An overview of various strategies developed and employed and their outcomes are discussed below.

Research, Evaluation and Studies Unit (RESU) became functional from March 1995 as a part of Technical Support Group (TSG) for DPEP under Ed.CIL. NCERT conducted researches in pedagogic areas, organised training for state- and district-level personnel in action research/research methodology, conducted baseline and mid-term learner achievement surveys and organised in the past national and international seminars on researches in such areas as School Effectiveness. NIEPA also has a research component under DPEP resource support and organised training programmes and conducted studies. In particular trends in Access and Retention have been prepared annually on the basis of EMIS data collected from schools of DPEP districts.

A number of studies were completed at the national and state level on various aspects of DPEP implementation. Two volumes of Research Abstracts has been published by Ed.CIL. The first volume containing 254 abstracts was published in April, 2001 and the second containing 217 abstract in October, 2002.

Recent and Ongoing Research Activities

- (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. Data collection and analysis is over in all the states and draft reports were received from 4 states in February 2003. **These draft reports were discussed in a meeting with Principal Investigators on February 13 and 14, 2003 in Delhi. Final reports of the study have now been received from 4 states (U.P. Assam, M.P. & W. Bengal). A synthesis report will be prepared after receiving the final reports of the remaining two states – Bihar and Orissa .** The study in Bihar was entrusted to Prof. Shashi Bhushan and in Orissa to NIEPA
- (ii) Cohort studies to assess completion rate are going to be undertaken in at least one district of every DPEP state on the pattern of Tamil Nadu under the guidance of NIEPA. A few states (like Tamil Nadu, Maharashtra, Karnataka, and Andhra Pradesh) have conducted the study in all their DPEP districts, while others have conducted the cohort study in selected districts or blocks. These studies are continuing in these states with cohorts of other years..In U.P. the study has been conducted on a sample basis in 32 DPEP III districts. **The report of the study has been finalised on the basis of comments given by RESU.**

(iii) Study of the Causes of High Repetition Rate

As suggested by the 14th JRM, this study was undertaken to find out why repetition rates are high in some DPEP districts. The study was to be undertaken in nine states including Bihar, Gujarat, Orissa, and West Bengal) in which grade repetition rates derived from EMIS-DISE data, were found to be high. 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. Among the states which did not undertake the study were Bihar and Orissa. RESU developed the detailed plan of data analysis to be used by the Principal Investigators for analysing the data. **Data collection is over and reports of the study has been received from Gujarat. In West Bengal the work appears to be held up due to lack of funds.**

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

These explorative studies were conducted by the Pedagogy Unit of TSG to understand the pupil evaluation systems in schools, formal as well as continuous and comprehensive. The five states selected for the study included Uttar Pradesh. Two NGOs were also selected for the study (Ekalavya, Bhopal & Digantar, Jaipur). Preliminary study reports were prepared and their findings were shared at a national level workshop with all DPEP states (February 27- March 1, 2002). **A synthesis document titled "Shifts in Learner Evaluation" was published by Ed.CIL.**

(v) Evaluation of Alternative Schools

It was proposed to conduct an evaluation of Alternative Schools in 6 states including Andhra Pradesh, Gujarat, Rajasthan and W. Bengal, (now 7 after bi-furcation of Madhya Pradesh), out of which two are DPEP I states - Madhya Pradesh and Chhattisgarh. A Research Advisory Group was set up which helped in finalising the objectives and research design of the study. The states identified the agencies for carrying out the evaluation and CIE, Delhi was the central coordinating agency for the study. The study is being monitored by Alternative Schools Unit of TSG. **Reports have been received from five states out of six. Andhra Pradesh is in the process of finalising the report, Work on synthesis report is in process.**

(vi) 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 17 out of the 18 DPEP states has been completed and State Reports are available. The Synthesis report is being compiled and is expected to be ready by December, 2003.**

(vii) 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 the volume containing District Report Cards for 462 districts has been brought out recently.**

(viii) Following are the on-going studies at NIEPA :

- (i) Impact of DPEP Interventions on Demand for Education: A study of Housheolds Below Poverty Line in Orissa (N.K. Mohanty, **the study is in progress**)
- (ii) A study of District and sub-district level Management Structures under the DPEP (SMIA Zaidi, **the study report has been finalized**)
- (iii) A study of the Impact of the DPEP on Development of Primary Education in Tribal Areas (Y. Josephine, **the study is in progress**)
- (iv) 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**)
- (v) Micro-planning in the DPEP districts: A Comparative Study of Haryana and Uttar Pradesh (Neeru Snehi, **Report writing work is in progress**)

(ix) Mid term Assessment Survey

NCERT has provided guidelines o the states for conducting the mid term Assessment Surveyin the nine states. where it becomes due this year However NCERT is no longer responsible for organising these surveys, it is for the states to take initiative and get these conducted.. Of these nine states MAS has been completed in32 Phase III districts of Uttar Pradesh and 3 expansion districts of Orissa. In other states the position is not known about the progress made in this regard.

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 was widely disseminated in a published format. Efforts made for promoting action research are showing result as there has been a spurt in researches in most of the states. Although the different states have adopted different strategies for promoting action research, so far over 2000 Action Research projects have been undertaken and completed in the DPEP states. **Some states have prepared abstracts of the AR studies and have also conducted dissemination seminars at state/district/block levels.**

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. **A National seminar on Impact of DPEP on Primary Education**

It was organised by RESU in collaboration with Jamia Millia Islamia from June 5 to 7, 2003. More than 30 papers were presented at the seminar. Also two panel discussions were organised. The papers were edited later on for inclusion in the seminar report. Its report is ready and is expected to be published soon.

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 latest was the 10th meeting-cum-workshop of Research & Evaluation Coordinators of DPEP states held at Nabkrushna Choudhury Centre for Development Studies, Bhubaneshwar, from April 3-5, 2003. There were 20 participants from 12 states who participated and presented their state reports. Since the theme chosen for this workshop was "Teachers and Teacher Effectiveness", the invited resource persons discussed various issues related to teacher effectiveness, teacher training and teacher availability in schools. For group work, two groups were formed which deliberated on (i) Lessons learnt from DPEP on conducting research and evaluation studies and (ii) Teacher training and evaluation of training programmes. **The report of the seminar was prepared and sent to all the participants and SPDs for necessary follow up action.**

Capacity Building

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

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.

Issues in Research

The following issues need attention

- 1) There should be suitable mechanism in the states for identifying the priority areas in which research is needed.. the problems should emerge from the experiences at grass root level.. Studies on problems that are not of practical values should be avoided.
- 2) Quality of research should be assured. The research proposals should be examined critically. In particular the sampling design, tools of data collection and methods of statistical analysis of data require attention.
- 3) Programmes for capacity building in research needed for researchers at state and district levels. These programmes should be designed according to the needs of researchers and requirements of research projects
- 4) There should be provision for dissemination and use of research findings . Follow up work on the basis of research studies need to be planned carefully.

State wise report of the research activities undertaken last year

1) Andhra Pradesh

Organisation and management

Staffing

In Andhra Pradesh R&E cell has been established at SPO . At district level, lecturer from DIET were identified as R & E coordinator for DPEP II districts.

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.

Advisory Group

a) Research

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.

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.
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 of different DPEP states held at Bhubaneswar.
4. External evaluation of APDPEP was under taken by Dr. S. Nayanatara and Dr. Nagadevara of IIM, Bangalore

Areas in focus for current year :

- ◆ Orientation programme of DIET faculty in research and evaluation methodologies.
- ◆ Capacity building of teachers and Mandal resource person through DIETs
- ◆ Conducting sample survey on learning achievement of Pupils
- ◆ Analysis of DISE data to prepare a report on trend analysis of enrolment, retention, and community involvement

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

Organisations and management

Staffing

In Bihar Two State Resource Persons in SPO in place.

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 RRIs appointed by GOI for monitoring district level activities.

Advisory Group

State Resource Group in place. Further widening of SRG net is in process.

Activities in progress:

- Early Childhood Care and Education
- Classroom processes from gender perspective ; Data collection completed and analysis is in progress; software for data entry awaited from MHRD
- Learners evaluation in MSK
- Quality monitoring of schools
- PSM training evaluation
- Study on dynamics of grade I enrolment
- Impact study of Alternative schooling , ECCE, Mahila Samakhya, Civil Works, Text-Books and Community mobilisation
- Study on Classroom Processes
- Evaluations of annual examination results of 5 years under DPEP

Areas in focus for current year :

Preparation of District-wise State Level Report based on Project Objectives.

Net working : Universities and Education Institutes are being contracted.

3) Gujarat

Organisation & Management

i) Staffing

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

Other Institutions Role

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

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 enrolments of girls in Sayla, Muli and Chotila blocks of Sundernagar districts
- Role of teachers grant and school grant in school improvement
- **Terminal Assessment Survey , DPEPII districts report submitted**

Action Research Studies

10 Action research studies are in progress in DPEP IV districts

Areas in focus for the current year:

- Teachers training, ECCE centers, Teachers Grant, Community mobilization. Area enrolment, Pupil Achievement
- Relationship between enrolment and completion rate
- Causes of grade repetition in primary education
- Role of VEC, MTA, PTA in school improvement
- Impact of teachers training
- Social acceptability of primary schools in comparison to other schools working in the same area

4) Orissa

Organisation & Management

Staffing

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

Other Institutions role

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

Advisory group

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

Activities /research conducted

- 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

Organised a workshop to develop and finalise the questionnaires of the research studies commissioned

Areas in focus for the current year

Organisation of the workshop for selecting the priority areas of Research & Evaluation activities at the elementary level

Following studies are under way

- Evaluation of functioning of Education Guarantee Scheme (EGS) center of Nuapada district
- Role of VEC in school management and Quality education in Malkangiri & kandhamal district
- .Status of residential schools for children of scheduled tribe community of Korapat district .
- Effectiveness of integrated textbook on pupil achievement in class I trends. analysis of transactional process and comparative prospects .
- Role of VEC and community in infrastructural development as a function of DPEP intervention in Kandhamal district

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 TE & SCERT. The findings were shared through tele-conference. Report prepared for distribution among field functionaries.

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 (hardspots) under DEP is in progress.
- Study on grade repetition is going to be undertaken in 2003.

5) Rajasthan

Organisation and Management

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.

Action Research Programmes

i) Operational Levels and status

Action Research projects have been invited from each district. In all 95 projects have been sponsored for the year 2003-04

Promotion of Research /studies in Primary Education

ToR and proposals for Mid-term Assessment survey of Phase-II have been sent to GoI for approval.

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.
- Baseline survey by SIERT (MTR study)

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

6) Uttar Pradesh

Organisation and management

Staffing

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

Other Institutions role

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

Advisory group

SPO set up a Policy Research Advisory Committee. Separate committee exists for SCERT & SIEMAT. Last meeting held on 17th September, 2001. SCERT &

SIEMAT builds up the capacities in each DIET to conduct & analyse the evaluation & Research studies.

Activities /Studies conducted

Sharing workshop of Research findings held in January 1999. Latest meeting held in January to May 2001 & **in Oct. 2002.**

Sharing workshop of Research findings held in January 1999. Latest meeting held in January to May 2001 & **in Oct. 2002.**

MAS for DPEP-III has been conducted & completed

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

Studies are continuing on given aspects -

Shiksha Mitra ; Alternative schooling; ECCE; Teacher Training & Support System; VEC School Management.

7) West Bengal

Organisation and management

Staffing

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

District Action Research Group (DARG) constituted at districts this consists of RTs (one from each CLRC for Phase I districts only).

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.

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.

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 of grade V after completion of grade IV at the primary level of education in sampled districts of West Bengal.
6. Action Research activities undertaken by the Pedagogical Cell – pertaining to the Integrated Learning Improvement Programme (ILIP).

Studies initiated and field work in progress

1. Reasons for high repetition in selected districts under DPEP.
2. Role of VEC/ WEC in ensuring quality education in primary schools.
3. Evaluation of EGS/ AS strategies undertaken in certain selected DPEP districts.

8) Jharkhand

1. Organisation & Management

(i) Staffing

State Resource Persons in place in SPO

(ii) Other Institutions Role

SIEMAT & SCERT yet to be established.

State Evaluation Team being constituted.

UNICEF and University support sought for analysis of data.

(iii) Advisory Group

State Resource Group being constituted

2. Action Research Programmes

(i) Operational Levels and Status

State Level Groups to be constituted.

District level Action Research Group formed & trained.

3. Promotion of Research / 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.
- Orientation Workshop on Research & Evaluation held with District level functionaries.
- District specific key issues identified and worked-out.
- District level core team constituted and oriented.
- 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.

(iii) Areas in Focus for the Current Year

- Community Participation in schools
- Classroom observation
- Evaluation of programmes and pupil's evaluation

- Internal and external evaluation planned.
- Research based on the findings of EMIS Data and Household Survey data
- A small sample based study on teacher attendance
- Student attendance monitoring system.
- Analysis of house hold data.
- Dropout from Class I to II and its reasons.

4. Impact Assessment

(i) Strategy

- **State Level Evaluation teams being formed**

5. Networking

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

9) 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 .

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

Areas in Focus for the Current Year

Capacity building workshops for in evaluation and research techniques

Developing material for promoting continuous and comprehensive evaluations in schools

CIVIL WORKS

Progress

The progress of civil works in the ongoing DPEP districts have been quite satisfactory. Of the total number of 21399 schools, 38760 classrooms, 11287 resource centres, 35567 toilets and 14598 drinking water facilities planned in these 109 districts till this year, 19497 schools (91%), 36315 classrooms (93%), 9845 resource centres (87%), 28027 toilets (79%) and 7187 drinking water facilities (49%) are either complete or in progress. **Most constructions are complete in the districts of Andhra Pradesh (APERP), Uttar Pradesh, Uttaranchal, West Bengal (Phase I).** In the first phase districts of Rajasthan and Andhra Pradesh, the originally targeted works are nearly complete – additional works to the tune of 33% have now been taken up.

Progress of construction has also picked up In Bihar and Jharkhand. Though the percentage of completed works is low, a large number of works are in progress. Most of the planned works are expected to be completed in this construction season (October 2003 to April 2004).

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.

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. As mentioned above, most of the civil works in UP, Uttaranchal, West Bengal (1st phase) and Rajasthan (1st Phase) are nearing completion in spite of the fact that the programme in these districts have more than an year to go. Compare this with the fact that in the initial 42 districts of DPEP, civil works continued till the seventh year of the programme, the improvement is evident.

States have also taken cognisance of the issues and observations raised in the National Evaluation of civil works 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.

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.

Issues/ Concerns

However the process of innovation and experimentation that was the hallmark of the DPEP Phase II has slowed down over the past one year. Thus neither Bihar (and Jharkhand) nor West Bengal has carried forward the interesting experiments with regard to cost effective technologies. No fresh designs have been developed by the states. States have also not shown much initiative in addressing the issues raised at the national level more recently – primary among them being rain water harvesting, energy efficient buildings, barrier free schools and school campus development.

Meanwhile the National Evaluation of civil works have been completed in all the states except Kerala. The state wise evaluation reports are available and will soon be published. **Work on the Synthesis report has been initiated - the report is expected by the end of January.**

The major issues as emerging out of the National Evaluation can be summarized as below:

- Proper planning is essential to ensure optimum utilization of investment. A detailed infrastructure survey is a prerequisite to proper civil works planning. West Bengal and Orissa have taken some steps in this. **Planning however remains poor in many states** with either inadequate information on existing infrastructure or inadequate analysis of available information.
- Involving the community in construction has been a very positive feature in DPEP resulting in an increased ownership of the school and better quality of construction. However, it has been observed that the **involvement of the community in actual construction is limited to the Sarpanch and the headmaster in many cases.** This is mainly due to the fact that adequate importance is not given to the pre-construction activities like community mobilization, training etc. Linkage between civil works and other programme components is also weak in most states, which is an area of concern. The true benefits of community construction can only be felt once there is a larger all round participation. A lot therefore still needs to be done by the States in mobilising the community and ensuring a larger participation in construction.
- Though overall quality of construction is an improvement over the previous constructions, strengthening is required in certain areas. Quality of construction is a function of several factors including planning, method of implementation, capacity building (technical training), system of supervision and monitoring and the level of honesty and transparency. All these factors need to be given adequate importance in order to achieve good quality in construction. Thus, a rush to complete a large number of constructions within a very short time leads to a compromise in the quality, as observed in the expansion districts of Andhra Pradesh. While in Uttar Pradesh, the poor quality of construction observed in many cases are attributed to a poor supervision and monitoring system. **Unfortunately, physical and financial progress often takes precedence over quality of construction in planning and implementation of civil works.**
- Related to quality of construction is the provision of adequate maintenance. **Proper and regular maintenance is extremely essential, even for the new buildings.** Maintenance can be ensured through effective community involvement and adequate recurrent funding.
- All states have taken initiatives to make the school building joyful and functional – new attractive designs have been used for schools, child friendly elements have been added and steps have been taken to create a conducive outdoor learning environment – the traditional box has given way to more exiting structures. Basic facilities like water supply, sanitation and campus development has also received adequate importance in most states. Rajasthan has introduced rain water harvesting features in their schools. **Development of school design and environment has been one area in which there has been unique achievement under DPEP,** compared to all earlier programmes.

- Similarly most states have taken steps to reduce cost of construction through rationalization of designs, use of local materials or alternate technologies. Involvement of the community has itself resulted in a lot of savings as the Contractor's profit was dispensed with and an additional savings through community contribution (cash, kind or labour) generated. However there are also instances, as revealed during the National Evaluation, where the unit costs are unrealistically low and constructing buildings at such a low cost resulted in a compromise on the quality of construction. **It is therefore important to have a reasonable unit cost of construction, allowing enough flexibility to take care of site-specific variations.**

These findings would guide the National level initiatives in future with respect to Sarva Siksha Abhiyan and the remaining DPEP districts. A sharing of the findings of the Evaluation is planned with all SSA states in January 2004. The sharing workshop will be held in Gujarat, which is emerging as the best example with respect to civil works under DPEP.

DPEP Progress Overview - Physical and Financial Status

	Andhra Pradesh -Phase I (Project completion : March 2005)				Andhra Pradesh -Phase II (Project completion : March 2004)				Bihar (Project completion : Sept. 2004)			
	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.
BRCs/MRCs	251	9	242	96.41	737	18	708	96.07	226	13	126	55.75
CRCs									1778	134	910	51.18
Addl. Classrooms	2854	603	2251	78.87	13206	294	12912	97.77	1652	453	1050	63.56
School Buildings (New & Bldg. less)	1718	270	1448	84.28	7105	540	6565	92.40	1981	402	447	22.56
Toilets	1355	144	966	71.29					4510	674	1539	34.12
Drinking Water	1328	166	867	65.29					5167	191	1023	19.80
Repairs									0	0	0	
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp. up to Sept. 2003	% of exp	Total/app. Project Outlay		Exp. up to Sept. 2003	% of exp	Total/app. Project Outlay		Exp. up to Sept. 2003	% of exp
	7263.64		6168.22	84.92	25008.6		23894.73	95.55	9627.97		6638.0	68.94
	Gujarat - expansion (Project completion : April 2006)				Jharkhand (Project completion : Sept. 2004)				Orissa - expansion (Project completion : November 2008)			
	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.	Target/ Planned	In progress	Comp.	% of comp.
BRCs/ CIRC	28	10	7	25.00	53	0	52	98.11	70	41	0	0.00
CRCs/NPRCs	175	170	5	2.86	497	93	332	66.80	751	369	39	5.19
Addl. Classrooms	354	263	91	25.71	1695	599	690	40.71	1045	370	51	4.88
School Buildings (New & Bldg. less)	61	56	5	8.20	925	428	357	38.59	946	628	41	4.33
Toilets	420	358	62	14.76	1328	397	433	32.61		0	0	0.00
Drinking Water	442	398	44	9.95	1226	440	477	38.91	391	0	0	0.00
Repairs	1150	590	560	48.70	0	0	0		2433	331	70	2.88
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp. up to Sept. 2003	% of exp	Total Project Outlay		Exp. up to June 2003	% of exp	Total/app. Project Outlay		Exp up to Sept. 2003	% of exp
	2506.78		985.92	39.33	5645.12		3106.7	55.03	6821.0		1120.17	16.42

Status for Jharkhand is as on June 2003. The status of Andhra Pradesh, Bihar, Gujarat and Orissa is as on Sept. 2003

DPEP progress Overview – Implementation status

Andhra Pradesh	Bihar	Gujarat
<p>Progress of work has been satisfactory both in the initial five districts as well as in the 14 expansion districts. Additional works to the tune of Rs. 34 crores (enhancement upto 33.33%) has been taken up in the initial five districts - these works are presently under progress. Significant progress (Rs. 878 lakhs) have been made since the last JRM - 600 additional rooms, 260 toilets and 150 drinking water facilities have been completed during this period. In the expansion districts most works are already complete - only disputed and difficult cases are being taken up now. The works are presently being supervised by the Panchayati Raj engineers. There are also a few DPEP engineers for monitoring. 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.</p>	<p>Overall progress is still slow - completion of 4 more BRCs, 10 CRCs, 81 schools and 212 addin rooms have been the progress reported since last JRM. Progress has been better with respect to BRCs, CRCs and additional rooms. More number of BRC and CRC construction has been taken up in the AWP&B of 2003-04. However, progress with respect to school buildings, toilets and drinking water facilities is still an area of concern. A few vacancies with regard to staff positions still remain. All the works are being undertaken through the community and with cost-effective technologies. Quality of work is commendable. 3599 VECs have been extensively trained in construction activities. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies. However there has been a stagnation in experimentation with respect to civil works in the state. The designs developed in the initial stages have not been revisited - nor has there been any fresh initiative to look at other related issues like water harvesting, energy efficiency etc. The experimentation with respect to cost effective technologies have also stopped.</p>	<p>Progress in the expansion districts have been consistent. Construction worth Rs. 734.26 lakhs have been taken up since Dec 2002, which is a considerable amount. Except for a few BRCs, all the works targetted have started. Many of the smaller works like additional classrooms, toilets and repairs have also been completed. Under the Gujarat School Repair & Reconstruction Programme, repair and strengthening works are complete and reconstruction (using approved earthquake-resistant designs) is in progress. The entire Programme, involving reconstructing 4000 classrooms and repairing 42000 others across 18 districts 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. The State has also tried out pre fabricated structures in remote habitations where materials/ water and labor are not easily available. Scarcity of water being a major issue in many districts of the state, efforts towards rain water harvesting techniques need to be explored.</p>

There has been reasonable progress since the last JRM - 55 CRCs, 80 schools and 178 addln. rooms. All the BRCs targetted are complete. Of the other works, about 75% of them are either in progress or complete (about 40%). The expenditure against outlay is around 55%. Staffing remains an issue with no technical staff at the SPO and six AE positions vacant in the district level. In an effort to concentrate on progress, the various interesting expernments with respect to designs, technologies etc. has all stagnated. There was a workshop held in the recent past to finalise a strategy for developing a school development plan - however, not much progress has been made towards that end.

Progress is slowly picking up in the expansion districts. Though the percentage of completion is very low, a large number of works are under progress. 41 BRCs, 106 CRCs, 99 schools, 93 addln. rooms and 181 repairs have started since the last JRM. The percentage of expenditure is only 16% of the outlay - primarily due to the poor rate of completion. **Construction of the SIEMT building at Bhubaneshwar is complete.** Constructions under the DFID funded Cyclone Reconstruction Programme has finally started after a long delay - these are also being implemented through the DPEP Society adopting the community mode of construction. Convergence has been established with the RD Dept. to provide toilet and drinking water facilities in the expansion districts under the Total Sanitation Campaign. The National civil works evaluation has been generally appreciative of the quality of construction in Orissa, specially in remote tribal areas. The involvement of the community and the effectiveness of the supervision system has also been commended. There is a clear evidence in the state of learnings from the first phase being incorporated in planning of civil works in the expansion districts. Infrastructure plans have been prepared, prioritisation has been done with a focus on rationalisation, VEC and engineers training has been strengthened and stronger monitoring systems developed.

There has been considerable progress since the last JRM. **Most of the Phase I districts have completed their originally targeted civil works** and have now revised their targets up to 33% of the preject cost. These districts have spent 99% of their original allocation on civil works - **the expenditure against the revised outlay is around 87%**. Progress have also been impressive in the expansion districts - the expenditure is around 56% of the outlay in these districts. While about 40% of the constructions are complete, another 15% are in progress. 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 bistricts at first, and will be upscaled subsequently. A school sanitation programme is being implemented in two districts of Alwar and Tonk on a pilot basis in collaboration with UNICEF - an amount of Rs 150 lakhs have been received for this programme from UNICEF. So far, civil works to the tune of Rs.475 lakhs have been taken up in the DPEP districts through convergence with 'famine relief' and 'food for work' schemes.

Uttar Pradesh	Uttaranchal	West Bengal
<p>Progress of construction is impressive - most of the targets are complete and the cumulative expenditure is about 93%. 17 BRC buildings, 442 CRCs, 2675 additional rooms, 1188 schools and 3191 toilets have been completed since the last JRM. Both the state level constructions - a hostel in SCERT and a training hall in SIEMAT - are complete. 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 state also needs to strengthen the construction training being given to the VECs.</p>	<p>Progress of construction is good - most of the BRC/ CRC, additional rooms and toilets are complete - expenditure up to September has been 77% of the outlay. Construction is in progress in a number of school buildings and is expected to be complete by the year end. The National civil works evaluation had raised questions about the quality of constructions, specially with respect to the seismic resistance of 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. With a topography similar to Himachal, Uttaranchal should take a cue from the various innovations and experimentations taken up in Himachal Pradesh with respect to civil works. Use of local construction technologies, designing along the slope of the hills and solar passive buildings are some such issues that are contextual to Uttaranchal.</p>	<p>In the initial five districts, most of the original targets are complete - work is in progress with respect to additional civil works that has been allowed out of the project contingencies. Even most of these works are either complete or in advanced stages of completion. With respect to the expansion districts, about 80% of the works are either complete (about 40%) or in progress. The progress is a bit slow in respect of school and classroom constructions in Purulia. Nevertheless 32 CLRCs, 304 school buildings and 214 additional rooms have been completed since the last JRM. While the designs developed under DPEP has been widely disseminated, efforts have been initiated to develop more alternatives. Site specific modification of designs are also being taken up. Following the findings of the National civil works evaluation, a renewed emphasis is being placed on the quality of construction and on strengthening the involvement of the community in construction. 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 recently proposed construction of a SCERT building for Rs. 200 lakhs under DPEP.</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.306.94 crores upto 31/3/2003 which is 47% 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. 39.40 crores being 14%. The total expenditure upto 30/9/2003 is Rs.346.33 crores which is 53% of the approved Project cost.

Disbursement

The disbursement upto 31/3/2003 is US \$ 37.644 million. The disbursement during the current year upto 30/9/2003 is US\$ 9.452 million. Re-imbursment claims for Rs. 416.542 million equivalent to 9.000 million are in the pipeline. The total disbursement upto 9/2003 works out to US\$ 56.096 million which is about 37% of the SAR target of US\$ 152.4 upto 31/3/2004.

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

Expenditure

The Project has claimed an expenditure of Rs. 376.05 crores upto 31/3/2003 which is 65.8% 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. 33.41 crores upto 30/9/2003 which is about 20% only.

The closing date of the project is 31/3/2004.

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 the current year upto 30/9/2003 is US\$ 3.303 million. Claims for Rs. 159.64 million equivalent to US\$ 3.500 million are in the pipeline. The disbursement upto 30/9/2003 would thus work out to US\$ 70.981 million which is about 52% 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.45.63 crores during the period April, 2003 to September, 2003 against the AWP&B of Rs.143.60 crores for the year. An achievement of about 31.78%.

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 for the year 2003-04, the disbursement upto 30/9/2003 is US\$ 4.943 million and claim to the tune of Rs.92.476 million equivalent to \$ 2.000 million are in the pipeline. The achievement during the current year is therefore 66%.

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

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 upto 30/9/2003 is Rs. 33.34 crores which is 29%.

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 current year upto 30/9/2003 including the claims in pipeline works out to US\$ 8.700 million which is 46% of the SAR target of US\$ 18.800 million for the year.

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

Expenditure

The cumulative expenditure incurred upto 31/3/2003 is Rs.538.42 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.28.84 crores upto 30/9/2003 which is about 15% only.

Disbursement

Against the SAR target of US\$ 94.78 million upto 31/3/2003 a disbursement of US\$ 85.325 million has been achieved which is 90%.

The SAR target for 2003-2004 is US\$ 46.2 million. The disbursement upto 30/9/2003 is US \$ 2.901 million and claims in pipeline Rs. 48.66 crores equivalent to \$10.600 million. The disbursement during 2003-04 upto 9/2003 is therefore, US\$ 13.501 million which is 30%.

DFID Aided Projects

Andhra Pradesh District Primary Education Project

Against the EFC approved baseline cost of Rs.172.73 crores and the total project cost of Rs. 240.84 crores the Project has achieved an expenditure of Rs.196.25 crores upto 31/3/2003. This has generated reimbursement claims of Rs.166.81 crores. The project has reported an expenditure of Rs.7.75 crores for the period April, 2003 to June, 2003. Against this reimbursement claims for Rs. 6.59 crores have been lodged.

Disbursement

Against the total grant of £ 42.500 million the DFID have disbursed £ 25.257 million upto 30/6/2003. Re-imbusement claims for Rs. 6.59 crores await disbursement.

West Bengal District Primary Education Project – Phase-I

Against the EFC approved cost of Rs.196.30 crores, the Project has incurred an expenditure of Rs.151.74crores (77.30%) to 31/3/2003. This expenditure has generated reimbursement claims to the tune of Rs.128.98 crores. The project has reported an expenditure of Rs.11.30 crores during April, 2003 to September, 2003 which is 14% of the AWP&B of Rs.79.70 crores for the year 2003-2004. Reimbursement claims for Rs.9.60 crores have been lodged.

Disbursement

The DFID has disbursed £ 18.169 million against the total Grant of £ 37.7 million upto 30/6/2003. Re-imbusement claims for Rs. 9.60 crores await disbursement.

West Bengal District Primary Education Project Phase-II

The project has reported an expenditure of Rs.54.91 crores upto 31/3/2003 generating reimbursement claims to the extent of Rs.46.67 crores. Against the AWP&B of Rs.99.87 crores for the year 2003-04 the project has claimed an expenditure of Rs.6.87 crores upto 30/9/2003 which is about 7%. Re-imbusement claims for Rs.5.84 crores have been lodged.

Disbursement

The DFID has disbursed £ 6.525 million against the total grant of £ 30.000 million upto 30/6/2003. Re-imbusement claims to the extent of Rs. 5.84 crores await disbursement.

Orissa DPEP

Expenditure

The Project has claimed an expenditure of Rs. 30.25 crores upto 31/3/2003 generating reimbursement claims for Rs. 25.71 crores. Against the AWP&B of Rs. 64.28 crores for the year 2003-04 an expenditure of Rs. 9.17 crores has been reported upto 30/9/2003 which is 14% Re-imbusement claims for Rs. 7.79 crores have been lodged.

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

Disbursement

Against the total grant of £ 41.210 million, the DFID have disbursed £ 1.979 million upto 30/6/2003 Re-imbusement claims for Rs. 18.69 crores await disbursement.

Expenditure

The Project has 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.16.47 crores upto 30/9/2003 which is about 44%.

Disbursement

Against the total grant of US\$ 26.470 million the Bank has disbursed an amount of US \$ 3.242 million upto 30/9/2003. Reimbursement claims for Rs.12.16 crores equivalent to US \$ 2.700 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 30/9/2003.

Statement 'D' State wise / Phase wise EFC approved project cost / expenditure upto 30/9/2003

Annexures – Disbursement category wise EFC cost and expenditure upto 30/9/2003 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	
	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	39.40 (14%)	168.44	33.41 (20%)	143.60	45.63 (32%)	114.74	33.34 (29%)

(*) 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	28.84 (15%)

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 (ii) 63.43%		
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.	7.75	(i) 79.70 (ii) 99.87	11.30 (14%) 6.87 (7%)	64.28	9.17 (14%)

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	16.47 (44%)

**Disbursements in DPEP
Targets (SAR) and Actuals (IDA Assisted)
(upto 30/9/2003)**

(US \$ in Million, Rs. in Crores)
UP-DPEP-III

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	\$ 36,795	\$ 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	\$ 9,452 (115%) Rs. 43.53 (31%)	\$ 13,105	\$ 3,303 (47%) Rs. 15.42	\$ 10,600	\$ 4,943 (47%) Rs. 22.96	\$ 46,200	\$ 2,901 Rs. 13.74
Total	\$ 152.40	\$ 47,096 (31%) Rs. 214.05	\$ 137.4	\$ 67,481 (49%) Rs. 310.84	\$ 80,500	\$ 34,168 (42%) Rs. 163.77	\$ 140.98	\$ 88,226 (63%) Rs. 420.88

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	\$ 4,310 (23%) Rs. 20.17 crore
Total	\$ 50.60	\$ 16,059 (32%) Rs. 76.66 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. 44.30 (50%)	Rs. 80.36	Rs. 38.22 (48%)	Rs. 65.77	Rs. 28.15(43%)	Rs. 51.00	Rs. 25.63 (58%)
2003-2004	N.A.	Rs. 6.59	Rs. 67.75	Rs. 9.60(14%)	Rs. 84.89	Rs. 5.84 (7%)	Rs. 54.64	Rs. 7.80(14%)

Sl. No.	Name of the State	Since Project Start						%age Budget Expended 7/5*100=8
		Exp upto 31/3/2003 3	Budget from 1/4/2003 to 31/3/2004 4	Total Planned budget till 31/3/2004 (3+4)=5	Exp from 1/4/2003 to 30/9/2003 6	Cumulative Exp upto 30/9/2003 (3+6)=7		
1	2							
1	Rajasthan-I	18020.74	14359.97	32380.71	4563.21	22583.95		69.75
2	Rajasthan-II	7743.77	11474.10	19217.87	3333.81	11077.58		57.64
3	Bihar	24004.91	17098.00	41102.91	1885.24	25890.15		62.99
4	Jharkhand	6688.99	11192.00	17880.99	2054.12	8743.11		48.90
5	APERP	37605.22	16844.32	54449.54	3340.95	40946.17		75.20
6	Gujarat-II	1737.30	3784.09	5521.39	1646.72	3384.02		61.29
7	UP-III	49529.52	16955.00	66484.52	2305.26	51834.78		77.97
8	Uttaranchal	4312.74	2670.16	6982.90	578.95	4891.69		70.05
DFID Grants								
10	AP	19624.82		19624.82	775.38	20400.20		103.95
11	West Bengal-I	15173.77	7969.82	23143.59	1129.78	16303.55		70.45
12	West Bengal -II	5490.98	9986.60	15477.58	686.91	6177.89		39.92
9	Orissa	3024.74	6428.00	9452.74	917.05	3941.79		41.70
	Total	192957.50	118762.06	311719.56	23217.38	216174.88		69.35

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**

Statement 'D'

Rs. in Lakhs

Sl. No.	Name of the State	EFC approved Cost	Exp. Upto 30/9/2003	%age	Remarks
1	(a) Andhra Pradesh*	17272.60	20400.20	118.11	Baseline cost (DFID Grant)
	(b) APERP-Education Component	57150.00	40946.17	71.65	
2	Bihar	43535.74	25890.15	59.47	
3	Jharkhand	22285.70	8743.11	39.23	
4	UP DPEP-III	79294.00	51834.78	65.37	
5	Uttaranchal	8303.08	4891.69	58.91	
6	Rajasthan	41114.47	22583.95	54.93	
	Rajasthan-II	37242.79	11077.58	29.74	
7	West Bengal	19630.29	16303.55	83.05	
	West Bengal-II	21427.04	6177.89	28.83	
8	Gujarat	12497.56	1646.72	13.18	
9	Orissa	31382.46	3941.80	12.56	
	TOTAL	391135.73	214437.59	54.82	

Financial Information

State - Andhra Pradesh (DFID)

Project Phase - I (DFID-Grant)

Project Starting date- 1994-95

Status upto - September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
(a) Civil Works	3670.7	6112.34	166.52
(b) Equipment, Vehicles, Books and Furniture	483.28	1626.86	336.63
(c) Consultant services, fellowships and training	2199.8	2201.7	100.09
(d) Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	10918.82	10459.3	95.79
Total	17272.6	20400.2	118.11

State - Andhra Pradesh

Project Phase-II

(Andhra Pradesh Economic Restructuring Project - Education Component)

Project Starting date - 1998-99

Status upto September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
(a) Civil Works	13527.00	14630.43	108.16
(b) Equipment, Vehicles, Books and Furniture	5959.00	7213.16	121.05
(c) Consultant services and training	17781.00	6935.03	39.00
(d) Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	19883.00	12167.55	61.20
Total	57150.00	40946.17	71.65

Financial Information

State- Bihar

Project Starting date- 1997-98

Project Phase -

Status upto - September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9760.45	6824.61	69.92
2. Equipment, Vehicles, Books (except textbooks and Furniture	2997.16	3599.1	120.08
3. Text books	2607	3823.24	146.65
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	1515.89	31.17
5 Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	23307.42	6566.2	28.17
Total	43535.74	22329.04	51.29

Note- Excluding expenditure of Rs. 606.02 lakhs disallowed by World Bank. Including expenditure of Rs. 591.14 lakhs disallowed by World Bank for want of WBR No.s UNICEF funded Expenditure upto 31/3/2002 Rs. 1138.78 lakhs. Re-imburement claim for Rs. 1010.75 lakhs for the month of January 2003 is kept Pending for clarification and revised claim

State -Jharkhand

Project Phase-III

Project Starting date - 1997-98

Status upto September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5121.55	3443.4	67.23
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	802.84	1684.11	209.77
3. Textbooks	3931	2639.18	67.14
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	483.91	11.15
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7384.58	4053.73	54.89
Total	21581.26	12304.33	57.01

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

Financial Information

State - Uttar Pradesh

Project Phase - UP DPEP - III

Project Starting date - 1999-2000

Status upto September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	18838.87	17601.25	93.43
2. Equipment, Vehicles, Books and Furniture	4254.75	1292.88	30.39
3. Consultant services,	10125.41	6304.55	62.26
4. Fellowships and training	10656.92	3054.66	28.66
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	35418.96	23581.44	66.58
Total	79294.91	51834.78	65.370

State - Uttarakhand

Project Phase UP-DPEP-III

Project Starting date- 1999-2000

Status upto - February 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	1777.89	1362.24	76.62
2. Equipment, Vehicles and Furniture	385.08	156.88	40.74
3. Books	647.61	274.13	
4. Fellowship, training / Workshop & Consultant services, fellowships and training	2669.68	350.53	13.13
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3105.66	2747.9	88.48
Total	8585.92	4891.68	56.97

Financial Information

State- Rajasthan DPEP

Project Phase

Project Starting date- 1999-2000

Status upto - September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	8630.88	8660.91	100.35
2. Equipment, Vehicles, Books and Furniture	2861.07	1917.07	67.01
3. Consultant services, fellowships and training	11143.53	3413.3	30.63
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	18478.99	8592.67	46.50
Total	41114.47	22583.95	54.93

State -Rajasthan

Project Phase-II

Project Starting date - July 2001

Status upto September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	9723.68	6047.69	62.20
2. Equipment, Vehicles and Furniture	557.88	265.8	47.64
3. Books	937.97	0.06	0.01
4. Training, workshops, fellowships & consultant services	6301.94	1799.41	28.55
5. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	19721.28	2964.62	15.03
Total	37242.75	11077.58	29.74

Financial Information

State- West Bengal

Project Phase - I (DFID- Grant)

Project Starting date- 1997-98

Status upto - September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	4294.9		0.00
2. Equipment, Vehicles, Books and Furniture	781.2		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	16303.55	83.05

State - West Bengal - II

Project Phase-II (DFID - Grant)

Project Starting date - 1998-99

Status upto September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget including 3%	Expenditure	% Budget expended
1. Civil Works	4734.25	2823.81	59.65
2. Equipment, Vehicles, Books and Furniture	493.23		680.02
3. Consultant services and training workshops and fellowships	6607.30	3354.08	0.00
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	9592.26		0.00
Total	21427.04	6177.89	28.83

Financial Information

State -Gujarat -II (TF No. 027772)

Project Phase-II

Project Starting date - June, 2001

Status upto September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Consultant's services and Training	4179.72	97.13	2.32
2. Civil Works	2506.78	1715.83	68.45
3. Goods	872.83	496.56	56.89
4. Books	1231.45	338.33	27.47
5. Incremental Operating Costs	3706.78	736.17	19.86
Total	12497.56	3384.02	27.08

State - Orissa

(DFID- Project)

Project Starting date- 2001

Status upto - September 2003

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	6961.00	1226.58	17.62
2. Equipment, Vehicles, Books and Furniture	5404.16	185.63	3.43
3. Consultant services Fellowships and training	5877.42	810.76	13.79
4 Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	13139.9	1718.83	13.08
Total	31382.48	3941.80	12.56

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., primary and/or 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 has caused 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 the 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.

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.

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.

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

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 was 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 was initially implemented in one district in each state for onward implementation throughout the project area which has since been done as indicated in the perspective plans received from different states for implementation of Sarva Shiksha Abhiyan (SSA).

The emphasis of the household survey system has been accorded by each state and in the process details pertaining to the school age children have been established. The system has facilities to update the information, habitation-wise, on an annual basis which would be computerised and updated. The household survey would be repeated once in five years.

As a result of implementation of the system discussed above, the following scenario pertaining to children in and out of school has been generated and used in preparation of annual work plan and budgets for implementation of Sarve Shiksha Abhiyan (SSA). It would be clarified that since SSA is for the elementary schooling, data pertain to children of the target age group of 6-14 years.

State-wise children in elementary education age group vis-à-vis enrolment/out of school				
State Name	Total Dist.	Children in 6-14 Yrs age		
		Total	Enrolled	Un-enrolled
ANDHRA PRADESH	23	15696582	15054484	642098
BIHAR	37	17663024	13232884	4430140
GUJARAT	25	7416584	7001431	415153
JHARKHAND	22	5547481	4745770	801711
ORISSA	30	7326798	6281982	1044816
RAJASTHAN	32	11204000	10138500	1065500
UTTAR PRADESH	70	30400000	26100000	4300000
UTTARANCHAL	13	1731970	1657845	74125
WEST BENGAL	20	18051657	14101418	3950239

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. 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 will be September 30, 2002. Necessary software which is almost same as that of DISE so that MIS for EGS can be implemented easily, has been developed and shared with the states.

The data capture formats and the data entry module of the software has since been finalised and shared with the states. One important aspect of the software is a facility to integrate the data with DISE which is meant for the formal schools. The process will facilitate the project implementing agency have a broader view about the schooling scenario of the children in the target age group. Although some states have reportedly collected the field data, the same, in computerised form, are yet to be received at the national level from any state.

Emerging issues

- **Focussed attention on the household data system and its updation**
- **An EMIS for EGS schools too has been developed. The relevant data capture formats and the software have also been sghared with the states. Efforts have been made jointly with AS Unit for its implementation with effect from September 2002.**
- **Analysis of DISE data at micro levels viz. district and sub-district levels, identification of issues and integration with the planning process for focussed attention.**
- **Data issues in selected districts in view of first time experience.**
- **Receipt of EMIS data for EGS from states and their integration with the DISE data.**

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

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Andhra Pradesh	<ul style="list-style-type: none"> • The school based data have been collected through DISI for 2002-03 • The raw data has been compiled and analysed at the national level for further usage. 	<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"> • Regular. • DISE 2002-03 data have been shared with the national level which has been analysed. • Quality of data needs improvement. 	<ul style="list-style-type: none"> • Received data upto the 4th quarter of 2002-03 for DPEP. 	The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&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"> • Regular. DISI: 2002-03 data have been shared. • The raw data has been compiled and analysed at the national level for further usage. 	<ul style="list-style-type: none"> • Received data upto 2nd quarter of 2002-03 DPEP. 	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"> • Regular. DISE 2002-03 data have been shared. The same have been analysed at the national level and the major findings have been flagged. 	<ul style="list-style-type: none"> • Received data upto 2nd quarter of 2003-04. 	The process of analysing MIS data to use for preparation of AWP&B has been initiated.	<ul style="list-style-type: none"> • State specific PMIS may be developed.
Orissa	<ul style="list-style-type: none"> Regular. DISE 2002-03 data have been shared with the 	<ul style="list-style-type: none"> • Date not received for this 	Data are analysed and discussed. However, better utilisation of such analysis by users is needed. Based	<ul style="list-style-type: none"> • Further sensitisation of the users needed.

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	national level which has been analysed and issues have been flagged.	year	on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.	• State specific PMIS may be developed.
Rajasthan	Regular. DISE 2002-03 data have been shared with the national level which have been analysed and shared with the state nemely.	<ul style="list-style-type: none"> • Date received for 2nd Qtr. 2003-04. 	Data are analysed and discussed.	
Uttar Pradesh	<ul style="list-style-type: none"> • The DISE 2002-03 data received at the national level. • These data have been analysed and the highlights have been taken up for discussion and further usage in planning and implementation. 	<ul style="list-style-type: none"> • Regular. Received data upto the 1st qtr of 2002-03. 	The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B.	<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 Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators.
Uttaranchal	<ul style="list-style-type: none"> • DISE data for 2002-03 has since been shared with the national level which has been analysed. 	<ul style="list-style-type: none"> • Not regular. • In fact, so far no PMIS report reached the national level for DPEP. 	• Yet to be known	<ul style="list-style-type: none"> • Infrastructure in place, especially at the SPO level and in some DPO level is grossly inadequate

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
West Bengal	<ul style="list-style-type: none"> Regular DISE data for 2002-03 has since been shared with the national level. These data have been analysed and the highlights have been flagged for discussion and usage in planning and implementation. At a state level workshop, the findings of earlier DISE data have been shared with the DPCs and the need for improving data quality alongwith the process has been discussed in detail. 	<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 data. 	<ul style="list-style-type: none"> Finalisation of the state specific PMIS. There is no programmer in a couple of expansion districts.

EDUCATION OF TRIBAL CHILDREN

Background

Special Focus Groups deserve the most important place in any programme of universalization of education in India. This is for the simple reason that a very large majority of children who are out of the fold of formal system of education come from these groups viz. the Scheduled Castes, the Scheduled Tribes, the most backward castes and the Minorities. Along with these groups an overlapping group of girls also deserves special attention. The District Primary Education Programme has planned to meet the needs of special focus groups with greater attention.

The DPEP guidelines and the process of implementation of the programme in different States, have clearly stressed the need for a special focus on disadvantaged and marginalised groups like, scheduled castes, scheduled tribes, most backward castes, girls, working children, etc. In fact these groups are, in DPEP parlance, commonly referred to as "Special focus groups (SFGs)". Very often the activities for these SFGs are not clearly articulated as separate component or heads in the plan preparation and presentation. *The special attention to the problem of SFGs is reflected in implementation of various activities/components in areas predominantly inhabited by such groups e.g. in many states, opening of new schools in unserved habitations has been taken up for SC/ST areas, on a priority basis. Similarly, priority has been given in providing access to schooling in school-less habitations in SC/ST dominated areas. Another dimension of the efforts for such groups is the specific thrust (for these SFGs) in the activities which are otherwise implemented on a larger scale for other population groups also e.g. mobilisation campaigns specifically designed for tribal areas (and minority community pockets). The third dimension of the work for the tribal areas has been the implementation of very specific activities for tribal children e.g. preparation of tribal language textbooks, bilingual inventories, attitudinal training for non-tribal teachers in tribal areas, specific research studies, etc.*

Universalizing access

This has emerged as the major thrust of the initiatives in tribal areas. For setting up of formal schools in schoolless habitations, priority has been given in all the states to tribal habitations that qualify for new schools as per the norms. All the states have relaxed norms for opening Formal as well as Alternative Schools in tribal areas. However, most tribal habitations are small and are located in remote areas. Norms for setting up of regular schools make a significant proportion of such habitations ineligible for opening of new 'regular' schools, inspite of the relaxation in norms.

DPEP states have evolved special norms for setting up of alternative schools in schoolless habitations, which do not qualify for formal schools. ***Under EGS & AIE scheme, Schools run by community teachers can be opened in tribal areas if there are a minimum of 10 children in habitations which are without access to schools.***

Andhra Pradesh has *community schools called 'Mabadi'* in every habitation having minimum 15 children in tribal area. Already alternative/community schools have been set up in habitations with a population of 200 or more. Most of these habitations are located in the tribal areas. Uttar Pradesh has started Education Guarantee Scheme and schoolless habitations have been covered under this scheme.

In Gujarat, DPEP districts have significant tribal population in which migration is fairly common. Gujarat has adopted strategies like, *summer camps, seasonal hostels and farm schools* for covering children in such areas. Bridge Courses are run for such children to ensure that children could be readmitted to formal schools.

Apart from setting up of alternative schools in remote habitations, the alternative schooling strategies under DPEP have also targeted out of school children in tribal areas and pockets.

Jharkhand has opened 6,974 EGS, covering 2,65,701 children.

In addition to providing access through alternative schooling some more interventions have been done in the states to increase access and retention of tribal children. In Orissa 369 girls' hostels in 16 districts, with capacity of 40 seats in each hostel have been started in collaboration with the SC/ST Development Department. Through these hostels 11,320 girls from SC/ST communities have been ensured access to primary education.

In Andhra Pradesh, Tribal development department runs a sizeable number of schools in tribal areas. These schools, called Girijan Vidya Vikash Kendra(GVVK) were only upto grade II. The GVVK schools have been extended upto grade V to ensure retention of tribal children.

The DPEP State of Orissa has been lagging behind in ensuring physical access. The state has made significant progress by opening 5,892 of EGS centers mostly in tribal areas.

DISE Data on enrolment of tribal children since 1997-98 as given below, indicates a steady increase in the enrolment of tribal children.

Enrollment of ST Children under DPEP during 1997-98 -- 2002-2003

State	ST Enrollment in DPEP				
	1997-1998	1998-1999	1999-2000	2000-2001	2002-03
Andhra Pradesh	0	0	0	6,58,677	8,00,070
Bihar	4,79,939	4,77,132	4,35,694	40,429	4,45,911
Gujarat	2,33,417	2,64,085	2,88,077	3,08,043	3,50,360
Jharkhand	0	0	0	4,36,921	4,15,543
Orissa	3,50,474	3,69,664	3,84,774	3,98,854	4,75,589
Uttaranchal	0	0	0	3,322	3,493
West Bengal	71,473	70,126	77,605	83,605	89,720

All the states except Jharkhand has shown increase in enrolment of Tribal Children in formal schools. In Jharkhand the fresh move has been to open EGS schools. Decrease in school enrolment may be due to shift of some children from formal school to EGS. Uttar Pradesh has a very insignificant tribal population.

Community Involvement

As in the case of other population groups and areas, community mobilisation and awareness generation on issues of enrolment, education of girl children, retention of children in schools and school involvement was carried out in tribal areas also in the initial phases of programme implementation. The specific features of such mobilisation in tribal areas have been/are:

- 1) Use of tribal/folk art forms (Bihar and Orissa).
- 2) Meetings of mothers and family meetings and use of services of tribal youth volunteers (Orissa).
- 3) Leaflets posters, Kalajathas, and videocassettes in tribal languages (Orissa, Gujarat, Andhra Pradesh etc.)
- 4) Organisation of meetings in tribal 'haats'/bazaars and use of tribal fairs and festive occasions to discuss primary education issues (Gujarat).
- 5) Involvement of traditional tribal organisations in the mobilisation effort (Orissa).

Quality related Issues

Most of the states have begun to address school level issues like teachers' attitude, language and the materials used in the classrooms and the teaching-learning process in tribal areas.

Some of the initiatives taken in different DPEP states to address the educational issues of tribal children are mentioned below.

DPEP states have also taken up activities for quality improvement in school of tribal areas. One of the issues identified by the states was the problem faced by tribal children whose home language was very different from the regional language, which was the medium of instruction at the primary level.

Andhra Pradesh

In Andhra Pradesh, in some tribal pockets of Adilabad, Warangal, Srikakulam and Visakhapatnam districts children are facing language problem where the school language (Telugu) is different from home language (Tribal dialect).

Under DPEP bilingual material have been developed for the above 6 dialects and distributed to schools to help the children overcome language problem. Children literature (songs and stories) have been identified and distributed to schools to create conducive atmosphere in the classrooms. All the teachers were trained at mandal level to help children overcome the language problem.

During the development of Telugu Readers, socio cultural milieu of tribal areas has been taken into consideration. For example in class V Telegu Reader "TELUSUKUNDAM" lesson has been introduced describing the socio cultural milieu of Gond and Kolami tribes.

Stories and action songs being used to create conducive atmosphere for Language (Telugu) learning in classroom where there is bilingual situation particularly in Class I and II.

At the request made by the DPEP AP, Hyderabad, during 1998-99 the Tribal Cultural Research and Training institute Hyderabad, has conducted "A study on the problem of tribal children with respect to enrolment, retention and quality in DPEP districts" and suggested strategic interventions for achieving Universal Primary Education.

On the request made by the DPEP, AP Hyderabad in 1999-2000 ORG-MARG has studied the weaknesses at the existing management system of primary schools in tribal area and recommended suitable changes for effective management of primary education in the tribal area.

Following are the action points derived from the conclusion and recommendations of the study:

- Need to increase teacher strength in schools in tribal areas.
- Need to increase the participation of local community through appointments of Vidya Volunteers.
- Need to introduce a single chain of command for implementation to streamline the flow of information and ensure accountability.
- Promote / coordinate more interaction between officials of ITDA and Education Department at district level, to strengthen the system.
- Special task force to be setup to identify the training needs specific to tribal children.
- Community mobilisation to be taken up to involve the community in the entire system may be through school committee.

The Coordinator and the lecturer in tribal education visited the tribal area in the state. In their visits they interacted with project officer, ITDA, DEO, APC and sectoral officers in DPO, MEO, MRPs and SCRP at mandal level, Secretary Teacher Centres, teachers, students at school level, Parents community elders and members of school education committee at village level and prominent NGOs in the area concerned. They also visited school complexes, MRCs, TCs, schools and ECE centers in the tribal area.

In their interaction they observed that there should be a tribal specific district / mandal plan for each area keeping the following interventions:

- Tribal culture
- Tribal dialects
- Tribal habits
- Tribal festivals
- Climate in the tribal area
- Tribal occupation etc.

Based on the discussions the District Collector, Project Officers of ITDAs, District Educational Officers and APCs concerned are going to prepare area specific plan for tribal children education.

It is also planned to give training to all the teachers working in GVVKs and Maabadis on par with the Vidya Volunteers.

Workshop

- 3 day workshop was conducted at State level to develop strategies to overcome language problem in tribal schools from 23.01.2003 to 25.01.2003. 23 SCRPs / MRPs / strong teachers from 6 -- ITDAs attended this workshop.

- The book titled "Kathalu patalu Makistam" containing a number of stories and action songs have been supplied to each participant for tryout in schools along with other strategies discussed in the workshop.

Topics discussed in the book "Kathalu Patalu Makistam"

- Understanding the tribal child (innate abilities and natural learning experiences of tribal child).
- Strategies to overcome language problem in tribal schools (creating telugu atmosphere in classrooms through action songs, stories and day-to-day classroom interaction).

Bihar

In Bihar emphasis is on opening Apana Vidyalayas in tribal dominated villages for non-enrolled/dropout children. The Angana Vidyalayas for 9+ girls have also been set up on a priority basis in SC/ST dominated areas.

Gujarat

Gujarat has developed dictionaries in Dangi and Bhili dialects. A local word glossary in Dangi has been prepared and distributed in schools for class I-IV in Dang district. Similarly a local word glossary in Adivasi dialect has been prepared for class I-IV in Banaskantha district and distributed in schools. Textbooks in Dang and the local word glossary in Adivasi dialect are prepared for class I-IV in Banaskantha district and distributed in schools.

The *Vidyasahayaks* were given training on the use of these dictionaries. Gujarat has also initiated extensive work for preparation of TLM in tribal languages. The TLM developed include flashcards for different languages and also cards for mathematics. These have been supplied to all schools in tribal areas.

Dictionary has been compiled for local dialects (Bhili) in Panchmahals. A local word glossary in Dangi dialect has also been prepared for class I-IV.

A cassette on cultural activities has been developed in Dangi language. It contains "Dhak Vadan" and "Thali Katha" tribal drama in local language.

Tribal songs, folk tales, legends and riddles from tribal oral traditions are increasingly used in classroom transaction.

Glossaries in Dangi, Bhilli & Kuchhi (the recognised tribal dialects of the state) have been developed subject wise, lesson wise & class wise for classes I to IV. In these glossaries the tribal words have been identified for the respective Gujarati words. Training workshops for proper 'pronunciation' have been held in Dang & Panchmahal for the non-tribal teachers.

Each year exhibitions of locally prepared TLMs are held at block & district level. These TLMs are locally developed by the teachers, headmasters & coordinators of resource centres at cluster and block level keeping in view the local context and needs of the children in the tribal and remote areas. The CRCCs and headmaster come to the BRCs and district offices with the TLMs to exhibit them before the visiting schools and resource centres.

Specific literatures have been developed for tribal children by including contextual examples from the life and culture of the tribal children. These initiatives have been catalysed by the districts as per their context and local needs. 200 activity cards have been developed by the state where the tribal related objects in materials have been expressed in Gujarati, Hindi &

English. Tribal children are expected to write the local tribal word for each picture in each card. These cards have been found to be much useful to the tribal children.

Posters have been designed by the state thereby to mobilise the interest and participation of the tribals in the school activities. A guidebook has been developed by the state for tribal education. Workshops have been conducted by the state to guide the tribal area teachers about how to prepare 'inventories' at local level. A module has been developed by the state for the training of trainers in tribal areas. In tribal rich Sabarkantha district about 700 alternative schools have been planned for the SC & ST children under SSA. Out of these around 100 schools have already been opened in the district. The rest of the schools would be functional within 8-9 months.

Jharkhand

Bridge Language Inventory has also been introduced in Ho and Mundari languages in Ranchi district of Jharkhand.

The curriculum of the state was reviewed after the formation of the new state. It has been made more state specific as stated earlier. The experiences, culture & lifestyle of the tribal people have been given proper due while developing the books. Special supplementary material has been developed depicting the local history, great personalities, festivals and customs etc. to make it more contextualized. Teachers are given regular training & academic support to use the TLM effectively in the classroom situations.

Orissa

In the DPEP-II states Orissa took the initiative even in the first year of implementation viz. 1997, to develop a comprehensive strategy for education of tribal children. State has been able to initiate a number of activities for addressing the quality improvement issues related to education of tribal children.

Teachers have undergone attitudinal training, which has had a significant impact on the attitudes of non-tribal teachers towards tribal children. Now the attitudinal training is being completed in the remaining blocks with tribal population. Continuing efforts are being made to sustain the impact of the attitudinal training through block and cluster level meetings of teachers by including items for discussion on these issues in the monthly meetings. A linguistic survey and mapping has been completed by the Academy of Tribal Dialects and Culture in 4 districts viz. Kalahandia, Gajapati, Raygoda and Keonjher. The state has also explored the use of folklore in primary education, which would help to tap the rich tradition in arts, crafts, music, songs, etc. in tribal societies. Stories and riddles have been collected for use by the teachers in the classrooms. In order to bridge the gap of home language and school language among the tribal children, it was decided to prepare primers in the tribal languages. Materials prepared so far are:—

- i. Seven Tribal Primers in seven tribal languages i.e. Saora, Santali, Kui, Kuvi, Koya, Bonda and Juanag. (Saora Primer was field trailed in Gajapati District in April, 2000).
- ii. Teacher's handbook of the 7 tribal language primers.
- iii. Saora self reading materials.
- iv. Picture Dictionary in tribal languages.
- v. Training Module on how to use the Tribal Primer in classroom.

The issues relating to classroom transaction are difficult as they deal with well-entrenched attitudes and prejudices of teachers as well as seemingly intractable problems of the huge difference between home and school language. Attempts have been made to address the first issue through training programme for teachers. However, more emphasis on attitudinal training of teachers on the lines of Orissa is required in most of the states. The second issues have been addressed mainly through the BLIs and primers for class I in tribal languages. There may be a problem of acceptance of the tribal language as a medium of instruction in the tribal communities, therefore, adequate dialogue with tribal communities and their leaders is required to prepare them on this issue.

Issues

- The school calendar in tribal areas may be prepared as per local requirements and festivals.
- Anganwadis and Balwadis or crèches in each school in tribal areas so that the girls can be relieved from sibling care responsibilities.
- Special plan for nomadic and migrant workers.
- Special training for non-tribal teachers, including basic knowledge of tribal dialect.

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 17 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 and the present one for UP-DPEP-III. 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 17 JRMs / JSMs have been launched. The following table provides information on previous and current JRMs and the focus areas.

	2003	
Joint Review Missions	XVIIth JRM : April - May, 2003 (Led by World Bank)	XVIIIth JRM : November - December, 2003 (To be Led by Government of India)
Priority Areas for the JRMs	<p>1. Interventions to achieve development objectives</p> <ul style="list-style-type: none"> • Assess progress made in meeting the basic access requirements for students in districts and states. • Assess measures taken by states to encourage students from SC and ST backgrounds to enroll in school. • Assess measures taken by states to encourage female students to attend school. • Assess status of early childhood, IED, AS, bridge courses and the expansion of the EGS programs to reach children at-risk because of child labor, or migration or remote location. <p>2. Interventions to improve quality</p> <ul style="list-style-type: none"> • Assess the extent to which states and districts have developed a holistic vision of quality and equity and the extent to which inservice training and classroom practice promotes this vision. 	<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 -

- Are states and districts defining the basic learning pre-requisites for classrooms and students and assess the extent these conditions are being met.
- Assess the status and capacity building of para teachers in project districts.
- Assess strategies adopted by states to improve community participation in education.
- Assess the extent to which states are collecting and using data on completion rates.

3. Institutional capacity building

- Assess the information monitoring systems in place and the extent to which household surveys are being incorporated into the planning process.
- Assess role and status of SCERTs, SIEMATs and DIETs.
- Assess the capacity building of BRC and CRC personnel; Also how are the roles and responsibilities of the SCERT, SIEMAT and DIETs linked to the work of the BRC and CRCs.
- Assess the extent to which, institutionally, the two important aspects of DPEP are being addressed – quality improvement and equity. Are there specific manifestations of this at different levels since the last JRM.
- Assess the research capacities in the state and the extent to which evaluation and research are being used as a tool to improve implementation.

4. Program Implementation

- Examine the physical and financial progress made and the extent to which progress is being measured against project outputs (objectives of the particular input) and outcomes (project objectives).
- In the new districts assess whether project management structures are set up with adequate personnel.
- Assess fund flows from GOI to the states and the status of state share releases.

Next Steps

6.1 In most of the states reviewed in this mission a

working children, urban deprived children and migrant communities.

(b) Learning and Quality

- 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 States have developed systems of/mechanisms for improved accountability for quality at BRC, DIET, CRC and school levels.

(c) Planning, Management and Monitoring

- To assess progress in collection and usage of data from various sources in planning and monitoring, retention and completion.

substantial proportion of out-of-school, hard to reach students remain; in addition states continue to wrestle with the task of ensuring the retention of all students. In order for communities and institutions (i.e. the school and cluster) to understand the magnitude and seriousness of these issues it is critical that **Habitation or Village level data** be maintained systematically and to be consistently updated by the school and community each year. The mission urges that priority be given to the maintenance and updating of such records across the states.

6.2 The shift required now in states from focusing only on enrollment to ensuring five years of good quality education was outlined in the next steps of the last mission. While indications are evident that this is taking place mainly through training, and school facilities, states need to now develop a **comprehensive framework for monitoring quality**. It will be important to communicate and implement this framework across the different levels (school, parents, local level community groups, BRC/CRC, district and state) of the project.

6.3 **The importance of developing accountability** across different levels of the system not only for ensuring the goals for enrollment but also for adequate learning for every student especially those from the most disadvantaged communities requires attention. Collective accountability of the para and regular teacher, the CRC and BRC coordinator, district and state level officials to make certain that students can master curricular content and skill is now a pressing need for project districts.

6.4 **Teacher and staff vacancies** : In order to address any of the above areas it is imperative for states to provide an adequate number of teachers in classrooms especially in states such as Bihar, Jharkhand, Uttar Pradesh and Rajasthan. While official teacher vacancies may have been filled, the need for providing sufficient number of teachers to allow for appropriate pupil teacher ratios within each school is an urgent need in these states and requires attention at both state and national levels. Similarly, staffing levels in district and state offices in many states are grossly inadequate and require immediate attention.

- 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.

(d) Status of Programme Implementation

- 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.

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, an I.S.M. has been organised for Rajasthan and one more is planned for January, 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.

AEO	Assistant Education Officer	GCERT	Gujarat Council of Educational Research and Training
ARG	Academic Resource Group	GOI	Government of India
AS	Alternative Schooling	HM	Head Master
AWPB	Annual Work Plan and Budget	HT	Head Teacher
AWW	Anganwadi Worker	ICB	International Competitive Bidding
BEO	Block Education Officer	ICDS	Integrated Child Development Scheme
BEP	Bihar Education Project	IDA	International Development Agency
BIU	Block Implementation Unit	IGNOU	Indira Gandhi National Open University
BRC	Block Resource Centre	IIM	Indian Institute of Management
CHT	Centre Head Teacher	ISEC	Institute of Social and Economic Change
CRC	Cluster Resource Centre	JRM	Joint Review Mission
DEO	District Education Officer	JSM	Joint Supervision Mission
DPEP - CRG	DPEP – Core Resource Group	LBSNAA	Lal Bahadur Shastri National Academy of Administration
DIET	District Institute of Education and Training	MHRD	Ministry of Human Resource Development
DOE	Department of Education	MIEPA	Maharashtra Institute of Educational Planning and Administration
DPIU	District Programme Implementation Unit	MIS	Management Information System
DPO	District Project Office	MLL	Minimum Levels of Learning
DRG	District Resource Group	MIS	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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