

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part 4

Supplementary Documentation

This volume contains additional updated information on Progress Overview (Part - 1), State Reports (Part - 2), State Specific Information on Mission Objectives (Part -3) and Follow up of 12th JRM recommendations

13th Joint Review Mission

(April-May, 2001)

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EDUCATION FOR TRIBAL CHILDREN

Special Focused Groups deserve the most important place in any programme of universalization of education in India. The reason is that a very large majority of children who are not part of the formal system of education come from these groups viz. the Scheduled Castes, the Scheduled Tribes and the Minorities. Along with these groups an overlapping group of girls also deserves special attention. As a matter of fact, if one goes by statistics covering these groups in any programme of universalization of education can mean achievement of the objectives of such programme. In the light of this, District Primary Education Programme plans to meet the needs of special focused 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 population groups like scheduled castes, scheduled tribes, 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, the opening of new schools in unserved habitations has been taken up for tribal or SC areas on a priority basis. Similarly, alternative schools to provide access to schooling in smaller schoolless habitation have also been established first in 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 eg. 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 eg. preparation of tribal language textbooks, bilingual inventories, attitudinal training for non-tribal teachers in tribal areas, specific research studies, etc. Sometimes these activities targeting tribal groups may not be presented as a comprehensive strategy however the ingredients of the approach to tribal children are all there.

In terms of outcome level indicators or supergoals of DPEP, the guidelines require reduction in disparity in enrolment, retention and achievement rates between different social groups to less than 5%.

During the first 2-3 years, the DPEP-I districts showed a considerable improvement in the enrolment of ST children. The Index for Social Equity for ST (ISEST) which is the ratio of share of ST enrolment in total enrolment at primary level to the state of ST population in the total population indicated that out of the 22 districts (Phase-I) for which data was available for 1998-99, 14 districts had an ISEST of more than 95. There were 5 districts with ISEST in the range of 85-95. In district in the range of 75-85 with only 2 districts (Panna and Bilaspur both in MP) having ISEST less than 75 (Yash Agarwal 1999). However, in the last 2 years there has not been much progress in this aspect. One possible conclusion is that the more difficult groups of ST children have not been much progress in this aspect. One possible conclusion is that the more difficult groups of ST children have not yet been covered (Yash Agarwal, 1999). Another explanation could be that the increase in the early years was on account of a remarkable increase in the provision of physical access in small, tribal habitations.

The ISEST in DPEP-II districts has however, not achieved to this goal. The slow pace of implementation in the first 2½ years of the programme in DPEP-II, lack of availability of DISE data for Andhra Pradesh where provisions for physical access in the last 2 years has reportedly been a remarkable achievement and the lack of any progress whatsoever in Orissa (where many districts have a significant tribal population) in providing access to tribal habitation may have contributed to the situation in DPEP-II. Now Orissa is having 435 Alternative Schooling centres, with majority of them in tribal areas with enrolment of 11,000 children. Around 1000 new Alternative Schooling centres are to be opened by the end of November 2000, mostly in tribal areas.

DISE Data on enrolment of tribal children during 1997-98 to 1999-2000 as given below indicates increase in enrolment of tribal children.

<i>State</i>	<i>ST enrolment in DPEP</i>		
	<i>1997-1998</i>	<i>1998-1999</i>	<i>1999-2000</i>
	<i>Total</i>	<i>Total</i>	<i>Total</i>
Assam	262791	233969	236072
Haryana	Not applicable		
Karnataka	249985	261775	271564
Kerala	15681	21436	20956
Madhya Pradesh	1240196	1341302	1430611
Maharashtra	712277	784789	803500
Tamil Nadu	27709	30215	30531
Gujarat	233417	264085	288077
Himachal Pradesh	23861	24245	24073
Orissa	350474	369664	384774
Bihar	479939	477132	435694
Uttar Pradesh	7704	7686	8165
West Bengal	71473	70126	77605
All India	3675507	3886424	4011622

The Mid-term Assessment Study (MAS) for DPEP-I districts (1998) had indicated that between half and two thirds of the total number of districts had managed to reduce the learning achievement gap between STs and others to less than 5%. The proportion varied between districts, subjects and grades. MAS in selected districts (DPEP-II) shows that in majority of districts the gap between achievement levels of ST children and other children has been reduced to less than 5%. The situation is better in language than Maths.

i) **Universalising 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 norms. However, most tribal habitations are small and are located in remote areas (except in parts of Assam). The norms for setting up of regular schools make a significant proportion of such habitations ineligible for opening of new 'regular' schools.

During the past 2 years some of the states have evolved norms for setting up of alternative schools in such schoolless habitations which do not qualify for formal

schools. Madhya Pradesh, through the Education Guarantee Scheme, has set up these schools in every habitation having at least 40 children. For tribal areas the minimum number of children is only 25. The majority of these EGS schools are located in tribal areas of MP. Andhra Pradesh has gone one step further by deciding to set up *community schools called 'Mabadi'* in every habitation having atleast 15 children. The state now proposes 15,000 'Mabadis' to cover all such habitations. After conducting school mapping and relationship/relocation of schools the 'Maabadi' schools are proposed to be set up in the year 2000. Already alternative community schools have been set up in habitations with a population of 200 or more. Most of these habitations would be located in the tribal areas. Uttar Pradesh has also evolved a similar Education Guarantee Scheme. In Javadu hills of Truvannamalai district of Tamil Nadu, access to formal schools is a major problem for the tribal population. Some of the formal schools also do not function properly due to teacher absenteeism. Now under DPEP 10 forest schools have been set up in these areas. In Kerala, 49 multigrade centres have been set up to cover tribal children in small habitations which have atleast 20 children. In Gadchirauli and Dhule of Maharashtra, there are many tribal habitations where children do not have access of schooling. Contract schools have been set up in these habitations. All these alternative schools for remote habitations are full time (4-5 hours) schools run by community or para-teachers.

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

The MAS for selected DPEP-II districts shows that in a majority of the districts the gap between achievement levels of ST children and other children has been reduced to less than 5%. The situation is better in language than in Maths.

These results are aggregated at levels which do not allow any meaningful analysis at decentralised levels like cluster and blocks. Unless such an analysis is made by the districts, it would not be possible to target and prioritize specific pockets of ST population.

However, it may be a little early in most districts (other than DPEP-I districts) to depend too much on such outcome indicators.

It may still be more appropriate to discuss the activities being undertaken for tribal areas and tribal children to understand the progress of this component in different states.

ii) **Community mobilisation/involvement:**

As for all 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:--

- a) Use of tribal folk art forms (Kerala, Assam, Bihar, Orissa).
- b) Meetings of mothers and family meetings and use of services of tribal youth volunteers (Assam, Kerala, Orissa).

- c) Leaflets posters, Kalajathas, and video cassettes in tribal languages (Kerala, Assam, Orissa, Gujarat, Andhra Pradesh, Karnataka etc.)
- d) Organisation of meetings in tribal 'haats'/bazaars and use of tribal fairs and festive occasions to discuss primary education issues (Assam, Gujarat).
- e) Involvement of traditional tribal organisations in the mobilisation effort (Assam, Orissa).
- f) Involvement of the community including VECs members in documentation of local folklore, history, traditional medicine, agricultural practices (Assam).

In Gujarat, DPEP districts have significant tribal population in which migration with children in search of work is fairly common. Gujarat has adopted strategies like summer camps, seasonal hostels and farms schools for covering children in such areas. Bridge Courses are run for such children to ensure that children could be readmitted to formal schools. In District Dang 138 Bridge Course centers were opened in Dangs covering around 2347 irregular/migrant students between April-June, 2000. To mainstream the never enrolled and dropout (migrating) children through back to school programmes, 519 AS centres have been opened in tribal areas covering a total of 11798 students of which 5846 are girls.

States like Assam and Andhra Pradesh while reporting high GERs for ST children are also reporting high dropout rates. Need is to identify the pockets with high dropout rates and to give special attention to them.

In Himachal Pradesh, Simour district experimented with providing schooling facility to migrating Gujjar children in Nohrudhar education Block by deputing teachers to teach children of Gujjar families during their stay in the positives of Nohrudhar.

In Madhya Pradesh 21 Ashram schools are functional in Phase I districts and 73 in Phase-II districts. Ashram Schools are the result of a coordinated activity of DPE P and Tribal Welfare Department. TWD bears the cost of Ashram building while the funds for infrastructure for setting up Ashram operation, maintenance and salary of Ashram functionaries are provided by DPEP.

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

In Maharashtra summer schools are run for children of migrating tribals. In Gadchiroli district five group Residential Schools have been started i.e. at Gungwada, Dotanda, Ghodsar, Muska and Malanda.

In Assam about 1200 NFE/AS centres are being run in tribal and tea garden estates.

The Mahila Shiksha Abhiyan (1998) which followed the Lok Sampark Abhiyan (1996) in Madhya Pradesh result in enrolment of more than 5 lakh tribal children.

iii) **Quality improvement: School related issues**

Most of the states began to address school level issues related to teachers' attitudes, language and the materials used in the classrooms and the teaching-learning process

in tribal areas in the 2nd and 3rd year of programme implementation. Assam was the first state to prepare teacher training modules and separate teaching learning materials for the Bodo tribal language in 1995 itself. Bodo is also a medium of instructions in some districts of Assam. The work on tribal language materials was undertaken through DIET faculty members and BRC/CRC coordinators who belonged to the tribal community. In Assam, Resource material in Bodo language is in the process of finalisation. Adoption/translation of class III and IV (part-I) workbooks in Bodo language are in the finals stage. In Golpara district, Garo medium workbook has been translated adopted and distributed in the schools. During 1996-97, other DPEP-I states took up activities for quality improvement of tribal area schools. 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. In Madhya Pradesh teachers' handbooks called Bridge Language Inventory (BLIs) have been prepared in 3 tribal languages viz. Gondi (Shahdol and Betul district), Kuduk, (Raigarh) and Bhili (Dhar). Identified teachers were imparted training for use of BLISs in classroom transaction. The teaching learning package called *Dham Dham Dham* was translated into Gondi and supplementary reading material Kopal was developed for tribal children. The class I textbook *Bharati* has been translated into tribal languages. Supplementary TLM for tribal children has been developed in Jhabua district using local cultural form i.e. folk tales, proverbs, riddles to make the learning process interesting. 450 teachers of 311 schools have been trained to use the supplementary materials. In **Karnataka** a textbook for class I has been developed and introduced for *Soliga* language. Textbook for class ii has also been developed and is to be field tested. A handbook has been developed for sensitisation of teachers towards social and cultural specificities of tribal societies. In Maharashtra tribal language dictionaries have been developed. Language resource groups have been set up for Bhilli, Pawara, Madia, Gondi, etc. Bridge material has been developed in Dhule district. Kerala DPEP has also developed bilingual language materials at district level in Kasarkode, Waynad, Meleappuram and Palakkad.

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. While Orissa is lagging behind in pursuing universal access for small tribal habitations, it has been able to evolve a number of activities for addressing the quality improvement issues.

Quality Improvement: Orissa

Teachers in 34 blocks 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 explore 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 and 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:—

1. 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).
2. Teacher's handbook of the 7 tribal language primers.
3. Saora self reading materials.
4. Picture Dictionary in tribal languages.
5. Training Module on how to use the Tribal Primer in classroom.

However, most states have not been able to develop or implement comprehensive strategies for quality improvement in tribal areas. Andhra Pradesh has developed bilingual dictionaries and teacher training has been organised in Warangal and Vizianagaram districts. For use of the bilingual material. Research studies have also been undertaken on the issue of language and maths learning by tribal children. A decision had been taken to use the multi-level kits developed for tribal areas in Vishakapatnam district in other tribal areas also. However, there has not been much progress on this issue. 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. 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 flash cards for different languages and also cards for mathematics. These have been supplied to all schools in tribal areas. Bridge Language Inventory has also been introduced in HO and Mandavi languages in Ranchi district of Bihar.

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 has 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.

Field Visits by NCERT

The faculty of the DEGSN of NCERT visited a number of selected DPEP districts in the states of Orissa, Andhra Pradesh, Kerala, Karnataka, Gujarat and Assam.

The study team observed that in most of the places enrolment of the children in formal schools and alternative schools has increased. The alternative schools particularly are able to cover almost all the children of the age group 6 to 11 years. They are coming to the schools. Teachers are available in the schools and children are also attending the schools. There seems to be a general enthusiasm among children to come to school. It is a credit to the programme that the local community takes special interest in the functioning of the schools. The children also seem to be enjoying the new teaching-learning materials which have been provided to the teachers through the DPEP.

Close networking of various functionaries and institutions under DPEP in various States is instrumental in bringing qualitative and quantitative changes in the system. The BRC and CRC coordinators are keeping good contacts with the staff in the schools. The offices of the SPDs and the District Projects staff are also maintaining reasonably good contacts with the teachers and the BRC, CRC functionaries. Orientation programmes, training programmes and interactive meets of various functionaries including the teachers are being held regularly. These meets are held within the districts and between the district functionaries.

Specific observations on the basis of the visits to a number of districts in the six states as stated earlier are mentioned below.

- a. **Language:** Generally there is a gap between the home language and the school language in most of the tribal areas. Although, the children by and large are able to comprehend the regional (school) language, however, they feel more comfortable if the interaction between the children and the teachers takes place in their own languages. Children respond better, the teacher communities with them in their language. The problem of home versus school language is comparatively more acute in Kerala, Orissa, Andhra Pradesh and Assam.
- b. **Teachers:** A large number of alternative schools are single teacher schools in the states of Andhra Pradesh, Orissa, Karnataka and Kerala. In Kerala and Andhra Pradesh all the alternative schools (MGLCs and Maa-babies) are single teacher schools. The teachers in alternative schools are mostly without pre-service training. Short term in service training is provided by the DPEP. The teacher generally do not belong to the local community. In the single teacher schools whenever the teacher is on leave or goes out an official work which is quite frequent, the school gets closed.
- c. **Teaching-learning materials:** These materials are generally being provided by the DPEP. These are in the form of flash cards, charts, modules etc. However, these are not easily available to many students in the school for the fear of being damaged. The situation varies from teacher to teacher depending upon the teacher's enthusiasm and commitment. A few textbooks specially prepared for the children are available in the states of Assam, Karnataka, Gujarat and Kerala. In Orissa, Assam and Karnataka the manuscripts for a few more books are ready to be printed. But, in these states for some of the textbooks in different languages further efforts need to be made. The example is Garo in Assam, Juangj in Orissa and Gondi in Andhra Pradesh. In Gujarat, Orissa, Andhra Pradesh and Karnataka textbooks and writing materials are provided by the DPEP. However, in Kerala it is not provided in all the alternative schools while in Assam, it is not at all being provided. It was amazing to note that in Orissa, though the children had writing materials but they were not using it.

**Position regarding Funds released by GOI and State for
DPEP-I**

Rs. in Crores

State fo	State / Year	Funds released by GOI	State Share	Total Releases
1	Assam			
	1993-94	0.50		0.50
	1994-95	7.08	0.83	7.91
	1995-96	19.30	2.25	21.55
	1996-97	10.00	3.48	13.48
	1997-98	18.61		18.61
	1998-99	8.00		8.00
	1999-2000	15.13		15.13
	2000-2001	11.00	6.45	17.45
	2001-2002			
	Total	89.62	13.01	102.63

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
2	Haryana			
	1993-94	0.50		0.50
	1994-95	7.80	0.46	8.26
	1995-96	15.61	2.80	18.41
	1996-97	13.60	2.36	15.96
	1997-98	28.97	0.91	29.88
	1998-99	0.00	1.50	1.50
	1999-2000	2.00	3.61	5.61
	2000-2001	16.50		16.50
	2001-2002			
	Total	84.98	11.64	96.62

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
3	Karnataka			
	1993-94	0.50		0.50
	1994-95	13.47	2.38	15.85
	1995-96	22.15	3.91	26.06
	1996-97	15.00	2.47	17.47
	1997-98	35.50	5.32	40.82
	1998-99	20.00	3.53	23.53
	1999-2000	8.10	3.00	11.10
	2000-2001	19.00	2.28	21.28
	2001-2002			
	Total	133.72	22.89	156.61

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
4	Kerala			
	1993-94	0.50		0.50
	1994-95	7.76	0.51	8.27
	1995-96	19.02	4.28	23.30
	1996-97	5.75	2.45	8.20
	1997-98	13.19	0.68	13.87
	1998-99	6.00		6.00
	1999-2000	6.00	0.84	6.84
	2000-2001	11.00		11.00
	2001-2002			
	Total	69.22	8.76	77.98

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
5	Madhya Pradesh			
	1993-94	0.50		0.50
	1994-95	26.92		26.92
	1995-96	67.17		67.17
	1996-97	83.86		83.86
	1997-98	70.62		70.62
	1998-99	62.00		62.00
	1999-2000	49.00	63.58	112.58
	2000-2001	63.00		63.00
	2001-2002			
	Total	423.07	63.58	486.65

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
6	Maharashtra			
	1993-94	0.50		0.50
	1994-95	16.71	2.29	19.00
	1995-96	29.30		29.30
	1996-97	6.27	5.46	11.73
	1997-98	40.45	4.22	44.67
	1998-99	5.29	3.94	9.23
	1999-2000	22.00	3.49	25.49
	2000-2001	22.00	2.07	24.07
	2001-2002			
	Total	142.52	21.47	163.99

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
7	Tamil Nadu			
	1993-94	0.50		0.50
	1994-95	7.88	0.54	8.42
	1995-96	21.39	0.85	22.24
	1996-97	11.74	3.77	15.51
	1997-98	25.97	6.65	32.62
	1998-99	8.09	1.43	9.52
	1999-2000	11.25	1.98	13.23
	2000-2001	22.00	0.71	22.71
	2001-2002			
	Total	108.82	15.93	124.75

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
8	National Component			
	1993-94	0.50		0.50
	1994-95	5.68		5.68
	1995-96	5.00		5.00
	1996-97	3.26		3.26
	1997-98	13.12		13.12
	1998-99	2.50		2.50
	1999-2000	6.31		6.31
	2000-2001	4.68		4.68
	2001-2002			
	Total	41.05	0.00	41.05

Grand Total	1093.00	157.28	1250.28
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**Position regarding Funds released by
GOI and State for DPEP**

DPEP-II, III IV

Rs. in Crores

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
1	Andhra Pradesh			
	(5 districts)			
	1993-94			0.00
	1994-95			0.00
	1995-96	0.50		0.50
	1996-97	12.00	2.11	14.11
	1997-98	34.18	5.66	39.84
	1998-99	20.00	4.48	24.48
	1999-2000	40.00		40.00
	2000-2001	17.00	10.55	27.55
	2001-2002			
	Total		123.68	22.80

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
1	Andhra Pradesh			
	(14 districts)			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98		80.00	80.00
	1998-99		70.00	70.00
	1999-2000	226.00	146.00	372.00
	2000-2001	60.00	62.79	122.79
	2001-2002		-206.00	-206.00
	Total		286.00	152.79

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
2	Assam			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	11.76		11.76
	1998-99	15.00		15.00
	1999-2000	29.00	0.60	29.60
	2000-2001	24.94	7.00	31.94
	2001-2002			0.00
Total		80.70	7.60	88.30

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
3	Bihar			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	18.02	4.80	22.82
	1998-99	34.94		34.94
	1999-2000	24.00	28.47	52.47
	2000-2001	35.00		35.00
	2001-2002			0.00
	Total	111.96	33.27	145.23

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
4	Gujarat			
	1993-94			0.00
	1994-95			0.00
	1995-96	0.50		0.50
	1996-97	4.69		4.69
	1997-98	10.56	4.50	15.06
	1998-99	17.00	4.50	21.50
	1999-2000	15.00	2.00	17.00
	2000-2001	22.00		22.00
	2001-2002			0.00
	Total	69.75	11.00	80.75

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
5	Haryana			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	7.70	0.75	8.45
	1998-99	5.00		5.00
	1999-2000	8.00	1.49	9.49
	2000-2001	18.50	1.41	19.91
	2001-2002			0.00
	Total	39.20	3.65	42.85

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
6	Himachal Pradesh			
	1993-94			0.00
	1994-95			0.00
	1995-96	0.50		0.50
	1996-97	7.29		7.29
	1997-98	18.74	3.75	22.49
	1998-99	14.76	0.84	15.60
	1999-2000	14.00	2.61	16.61
	2000-2001	15.00	2.47	17.47
	2001-2002			0.00
	Total	70.29	9.67	79.96

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
7	Karnataka			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	24.68	3.69	28.37
	1998-99	64.00	11.29	75.29
	1999-2000	26.00	6.58	32.58
	2000-2001	60.00	3.91	63.91
	2001-2002			0.00
	Total	174.68	25.47	200.15

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
8	Kerala			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	16.94	0.92	17.86
	1998-99	20.00	1.70	21.70
	1999-2000	3.00	0.86	3.86
	2000-2001	21.00		21.00
	2001-2002			0.00
	Total	60.94	3.48	64.42

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
9	Madhya Pradesh			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	47.22	8.33	55.55
	1998-99	98.40	2.17	100.57
	1999-2000	36.00	17.72	53.72
	2000-2001	72.00		72.00
	2001-2002			0.00
	Total	253.62	28.22	281.84

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
10	Maharashtra			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	9.88		9.88
	1998-99	18.20	2.57	20.77
	1999-2000	17.00	5.34	22.34
	2000-2001	20.00	2.25	22.25
	2001-2002			0.00
	Total	65.08	10.16	75.24

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
11	Orissa			
	1993-94			0.00
	1994-95			0.00
	1995-96	0.50		0.50
	1996-97	8.73	1.53	10.26
	1997-98	21.15	2.02	23.17
	1998-99	15.00	2.40	17.40
	1999-2000	8.00	2.75	10.75
	2000-2001	33.00	0.71	33.71
	2001-2002			0.00
	Total	86.38	9.41	95.79

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
12	Rajasthan			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	0.50	0.09	0.59
	1998-99		1.00	1.00
	1999-2000	30.50	1.01	31.51
	2000-2001	15.00	8.20	23.20
	2001-2002			0.00
	Total	46.00	10.30	56.30

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
13	Tamil Nadu			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	17.43	3.08	20.51
	1998-99	11.10	1.96	13.06
	1999-2000	8.00	1.41	9.41
	2000-2001	10.00	1.05	11.05
	2001-2002			0.00
	Total	46.53	7.50	54.03

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
14	Uttar Pradesh			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98	54.49	9.18	63.67
	1998-99	89.00	10.00	99.00
	1999-2000	45.00	16.45	61.45
	2000-2001	110.00	10.38	120.38
	2001-2002			0.00
	Total	298.49	46.01	344.50

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
15	West Bengal			
	1993-94			0.00
	1994-95	0.50	0.50	1.00
	1995-96			0.00
	1996-97			0.00
	1997-98	19.00	2.47	21.47
	1998-99	13.03	0.75	13.78
	1999-2000	25.00	5.37	30.37
	2000-2001	27.62	6.00	33.62
	2001-2002			0.00
	Total	85.15	15.09	100.24

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
16	Uttar Pradesh-III (38 districts)			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98			0.00
	1998-99			0.00
	1999-2000	3.00	0.00	3.00
	2000-2001	110.00	16.86	126.86
	2001-2002			0.00
	Total	113.00	16.86	129.86

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
17	West Bengal Expansion (5 districts)			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98			0.00
	1998-99			0.00
	1999-2000	2.00	0.00	2.00
	2000-2001	8.00	7.50	15.50
	2001-2002			0.00
	Total	10.00	7.50	17.50

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
18	Orissa			
	Expansion (8 districts)			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98			0.00
	1998-99			0.00
	1999-2000	0.50	0.00	0.50
	2000-2001			0.00
	2001-2002			0.00
	Total	0.50	0.00	0.50

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
19	Gujarat			
	Expansion (3 districts)			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97			0.00
	1997-98			0.00
	1998-99			0.00
	1999-2000			0.00
	2000-2001	0.50	0.00	0.50
	2001-2002			0.00
	Total	0.50	0.00	0.50

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
20	National Component			
	1993-94			0.00
	1994-95			0.00
	1995-96			0.00
	1996-97	0.43		0.43
	1997-98	1.53		1.53
	1998-99	0.50		0.50
	1999-2000	1.13		1.13
	2000-2001	2.65	0.00	2.65
	2001-2002			0.00
	Total	6.24	0.00	6.24

Sl. No.	State / Year	Funds released by GOI	State Share	Total Releases
21	Chhattisgarh			
	1998-99			0.00
	1999-2000			0.00
	2000-2001	5.00		5.00
	2001-2002			0.00
	Total	5.00	0.00	5.00
Grand Total		2033.69	420.78	2454.47

JHARKHAND

DPEP Coverage & Project Cost

No. of districts covered under DPEP : 6

Particulars	Districts covered	EFC Approved Project Cost (Rs. in lakhs)	EFC approved Civil Works cost	EFC approved management cost
DPEP-III 1998-2000	1. Ranchi	3873.838	927.500	179.973
	2. Chatra	2591.696	621.810	155.500
	3. East Singhbhum	3819.235	846.570	202.800
	4. Dumka	3834.698	908.104	177.089
	5. Hazaribagh	3664.560	875.000	219.859
	6. West Singhbhum	3797.228	910.844	177.899
	TOTAL		21581.255	5089.828

Plan Implementation Review Of All Functional Areas :

(1) Teacher Training

- Number of teacher trained of UJJALA 1 more than 23500.
- Number of teachers trained for UJJALA 2 more 19500.
- Number of CRCCs trained 618.

(2) Media

- Media Coordinators in place.
- Publicity material like folder, pumphlets, etc. developed.
- Audio-video cassettes distributed.
- Bal/Bal Mela, Campaign organised.
- Press coverage and religious.
- Networking with NGOs and cultural groups.

(3) Community Mobilisation

- Community mobilisation material developed.
- Wall writing, enrolment drive / awareness campaigns launched.
- VEC formations.
- Orientation training to VECs.

(4) Gender

- Gender coordinator in place.
- Interaction at village level.
- Atleast one third VECs members are female.
- Pedagogy training of academic staff.
- Four districts of Mahila Samakhya districts.

(5) Alternative Schooling

- AS coordinator in place.
- DRG constituted.

(6) Integrated Education Of The Disabled

- IED activities initiated.
- Children with disability identified in all the districts.

(7) Civil Works

- Staffing position.
- Supervision by district level office, AEs, JEs.

Civil Works progress

		Chatra	Dumka	East Singhbhum	Ranchi	West Singhbhum	Hazaribagh
BRC	Completed	3	11	8	9	11	4
	Progress				1	1	6
CRC	Completed	10	40	17	18	39	
	Progress	11	43	23	7	41	38
ACR	Completed	35	11	25	21	8	
	Progress	80	15	19	12	17	
Toilet	Completed	28	5	15		3	
	Progress	45		20		37	
Handpump	Completed	28	12	18	100	21	
	Progress			17		30	

(8) MIS

- Hardware software procured in districts.
- Computer programmer in place in district.
- EMIS data completed.

(9) Micro Planning

- Microplanning coordinator in place.
- Master trainer identified and trained.
- Exercise initiative in atleast 2 blocks of each districts covering 1568.
- Gram Shiksha Yojna developed and follow up being done through VEC.
- Compilation in computerisation of data planned.

(10) ECCE

- ECCE coordinators in place.
- District Resource Group constituted.
- In most of the districts, Mata Samiti runs the centre.
- 476 ECE centres opened.

(11) Tribal

- Audio cassettes on educational songs containing songs in "Nagpuri" sung by singers belonging to Ranchi has been prepared and distributed in tribal areas.
- Theatre workshops organised at Jamshedpur where scripts in tribal languages were developed.
- Awareness material on "Munia Beti Padhati Jaya" campaign developed in the form of calendar of 1999 where slogans in all the tribal languages have been depicted. The calendar is distributed in villages.
- Emphasis laid on opening up of Apna/ Angna vidyalayas in tribal dominated villages of tribal districts. The process of developing textbooks in Ho, Mundari, Santhali, Kuruk languages has been initiated.

Universalizing Primary Education through a Mission Mode in Madhya Pradesh (1994-2001)

Rajiv Gandhi Shiksha Mission

1. Background

The State of Madhya Pradesh has accorded high priority to Universalizing Elementary Education (UEE) in order to achieve the goals of UEE implying that all children acquire satisfactory levels of learning upto the elementary stage of schooling, that education intervenes effectively for equity and the community participate actively in the task of education of their children. The 1991 census revealed that in Madhya Pradesh, 56% of the population was illiterate. 70% women were not literate. Literacy rates was lowest for the scheduled castes and scheduled tribe i.e. 65% and 80% respectively.

In the elementary education sector, access to schools was a problem which had both physical and social implications. The norms for opening school in a village with population between 250 and 300 ignored the scattered and inaccessible habitation pattern of the state, where people live dispersed in small household communities some one to four kilometer away from the main village. These areas are generally inhabited by some of the country's most socio-economically deprived communities resulting in their needs getting submerged within standardized norms and strategies. Till 1996, out of 0.11 million habitations in the state, approximately 30,000 were without basic schooling facility. The centralized and highly bureaucratized education management system, with no lateral accountability to the local community resulted in standardization of the system leaving no scope for contextual variation. Excessive centralization had also resulted in inadequate academic support to schools. There was no structural link between the district level DIET and the schools. There was no systematic plan for regular in-service teacher training. No effective system of academic supervision, feedback and discussion existed at the school level, the supervisor school ratio being 1:80.

Contesting development needs competed for budget resources affecting allocations for the education sector. In Madhya Pradesh the expenditure on school education

was roughly 16% of the total budget and salaries accounted for approximately 95% of this expenditure. The above constraints were clearly reflected through the key educational indicators - Madhya Pradesh had poor access (70%), low enrolment (75%), low retention (40%) and low achievements.

Urgent and innovative action was required for initiating reform in the sector of universal primary education.

2. New Opportunities :

New opportunities for reform emerged with major policy changes which have been increasingly aimed at decentralizing management through the creation of newly elected, panchayat institutions i.e. local self governing bodies right down to the village level, and at creating greater space for community action, thus broadening and deepening the process of democracy. The education sector saw a very substantive delegation of powers to the local panchayat bodies. The panchayat system provide an institutional framework for decentralization right down to the village level. Recruitment and transfer of teacher, construction of school buildings and procurement of school equipment have become the responsibility of the panchayats.

The state government also introduced the system of District Government system and recently the village government system, further decentralizing the power of the state level administrative structure to the district and village level. The VEC under the village government has acquired a statutory existence and has been entrusted with powers to supervise the local schools. Thus the entire thrust of state government in the past five years has been to create a new architecture for governance characterized by decentralization, lateral accountability and increasing space for direct community action. A significant strategic framework in this context has been setting-up of Mission's by the state government on select areas of development to address identified tasks in a time bound manner.

The Government of Madhya Pradesh identified tasks of universal primary education, watershed management, control of diarrhoeal diseases, elimination of iodine deficiency disorders, rural industries and fisheries development centering on the themes of education, health and livelihood security to be converted to Mission

signalling priority and urgency. The Mission on universal primary education was carved out from the education sector for focussed action.

A Mission-mode entailed

- Clarity of strategies and objectives
- Action within a definite time-frame
- Fast-track procedures
- Committed team
- Intersectoral effort
- Collective action
- Close Monitoring and transparent evaluation

The emergence of the state government policy of decentralization and support to community processes coincided historically with the entry in the state of a major externally aided programme in the education sector. This was the District Primary Education Programme (DPEP).

DPEP's concern for decentralized participatory action aimed at improving primary education was in consonance with the state government's policy. This convergence of policy and programme concerns created a positive framework for interventions.

The goal of DPEP is the Universalisation of Primary Education. What is distinctive about it is its advocacy of decentralized, participatory processes because this has a bearing on the sustainability of initiatives. Further, it is significant that while DPEP's project intervention is limited in scale and has a selective content which does not address the entire range of issues that confront the state and its additionality is only 7% of the state government's own budget, it posits universal primary education as its goal. This is possible only when its interventions affect a transformation of processes. DPEP constituted an opportunity for innovative action and its additionality was viewed as seed money for creative solutions.

3. **Organizational structures of the Mission :**

The Rajiv Gandhi Shiksha Mission was set up in 1994 as an autonomous registered society headed by the Chief Minister of the State. The Mission set up in the state

has been concerned with issues pertaining to Universal Primary Education and Adult Literacy to supplement the state government effort to universalize primary education in Madhya Pradesh. The Mission provided a flexible and facilitating framework. The society brings together executives, political representatives, members of local bodies, professionals and activists from outside the government. The society's functioning is marked by what has been designated as 'mission mode'. Mission mode implies that the organization's objectives are broken up into clear and specific tasks to be accomplished within a designated time-frame. While its working mechanisms and procedures are broadly within the government policy framework, the government has empowered the society to do its own targeted, time-bound work, and to develop its own flexible, fast-track procedures. The mission's fundamental premise is that elementary education and basic literacy are possible through societal action. Therefore the mission works through collaboration with village education committees, local self-governing bodies other community groups. They are given resources and made responsible for such tasks as teacher recruitment, construction and procurement. The state assistance for mission initiatives flows directly into the society's account. The mission allocates 85% of its funds to panchayats, 57% of which goes to the gram panchayats at village level.

Since the mission works through a decentralized mode, it makes it easier to contextualize issues. Problems can be identified in their specific contexts and districts can be encouraged to work out their own specific solutions.

The mission mode also facilitates inter sectoral complementary action because of its decentralized, flexible and participatory structure. The mission has been working simultaneously on adult literacy and primary education, since parental attitude is so critical to children's education and adult literacy is essential for developing learning society

The General Body (GB) of the Shiksha Mission is headed by the Chief Minister of the state. The GB is for major policy decision making and advising the mission. The members of General Body includes 38 non official members from various field (Educationist, Social Workers, Panchayat representatives etc.) and Secretaries and Head of the Department of various departments associated with Mission

(School Education, Women and child welfare, Panchayat and Rural Development, Finance, RES etc.) The General Body meets twice a year.

The Executive committee of the Shiksha Mission is headed by Chief Secretary and formed for executive management of the mission. The members of Executive Committee are the Secretaries and Head of the Department of various department concerned with the mission. The Executive Committee review and supervises the work of the mission. In addition functional committees are formed which are empowered to perform specific task. These committees are for appointments, procurement, giving grant in aids, programme review, Civil Works, communication. The non-official members of the Executive Committee are made members of these functional committees.

At the district level, the mission is head by district unit headed by chairman of Zila Panchayat, which is responsible for ensuring effective functioning of mission programme. The functional committee at the district level are for appointments, procurement, civil works, grant-in-aid. These committee facilitates decision making and ensures time bound action.

Initially setup as a Mission for Primary Education it become a Mission for UEE and since 1999 was entrusted with the responsibility of coordinating and developing programmes for UEE. All programmes supported by additional resource mobilization were placed with the mission. Thus beginning in 1994 only as a society for managing DPEP the Mission evolved, as early as 1997 its own state wide EGS, by 1999 programme of the Joint UN-GOI Jan Shala and OB were transferred to it. Since 2000, the mission is also managing the central EGS-AIE scheme and Sarva Shiksha Abhiyan programme. The Mission thus is engaged with the task of implementing the ongoing programme of DPEP and developing the SSA proposals within an overall state wide perspective of UEE. Thus the state has merged its DPEP society and other societal units for other externally aided programmes into one society. This enabled convergence and resource optimisation.

The mission has enabled the state to address salient educational issues with urgency and to establish an effective model for decentralized educational management the people.

On the basis of its experiences in the Primary Education sector a plan for the institutional restructuring of elementary education was developed and proposed to the government by the mission. This restructuring has a number of key elements :

- Institutionalising the Mission mode into a stable management proper framework for elementary education and literacy.
- Hiving off all the tasks of elementary education to the Mission for convergent planning and management and greater synergies among programmes.
- Greater decentralization to empower the village and cluster levels of school management and to give ownership of tasks to them. Each village is expected to be able to work out its own UEE plan. The key node here is the Cluster Resource Centre (CRC) strengthened as the Jan Shiksha Kendra (JSK). This is to be developed as an appropriate level for school management where teachers are trained over a period of time to develop resourcefulness, skill and confidence.
- Greater academic decentralization increasingly to the district and then to the cluster and school level. Emphasis is on reinforcing the teacher in situ-so that the teacher becomes aware of her needs, consciously seeks solutions, innovates, examines the relevance of the resource support and can demand the kind of support perceived as useful to her. District academic structures like DIETs would have to play a central role in district educational planning and work with greater autonomy in responding to the districts' academic needs.

The structural framework of institutional reform initiated by a government order has put in place/reinforced the following arrangements for educational management:

- **Rajya Shiksha Kendra**

The Rajya Shiksha Kendra has been entrusted with the responsibility of planning and co-ordinating the implementation of all Elementary Education programmes for the whole state.

- **Zila Shiksha Kendra (ZSK) Including DIET**

The Zila Shiksha Kendra brings together critical units entrusted with managing education. The District Education Office, DIET Adult Education Office and the DPEP project unit come together one integral body to work with the Zilla Panchayat. This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

- **Janpad Shiksha Kendra (JPSK)**

The Block Resource Centre BRC is being strengthened as Janpad Shiksha Kendra for coordinating management and facilitating academic intervention at block and sub block level. The JPSK brings together the BEOs office and the BRC.

- **Jan Shiksha Kendra (JSK)**

The CRC is being strengthened as the Jan Shiksha Kendra as the critical unit for school based management. The cluster resource centre, now re-christened as Jan Shiksha Kendra, has been very effective in providing academic and managerial support to the primary schools. Devolution of academic and administrative powers to JSK has been initiated involving Gram Panchayats and teachers in a way that empowers them to manage the school in accordance with a clear plan for quality improvement.

- **Village Education Committee (VEC)**

56908 VECs have been constituted in all the villages with primary school facilities. The recent Gram Swaraj Act seeks to reconstitutes the VECs giving them statutory status to make them more participatory and accountable to the local community. More powers have been vested in the VEC.

- **Parent Teacher Association**

Parent Teacher Association are being formed which will monitor the school activities and take decisions for improvement in the school.

A Jan Shiksha Adhiniyam is presently under formulation for enactment under the legislative framework.

4. Coverage :

The Mission covers the whole state. The Mission tasks were supported in selected 34 districts (48 districts after formation of new districts) by the District Primary Education Programme. After the bifurcation of state into M.P. & Chhatisgarh, DPEP is now being implemented in 33 districts of Madhya Pradesh out of its 45 districts. 12 non DPEP district have been included under SSA. Nine blocks are included in Janshala. Details of coverage can be seen at **Annexure-1**.

5. Objectives and Functions :

The vision that informs the work of the Mission is one that seeks to redefine education as a participatory activity in which the teacher, the learner and the community come together in a process of mutual growth.

The objectives of the Mission in the primary education sector at the start were to create a positive environment for education, universalize access to primary education initiate measures that improve the participation of children specially deprived children, improve the quality of teaching-learning processes. It is now concerned with improving the quality of education through institutional reform, consolidation of academic processes at the primary stage and improving supervision monitoring and for achieving these objectives, the mission has been performing the following functions:

- a) Developing and operationally time bound plans supported by DPEP and other projects.
- b) Co-ordination with various agencies and organization concerned.
- c) Ensuring timely adequate budget support.
- d) Capacity development
- e) Monitoring evaluation
- f) Research and Documentation.
- g) Recommendations for policy reform based on demonstration of effective models.

6. Work done by Mission - Strategies and outcome :

6.1 The Mission's strategies have been lodged within the overarching policy framework of the state to make them sustainable, ensuring participation of the community and cost effective use of resources by simplifying the procedures to ensure time bound action. The specific tasks undertaken by the Mission to achieve its objectives were community mobilization, opening new schools, construction of educational buildings, upgrading schooling amenities, developing improved teaching-learning materials, teacher training, strengthening academic support systems and strengthening the information base for primary education.

6.2 Priorities

The priorities of the Mission were determined by the existing needs of the state. This collective micro-planning process was called Lok Sampark Abhiyan undertaken in 1996. This was a community-contact campaign, which recognized the need to let the community come forward with its own perceptions. Distinctive to the Mission approach, the first step was participatory problem mapping. The LSA aimed at finding out how many children were going to school, what were the reasons for those not doing so, and what was the outreach of schooling facilities. This assessment was designed not as a survey to be conducted by bureaucratic functionaries, but as a mobilization process for focusing on specific factors relevant for children's schooling. The process involved door-to-door contact to identify children not going to school, attempts to persuade parents to send their children to school, participatory school mapping and preparation of a village education register for following up on children not going to school. This work was done by local groups of teachers, together with village panchayat members and local activists.

The LSA conducted in 1996 covered 55,295 villages and contacted 6.1 million households and 10 millions children. The interesting point that the LSA demonstrated was that the teachers, with proper motivation could interact with the community and that people from different spheres could join forces in the cause of education. This was because the assessment was not threatening and the teacher saw herself as part of a community group. The LSA revealed that only 70% of the

habitations had access to primary schools, thereby demolishing the myth of universal access.

The LSA showed that the state's existing norms for providing schools had ignored the centripetal pattern of habitations, particularly of the tribal communities.

The LSA also demolished the myth of universal enrolment. Enrolment was not more than 70%. Most children reported as dropouts had never been enrolled. The most deprived were girls and children from scheduled tribes. There was in fact a tremendous demand for education, even from the poorest and most non-literate communities a demand that was greatly stimulated during the LSA since the LSA was primarily a school mobilization exercise.

The LSA developed a school database to be used for monitoring and evaluation. This information system was developed in a participatory manner, thus proving that it can be done. Not only will such an information system build up more authentic vertical columns of information, but more importantly the very process of data collection will compel the local community to take stock of the schooling of its own children. A computerized system was developed for periodically updating the LSA database. Its continuous use will facilitate timely interventions to make sure that children are going to school. The system was tested first on a sample of 26,701 schools. The LSA was also used for planning for UEE in 2000. The LSA data will now be updated every year and used for the purpose of planning and monitoring. An integrated MIS software has been developed for the purpose of computerisation of the vital data collected and will generate reports that will be used for the purposed of planning monitoring and taking corrective measures

It the LSA was a participatory way of understanding a problem, solutions to the problems also depended on participatory action. The LSA revealed the acute shortage in access to schools and brought to the fore the great demand for schools that existed in the communities. This provoked the government into responding promptly. It had to find radical but simple and practical alternatives that allowed time bound action on a large scale and was cost effective. Cost needed to be closely analyzed by identifying, in a situation of resource constraints, the most

critical components of primary education. Procedures had to be made simple and fast.

6.3 Universalizing access

Collaborating with the community, the Mission has succeeded in universalizing access to primary schooling in the state.

The EGS launched on January 1997 was a pioneering initiative in the country acknowledging the child's right to primary education and to guarantee it. EGS perceives this guarantee as immediate action for creating opportunities of education rather than as a legal decree because it sees the responsibility for providing education as a collaboration between government and people.

Under EGS, the Government gives a guarantee to provide a primary schooling facility to the children in a habitation where there is no such facility within a kilometer within a period of 90 days of receiving a demand for such a facility by the local community. The government guarantee includes the basic constituents of an EGS school which are A teacher referred to as guruji in the 1:40 teacher-pupil ratio, Teacher training, Free teaching-learning materials, Operational contingencies. The EGS creates a three way partnership on a decentralized basis through collaboration of the state government, local body / panchayat and the community and institutionalizes partnership clear roles. The Community raises demand and identifies the local resident to be guruji provides startup space for school and helps with developing the infrastructure for the school. It also operates the school budget through the school management committee comprising of the parents, the teacher, and the local member of the village panchayat. It decides school timings and vacations and watches over school functioning. The Local Government (Panchayat) verifies demand and issues guarantee and appoints the teacher recommended by the community if she /he fulfills stipulated criteria. The State Government supports the school through grant for teacher's salary, arranges training of teacher, provides teaching learning material. It also undertakes academic supervision and evaluation. EGS costs one third of a formal primary school without compromising quality of critical minimum of schooling inputs, because the community and the government collaborate.

The scheme is sensitive to the habitation pattern in the tribal areas of the state where people reside in hamlets called majras, tolas or phalias which are distant from one another.

A historical backlog of 27000 accessless habitations could be eliminated in 2 years time. Now every habitation in the state has a schooling facility within a km. By Aug. 1998 Madhya Pradesh declared universal access to primary education made possible by EGS in an extremely cost-effective and time-bound manner without compromising on quality and is an argument in favour of community-centred, cost-effective models of education. About 12.5 lakh children of the age group 6-14 years are currently studying in 22661 EGS schools of Madhya Pradesh. School based data and sample studies show that enrolment in these schools is 100% and attendance 90%. Drop- out is not over 2%. Above all *EGS reached out to the unreached areas and the marginalised communities implying that the access created by EGS*, has not just been geographical, but also social. More than 42% of the EGS schools have come up in tribal areas and more than 44% of the children studying in these schools are tribal children. Girls constitute almost 47%. Districtwise details can be seen at **Annexure -2**

The EGS has been adopted by other states in India such as Orissa, Rajasthan, Uttar Pradesh and has been accepted by the national Government to replace the central scheme of NFE. The MPEGS model demonstrates that innovations that emerge in response to local contexts can be replicated, if their strategic elements hinge on a reciprocal partnership between the community and the government, balancing local aspirations, and accountability with standard norms and controls.

The mission has also opened 4209 new primary schools. Recognizing the importance of pre primary education, pre primary education was introduced for the first time in rural schools through Shishu Shiksha Kendra (SSK) which gave attention to the 3-5 age group children to inculcate in them appropriate habits of learning and socialization through a schooling environment. The Shishu Shiksha Kendras also facilitated children specially girls engaged in sibling care to attend a regular primary school. 3427 Shishu Shiksha Kendras/Jhoolaghar have been opened till date. Districtwise details of NPS and SSK can be seen at **Annexure -3**.

6.4 Universal Participation :

Gross enrolment ratio (GER) has risen from 87% to 100% over the DPEP project period. Out of this 18% is contributed by the EGS. The increase in enrollment is a result of series of mobilisation activities like enrolment drive. Mahila Shiksha Abhiyan which focussed on enrolment of girls, especially SC and ST children. These resulted in the additional enrolment of approximately 14 lakh girls. The opening of EGS in areas which were deprived of education facility also resulted in enrolment of children, who otherwise were not enrolled in schools or were not regular in attending school because of long distance.

The village based LSA helps focus attention on the unenrolled and dropped out children. The drop out analysis enables local correctives. The IPMS in EGS schools revealed an NER of 93% out of the 7% still out of school, 5% were unenrolled and 2% were pervious years dropouts. According to LSA 2000, the number of dropouts is 2.47 lakh. Out are these 1.19lakh are boys and 1.28 lakh are girls. The broad reasons that have been identified as factors for dropouts are children engaged in economic activities (23%), sibling care (19%), cattle grazing (19%), weak financial condition (13%). Migration to other places (9%). Details of enrollment, out of school children and reasons for dropout are given at **Annexure - 4.**

Through the integrated MIS focus is now on monitoring the attendance, which is being developed into a system of lateral information sharing between school and community through VEC and JSK (Teachers and Panchayats)

6.5 Quality Improvement Initiatives

The Mission has defined the issue of quality comprehensively to include diverse factors that impact on school effectiveness. This includes the following

- (A) Improving physical infrastructure
 - (B) Improving academic processes
 - (C) Improving school management
- (A) Improving physical infrastructure

- (i) The Mission has supported participatory process improving the schooling infrastructure through community participation, 4939 School buildings have been constructed 236 Block Resource Centres have also been constructed in DPEP districts to facilitate teacher's training at the block level. 4391 additional rooms have also been constructed. Districtwise details can be seen at **Annexure -3**.

Alternative technologies, use of local material and community support have brought down the unit cost of the school building from Rs.2 lakhs to Rs. 1 lakh. 6674 buildings being constructed this year are using there cost effective participatory technologies. These have been documented in "NEEV" a simple school construction manual. VNS members have been trained on this. Designs developed under DPEP and consolidated under NEEV have been disseminated widely to be used for school construction funded under O.B.

The emphasis on alternative construction technology and locally available materials and skills has also encouraged community constructions of EGS schools. 4991 EGS schools building have come up in this manner. Detailed note on Civil Work can be seen at **Annexure - 5**.

- (ii) In addition to the building infrastructure, school contingency is given to 42705 the school for meeting the basic requirements of school i.e. educational material (Black-Board, Slates, Copies, Charts, Glob etc.), sitting arrangements for children, drinking water facility, storage space in the form of boxes, Almirah and to undertake minor repairs. A seem of Rs. 2000 is given at the discretion of VEC as school improvement grant. The VEC unanimously takes decision on the use of the school grant. A sum of Rs. 1000/- is given to two teachers (500/- each) to procure material for preparation of teaching aids. Districtwise details of school getting contingency can be seen at **Annexure - 3**.

(B) Improving academic processes

Academic reform has also been designed to induce participatory processes. Perceiving meaningful education to be possible only when there are opportunities of freedom, flexibility and choice and emphasizing creative action, the Mission has initiated a comprehensive plan of academic reform. These reforms are discussed below.

(i) Curriculum reform

The curriculum of primary level was reviewed in 1994 to introduce elements of competency based, activity based and child friendly pedagogic processes in a workshop mode.

(ii) Development of Teaching Learning Material

Based on the new curriculum, the strategy adopted under DPEP for developing teaching-learning materials was one of multiple package trialling on a selective scale so as to create opportunities of trying out different packages of learning with innovative methodologies as well as tap the potential of developing contextualised materials. NGO's and teachers were involved in this process.

Field trial was not merely a technique for testing text-books but contained within it a major academic vision that marked a significant shift from the existing system. The new process admitted the need for introducing multiple perspectives, innovation and experimentation, empirical observation and research and comparative evaluation as basic premises for academic decisions.

The significant outcomes of the trialling initiative provided a useful basis to the State Government for planning, on a larger scale, the development of teaching-learning material.

Since trialling was a major intervention with implications for the whole state, the initial need was to set up a suitable mechanism and methodology for it. This was done by creating through a State Govt. order a high level resource group of academicians and experts to advise and monitor and assess the trialling process.

This group designated as the Technical Resource Support Group (TRSG) met regularly to advise on the trialling components and strategies.

The key components of the trialling package included developing teaching/learning materials which would include a variety of transactional modalities : print, text-book based inputs or alternative pedagogy. Emphasis was on innovative methodologies in transacting core competencies along with contextualisation of content. These initiatives seekhna-sikhana package, the Eklavya teaching-learning package and the alternative school package operational in the AS and EGS schools have been in operation for the past five years now since 1995. The three packages SSP, AS and Eklavya were trialled in 125, 4175, 125 schools respectively. The objective was to test out various pedagogic approaches within a broad common curriculum so as to develop the best methods and materials into the teaching learning material for use in all schools.

A study to review these packages in Madhya Pradesh was specially commissioned in 1999 and the task was given to the Indian Institute of Management (IIM), Ahmedabad. This review was taken up to examine the conceptual framework adopted for developing the packages and the conceptualization of learning outcomes to highlight relative strength and recommend. The pedagogies and teaching methodologies promoted by each package for promoting effective learning, assessment of learning as well as the achievement of children in language, mathematics and environment studies were focussed upon. Detailed note on Evaluation by IIM is given at Annexure - 6. The study observed that the main features of the AS package i.e. the self-paced, non-graded, and group-based nature of classroom learning and the integration of fun and learning can be applied to the larger formal schooling system. In order to build a strong foundation of basic competencies some features of AS package like children are taught with what they know, encouraging child-to-child learning, removing the stigma of examination failure, and a greater focus on the early years of schooling could be experimented in the formal schooling situations. Pedagogically there are several differences between the textbooks of three packages and therefore cross- package learning can be experimented in the primary schools.

Based on this recommendation it was decided to develop text books by assimilating the strengths of the three packages, with the AS package as the main source of the new material referred to as Integrated Learning Materials (ILM)

In this process of integration and reformation of the teaching- learning packages, adequate care was taken to involve persons from different areas of specialization and experience with the intent of increasing greater participation and inflow of useful ideas. Feedback were obtained from students, teachers, community members as well as DIET persons on the existing textbooks before developing the ILM. Primary school teachers and DIET, Jan Shikshak, SCERT and Rajya shiksha Kendra were involved in review and analysis. Thus it can be said that the new text books are a product of decentralized process and cross- fertilization of ideas from different levels.

In this backdrop the state is now poised to take a look at the changes introduced in the new teaching learning package, called the ILM.

- Recognising the fact that children are by nature curious, imaginative, driven by the inner urge to learn new things, like to learn by doing, care was taken to include suitable activities and project work to facilitate learning by doing.
- The learning outcomes on the objectives of the lessons are listed at the very beginning of the lesson, in order to help the teachers to facilitate those competencies in the students.
- Guidance for the teachers to transact the lessons as well as for conducting specific activities are given as teaching guidelines as the foot note according to requirement
- Sequence of the concepts in the lessons are so designed as to take the children gradually from easier concepts to more complicated ones.
- Care was taken to relate the learning environment with the real life situations of the children.
- More practical exercises are included to develop the problem solving skills in students.

- The scope for experimentation, observation, data collection, classification were made as integral part of the lessons, especially in environment study books.
- The books provide ample opportunities for self learning as well as peer learning.
- Value education has also been made an integral part of the text books characters from life.
- Gender- friendly illustrations are used to avoid gender stereotyped visual expressions.
- The books have been divided in to three parts to be transacted in three different quarters of the academic session. After each quarter students will be evaluated, based on which the teachers will plan the educational activities according to their level. At the end of each part of the text-book a set of questions is given which help the teacher to evaluate the required competencies and skills in the students.
- Adequate opportunists have been given in the lessons for continuous and concurrent evaluation of children.

As a result of an intense, meticulous and rigorous process, 16 text books have been developed for the forth coming academic session of 2001-2002. These books also have been translated in minority languages to meet the needs of the schools of different instructions medium.

List of the books developed for the academic session 2001-2002 can be seen at **Annexure -7.**

(iii) Teacher Training

The state of M.P. is characterized by diversity of teachers. There are 3 main types of teachers i.e. the traditional assistant teachers; the shiksha karmi, who are recruited as new teachers as per the government policy; and the gurujis of EGS schools. Although the same minimum eligibility criteria is applied but the recruitment procedures differ which affects upon their perception of themselves as teachers. Assistant teachers tend to be more heirarchially positioned and consider

themselves accountable to the bureaucratized system. The shiksha karmi are accountable to block and district level to panchayats bodies, while guruji are accountable to the local community. This poses challenges for training:

- a) differences of training requirement yet aggravated.
- b) large scale
- c) quite a large number of shiksha karmi and guruji do not have pre service training so there is a need for careful perspectival planning for developing their capabilities. This is in addition to challenges created by first generation learners because of wider outreach of education and development of new pedagogies.
- d) the training have to be motivational.

- **Strategy for Training**

Thus the strategy for training is to be formulated for meeting this complex challenge. The training strategy focussed on the 3 groups.

- **Training of Assistant Teachers**

The training was recurrent of 12 days each year. The trainings content and methodology had evolved over a period of time. In the initial phase (1994-1996) the training focussed on the various approaches to teaching learning process like child friendly approach, activity based approach, joyful learning. After the finalisation of TLM in 1996-1997, the training were focussed on the context and classroom process that would enable competency achievement in children. This continued between 1998-2000, when the TLM of classes I&II, III&IV and V were sequentially introduced. Online evaluation of teacher training programmes was done through SCERT, RIE and SPO. In 1999-2000 the districts were encouraged to develop their own training modules based on their analysis of problems, to supplement core training inputs developed by the state.

- **Training of Shiksha Karmi**

The training for shiksha karmi was inductinal as well as recurrent. For inductinal training a training manual "Diksha" was developed and imparted in the

correspondence mode, the contact classes for the SK were held at the DIET level. The 12 days recurrent training was based on seekhana seekhana packages.

- **Training of Gurujis**

The induction training of gurujis was part of guarantee in EGS scheme, hence an intensive 21 days inductional training was imparted to gurujis. The induction training in 1997-1998 was based on seekhna-seekhna package. Based on the feed from EGS school that the gurujis were unable to cope with the heterogeneous group and the positive feedback from AS, the Alternative Schooling pedagogy was introduced in the EGS schools. In 1998-1999 the training on AS pedagogy was imparted to the gurujis. Training through self learning material was introduced in 2000-2001 for gurujis of EGS schools described below

(a) **Development of Self Learning Materials (SLM)**

Hard spots were identified based on academic monitoring of the EGS. 58 topics had been selected for developing training materials in the form of Self-Learning Material. The list of SLMs can be seen on the **Annexure -8**. These were designed and developed in such a manner that the modules undertake the functions of a teacher. The material contained in the SLMs has the Capacity of instructing the Guruji, evaluate and monitor their progress and provide them feedback comments.

Each SLM undertakes some of the following activities with the guruji and Jan Shikshak.

- Securing and gaining teacher's attentions.
- Stimulating recall of pre-requisite concepts.
- Inviting participation
- Eliciting performance
- Providing feed back, and
- Enhancing retention by frequent repetitions.

These SLMs were developed in two workshops of teachers of 5 and 4 days each.

A training workshop was organized on 10-11th May, 2000 for the 89 members of the core group to discuss different ways of using SLMs for the training of Guruji and Jan Shikshak. Five days training was organized in three phases for the District resource groups at the 17 DIET on 15-19 May, 21-25th May and 27-31 May, 2000. 1792 resource persons were trained. Training in 635 batches of 20 days each were organized at the BRC level in the month of June 2000 for 21157 Guruji and Jan Shikshak of the DPEP and Non DPEP districts.

(b) Feedback of the Guruji on SLMs based training

Post training assessment of Guruji is responses on the self learning material and the usefulness of the training yield the following :

- SLM increase motivation and participation of Guruji. Gurujis use these SLMs in the monthly meetings of Jan Shiksha Kendra also.
- Topics were relevant to the needs of Guruji.
- Concepted clarifications were facilitated possible by SLMs.
- More SLMs need to be prepared based on content areas.
- Guruji & Jan Shikshak clarified their doubts through interaction and discussion.
- Discussion within the small groups became possible due to SLMs.
- This training helped the Jan Shikshak to acquire a better understanding of the problems of Guruji, experienced during the classroom teaching.

• TRAINING OF PRIMARY SCHOOL TEACHERS 2001- 2002

In 2001-2002, the training will be imparted based on integrated TLM. However looking to the diversity of these groups 12 days training will be imparted to approximately 1 lakh Assistant teachers and 20 days training will be given to 72892 Shiksha Karmis and gurujis. District wise targets can be seen on Annexure - 9.

The strategy will be as follows :

50	Core Group	5 days	16-20 APR	RSK Level
528	District Resource group (DRG)	6 days	23-28 APR	Regional Level
8523	Master trainers (MT)	12 days	May (first two weeks)	District Level
177602	Training of teachers , Guruji & SK (3)	12/20 days	May, June 2001	BRC & JSK level

Tele conferencing at 4523 Jan Shikshak Kendra as follow -up of training in the month of September 2001.

The immediate impact of the training will be measured by taking pre and post tests.

This training is based on the Integrated Learning Materials developed for primary schools including EGS. The training programme has been divided into five sections of four days each as follows:-

a	Classroom processes	4 days	24 Hrs
b	Hindi	4 days	24 Hrs
c	Mathematics	4 days	24 Hrs
d	Environmental Studies	4 days	24 Hrs
e	English	4 days	24 Hrs
	Total	20 days	120 Hrs

This is the programme for EGS Guruji and SK(3). But as the primary school teachers have less difficulty in content areas and they have more experience of classroom teaching, the programme of training for them has been planned as follows-

a	Classroom processes	4 days	24 Hrs
b	Hindi	2 days	12 Hrs
c	Mathematics	2 days	12 Hrs
d	Environmental Studies	2 days	12 Hrs
e	English	2 days	12 Hrs
	Total	12 days	72 Hrs

2. Some studies will be undertaken after the training to understand the change in the teacher behaviour.
3. The training will be given through **THEMATIC MODULAR SELF LEARNING MATERIALS**. The list of these materials can be seen on **Annexure - 10**.

(iv) **Distance Education**

- The distance mode of training through teleconferencing has also been introduced. A satellite based teleconferencing in January 2000 for Gurujis and Jan Shikshaks (CACs) of Education Guarantee Schools was telecasted in all 45 DIETs over 6000 Gurujis were trained by this process. Audio Video material has been screened for use during training programmes and monthly meetings of teachers. Production of five educational films on the basis of teleconferencing was held in the month of January' 2000 initiated.
- All India Radio was also used for monthly broadcasting and problem sharing for upward and downward movement of information/ideas related to the schools. It coincides with the monthly meeting of all the teachers at the CRC.

(v) **HeadStart**

Head Start is a programme for Computer enabled education introduced at the elementary school level. The Jan Shiksha Kendras which serve as academic support hubs and which are located in the Middle Schools in the state are being used to provide computer-enabled education to all children in those Middle Schools as well as familiarize primary school children in the catchment area. 654 *Jan Shiksha Kendras* have been covered under this programme. 1138 teachers have been trained. Educational software on Language (Hindi & English) Math and EVS have been developed to help the teachers reinforce textual materials and interactive learning. The distinctive features of Headstart are developing customized culturally familiar educational software in Hindi, Maths, EVS and English. Detailed note on Headstart is given at **Annexure - 11**.

(vi) Developing School Libraries

The Mission has initiated improvement in basic teaching learning materials. It has also widened the understanding of teaching learning materials to mean not just text books but also the use of a range of books outside the prescribed syllabus and other non-text learning resources to supplement the teaching learning process. The need for a rich pool of useful teaching learning materials is being served through a school library movement. School libraries are being established in 4275 JSKs and all EGS schools.

(vii) Learner's Evaluation

The evaluation of child-wise achievement is the most critical activity as it reflects the overall impact of initiatives implemented for quality improvement. The evaluation strategy lays emphasis on continuous evaluation and quarterly evaluations. The continuous evaluation will determine the progress of child in day to day classroom process, where as the quarterly evaluation will help to assess the achievement level of children.

The Baseline Assessment Studies and Mid term assessment studies reflect the following results.

- In DPEP-I, 10 district displayed a positive trend showing significant improvement in Language ranging from 8.60% to 24.40% and 13 district indicate positive trend showing significant improvement ranging from 5.43% to 25.20%
- For class IV in Language, the significant improvement ranged between 2.50% to 16.70%, while in Maths the increase ranged between 1.60% to 12.80%.
- In DPEP-II, All the 15 districts displayed positive trend in language and Maths. The like in language ranged between to 46.34% Shivpuri and in Maths it was between 4.68% to 46.77%. Details can be seen at **Annexure - 12**.

Comparative Analysis of Evaluations

In Education Guarantee Schools, quarterly : half yearly and yearly evaluation were carried out in April 2000, October 2000 and December 2000 respectively. On the basis of analysis following results are drawn :

Language

	Boys-A	Girls-A	Boys-B	Girls-B	Boys-C	Girls-C	Boys-D	Girls-D
Annual Apr.2000	20	19	31	29	35	38	14	14
1st Quar. Oct.2000	28	28	35	33	26	31	11	8
IInd Quar. Dec.2000	31	30	36	33	24	29	9	8

Mathematics

	Boys-A	Girls-A	Boys-B	Girls-B	Boys-C	Girls-C	Boys-D	Girls-D
Annual Apr.2000	23	22	31	30	34	35	12	13
1st Quar. Oct.2000	29	27	33	31	28	31	10	11
IInd Quar. Dec.2000	32	33	36	35	24	23	8	9

Environmental Studies

	Boys-A	Girls-A	Boys-B	Girls-B	Boys-C	Girls-C	Boys-D	Girls-D
Annual Apr.2000	23	22	31	30	34	35	12	13
1st Quar. Oct.2000	29	27	33	31	28	31	10	11
IInd Quar. Dec.2000	32	33	36	35	24	23	8	9

By observing the above results. It is clear that :

- In EVS grade 'A' and 'B' students are having higher percentage than language and mathematics.
- There is no significant difference in between in boys and girls of different grades.
- In all the three evaluations percentage of 'A' and 'B' grade students has increased and the percentage of 'C' and 'D' grade students decreased. It shows that training was used in classroom practices. The trend can be seen at **Annexure - 12.**

The average mean scores of EGS learners studying through non grade pedagogies has been found subject wise to be 67.89% in Language, 64.49% in Maths and 69.47% in EVS.

(viii) Academic Support & Monitoring

To strengthen the academic support system, DPEP helped to create a bridge from the school to the academic institutions at the top by establishing Block Resource Centres (BRC) at the block level, and Cluster Resource Centres (CRC) located within primary or middle schools and serving groups of 10-15 schools. Districtwise details can be seen at Annexure - 3. The CRC has an academic coordinator who is a senior teacher chosen by the district education management. The coordinator visits the schools for purposes of academic monitoring and guidance and chairs teachers discussions at monthly CRC meetings. This has facilitated the regular supervision of schools, reducing the ratio of supervisors to schools from 1:80 to 1:20. Moreover, it has changed the nature of school support-from apathetic, inspections to real support and in-situ guidance. Regular meetings of teachers at the cluster level and cluster resource centres have decentralized training to these lower levels, which are of course closer to the school context. This process of academic decentralization is based on the belief that the community of teachers should be made central to the planning and design to academic inputs, and should

not remain just the passive recipients of modules and plans imposed from the top. The BRC and CRC have provided teachers with opportunities for developing their creative energies. This is also supported by encouraging districts to develop their own teacher training modules and evaluation tools and remedial/follow-up strategies. The districts that have shown promise and initiatives are encouraged to develop as regional resource centres for sharing and mutual strengthening among districts. There is a plan to involve VECs and PTAs more actively in monitoring ward's performance and school functioning.

(ix) Research & Studies :

Research and evaluation is a vital part of any programme. It is considered to be one of the prerequisites for improvement of any programme. Research helps us to understand both the strengths and weaknesses of the programme and to learn what appropriate measures are to be taken to improve the quality of the programme. Acknowledging this fact, the Mission initiates and encourages research activities every year. The key findings of such research studies provided many useful basis for planning for future activities to strengthen the educational endeavors in the state. Brief glimpses of research and evaluation conducted during the year 2000-2001 are given at **Annexures - 13**.

(x) Action Research

In order to encourage districts to develop their own teacher training modules, evaluation tools and remedial/follow up strategies. Action Research programme was initiated in four districts Betul, Raisen, Rajgarh and Shahdol. Thirty schools in one block including ten Primary School, ten Alternative Schools and ten Education Guarantee schools were selected. A training module titled "Guruji Banenge Khoji" focussing on reflective practices, Teacher's Dairy, Case studies, identification and analysis of problems have been prepared. Khoji Guruji Concept would enable teachers to understand the class specific problems and would encourage them to choose the right options to resolve their problems. Similar initiative are also being taken up by other districts.

An action research program is being run to assess the needs of primary teachers teaching English. This is being implemented in Sehore, Datia, Shivpuri, Jhabua

and Vidisha. The selected teachers, CAC have been trained on the methodology and interventions of action research. This complete process is being closely monitored by district and state teams with help of observation schedules developed by the state academic team. The final report, analysis and finding will be documented and implication there of will be incorporated in the training being planned for English teaching.

C. Improving School Management

- (1) All the 56908 VECs are operational. All the VECs have been given orientation on school management in the previous years. Every year a one-day training of VEC members will be held at the cluster level. The trainings focus on the role of VEC in School Management, Planning and implementation of Village Education Plans, effective use of school contingency, monitoring progress of children in schools. In those habitations where EGS schools are running, School Management Committees have been formed with the local panch as its chairman and guruji as member secretary, besides parents and community representing SC, ST groups and women. 22661 SMCs have been formed. The Institutional Reforms of School Management approved by the State Government have also strengthened the VECs. On the one hand the constitution of VECs which previously was through nominations have been made elective while on the other hand the VECs have been brought further close to the schools by making them habitation based. Substantial powers have been delegated and quite a number of functions have been added so as to make school more accountable to the VECs. Further decentralising the management of schools by the community. Parent Teacher associations (PTA) are being formed which will monitor the school activities on day to day basis and take decisions for improvement in the schools.
- (2) The JSK, JPSK and ZSK have been formed and are further being strengthened. An Act is in the making to consolidate these decentralised structures formed as a result of institutional reforms initiated by DPEP. Rules are also being made for professionalisation of DIET and SCERT and establishing its linkage with the decentralised structures formed.

(3) Capacity Development of Management Structures :

Formations of decentralized management structures right upto the grass root level has an implication for the need of capacity building at all levels. Capacity development and strengthening infrastructure support to these integrated units are needed to enable them to function effectively. The state therefore focuses primarily on these critical areas. A comprehensive plan of capacity building for all key agencies, managers, teachers, local bodies and community group's is a key element. Capacity buildings meaning to acquire the vision and skills that are needed for translating ideas into action. This has been done to a large extent by encouraging on the job leaning, through regular trainings, orientation and review. Self study has been encouraged & enriched by appropriate technical support by the state. The trainings and orientation of educational "Manager" have focused on planning process, programme implementation processes, self-evaluation for effective implementation of the job charts, academic process, monitoring and evaluation mechanism and processes etc. The personnel of RSK, ZSK, JPSK and JSK have been given an orientation on the basis of activity diary developed at the state level. The activity diary is a tool for planning and monitoring of ongoing activities and includes the activities of 2000-2001 their time frame and the job charts of functionaries of the structure formed - RSK, ZSK, JPSK and JSK. Individuals of the mission are also encouraged to take up courses necessary for their professional growth. Details of the training organized by the mission in the last one year is given at Annexure - 14. The process of capacity development is evolving and being strengthened by review, revitalizing and redoing the existing training programme by incorporating capacity building intervention like action research, information technology etc.

(4) Developing a people's information system

The Mission has developed a comprehensive MIS, which combines the elements of participatory microplanning and integrated project monitoring system. It captures data on number of children in age group 6-14 years, No. of children enrolled, of children unenrolled, Number of dropout children, the reasons for dropouts Infrastructure details, Teachers/Staff details educational and non educational

resources available in village, number of adult literate and non literate, Number of accessless habitations.

The mode of collection of the village database is participatory. The community helps build up the information at the village in village education register (VER). The school information thus ceases to be just a vertical column and opens to laterally for the community to monitor the education of its children. Monthly and quarterly feed back on various programme components from the school level upwards has been ensured through this MIS. The reports generated through the integrated MIS will be used for the purpose of planning and monitoring the programme initiatives.

7. Education for Equity

The education of girls, disadvantaged group like tribal children require special focus if the objective of UPE is to be achieved.

7.1 Girls Education

Base line studies on gender carried out in selected blocks of 33 DPEP districts revealed that woman and are denied equal access to the basic need of goods, shelters and education. The educational victims of moral and physical exploitation continue to be backwardness of the state is characterized by low school enrolment rates, high incidence of drop outs and a persistent gender gap at all levels of schooling. The problem is specifically acute in the area of female education where women's low status in society automatically translates in to limited access to and control of educational opportunities.

This is evident by the indicators of education i.e

Indicators:-

1	Literacy rate in M.P. (2001 census)	Male 76.80 %	Female 50.28 %	
2	GER	Girls 102.95	Boys 126.52	1991 Census
3	Drop out rate	Girls	Boys	
	Primary	22.97	19.45	
	Middle	14.86	14.36	
4	No. of teacher in primary	Female	Male	

5	Sex ratio	66655 931	169163
6	Gender development index	0.312	
7	Child mortality rate	130.3	
8	Infant mortality rate	97	

(Source- 1991 census and administrative report of school education department 2000 - 2001).

7.1.2 Factor Influencing girl's schooling

Base line studies showed that there is a remarkable overlap of similar factors responsible for poor girl child education across districts.

Some of these factors were identified as -

- **Economic factors-**

Poverty is often cited as the overriding cause of girl's poor enrolment and retention.

- **Curriculum related factors-**

Inequalities are reinforced by a strong gender bias in the curriculum and learning materials. The teaching learning process is imbued with a strong gender bias both in its pedagogy and practice.

- **Socio - Cultural Factors-**

Low social status of women and therefore low perceived need amongst parents and society to educate girls.

Non literate parents are not convinced about the value of Primary Education for girls.

Social taboos restricting the movements of girls after the onset of puberty.

Early marriage.

7.1.3 Strategies :

The DPEP project in Madhya Pradesh perceived the issue of the education of the girl child within the larger perspective of gender equity. The strategic approach for improving the state of girls education was initiated by state policy.

- **Formulation of State Policy for Women-**

The state government has formulated a policy for the empowerment of women to take control of all aspects of their life for their sustainable development (The M.P. Policy framework for achieving women's equality through a series of interventions in different sectors including education.

- **Reservation for women in the Panchayat**

30 % reservation for women in the Panchayat has provided an opportunity for women to come out of their private world into public space and has institutionalized their participation in decision making processes. Holding women panchayat conventions at various levels and motivating them for leadership rates has also proved very useful. 22202 Panchayat conventions have been held 38% women representative have got elected in panchayat elections.

- **30% Reservation of teachers post for women**

This is an important decision of the State Government the decision is in recognition of the fact that involving women as teachers has a positive impact a girls participation in education. In primary stage total no. of teachers are 235818. Out of this 66655 are only female teachers. Besides this in all EGS schools it has been made compulsory to take only a lady teacher as the second teacher. There are 47.1% female teacher in EGS school.

7.1.4 These policy reforms were supported by programme specific initiatives.

- **Micro-planning**

PRA techniques used at the grass root level in one block of each district has been done to enable a close and realistic understanding of gender issues. PRA exercise

was carried out by the districts gender teams. Action plans based on the PRA outcomes have been developed for each district and are being implemented.

- **Lok Sampark Abhiyan**

Launching of Lok Sampark Abhiyan as the major participate micro planning exercise under DPEP has facilitated compilation of gender based information on a much larger scale. Village wise information on status of primary education of girl child with reference to enrolment and drop out has been compiled. The data has been used to identify problem areas and to monitor progress after appropriate strategic interventions.

- **Special emphasis on removing gender bias in academic inputs**

State and district gender core groups have been actively involved with the process of text book and supplementary material development. A three day state level text book gender analysis workshop have been organized. State core group has been actively involved to eliminate of gender biases in primary level textbooks and curriculum. Supplementary learning materials have been prepared for primary teachers.

- **Gender Sensitization of teachers**

A special academic session on equity as part of teacher training has been imparted to all primary level teachers.

- **Mobilization**

Some districts have organized Ma-Beti melas. It is coming together of mothers and daughters on issues of girls education. On the day of the mela women along with their daughter assemble in large numbers and participate in a number of activities like- Poem, Drama, Rangoli, Mehandi competition. The main objective in these activities is to create a supportive environment for girls education and to enroll as many girls as possible. Women are satisfied because they reach the school first time with their daughter and interact with the teachers. They realize that apart from sibling care their responsibilities are also towards their daughter's education.

The Bal mela and Ma- Beti melas are held in a Jan Shiksha Kendra (Cluster) level. Where women can reach without any difficulty. The teachers play an active role in such programmes.

- **VEC Training Programme**

30% women are compulsory in VEC. Gender sensitization aspects have been incorporated in the VEC training module.

- **Mahila Sikhsha Abhiyan**

Community Mobilization strategies have included state- wide Mahila Shiksha Abhiyan specially focussing on SC/ST women. As a result of these campaigns, 3.01 lakhs girls were enrolled additionally. The number of drop out girls reduced from 2.77 lakh to 0.95 lakh.

- **Sahyogini Project**

Sahyogini Project has been started in one block on a pilot basis in all districts. 248 sahyoginies has been appointed in 33 districts and are covering 3760 villages. Sahyoginis have helped to form mahila samoohs, mobilise women and ensuring 100% girls enrolment. Sahyogini with the help of mahila samoohs have encouraged women towards education and have inspired them to send their daughter to school regularly.

Sahyoginis have also been identify the specific reasons for low enrolment, high drop out of the girls from primary school in their selected villages and are playing a leading role in bringing them back to the schools. They are also co-ordinating with other departments and sharing information regarding various ongoing schemes and making women aware of these schemes so that they can take advantage of the same.

Mahila Samoohs have been formed in each district. The samooh acts as a forum for women to share their problems, express their views without hesitation or inhibition. This also includes issues such as gender, self determination and empowerment which may be felt either individually or as a group. Sahyogini have been trained in PRA by state resource group. They also have been trained in

formation and strengthening of Self Helper Group SHG and Mahila Samooch. The objective behind it was to form a strong and useful samooch at the village level which could initiate work on their own accord without much external help. 1948 Mahila Samoochs have been formed in 33 districts and about 20504 women are actively participating in these mahila samoochs. 2717 self help groups have also been formed in these districts and about 1975 women are actively participating in these groups

- **Flexibility in school timing & space**

The Education Guarantee Scheme (EGS) pioneered by the Government of Madhya Pradesh was an effort to respond to the demand for access, by community to primary education. EGS schools have been opened under DPEP districts. They have flexible timings and proximate locations and so respond to the need of the girl child in terms of her work schedule. As they are located close to the habitation they encourage regular participation of girls as against the schools located at a distance thereby leading to girls dropping out. The over all girls enrolment in EGS school is 47% of total enrolment.

The programme initiatives have been converted into action by the gender coordinators appointed at the district level. Gender co-ordinators are in position in all districts and have been trained in multiple phases. They were also trained for 15 days in SNTD Pune. They have also been trained in PRA by Action Aid and formation and straightening of self help group by SRC Indore and Bhopal.

At the state level, a gender task force has been constituted consisting of academicians, activities and gender experts. The team meets once in two months.

At the districts level, gender core groups have been constituted on similar lines. 528 women representative in gender core group at the state and the district level are currently engaged in formulating, implementing and monitoring gender related activities in the project.

7.1.5 Mahila Samakhya

Mahila Samakhya is being implemented in the state for women empowerment, which has an impact on girl education. In M.P. Mahila Samakhya Programme started in 1995 in three districts. In the year 1998 programme is expanded to two district.

Year 1995

1. Mandsaur
2. Raisen
3. Rajgarh

Year 1998

1. Seoni
2. Shivpuri

Programme is presently running in 500 villages of 8 blocks of 5 DPEP districts.

MAHILA SAMAKHYA -OBJECTIVIES

- To enhance the self image and self confidence of women and thereby enabling them to recognize their contribution to the economy as producers and workers, reinforcing their need for participating in educational programmes.
- To create an environment where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society.
- To establish a decentralized and participative mode of management, with the decision making power developed to the district level and to Mahila Sangha which in turn will provide the necessary conditions for effective participation.
- To enable Mahila Sangha to actively assist and monitor educational activities in the villages-including the primary school, AE, NFE centers and facilities for continuing education.

- To provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education.
- To set in motion circumstances for larger participation of women and girls in formal and non-formal education programmes, and to create an environment in which education can serve the objectives of women's equality.

In its five year of existence, the Madhya Pradesh Mahila Samakhya has begun to be visible on the horizon of the state in its area of operations, particularly in areas where the programme has taken roots & made an appreciable impact on the lives of the people under its ambit.

The programme is being co-ordinated with the district primary education programme which is under the Rajiv Gandhi Prathmik Shiksha Mission. Specially stress is paid on the issue of girl child education & women's education while retaining the basic essence of the programme.

Mahila Samakhya at a glance

S.No.	District	Block	Villages	Sahayogini es	Mahila Sangha
1	Mandsaur (1995)	Mandsaur	60	12	120
		Malhargarh	60		
2	Raisen (1995)	Sanchi	60	10	100
		Obedullaganj	40		
3	Rajgarh (1995)	Rajgarh	60	10	100
		Khilchipur	40		
4	Seoni (1998)	Chhapara	120	12	90
5	Shivpuri (1998)	Shivpuri	60	6	60
Total	5 Districts	8 Blocks	500	50	470

Mahila Sangha

- Focal point of the programme
- Catalyst in debate on issues like women's empowerment & Feminism
- Collective decision through community participation and process
- Prioritism and action on need based issues
- Developing self-confidence in women to think about their own lives
- Platform for women to express their views

The Mahila Sangha is the focal point of the Mahila Samakhya programme, and all its activities pivot around the Sangha. The Sangha acts as a forum for women to share their problems, feelings and express their views without hesitation or inhibition. This also includes issues such as gender, self-determination & empowerment which may be felt either individually or as a group.

Each district has stressed on the formation of the Sangha and strengthening them in their individual capacity. The objective behind it was to form a strong and useful Sangha at the village level, which could initiate work on their own accord without much external help.

Major Strategies

◆ Organisation

- Establish contact with villages through intensive visit.
- Interaction with villagers enhance through PRA activities.
- Personal contact with rural women.
- Meetings .
- Discussions on various issues.
- Orientation & training.
- Formation of self help group

◆ **Education**

- Mobilization Strategies i.e.
 - Shikhsha Jyoti Abhiyan,
 - School Chalo Abhiyan,
 - Mahila Shiksha Sammelan,
 - Shikhsha Jagrati Abhiyan,
 - Shiksha Sangam Tayohar
 - To motivate women to visit schools.
 - Formation of Padna Badna Samities.
- Specific activities i.e. Non-formal education center for adolescent girls.

◆ **Health**

- Awareness of sangha women for their own health.
- Collect the information of local available herbal medicine
- Health camps and shivir for health checkup and detail information of internal problems to women.
- Co-ordination with Gram Swasthya Samiti/Health center at village level.

Achievements

- 470 women sanghs have been formed comprising over 15,000 women

S.No.	District	Mahila Sangha
1	Mandsaur	120
2	Raisen	100
3	Rajgarh	100
4	Seoni	90
5	Shivpuri	60
Total	5 Districts	470

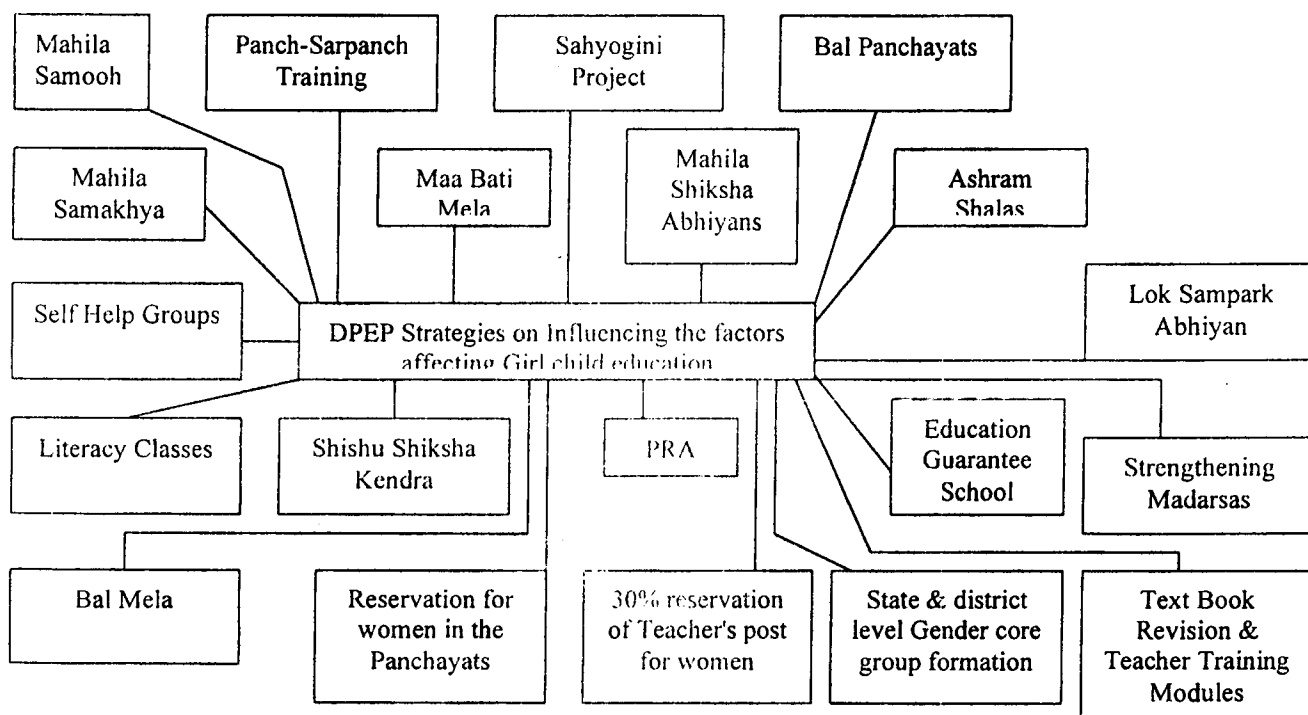
- Sangha women actively participated in VEC, Panchyat and Gram Sabha meeting.
- Sangha women also aware about their fundamental rights.
- 439 women's self help groups have been formed & collected Rs.7.11 lakh.
- SHG groups

District	SamooH	Deposit Amount (Lakh)
Mandsaur	205	3.00
Raisen	67	1.56
Rajgarh	87	1.62
Seoni	47	0.20
Shivpuri	33	0.73
Total	439	7.11

- The education statistics pertaining to girls have shown a significant improvement in selected villages. The number of dropouts & unenrolled girls in MS villages have come down to less than 5%.
- Regular inspection & vigilance by the Sangha has led to regularisation of school and teachers timings.
- Approximate 690 Padna Badna Samities have been formed in 500 villages of MS. These samities were monitored by MS functionaries.
- Specific activities have been included in various district for various levels of beneficiaries i.e.
 - Kilkari Garh (3 to 6 years) Rajgarh
 - Kishori Pragati Kendre (9 to 18 years) Rajgarh
 - Muskan Ghar (3 to 6 years) Mandsaur
 - Jhola Pustkalaya (6 to 14 years) All District
 - Bal Library (6 to 14 years) Raisen & Rajgarh

- Sangh women have become aware of their own health, internal problems were openly discussed.
- Sangh Women have begun collecting information of local herbal medicine.
- Sahayogini and sangha women gained better insight into the benefits and disadvantages of home remedies
- A better relationship was established between sangh women & health department and also with other NGO's engaged in similar activities.
- In a major achievements, the women have shed their inhibitions related to sexually transmitted diseases and have not only discussed them openly but also invited ANM's and other private practitioners for discussion.
- 1118 smokeless chulhas formed in Mandsaur district for sangha women.
- Awareness of the sangha members about Panchayati Raj system. As a result of this 225 sangha women have got elected as panch & sarpanch.

7.1.6 The grid given below presents the efforts that contributes in improving the education of girls.



7.1.7 Evaluation of gender specific initiatives.

The evaluation of the gender component in the state has been done by Ed.CIL. This was conducted in Satna, Panna, Raigarh and districts. Broad findings of the evaluation are as below:

- Bal- Panchyatas seemed to have played a key role in achieving near total enrolment in some village. The strong point in its favour was the exercise of involving people in educational planning of the village. The TLC was also able to get women in large numbers to move out of their homes and attend literacy classes.
- Need to provide toilets for girls in schools and logistical problem of water has been exaggerated.
- In tribal areas particularly, the AS / EGS model is appropriate as compared to the more structured and formal New Primary School.

Suggestions of evaluations study has been incorporated in the strategies.

Evaluation of SSK component in the state has been done by NCERT. Based on their recommendations, convergence model has been applied in 3 districts on pilot basis (Shore, Betul and Shahdol)

Action has been taken to implement the broad findings of the evaluation.

7.2 Education of Tribal Children

Since the state has a 23% tribal population, the Mission ensures that adequate project benefit flows to tribal areas. Details can be seen at **Annexure-15**. Specially design initiative for the tribal children have been introduced. 68 Ashram Schools have been opened in the tribal dominant district of DPEP, on a cost-sharing basis between DPEP and Tribal Welfare Department. 2815 tribal girls are enrolled.

To assist teachers in acquiring working knowledge of local dialect and to facilitate communication with school children at the initial stage of learning, BLI have been developed in Gondi (Shahdol and Betul) Kudukh (Raigarh), Baigani) Shahdol and Bhili (Dhar). To make the teaching learning process interesting and create on easy

transition from home to school to improve for tribal children's early learning process, supplementary material has been prepared using their folk tales, songs, local games, riddles, and proverbs. In Jobat and Udaigarh block, 450 teachers have been oriented on the use of supplementary material in the teaching learning process. The supplementary material is being used by the teachers in 133 schools of Udaigarh block and 178 schools of Jobat blocks.

There are 22661 EGS schools in the state. Number of children enrolled in these schools are 10.28 lakhs out of which 4.48 lakh i.e.44% are scheduled tribes children and 4.88 lakh i.e. 47% (of the total enrollment) are girls.

An innovative scheme of "Shiksha Ghars" has been recently started for the children of migrating Bhil families. Under the scheme 10 boys are lodged in a "Shiksha Ghar" and a local tribal family looks after the stay and food arrangements of these children. They stay in the "Shiksha Ghar" and attend the school regularly till the return of their parents.

7.3 Education of Minority Group

The Mission has also made an effort to assist in the education of minority group. Traditional institution like Madarsas and Maktabas are perceived as partners in helping with children's education. The Mission has given full support to 14 Madarsas with more than 1000 children in Jaora block of Ratlam district on a pilot basis.587 Madarsas have also been identified for academic support. These Madarsas while retaining the basic features of Dini Taleem incorporate the formal state curriculum for transaction in Hindi, Maths and social science. This academic support included prototype teaching learning materials and training to teachers. The Mission has trained 225 teachers of the Madarsas.

7.4 Children with Disabilities (Integrated Education for the Disabled Children)

There are 10.39 million disabled children in the 5-14 year age group (POA 1992) out of an estimated 202 million children. Thus accounting for about 5 percent of the elementary school going population. Disabled children have not only deficiencies but are also equipped with strength and vigour. It is felt that 90% of the disabled children can be educated in regular schools (UNICEF, 1982).

Incidence of disability in Madhya Pradesh :

- With special reference to the State of Madhya Pradesh, on the basis of census of 1991, 4.6% of total population of 6,61,00,000 about 30,40,600 persons are handicapped. It include 12,16,240 Orthopaedically handicapped, 4,56,090 visually handicapped, 4,56,090 mentally handicapped, 3,04,060 hearing handicapped and 6,08,120 suffering from epilepsy, fits, leprosy and other mental problems.
- Total number of disabled children (5-14 years) in DPEP districts in M.P. State is 64,861 in which 56.28% are boys and 43.72% are girls (LSA-1996). This is a sizeable number that can not be overlooked if the goals of universal elementary education are to be achieved by the turn of the century. It appears that quantitatively educational coverage of this group will not be fulfilled by the small number of special schools. Moreover the qualitative aspect of special educational practices is not satisfactory. It often creates various physcho-social disadvantages in case of disabled children (Dunn. 1968).

Disabilities are variously classified as locomotion, visual, speech and hearing. Here we have concentrated on the following types of disabilities selected on the basis of "guidelines for Integrated Education for the Disabled Children" (DPEP Guidelines).

1. The orthopaedically handicapped children.
 2. The visually impaired children.
 3. Hearing and speech impaired children.
 4. Learning disabled children.
 5. The Mentally retarded children.
- The State has selected 1 block in 19 districts for coverage under the IED scheme.
 - At present, IED scheme with 31 trained special teachers are in place in MP.
 - The State has a core group that functions as SRG.
 - DPEP is working in convergence with CPI and SCERT.
 - All DIETs have at least one master trainer in IED.

- 30 Lecturers of DIET and college of education were oriented for five days with support of RIE.
- 237 teachers have been given two weeks training in IED in Nov. Dec.2000. They are the Resource teacher of BRC.
- Survey of disabled children has been done in all districts.
- Parents of disabled children included in VEC.
- In Tikamgarh district, special initiatives have been taken by the District Project Director for bringing handicapped children in the mainstream. Under “Chunauti” scheme the district administration has secured an assistance of Rs. 2.5 lakhs from Central Assistance Aid for the handicapped children under Ministry of Social Welfare, GOI. With this fund 250 calipers and 90 tricycles have been provided to the school going handicapped children of the district. Apart from providing physical aids, an assistance of Rs. 150/- per month is being given to the handicapped children, who are regularly attending the school from the State Government scheme of “Nirashrit Pension”.
- The Mission has also established a cell for handicapped children at all the BRCs in collaboration with DIET. This cell would collect database of the handicapped children attending the school and monitor the progress of these children throughout their schooling tenure.
- The district core group has also been oriented to draw up a comprehensive strategy and come out with their own models both for major and minor disabilities. The districts have also been given freedom to implement their chosen model atleast in a cluster or group of clusters so that large scale replication in future becomes easier.
- The mission has identified :
 - The disabled children in the age group (6-14) years in the State. Through the survey conducted by LSA.
 - Out of school children with special needs so that they can be brought into regular schools.

- Disabled children from amongst the school going children in ordinary school in order to retain them as they are the potential drop outs of the system. This was done by the school teacher along with the VEC/Panchayat members of the concerned village.
- The Mission has identified 5 NGOs working in the field of disability to work in 10 districts. The NGOs were assigned the task of preparing a contextual teacher's training programme on IEDC based on which they have given 45 days training to 202 teachers in nine selected blocks of DPEP districts in the month of June-July'2000. These teachers would be used as Resource Groups for giving training to other teachers in future.

The resource cum training material developed for the teachers to are

- Inclusive Education for DIET faculty
- For Resource teachers-A handbook for Resource teachers for children with special needs.
- For common teachers-Teachers guide book on IEDC
- ECCE/SSK teachers –Pre integration skills.
- Every DIET has taken up an Action Research on common topic-Impact Assessment of IEDC scheme.

Future strategies for 2001-2002

- 25 teachers from each DPEP districts are to be trained for 45 days on RCI Recognized course with the help of NGOs.
- Workshop will be organized for preparation of new textbooks in Braille from class I-VIII.
- Audiocassette will be prepared for the visual impaired children from class I-VIII based on textbook.
- The workshop will be organized for the preparation of ILM for use of children with different disabilities.
- Some blocks will be allotted to NGOs for the total IED activities for one year.
- An assessment camp will be organized with the help of ALIMCO nearly 30 blocks are to be covered this year and providing aids and appliances from their recommendations.
- To initiate regarding start of ADIP scheme by Z.S.M.

8. Financial Status

The following tables and charts will give information regarding the financial status of DPEP M.P.

Project cover 17 Districts in Phase-I (Time Frame till the year 2001)
and 16 District in Phase-II (Time Frame till the year 2002)

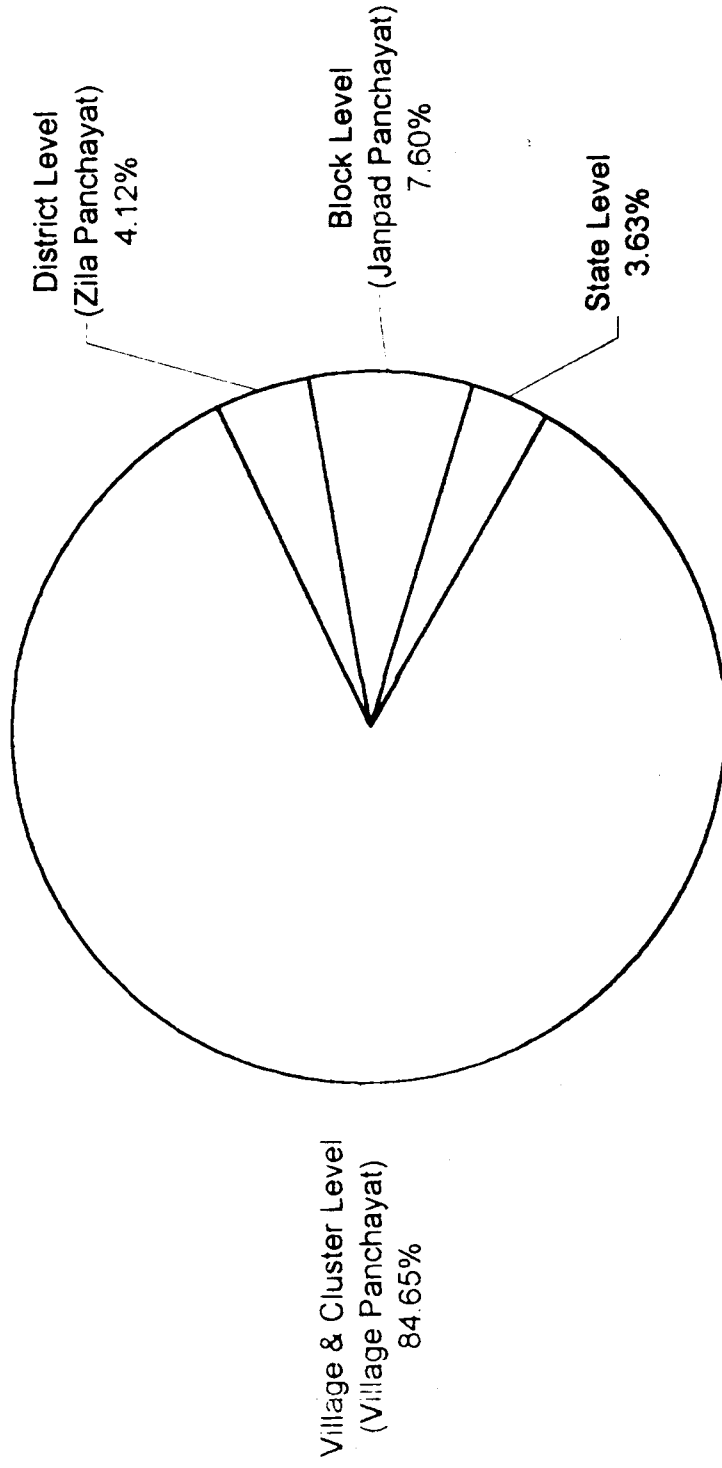
Total Budget & Budget Received (As on 31-03-2001)

(Rs. In Crores)

	Budget provision by EFC	Budget provision in the year 94-2001	DPEP-I		Balance amount to be received	Expenditure March 2001	% of Expenditure against B.R.	% of Expenditure against B.E.
			Budget received	Budget received				
Govt. of India (85%)	324.13	325.31	319.26		6.05			
Govt. of M.P. (15%)	57.20	57.41	55.79		1.62			
Total	381.33	382.71	375.05		7.67	361.93	96.50%	94.57%
				DPEP-II				
	Budget provision by EFC	Budget provision in the year 97-2001	Budget received	Budget received	Balance amount to be received	Expenditure March 2001	% of Expenditure against B.R.	% of Expenditure against B.E.
Govt. of India (85%)	323.94	244.67	207.08		37.59			
Govt. of M.P. (15%)	57.17	43.18	42.56		0.62			
Total	381.11	287.85	249.64		38.21	232.49	93.13%	80.77%
Grand Total	762.44	670.57	624.69		45.88	594.42	95.15%	88.64%

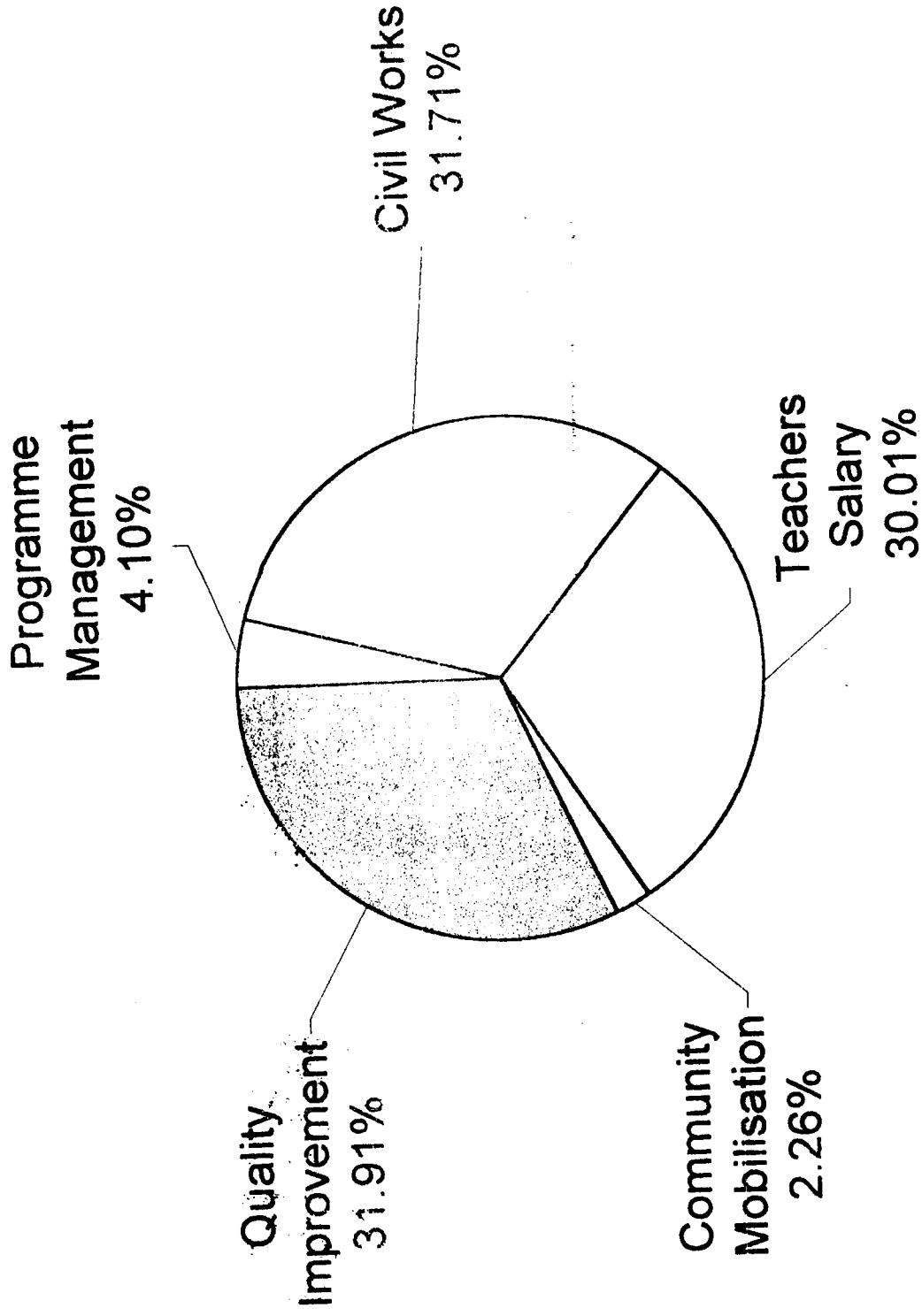
Expenditure Level in DPEP M.P.

As on 31.3.2001



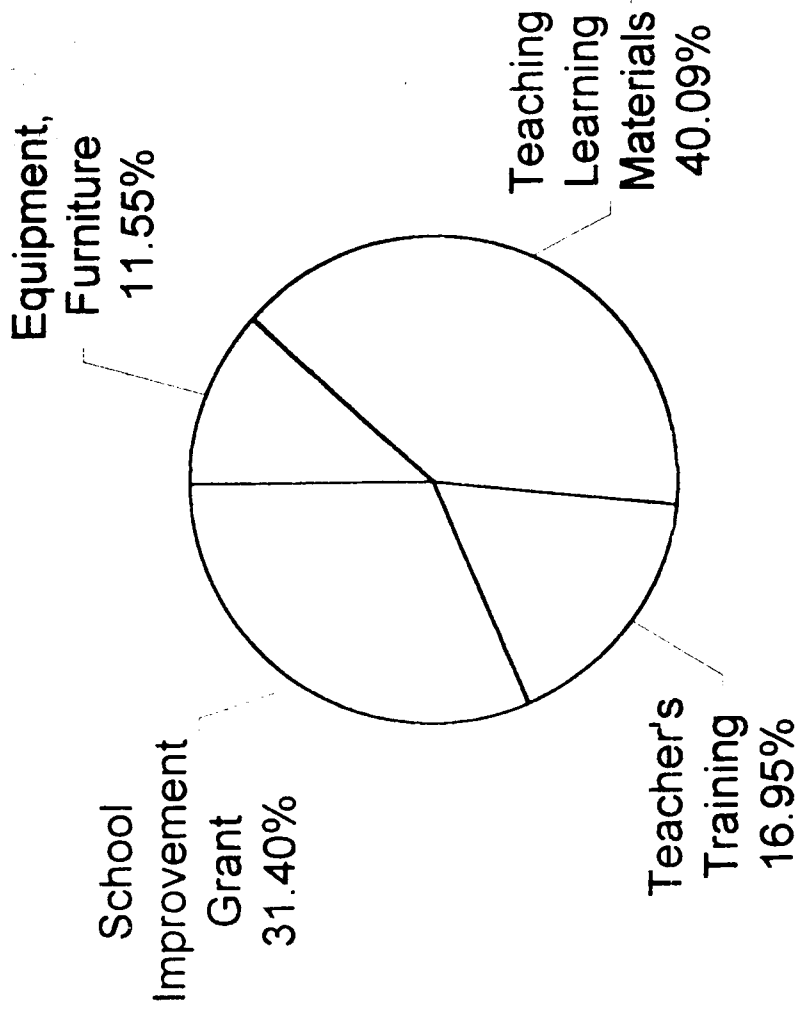
INVESTMENT OF PROJECT FUNDS in DPEP M.P.

As on 31.3.2001



COMPONENTS CONTRIBUTING TO QUALITY OF SCHOOLING

As on 31.3.2001



9. Planning for UEE

In response to the challenge of UEE, the focus is on upper primary level. Preliminary work for middle school reform has been initiated. This consists of access mapping for the state, needs & gap identification for improving participation of children & improving infrastructure. This has been done through the microplanning exercise i.e LSA. Diagnostic Studies have been conducted to assess the status, need & gap in the academic areas. Based on these two process the plan preparation for UEE is being done at the district level. The districtwise compilation of data can be seen at **Annexure - 16.**

The state has initiated action towards upper primary education. These initiative include.

- Sanctioning of ²⁸⁴⁴ middle school in year 2001-2002.
- The process of revision of textbook has been initiated. The books will be finalised through the trailing process.
- The training to middle school teachers will be given. This will include need based training of 4050 Science & Maths teachers. Training Modules is being developed by SCERT, During the training teacher education profile will be developed.
- The process of developing deigns for school buildings has been initialed.

The state has formed structures through Institutional reforms to cover the elementary education

10. Focussing on Adult Literacy: (PADHNA-BADHNA ANDOLAN)

• Literacy status in M.P.(1991 Census)

As per 1991 Census, the literacy rate of State was 44.20% against the national average of 52.21%. The male literacy rate was 58.42% against 64.13% of national, while female literacy rate 28.85% against 39.29 % of national average. The literacy rate in SC & ST category was 35.08% and 21.54 % against 37.41% & 29.60% of national average respectively.

- **Total literacy campaign in Madhya Pradesh**

The total literacy campaign has been implemented in Madhya Pradesh since 1990-1991 . Under this ,whole state has been covered . Against a target of 125 lakh persons 54.10 lakh have been made literate so far as per the districts reports based on the number of persons who have completed 3 primers . This strategy had shown some results in its initial stages when the motivation of the campaign was high and this is also reflected in the rise in literacy rate by 11.8 percentage points as per the N.S.S.O. sample.

- **Literacy Strategy : Constraints**

It has however also been seen that after the initial enthusiasm , energies have waned in the absence of incentives . The scheme was also seen to be more expensive with three sequential phases of literacy, post literacy and continuing education .Adult literacy in a state with no base of universal primary education created its own contradictions. Inadequate organizational back up has led to the isolation and fatigue of the volunteer and a halting of the campaign.

- **Modified Strategy :Padhna Badhna Andolan**

Government of Madhya Pradesh had modified the total literacy campaign strategy i.e. Padhna Badhna Andolan.Padna Badna Andolan is a strategy of Strengthening Motivation of learners and teacher.

Padhna Badhna Andolan is a strategy of Mobilization of parents of school going children (learners) through collective organisation.

- Existing social/economic identities leveraged .
- Coming together for literacy : radical shift in strategy
- Gurudakshina : 100 % performance accounting
- Creating the incentive spine where required ; correcting internal misallocation

- **Strategy at a glance**
 - Organize non literates into Padma Badna Samiti at village level.
 - Samiti identified a guruji from local community, submit names of learners and the name of the Guruji to the Jan Shiksha Kendra head (JSK) i.e. at cluster level.
 - Guruji can be a qualified educated (8th pass) unemployed, Guruji of EGS school, teacher ex-TLC worker, pensioner, any other grassroots functionary.
 - The Jan Shiksha Kendra to verify the demand for literacy classes through the Jan Shikshak. If found suitable the demand accepted at a meeting of all panchayats in the Jan Shiksha Kendra area.
 - The JSK to inform the district level
 - The district to arrange for training of the selected Guruji and also arrange for primers and evaluation.
 - Training in 3 stages corresponding to the 3 levels of literacy.
 - Monitoring & supervision through existing resources specially cluster coordinators.
 - Evaluation in 3 stages after each primer is completed. Evaluation would be designed and conducted by the academic committee set by the district
 - Guruji to receive 'Guru Dakshina' - through the Padhna-Badhna Samiti Rs. 100/- per person is given after the person has become literate.
 - A State- level time bound programme completed within 1 year.
 - Cent Percent learners evaluation instead of sample evaluation as in TLC.
- **Built in checks & balances**
 - Verification system for registered non-literates
 - Monitoring network using diverse existing resources
 - Transparent Examination
 - Immediate action on complaints

- Wide & transparent Communication through Media.

⇨ **PBA- Achievement**

- ⇨ There was been overwhelming response from women and people belonging to the weaker sections to the literacy campaign. 51.83 lakh people had come together in 2.17 lakh Padma Badma Samities to undergo literacy classes the greater value of strategy of Madhya Pradesh has been that through these Padma Badma Samities young man and women have come forward to make a difference in there local communities. The members of the samities went through the teaching learning process with the help of guruji based on primers provided by the Government. The 100% learner evaluation was done across the state between 7 to 9 December 2000 was a effort to creat transparency and accountability in this programme out of 51.83 lakh people who enrolled for the literacy classes, 32.42 lakh had completed the III primer of which 29.85 lakh were declared literate in the final evaluation. Out of which 17lakh were women. In all 58% people have been made literate from among the 51.83 lakh people who had enrolled which is an extremely good percentage for a literacy programme.

A fourth primer focussing on peoples rights to the III primers of the national literacy mission which was intended to reposition the Padhna Badhna Samities as self help groups on completion of literacy classes. Forty Two thousand Padhna Badhna Samities have been transformed into self help groups. Out of these thirty six thousand Padma Badma Samities have become self help groups of women. District wise details of the people enrolled and have cleared the evaluation under Padhna Badhna Andolan is enclosed.

- **From Padhna Badhna Andolan to CE : strategy.**

- ⇨ Strengthen Padhna badhna Samitis as SHGs.State Level core group setup for interdepartmental/interagency action
- ⇨ CE project preparation based on micro needs and resource planning through Padhna Badhna Samitis.

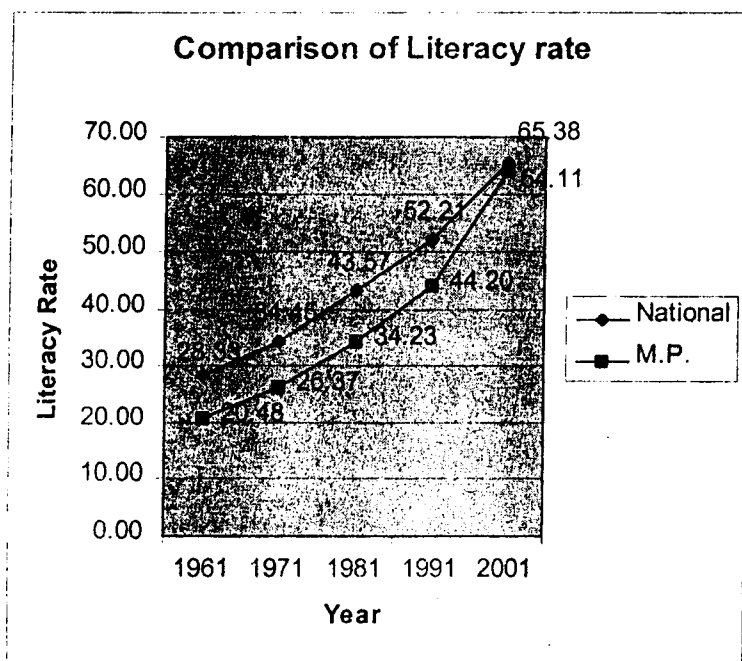
- Planning process:from material development and training on CE project preparation down to Guruji level,micro plan preparation by Samitis,formation of district CE plan:from April 2001 to May end.
- IVth primer on developmem awareness .
- Bridge primer to sustain literacy skills- under preparation. Transaction to start from May 2001.

A Decade of Achievement

After educational innovations i.e. Education Guaranty Scheme, Padhna Badhna Andolan etc. Literacy Status in M.P.

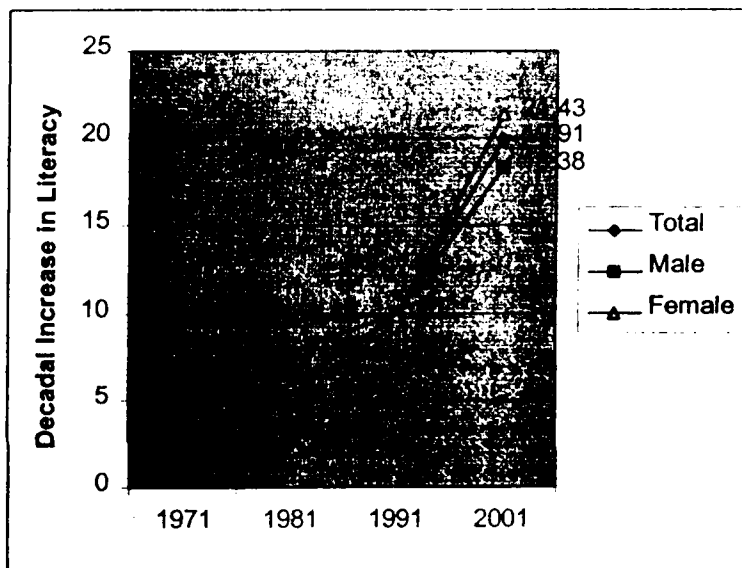
◆ Literacy status in M.P.(2001 Census)

- As per2001 Census, the literacy rate of State is 64.11 % against the national average of 65.38 %. The male literacy rate is 76.80 % against 75.85 % of national, while female literacy rate 50.28 % against 54.16 % of national average.

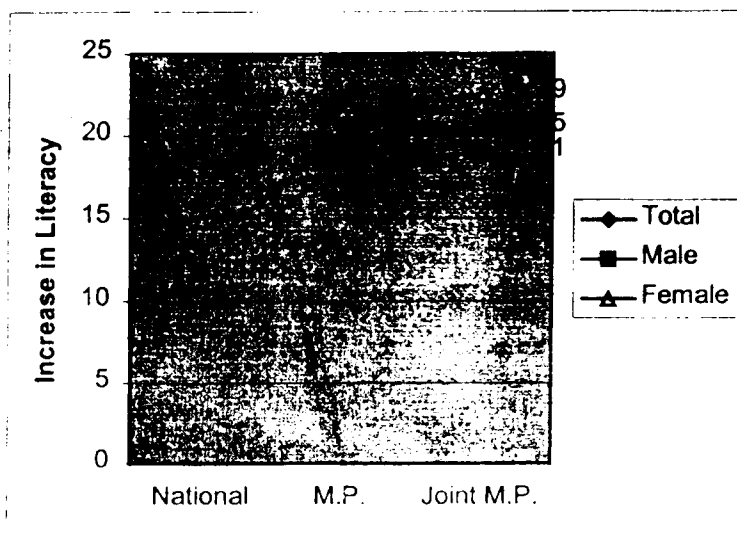


◆ **Growth in literacy (1991-2000)**

- An analysis of provisional figures of National Census 2001 results reveal that the overall literacy rate in the 7+ age group increased 19.91% in M.P. & 20.45% in joint M.P. It is the highest decadal growth in literacy.
- The Male literacy rate in the 7+ age group is 76.80% as compared to 58.42% in 1991 census. It has gained 18.38% in this decade.

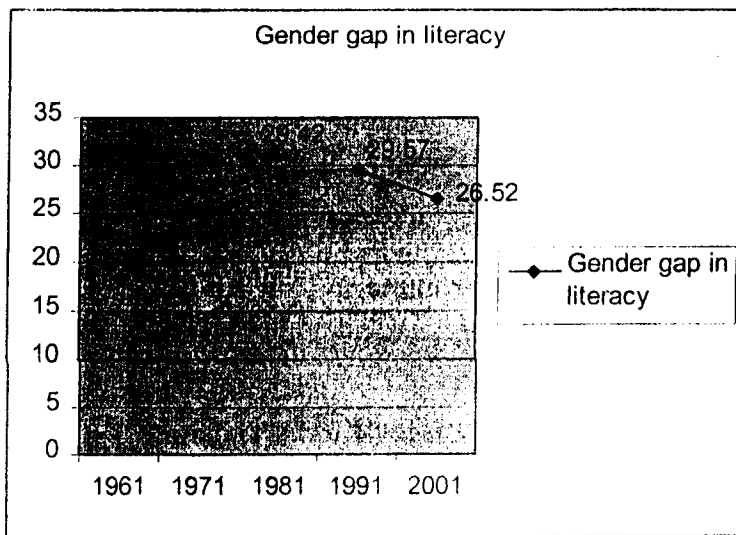


- The female literacy rate in the 7+ age group is 50.28% as compared to 28.85% in 1991 census. It has gained 21.43% in this decade which is a remarkable achievement in the field of literacy in M.P.



◆ **Gender gap narrows down**

- Using the latest census figures and comparing these with last 3 decade figures it is clear that the gap between Male & Female literacy rates has reduced in this decade. This is the first time in last 4 decades the gaps between Male & Female literacy are started declining.
- The male literacy level increased by 18.38% whereas female literacy went up by 21.43%. Female literacy thus has increased at a substantially higher rate going from 28.85% in 1991 to 50.28% in 2001.



DPEP COVERAGE

MADHYA PRADESH	:	33	DISTRICTS
CHHATISGARH	:	15	DISTRICTS
TOTAL	:	48	DISTRICTS

	DPEP - I	DPEP - II
	(European Union Funded)	(World Bank Funded)
MADHYA PRADESH	: 17	16
CHHATISGARH	: 09	06
TOTAL	: 26	22
PROJECT PERIOD	: 1994-2001	1996-2002
PROJECT OUTLAY (IN Rs)	: 4987.47 Million	4610.97 Million

Janshala Programme**Coverage**

Block Covered : 9	Harda - 2 Block (Kirkia, Timarni Hoshangabad - 2 Block (Seoni Malwa, Kesla Chhindwara - 2 Block (Harrai, Tamia, Narsinghpur - 1 Block (Chawarpatha) Jabalpur - 1 Block (Kundum) Balaghat - 1 Block (Baihar)
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Project Period : 1998 – 2003

Project Outlay : 140 Million

SARVA SHIKSHA ABHIYAN

District Covered : 12 (Sagar, Ujjain, Harda, Hoshangabad, Balaghat, Chhindwada, Bhopal, Indore, Jabalpur, Gwalior, Katni, Narsinghpur)

BUDGET FOR PRE PROJECT PLANNING AND PLAN FORMULATION 0.181 MILLON (IN Rs)

Status of EGS Schools (A)

Sno	District	Tribal Population in %	No of EGS Schools	No of Gurujis	EGS in Tribal Areas	% of EGS in Tribal Areas	Enrolment per school	Total Enrolment	ST Enrolment	ST as % of total Enrolment	Girls Enrolment	Girls enrolment as % of Total Enrolment
1	Betal	37.5%	406	506	336	83%	83	33906	15743	75%	10075	48%
2	Raisen	14.4%	465	573	152	33%	33	21390	8342	39%	10267	48%
3	Rajgarh	7.3%	550	607	37	7%	58.01	19250	578	3%	8663	45%
4	Sehore	10.2%	344	546	39	11%	47.09	16168	5497	34%	7761	48%
5	Guna	12.0%	993	1276	246	25%	54.2	53821	17223	32%	25296	47%
6	Dhar	53.5%	1047	1227	964	92%	25.9	27117	15999	59%	11931	44%
7	Rewa	12.4%	1577	2088	263	17%	32.4	51095	11752	23%	26304	51%
8	Satna	13.0%	889	1140	73	8%	60.0	53340	13868	26%	26752	50%
9	Shahdol	46.3%	1034	1365	859	83%	37.5	38775	25592	66%	19775	51%
10	Umari		161	207	133	83%	51.5	8292	6053	73%	3980	48%
11	Sidhi	30.4%	1046	1301	316	30%	52.6	55020	21575	39%	27276	50%
12	Chhatarpur	3.8%	492	695	3	1%	42.3	20787	1871	9%	9853	47%
13	Panna	14.9%	575	806	101	18%	45.4	26105	7832	30%	12267	47%
14	Tikamgarh	4.1%	541	730	47	9%	59.7	32298	2907	9%	15549	48%
15	Mandsaur	4.8%	218	285	22	10%	31.5	6867	206	3%	3365	49%
16	Neemuch		193	243	20	10%	46.7	9013	991	11%	4326	48%
17	Ratlam	23.3%	495	764	222	45%	29.9	14801	9769	66%	6512	44%
Sub Total DPEP-I			11026	14359	3833	35%	43.1	475129	165798	35%	229952	48%
18	Bhind	0.3%	324	407	17	5%	51.6	16718	85	1%	7690	46%
19	Damoh	12.4%	289	376	39	13%	60.2	17398	5212	30%	8351	48%
20	Datia	1.7%	113	159	2	2%	55.0	6215	435	7%	2859	46%
21	Dewas	15.0%	208	248	54	25%	18.8	9984	1797	18%	5192	52%
22	Jhabua	85.7%	1629	1767	1629	100%	42.0	68418	67734	99%	32156	47%
23	Khandwa	26.8%	243	291	54	22%	56.7	13778	9507	69%	6062	44%
24	Khargone	46.2%	939	969	826	88%	44.8	42067	34916	83%	18509	44%
5	Barwani		962	962	847	88%	39.3	37807	35161	93%	17013	45%
26	Mandla	60.3%	613	666	613	100%	46.0	28198	20867	74%	13536	48%
27	Dindori		323	336	323	100%	32.8	10594	8051	76%	4979	47%
8	Morena	5.6%	442	462	82	19%	57.6	25459	509	2%	11201	44%
29	Sheopurkalan		165	175	32	19%	53.6	8844	4643	52%	3538	40%
30	Seoni	37.0%	458	604	212	46%	40.4	18503	10732	58%	9066	49%
31	Shajapur	2.4%	210	239	24	11%	61.5	12915	517	4%	6328	49%
32	Shivpuri	11.3%	672	753	240	36%	46.3	31114	8712	28%	14001	45%
3	Vidisha	4.4%	467	473	27	6%	54.2	25311	3797	15%	11896	47%
Sub Total DPEP-II			8057	8887	5021	62%	46.3	373323	212682	57%	172377	46%
4	Balaghat	21.9%	419	473	126	30%	48.0	20112	10860	54%	9453	47%
35	Gwalior	2.9%	415	418	37	9%	56.3	23365	4439	19%	10514	45%
36	Bhopal	3.1%	167	167	10	6%	37.0	6179	1112	18%	2904	47%
7	Narsinghpur	12.9%	223	223	29	13%	48.0	10704	3211	30%	5138	48%
38	Hoshangabad	17.4%	183	184	22	12%	45.0	8235	3129	38%	3870	47%
39	Harda		87	87	10	11%	47.8	4159	2662	64%	1913	46%
40	Indore	5.5%	149	150	22	15%	48.0	7152	2861	40%	3576	50%
41	Chhindwara	34.5%	628	628	170	27%	42.1	26439	16921	64%	12955	49%
2	Ujjain	2.1%	139	139	7	5%	57.4	7979	479	6%	3351	42%
43	Jabalpur	17.9%	320	495	58	18%	35.0	11200	3360	30%	5264	47%
44	Katni		422	422	76	18%	67.9	28654	12894	45%	14900	52%
5	Sagar	8.5%	426	482	38	9%	60.0	25560	7668	30%	12013	47%
Sub Total Non DPEP Districts			3578	3868	605	17%	50.2	179738	69596	39%	85851	48%
Total Madhya Pradesh		19.9%	22661	27114	9459	42%	45.3	1028190	448076	44%	488180	47%

* Tribal Districts

DPEP : Contribution

Sno	Districts	New Primary Schools		ECCE Centres		Ashram Shalas		School Buildings		Additional Rooms		Block Resource Centre		Cluster Resource Centre		School Grant (No of Schools)	
		Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
1	Beul	111	111	239	239	3	3	372	262	349	349	10	10	135	135	1558	1558
2	Raisen	110	110	50	50			295	151	180	171	7	7	134	134	1279	1279
3	Rajgarh	159	159	197	197			380	184	146	144	6	6	104	104	1285	1285
4	Schore	57	57	386	386			390	144	170	168	5	5	111	111	1046	1046
5	Guna	151	151	110	110			299	207	95	94	9	9	152	152	1622	1622
6	Dhar	148	148	84	84	6	6	378	148	459	457	13	13	155	155	1886	1886
7	Rewa	146	146	301	301			486	221	83	83	9	9	157	157	1780	1780
8	Sama	206	206	120	120			527	199	111	103	8	8	140	140	1747	1747
9	Shahdol	133	133	144	144	2	2	357	212	155	155	9	9	168	168	1758	1758
10	Umaria	27	27	59	59	1	1	92	47	55	55	3	3	59	59	607	607
11	Sidhi	210	210	129	129	2	2	558	209	152	150	8	8	150	150	1732	1732
12	Chhatrapur	170	170	309	309			338	197	156	156	8	8	145	145	1393	1393
13	Panna	55	55	80	80			246	106	186	184	5	5	120	120	980	980
14	Tikamgarh	163	163	204	204			320	175	98	97	6	6	147	147	1181	1181
15	Mandsaur	75	75	317	317			266	102	137	137	5	5	78	78	1013	1013
16	Narmach	49	49	111	111			229	63	81	81	3	3	46	46	625	625
17	Raibani	50	50	361	361	1	1	323	130	270	270	6	6	108	108	1133	1133
	Total DPEP-I	2020	2020	3201	3201	15	15	8856	2757	2883	2854	120	120	2109	2109	22625	22625

Sno	Districts	New Primary Schools		ECCE Centres		Ashram Shalas		School Buildings		Additional Rooms		Block Resource Centre		Cluster Resource Centre		School Grant (No of Schools)	
		Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
1	Bhind	145	145	40	40			324	162	130	124	6	6	151	151	1349	1349
2	Damoh	170	170					264	132	60	55	7	7	140	140	1172	1172
3	Dana	108	108			1	1	140	70	96	94	3	3	70	70	670	670
4	Dewas	160	160			2	2	292	146	86	83	6	6	150	150	1201	1201
5	Jhabua	188	188	38	38	11	11	485	246	182	178	12	12	200	200	1829	1829
6	Khandwa	140	140			5	5	342	171	152	143	9	9	112	112	1419	1419
7	Kargone	69	69			4	4	375	198	104	98	9	9	147	147	1590	1590
8	Barwani	81	81	50	50	7	7	146	73	59	59	7	7	95	95	1026	1026
9	Mandla	185	185			3	3	214	107	75	70	9	9	138	138	1386	1386
10	Dindori	115	115			1	1	170	85	56	46	7	7	102	102	948	948
11	Morena	223	223			1	1	248	124	58	48	7	7	138	138	1321	1321
12	Sheopurkalan	97	97			3	3	58	29	28	20	3	3	62	62	547	547
13	Seoni	139	139	48	48	10	10	330	165	174	168	8	8	188	188	1637	1637
14	Shajapur	63	63			5	5	225	113	85	84	8	8	146	146	1178	1178
15	Shivpur	166	166	50	50	2	2	498	249	158	158	8	8	177	177	1475	1475
16	Vidisha	140	140			2	2	224	112	109	109	7	7	150	150	1332	1332
	Total DPEP-II	2189	2189	226	226	54	54	4335	2182	1665	1537	116	116	2166	2166	20080	20080
	M. P. Total (DPEP I+II)	4209	4209	3427	3427	69	69	10191	4959	4548	4391	236	236	4275	4275	42705	42705
	Chhattisgarh Total	1169	1170	1172	1172	1173	1173	1175	1176	1179	1180	1181	1182	1183	1184	1185	1186
	Total M.P. (Chhattisgarh)	5378	5379	4598	4599	1242	1243	11366	6115	5727	5571	1417	1418	5458	5459	43990	43991

Districtwise Target Group, Enrolment and GER at Primary Level										
S.No.	District	Population 6-11 years age group			Enrolment at Primary Level			GER %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BETUL	106542	98149	204691	112938	100803	213741	106.00	102.70	104.42
2	RAISEN	66659	58564	125223	67470	59022	126492	101.22	100.78	101.01
3	RAJGARH	86656	79905	166561	88574	73038	161612	102.21	91.41	97.03
4	SEHORE	86054	75803	161857	85703	73875	159578	99.59	97.46	98.59
5	GUNA	104279	85743	190022	111101	83165	194266	106.54	96.99	102.23
6	DHAR	126451	104166	230617	121712	93785	215497	96.25	90.03	93.44
7	REWA	155125	132924	288049	153155	126367	279522	98.73	95.07	97.04
8	SATNA	137207	126249	263456	147233	134379	281612	107.31	106.44	106.89
9	SHAHDOL	114503	107784	222287	121302	106471	227773	105.94	98.78	102.47
10	UMARIA *			0			0			
11	SIDHI	141421	126361	267782	139988	111256	251244	98.99	88.05	93.82
12	CHHATARPUR	107948	92657	200605	118553	95828	214381	109.82	103.42	106.87
13	PANNA	64039	55510	119549	62737	52469	115206	97.97	94.52	96.37
14	TIKAMGARH	95788	83155	178943	99406	83239	182645	103.78	100.10	102.07
15	MANDSAUR	77862	67315	145177	79324	68187	147511	101.88	101.30	101.61
16	NEEMUCH	47369	40993	88362	50100	42401	92501	105.77	103.43	104.68
17	RATLAM	91220	75269	166489	89629	69784	159413	98.26	92.71	95.75
18	BIHIND	113095	90768	203863	122661	99719	222380	108.46	109.86	109.08
19	DEWAS	85588	81892	167480	84359	70412	154771	98.56	85.98	92.41
20	DAMOH	85365	74132	159497	85308	73515	158823	99.93	99.17	99.58
21	DATIA	51221	43171	94392	51836	44648	96484	101.20	103.42	102.22
22	JHABUA	130405	110021	240426	114212	89370	203582	87.58	81.23	84.68
23	KHANDWA	112195	90682	202877	116511	96236	212747	103.85	106.12	104.87
24	KHARGAON	112944	101245	214189	112013	93910	205923	99.18	92.76	96.14
25	BARWANI	81418	73656	155074	81563	66921	148484	100.18	90.86	95.75
26	MANDLA	66869	62783	129652	66942	61494	128436	100.11	97.95	99.06
27	DINDORI *			0			0			
28	MORENA	132269	105098	237367	136612	108756	245368	103.28	103.48	103.37
29	SHEOPURKALA	46500	37234	83734	48617	35058	83675	104.55	94.16	99.93
30	SEONI	86550	83101	169651	94977	87238	182215	109.74	104.98	107.41
31	SHAJAPUR	101172	85267	186439	100120	83438	183558	98.96	97.85	98.45
32	SHIVPURI	139048	106135	245183	143872	109447	253319	103.47	103.12	103.32
33	VIDISHA	95941	84938	180879	103493	88824	192317	107.87	104.58	106.32
	Total	3049703	2640670	5690373	3112021	2583055	5695076	102.04	97.82	100.08

* Data not received yet

Source- Loksampark Abhiyan 2000

Districtwise Details of Dropout and Unenrolled Children

S.No.	District	Dropout Children Overall (6-14 age group)				Un-Enrolled Children Overall (6-14 age group)			
		Boys	Girls	Total	% of Target	Boys	Girls	Total	% of Target
1	BETUL	4102	4155	8257	2.9%	3296	5070	8366	3.0%
2	RAISEN	1569	1813	3382	1.9%	2276	2377	4653	2.6%
3	RAJGARH	7192	9103	16295	6.7%	10383	14229	24612	10.1%
4	SEHORE	3570	6885	10455	4.7%	3886	5081	8967	4.0%
5	GUNA	4599	5352	9951	3.6%	10796	13969	24765	9.0%
6	DHAR	9545	10843	20388	6.4%	24090	26444	50534	15.9%
7	REWA	5505	5851	11356	2.7%	21168	34944	56112	13.3%
8	SATNA	3187	3593	6780	1.8%	9484	10965	20449	5.4%
9	SHAHDOL	4457	4414	8871	2.9%	6364	6809	13173	4.3%
10	UMARIA *							0	
11	SIDHI	5452	5333	10785	2.9%	21290	35176	56466	15.1%
12	CHHATARPUR	3469	4081	7550	2.8%	10695	12564	23259	8.5%
13	PANNA	2417	2535	4952	3.0%	8261	9323	17584	10.8%
14	TIKAMGARH	1574	1696	3270	1.3%	3765	3894	7659	3.1%
15	MANDSAUR	1294	1696	2990	1.5%	2824	3923	6747	3.5%
16	NEEMUCH	1428	1890	3318	2.8%	3055	3042	6097	5.2%
17	RATLAM	11559	9831	21390	5.5%	16381	20184	36565	9.4%
18	BHIND	694	907	1601	0.6%	2076	2265	4341	1.5%
19	DEWAS	3165	4537	7702	3.2%	6960	11056	18016	7.4%
20	DAMOH	3775	4023	7798	3.6%	5445	6002	11447	5.3%
21	DATIA	558	599	1157	0.9%	1672	1783	3455	2.7%
22	JHABUA	8346	7469	15815	5.1%	26418	36757	63175	20.2%
23	KHANDWA	6072	4951	11023	4.0%	11787	13846	25633	9.2%
24	KHARGAON	6232	6157	12389	4.2%	15895	19195	35090	11.8%
25	BARWANI	6109	5574	11683	5.6%	14806	16923	31729	15.2%
26	MANDLA	1541	2043	3584	2.0%	1731	2475	4206	2.4%
27	DINDORI *							0	
28	MORENA	778	1209	1987	0.6%	1757	1989	3746	1.1%
29	SHEOPURKALA	2249	2362	4611	4.0%	5742	8582	14324	12.3%
30	SEONI	3732	3750	7482	3.2%	5758	6686	12444	5.3%
31	SHAJAPUR	2386	2930	5316	2.2%	2757	3807	6564	2.7%
32	SHIVPURI	1545	1313	2858	0.9%	5906	6140	12046	4.0%
33	VIDISHA	1545	1313	2858	1.2%	5906	6140	12046	5.0%
	Total	119646	128208	247854	3.1%	272630	351640	624270	7.8%

* Data not received yet

Source- Loksampark Abhiyan 2000

Sno	District	Reasonwise dropout children in 6-14 age group										Dropout Children Overall		
		Reason 1	Reason 2	Reason 3	Reason 4	Reason 5	Reason 6	Reason 7	Reason 8	Reason 9	Total	Boys	Girls	Total
1	BETUL	2526	1449	1849	1286	285	392	67	30	373	8257	4102	4155	8257
2	RAISEN	897	552	564	447	307	251	32	23	309	3382	1569	1813	3382
3	RAJGARH	3658	3185	3050	2131	1141	1050	420	202	1458	16295	7192	9103	16295
4	SEHORE	1971	1760	1629	985	1228	936	761	55	1130	10455	3570	6885	10455
5	GUNA	2884	2002	1585	818	394	1082	104	177	905	9951	4599	5352	9951
6	DHAR	4932	5474	4807	1882	1154	883	133	79	1044	20388	9545	10843	20388
7	REWA	2513	1989	3058	1846	448	786	154	50	512	11356	5505	5851	11356
8	SATNA	1198	1068	1226	1454	515	607	163	76	473	6780	3187	3593	6780
9	SHAHIDOL	1652	2129	1542	1499	739	511	234	174	391	8871	4457	4414	8871
10	UMARIA *										0	0	0	0
11	SIDHI	2446	2039	2092	1421	749	647	280	135	976	10785	5452	5333	10785
12	CHHATARPUR	1624	1367	1517	1008	548	666	64	53	703	7550	3469	4081	7550
13	PANNA	968	868	882	566	409	361	381	126	391	4952	2417	2535	4952
14	TIKAMGARH	941	463	434	278	418	289	75	66	306	3270	1574	1696	3270
15	MANDSAUR	696	479	605	202	403	233	48	25	299	2990	1294	1696	2990
16	NEEMUCH	744	652	617	434	233	216	85	41	296	3318	1428	1890	3318
17	RATLAM	2128	3457	2040	5110	1090	521	2002	952	4090	21390	11559	9831	21390
18	BHIND	250	300	276	218	169	209	23	51	105	1601	694	907	1601
19	DEWAS	1824	1533	1591	727	710	521	31	11	754	7702	3165	4537	7702
20	DAMOH	1009	1005	909	1834	863	758	155	90	1175	7798	3775	4023	7798
21	DATIA	295	192	131	91	135	90	69	15	139	1157	558	599	1157
22	JHABUA	5263	3216	4952	719	567	450	95	67	486	15815	8346	7469	15815
23	KHANDWA	3212	2721	1782	1306	532	388	170	59	853	11023	6072	4951	11023
24	KHARGAON	3250	2569	2552	1108	391	548	206	39	1726	12389	6232	6157	12389
25	BARWANI	3304	2199	2813	1235	699	518	152	89	674	11683	6109	5574	11683
26	MANDLA	947	488	712	659	125	272	22	7	352	3584	1541	2043	3584
27	DINDORI *										0	0	0	0
28	MORENA	529	421	250	150	154	337	22	48	76	1987	778	1209	1987
29	SHEOPURKALA	859	1129	1007	533	223	450	24	21	365	4611	2249	2362	4611
30	SEONI	1636	1171	1395	1459	469	378	234	155	585	7482	3732	3750	7482
31	SHAJAPUR	860	924	942	500	489	595	122	69	815	5316	2386	2930	5316
32	SHIVPURI	561	311	331	327	832	163	48	50	289	2858	1545	1313	2858
33	VIDISHA	501	311	331	327	832	163	48	50	289	2858	1545	1313	2858
Total		56018	47423	47471	32560	17251	15271	6424	3097	22339	247854	119646	128208	247854
Percentage		23%	19%	19%	13%	7%	6%	3%	1%	9%	100%			

* Data not received yet Source- Loksampark Abhiyan 2000

Reason No	Reason No	Reasons
1	1	Working in fields, agricultural labour or other labour work
2	2	Siblings Care
3	3	Cattle feeding
4	4	Weak Financial condition
5	5	Lack of educational facilities or long distance
6	6	Social belief due to which parents are reluctant to education specially girls
7	7	Handicapped or prolonged illness
8	8	School's environment / Beaten by the teacher
9	9	Migration/Other reasons

Sno	District	Reasonwise Unenrolled children in 6-14 age group										Un-Enrolled Children Overall		
		Reason 1	Reason 2	Reason 3	Reason 4	Reason 5	Reason 6	Reason 7	Reason 8	Reason 9	Total	Boys	Girls	Total
1	BETUL	2523	2200	1605	1035	208	360	152	28	255	8366	3296	5070	8366
2	RAISEN	1296	1041	571	659	282	266	68	15	455	4653	2276	2377	4653
3	RAJGARH	5208	5841	4813	2634	1823	1216	433	172	2472	24612	10383	14229	24612
4	SEHORE	1985	2132	1307	1141	872	729	314	28	459	8967	3886	5081	8967
5	GUNA	6570	6450	3445	2096	1636	1903	242	57	2366	24765	10796	13969	24765
6	DIAR	16223	11077	8761	6321	2273	2150	409	195	3125	50534	24090	26444	50534
7	REW A	9931	14572	12586	8969	3297	2827	483	112	3335	56112	21168	34944	56112
8	SATNA	2779	3827	2948	4028	1205	1492	573	195	3401	20449	9484	10965	20449
9	SHAH DOL	1983	2515	3345	2449	1528	714	262	192	185	13173	6364	6809	13173
10	UMARIA *											0	0	0
11	SIDHI	11873	13640	10855	6015	4163	2910	985	395	5630	56466	21290	35176	56466
12	CHHATARPUR	4319	6141	3098	3232	1208	1328	186	172	3574	23259	10695	12564	23259
13	PANNA	3722	2794	3326	2451	1412	1629	683	357	1210	17584	8261	9323	17584
14	TKAMGARH	2301	1700	893	708	556	566	124	20	793	7659	3765	3894	7659
15	MANDSAUR	980	1509	634	452	672	431	111	49	1909	6747	2824	3923	6747
16	NEEMUCH	1305	1401	1228	658	455	278	109	42	621	6097	3055	3042	6097
17	RATI AM	5040	7926	4586	5971	2334	1413	2836	1204	5255	36565	16381	20184	36565
18	BIHIND	583	1073	565	633	242	469	74	10	692	4341	2076	2265	4341
19	DEWAS	3056	4350	2976	2272	1287	1335	725	37	1978	18016	6960	11056	18016
20	DAMOH	1756	1985	1196	2385	1439	983	415	74	1214	11447	5445	6002	11447
21	DATTA	669	829	261	341	339	220	127	7	662	3455	1672	1783	3455
22	JHABUA	14853	14778	18712	3132	4825	2715	505	245	3410	63175	26418	36757	63175
23	KHANDWA	7018	6607	3248	2025	1468	823	234	92	4118	25633	11787	13846	25633
24	KHARGAON	8114	9358	6443	2540	1601	1672	529	52	4781	35090	15895	19195	35090
25	BARWANI	6503	5602	9699	3042	2790	1520	349	292	1962	31729	14806	16923	31729
26	MANDLA	1262	701	887	590	214	134	32	3	383	4206	1731	2475	4206
27	DINIXORI *											0	0	0
28	MORENA	973	720	450	220	539	243	46	26	529	3746	1757	1989	3746
29	SHIOPURKALA	2633	3844	2661	1617	798	1096	180	97	1408	14324	5742	8582	14324
30	SFONI	2238	2782	1594	2086	423	362	360	170	2429	12444	5758	6686	12444
31	SHAJAPUR	874	1398	747	351	839	414	185	82	1676	6564	2757	3807	6564
32	SHIVPURI	1387	1546	785	1184	2695	345	91	143	3890	12046	5906	6140	12046
33	VIDISHA	1387	1546	785	1184	2695	345	91	143	3890	12046	5906	6140	12046
Total		124943	138491	116044	63113	43677	28475	10386	4097	59344	553297	244481	308816	553297
Percentage		23%	25%	21%	11%	8%	5%	2%	1%	11%	100%			

* Data not received yet

Source- Loksampark Abhiyan 2000

Reasons

- 1 Working in fields, agricultural labour or other labour work
- 2 Siblings Care
- 3 Cattle feeding
- 4 Weak Financial condition
- 5 Lack of educational facilities or long distance
- 6 Social belief due to which parents are reluctant to education specially girls
- 7 Handicapped or prolonged illness
- 8 School's environment / Beaten by the teacher
- 9 Migration/Other reasons

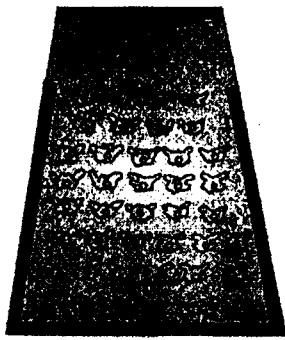
DPEP CIVIL WORK IN M.P.
ACADEMIC SOCIAL & ECONOMIC IMPACT OF
SCHOOL BUILDING

The school buildings of R.G.P.S.M. are not only the civil constructions but have played a significant roll in overall achievement of DPEP goals. We can classify this subject into the following main headings.

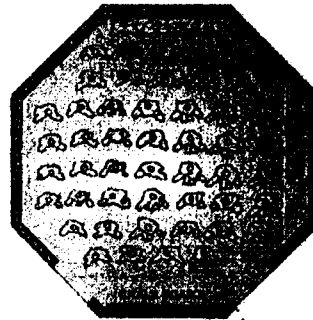
- A) OBJECTIVES
- B) EMPHASIS
- C) STRATEGY
- D) MONITORING & SUPERVISION
- E) OUTCOMES

A) **OBJECTIVES:**

1. **UNIVERSAL ACCESS** of school infrastructure in the minimum possible time frame.
2. **PROVISION OF QUALITY SPACE** with minimum investment.



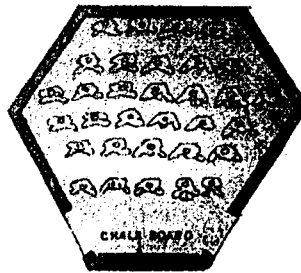
OPTION 1



OPTION 2



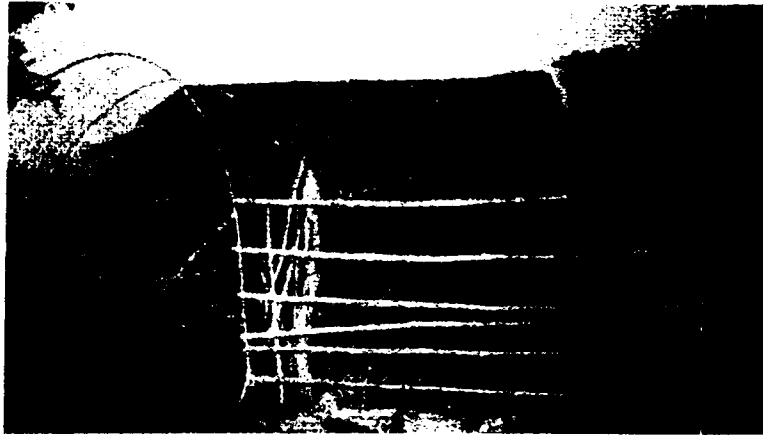
OPTION-3



OPTION-4

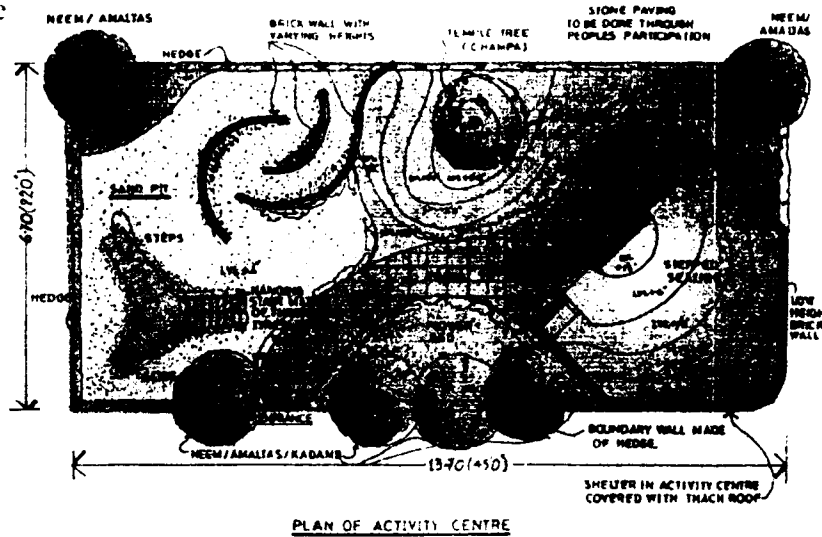
Innovative Classroom Options

3. Promoting **COMMUNITY PARTICIPATION** & ownership of schools.



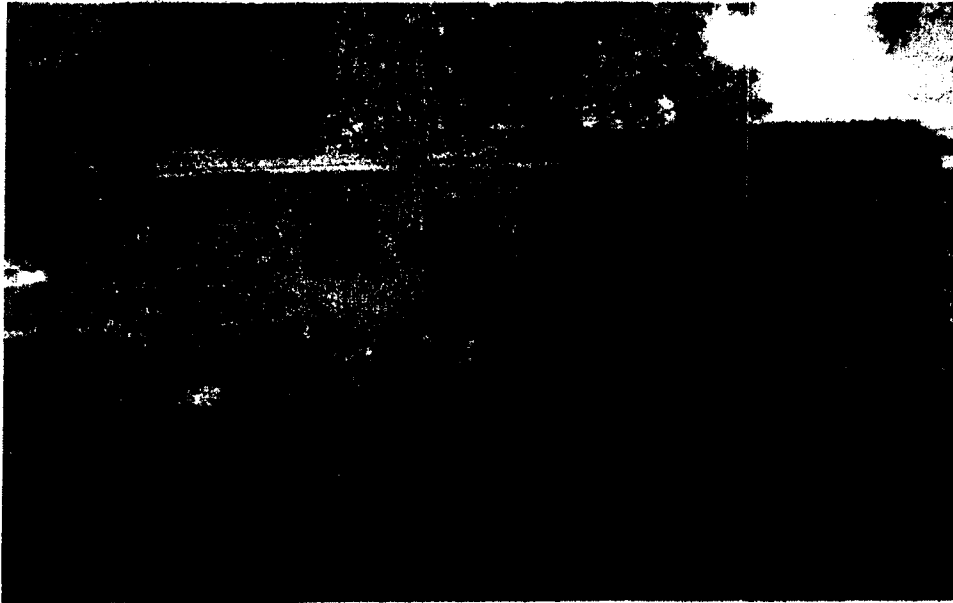
School Secured with Bamboo Boundary Wall

4. Providing an environment which is **CHILD-CENTRIC** & enables learning by activities



Low Cost Play Gadgets

5. Provision of basic amenities (**DRINKING WATER & SANITATION**) and barrier free environment.

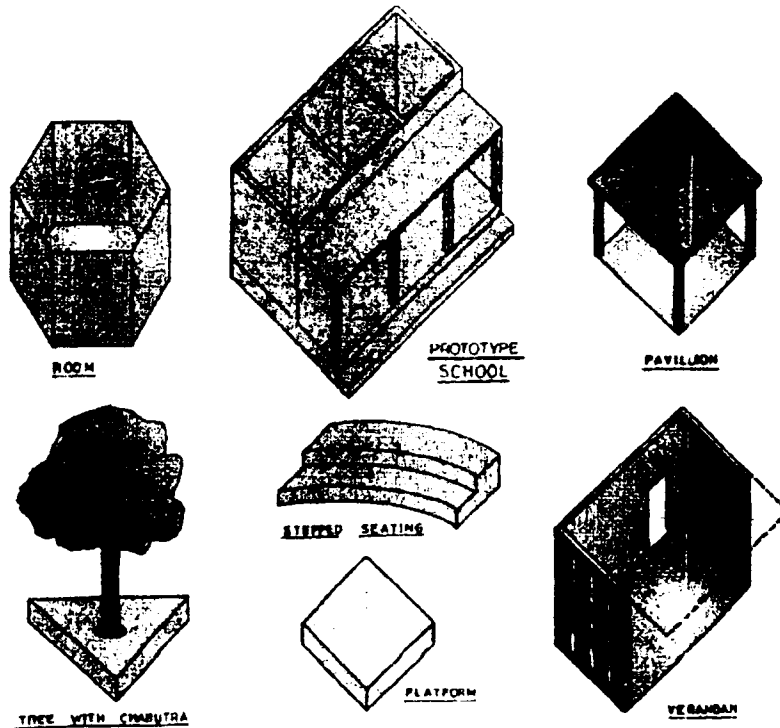


6. Civil construction to fulfil the recreational, ecological, cultural and physical requirement of child.



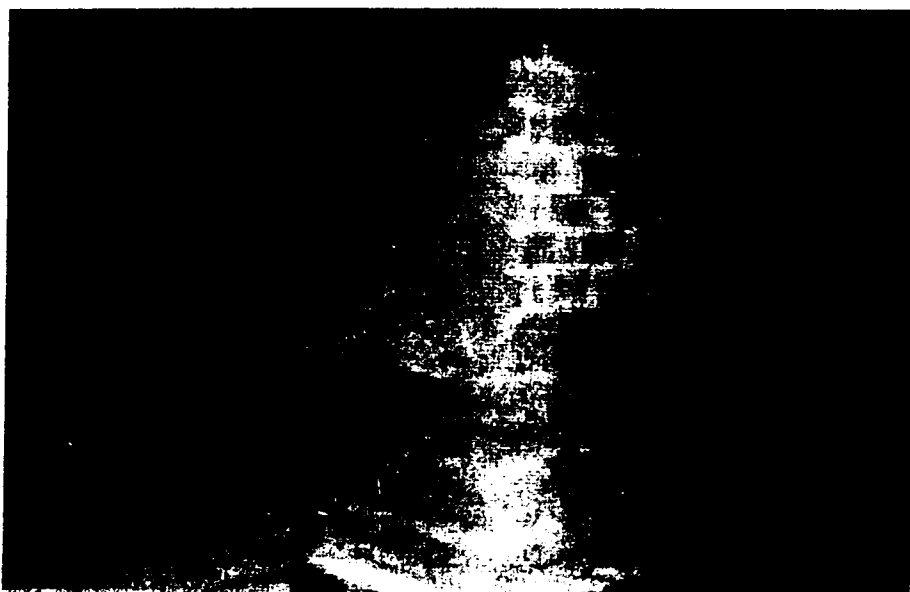
B. EMPHASIS:

1. Design of **CHILD FRIENDLY** civil constructions.

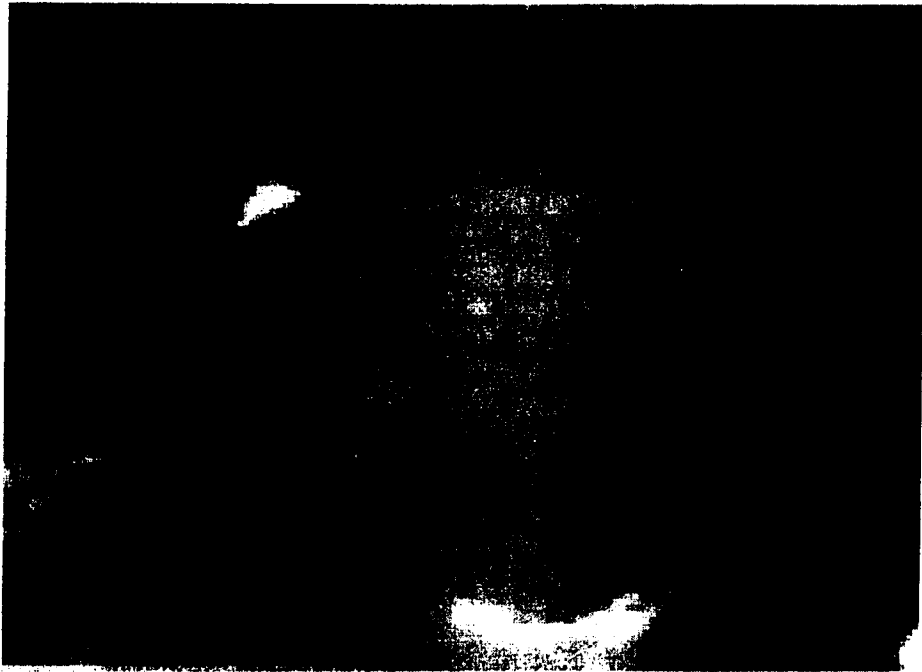


CONSTITUENT ELEMENTS OF NEW PRIMARY SCHOOL

2. Achieving **COST EFFECTIVENESS** through the use of **LOCAL MATERIAL** & **ALTERNATIVE CONSTRUCTION TECHNIQUES.**

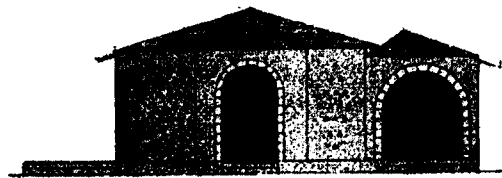


Stub Foundation

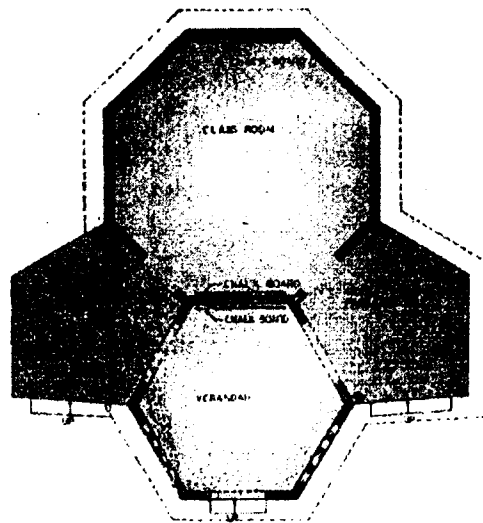


Arch Foundation

3. Increase in usable area through SPATIAL CONFIGURATION OF ROOMS, VERANDAH, PAVILIONS, PLATFORM ETC.



ELEVATION



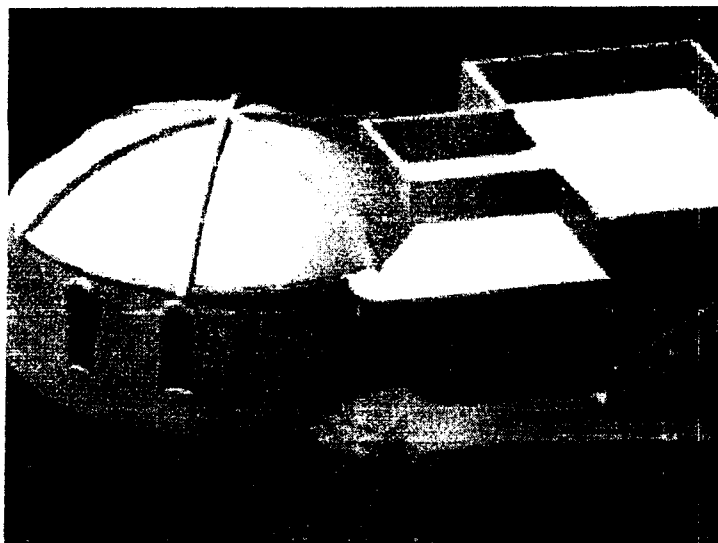
E.G.S. School Design Option

4. **INTERFACE** between **EXTERNAL & INTERNAL** spaces of schools.



External Teaching Space

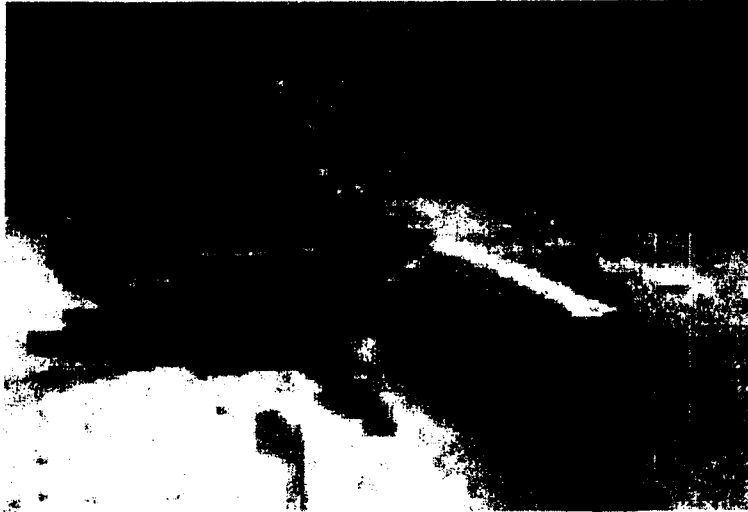
5. **Development of region specific design.**



Primary School Design for Khandwa

6. Dissemination of new design ideologies, technologies to the grass root level
7. Capacity building of various working groups through proper **TRAINING & ORIENTATION**.
8. **MOBILISATION OF VNS** and community through various **RESOURCE GROUPS**.
9. Coordination of various design, supervision and construction agencies.

10. **INTEGRATING LOCAL COMMUNITY** with civil construction and bringing the **SOCIO-CULTURAL ETHOS** into the functioning of school.



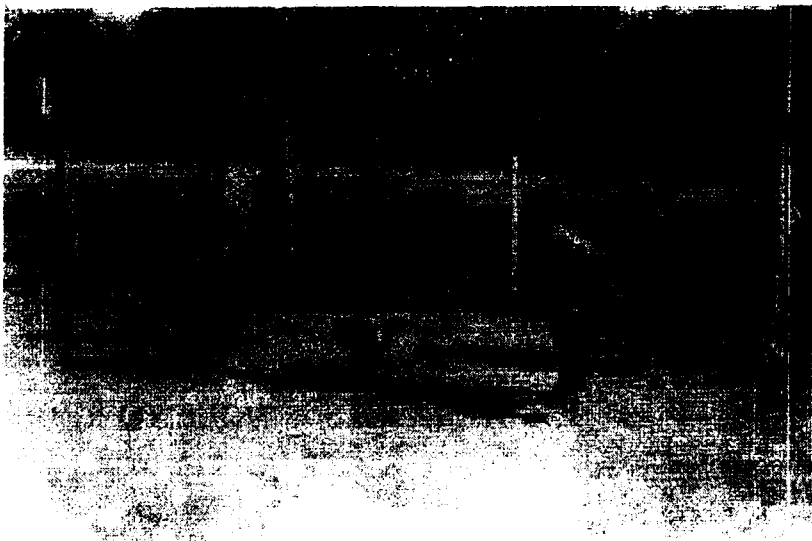
11. Adopting **TIME TESTED** local **TECHNOLOGIES & SKILL** TO **REDUCE THE COST** of construction.



C. STRATEGIES:

1. Encouraging public participation to generate ownership feeling towards education system.
2. Decentralising technical aspects.

3. Using local resources and skills to have economy in construction & maintenance cost.
4. Elimination of contractor for further reduction in cost.
5. Providing regular technical support.
6. Social audit: regular local vigilance to improve quality of construction.
7. Developing activity center to induce & encourage **“LEARNING BY DOING”**.

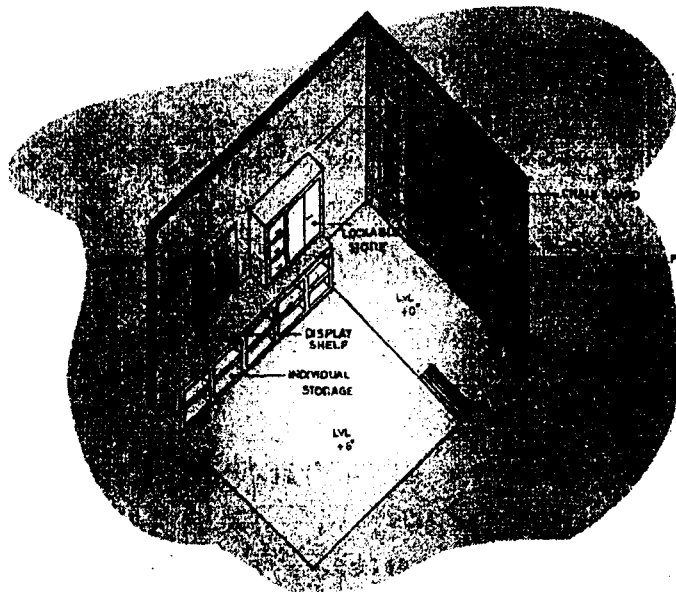


8. Organising **WORKSHOPS** & imparting **TRAININGS** at various level **INVOLVING LOCAL COMMUNITY, ARTISANS, ENGINEERS, ELECTED REPRESENTATIVES & OTHER AGENCIES.**



9. Deriving the building sizes in proportion to the no. of students.

10. Preparing region specific design after detailed Resource mapping exercises & study of:
 - a) Socio, cultural demographic aspects.
 - b) Geo agro climatic aspects.
 - c) Infrastructure/development/aspects.
 - d) Educational games and local sports.
11. Designing for **FURNITURE - LESS** situation and **ACTIVITY BASED TEACHING**.
12. Selecting **BUILDING SITES IN PROXIMITY OF THE VILLAGE**.



Internal Child Friendly Elements

13. Encouraging public participation in terms of financial assistance, labour assistance, material procurement / management & day to day supervision etc.
14. To get 30 years stability certificate from the valuation and supervising agency.
15. Developing monitoring mechanism in built into the construction process.

D. MONITORING & SUPERVISION:

1. In house **ENGINEERING CELL AT DISTRICT LEVEL PROJECT OFFICE** for monitoring & assisting the whole process.
2. Regular monitoring of problem sites through the site based M.I.S. system to quickly & effectively solve the local construction problem.

3. Entrusted **RURAL ENGINEERING SERVICES** for valuation & regular **TECHNICAL ASSISTANCE** at sites.
4. Continuous field inspections by technical experts to give momentum to the construction process & to solve local technical problems.
5. Engineering cell at state project office to **MONITOR THE PROGRESS, DEVELOPMENT OF DIFFERENT INNOVATIVE DESIGNS** using innovating & cost effective technologies & facilitate cross communication among various D.P.E.P. Districts.

E. OUTCOME:

A decentralised design development & distribution system as against the previously prevalent centralised approach has enriched the quality of construction and design and reduced the cost. Quality of learning has improved.

1. Local economy has got boost up because of employment of local human resources & by the use of locally manufactured building products.
2. Formation, orientation & sensitisation of more then **24000 VILLAGE NIRMAN SAMITIES** across the state.
3. Recently a **WORKSHOP** organised in March 2001 for **FINALIZATIONS OF MIDDLE SCHOOL DESIGN PARAMETERS.**
4. **ENROLLMENT IMPROVED & RETENTION INCREASED DUE TO CONSTRUCTION OF CIVIL WORKS** of school building and adoption of **ATTRACTIVE AND FUNCTIONAL DESIGN AND ACTIVITY CENTRES.**
5. Public participation in construction has also contributed in **INCREASED ENROLLMENT AND BETTER RETENTION** This has further played for important roll in reduction of cost of construction when compared with constructions done by other Govt. Agencies.
6. **Education Guarantee Scheme:** The Mission has taken up construction of Education Guarantee Scheme School through community involvement both in terms of ownership and resources. To facilitate this process a series of regional workshops were organised involving the community, representatives of Hudco & Ed Cil, National & State level consultants, renowned engineers and architects. The out comes of these workshops have been documented in NEEV booklet

which has played a pivotal role in the success of our construction module & has helped achieve following goals:

- a) Cost effectiveness
- b) Willingness & capability of community
- c) Better construction & maintenance approach.
- d) In built system of monitoring.
- e) Problem site monitoring.
- f) Field experts capacity building.
- g) Quality consciousness.
- h) Space for local action.
- i) Replicable & expandable school design.

As a result of the process documented above R.G.S.M. has been entrusted with the construction of Operation Black Board Schools & further to construct the buildings of 10 th-11th finance commission Ashram & Shala Buildings of Tribal Welfare Department.

- 7 **Padhna Badhna:** One of the factors which has contributed for successful implementation of **PADHNA BADHNA ANDOLAN** is availability of civil infrastructure of RGSM across the state.

Evaluation report of primary Education in Madhya

A review by IIM Ahmedabad (December,2000)

INTRODUCTION

1. A Review Primary Package in Madhya Pradesh

The Rajiv Gandhi Prathamik Shiksha Mission (RGPSM) has been engaged in the universalization of primary education by synergizing the district primary education programme with the state's own initiative, the education Guarantee Scheme. As a part of this effort, the RGPSM had initiated and supported some innovative teaching-learning packages. These initiatives have been in place for about five years now. The present review was initiated with the objective of identifying some policy directions for the future. The scope of the present review was limited to the following three packages:

1. Seekhna-Sikhana, the package developed by the SCERT, Madhya Pradesh.
2. The Eklavya teaching-learning package in Shahpur, Betul.
3. The Alternative school package, developed by Digantar, Jaipur, and operational in the AS and EGS schools.

The 'package' concept assumes a comprehensive view of the educational experience, and so goes beyond a narrow conception of 'curriculum' to include the process of curriculum development, the production of teaching-learning material, the process of teacher training material development, teacher training, observation of classroom transactions of the package, and feedback to improve the original package.

The review took as its point of departure the conceptual framework adopted by the agency responsible for developing a particular package, and the conceptualization of learning outcomes. The specific issues or question that were addressed include the pedagogues and teaching methodologies promoted by each package, especially from the point of view of promoting effectiveness of learning, systems in place for assessing learning; the process of curriculum development, including textbook preparation and sequencing of content, teacher feedback on the three curriculum packages; and finally the achievement of children language, mathematics and environment subjects.

While a consideration of all the packages would lead to drawing out of certain lessons for curriculum development in general, it would be unwise to make a strict comparison across packages, since the assumptions made by the packages vary, the contexts within which the packages, are implemented (institutional features, socio-economix conditions) vary widely, and the kinds of teachers available to the various packages are also different. Hence, while reading this report, it should be borne in mind that

the focus has been on identifying the strengths and limitation of the various packages, in order to examine the positive synergy's that are possible. No particular package has been privileged over the others, and any comparisons made keep in mind what is in the best interests of the child studying in a primary school which is part of a vast network of schools.

2- conduct and methodology of the review

The areas were initially discussed for coverage under the review included the conceptual fram work adopted by each package, learning out comes, the pedagogies and teaching methodologies promoted by each package, assessment of learning, the process of curriculum development, the supportive infrastructure (school, environment and teachers) and teacher training. However, certain changes were made during the study and the final list of areas of study (assuming the conceptual frameworks of the package as the points of departure) included the following:

1. Pedagogies and teaching methodologies promoted by each package.
2. System in place for assessing learning.
3. The process of curriculum development, including textbook preparation and a preliminary analysis of textual materiel.
4. Teacher feedback on the three curriculum packages.
5. The achievement of children in language, mathematics and environment subjects.

The overall approach and specific methodology were evolved in a series of meetings between the review team from the IIM Ahemedabad, RGPSM and representatives of the three agencies involved in developing the packages (including Digantar, Jaipur). It was decided during these meetings that the review should focus on each package as a whole, and also examine the following areas:

- The academic achievement of children (classes 1 to 4) to ascertain their level of competencies in language, arithmetic and environmental studies. This aspect of the review was intended to focus primary on competencies as prescribed by the government.
- The textbooks prescribed by different packages for assessing their suitability for the classes and the extent to which they facilitate transaction in classrooms.
- The innovative approaches which teachers adopt to evaluate their problem solving ability with regard to commonly accruing academic and administrative situations.
- To understand the perceptions of teachers, children, parents and community in general regarding the transactions of the package in the classroom and the suitability with respect to the local conitions.

4. Methodology

Given the above objectives and approach following methodology was adopted:

1. Testing competencies of children. Children's competencies in mathematics, language and EVS were tested through a specially designed test which was common across packages. The test was conducted in sampled school in Betul, Dhar and Raisen districts.
2. Desk analysis of textbooks. Textbooks of all these packages were analysed to understand the pedagogical approaches they promote and how they link up with the classroom transactions.

Case studies of selected schools. Qualitative case studies of ten selected schools were prepared to develop an integrated perspective about various stakeholders like students, teachers, community members and officials of various agencies.

Teacher Review A review A review. A review of teachers' approaches conducting day routine activities and an evaluation of their problem-solving ability with respect to commonly occurring situations, were conducted. This was done mainly through questionnaires and group meetings.

A synthesis of the findings from different approaches aims to integrate various elements and develop a perspective about the three packages.

4. Sample Size

(i) Sample for testing students

(A) packagewise

Package	No. of school and student tested Packagewise	
	Schools	Students
Seekhna-sikhana	30	926
Alternative schools	30	528
Eklavya	10	277
Total	70	1731

*Report of IIM Evaluation (p.15)

(B) Districtwise

Package	No. of school and Districtwise	
	Schools	Students
Betul	30	794
Dhar	20	483
Raisen	20	454
Total	70	1731

Report of IIM Evaluation (p.15)

(ii) Sample for case studies

Package	No.of school and Districtwise			
	Betul	Dhar	Raisen	Total
Alternative schools	01	02	01	04
Eklavya	03	-	-	03
Seekhna-sikhana	01	01	01	03
Total	05	03	02	10

*source: Report of IIM Evaluation (p.28)

(ii) Sample for Teachers Review

Package	No.of school and Districtwise						
	Male	female	unknown	Betul	Dhar	Raisen	Total
Seekhna-sikhana	19	00	03	08	10	04	22
Eklavya	19	03	00	22	00	00	22
Alternative schools	23	03	00	11	09	06	26
Total	61	06	03	41	19	10	70

*Source: Report of IIM Evaluation (p.57)

Results of Student Testing

For the testing of student competencies, a level 1 test was administered to all the sampled students from Classes 1-4 (Shrankhalas 1-8 for AS). A relatively more difficult Level 2 test was administered only to the sampled students in Classes 3-4 (Sharankhalas 5-8 for AS). Level 1, especially, contained a significant oral method of administration. A comparison within the districts revealed several interesting findings. These findings are, of course, not to be taken in isolation and to be considered as one of several inputs on the effectiveness of packages. Summary of achievement test scores is given in table at last.

Dhar

There were no significant differences between the AS and SS children's performance at the end of the first year, except in the written language components. A similar trend continued in Class 3 for both the Level 1 and Level 2 tests.

Raisen

The differences between AS and SS (AS>SS) are observable in Classes 1 and 2 but they clearly come to the fore by Class 3. Again, the AS>SS outcome is found in both Level 1 and Level 2 tests.

Betul

Here a three-way comparison between the packages is possible. AS>EK and AS>SS can be observed in all the classes for the Level 1 test and in Class 3 for the Level 2 test. The third comparison reveals an EK>SS outcome in Classes 2 and 4 for the Level 1 test. Interestingly, the same outcome is not apparent in Classes 1 and 3 for the Level 1 and 2 tests. However, the Level 2 test reconfirms the EK>SS in class 4.

An interesting finding in AS schools, Class 1 (when all the districts were clubbed), is that boys performed better than girls in the oral test components for language and maths. However, this difference was practically eliminated by Class 3, indicating a gradual development of skill and confidence among girls. In Eklavya schools, some gender differences become apparent in Class Four (Level 1 test) and, interestingly, girls performed better than boys in the oral maths and written language components. Both these outcomes point to the possibility of greater gender-sensitivity and attention in the AS and Eklavya packages.

In Betul, the performance of Scheduled Tribe (ST) children was compared across packages. AS and EK's ST children performed significantly better than the SS children in both the Level 1 and 2 tests. There was not much difference between the AS and EK children at Level 1, but the difference surfaced in Level 2 (AS>EK).

MAIN FINDINGS AND RECOMMENDATIONS

This section presents the main findings and recommendations arising out of the study. Wherever relevant, references to specific packages are made, but the focus is on discussing the synergy that is possible across packages, in other words, on what can be learned from the various packages in order to improve basic education as a whole.

The main features of the AS package that have been highlighted in this study are the flexibility in matters of enrolment, the self-paced, non-graded, and group-based nature of classroom learning, and the integration of fun and learning. These aspects can be applied to the larger formal schooling system as it exists today. The positive result that can be derived from these aspects have been explained in the report in terms of matching what children are taught with that they know, encouraging child-to-child learning, removing the stigma of examination failure,

and a greater focus on the early years of schooling. These features of the AS package, even under less than ideal classroom situations, result in moderate to impressive gains in student achievement and confidence. Likewise, there are certain strengths of the Eklavya package in terms of promoting critical and creative thinking at the later stages of the primary schools cycle. In order to apply these features to formal schooling, there should be a willingness to experiment.

1. One experiment that can be tried is forming pairs of AS and Eklavya schools in selected areas so that the teachers can introduce AS (up to Shrankhala 4) in Eklavya schools, and introduce the Eklavya features in (Class levels three to five) in AS schools.
2. Another feature that can definitely be expanded in scope is the integration of fun and learning, including child-peer group learning that are found in the Eklavya/AS schools. This feature is best integrated into the training that is offered for transaction of the curriculum in the classroom. Another feature noted in the Eklavya package is learning, and the development of a capacity, to think fearlessly, and the 'local' and sensitivity to gender and other social factors, are strong. Hybrid textbooks that may emerge in the future should consider these aspects.
- 3a A general comment that needs to be made about textbooks is that the review needs to start as soon as the text is introduced. Proper feedback systems are a must for the review of textbooks; sufficient time to gather information is also needed. Self-motivated feedback on lessons already occurs through letters from teachers, but printing in the textbook itself (e.g., on the back cover) an address where suggestions for lesson-specific improvement may be sent, is a good idea.
- 3b The textual content, as noted in the text, needs a closer look by experts, but instances have been pointed out in of the use of morbid illustrations and examples in textbooks. Such examples are better avoided in texts meant for young children.
- 3c The objectives and competencies covered in a particular lesson could appear right at the beginning of the lesson and also in the index, along with the page/lesson number. The indexing of lesson objectives/competencies is not done in any of the packages at present.
- 3d Another idea worth considering is the incorporation of test sheets in the textbooks itself, as tear-away material, which can be used to test children and kept as school records. It may be argued that the children would then know in advance the nature of tests and that this system would not work when textbooks have to be recycled. However, the idea of combining

evaluation procedures in an easy-to-understand form with textual matter, is worth pursuing.

4. In order to overcome one to the problems observed in the AS package—namely difficulty in grouping children according to their ability levels, subject-wise a closer exploration of current practices concerning grouping and monitoring of children is necessary. There has to be a move towards a better balance between the ideal and the 'practical'. This is an aspect of the package that needs to be built into teacher training. One common weakness noted by the AS teachers is that they do not get enough opportunity to observe the grouping of children; in other words, demonstration of grouping by the better-performing teachers would help in clarifying what is feasible on a large scale as far as grouping of children is concerned. The report describes some of the ways in which grouping is done; a few of these may not be ideal in terms of the principles of the AS package.
 - 4a Group formation can be simplified to what is practical in assessing children's progress: two inputs can be taken, the teacher's assessment and children's own assessment of themselves.
5. Children in formal schools advance up to Class III through automatic promotions that are attendance-based. These very often result in low levels of competence in Class IV/V and ultimately, high rates of failure in the Board V. The non-graded to a large extent. But another alternative (with a risk to higher rates of drop-out) is a standardized exam after Class III. To minimize drop-out, one could leave the option of advancement to the next class or a one-year detention, to parents, after a careful consideration of performance and risk of failure later in the Board V.
6. At present, many parents seem uninformed of their children's performance in lower levels, informing parents of the performance of their words systematically, will go a long way in helping parents decide on the attention their children need, at home and outside. Occasions for doing this could include the national festival day celebrations to which parents are invited.
7. A second aspect of the sensitization of the parents that appears to be weak is in matters related to regular attendance in school. Parents do not appear to realize the impact of irregular attendance, or irregular carrying to textbooks and other reading material to the school, on the children's learning, especially in schools which have a structured syllabus.
8. The Village Education Committees (VECs) need to be energized across all packages. VECs do not appear to be very active. Irregular meetings, low

attendance, low participation of women and generally a sense of distance from the school, are apparent in many cases.

- 8a VEC role-definition (for instance, random attendance, managing village contributions, presence during examinations, recycling of books/textbooks, helping families that cannot afford textbooks and so on) will help.
- 8b A separate committee of women will overcome many of the problems in the current structure that are related to gender.
- 8c Honoring individual contributions to the school (from village), honoring VECs at block level, are other non-monetary forms of encouragement that can be instituted.
- 8d A guide-book or manual on what the VEC could be doing needs to be prepared.
- 9 In all packages, but especially in AS/EGS, the representation of women teachers is rather low. There is substantial interest among girls in Class V in becoming teachers. Girls residing in their villages after Class V can be groomed into teaching roles, if they are not studying further. A cadre of young teaching assistants could thus be very helpful to alleviate pressures due to a very unfavorable teacher-student ratio. Another idea that can be examined is the feasibility of mahila training centres to improve the presence of women in the teaching cadre.
- 10 Two issues that arise with regard to training of teachers are training in forging a stronger link between pre-schooling and schooling and training in developing reading skills. A specific issue that arises in the AS package is that teachers trained in the initial stages in the use of cards and other material appear to be better equipped than the later ones. The cluster meetings also need to be examined; perhaps a rotation of meetings within clusters and across clusters (twice a year) will help peer learning and allow teachers an opportunity to observe various schools.
- 11 The patterns of responses of teachers of the three packages indicate certain trends that may be package-specific. For instance, the Eklavya teachers offer multiple solutions (including contingencies) to various problem situations or prefer to work "towards a solution" or show greater sensitivity towards gender issues. AS/EGS teachers show high levels of confidence in their pedagogical approach, promoting child-to-child learning. SS teachers seem to indicate long-term solutions. These patterns indicate that there is a wealth of talent among teachers which can be tapped for training purposes.

The additional advantage would be that one can then build upon the synergy among the packagers even in matters of teacher training.

- 12 Another issue in training is the inclusion of, and respect for, local knowledge in the school, informal encouragement for writing in one's local language, gender equality related to school-based chores, and reducing if not eliminating corporal punishment at least the extreme forms. The informal encouragement to writing of local languages can be done through competitions/projects. Concern for local issues can be through strengthening real life projects in the village (for instance, surveying polio cases, attending panchayat meetings etc.
- 13 A more general issue with respect to corporal punishment is to provide children a recourse to action under extreme circumstances of abuse, by perhaps having a 'grievance address' as a deterrent.
- 14 Certain issues in school management that have arisen include; (a) Linking the school calendar to the agricultural cycle; (b) Equitable distribution of school-based chores among boys and girls; (c) Evaluation of teachers by students, at least when the latter pass out of Board V examination.
- 15 An illustrative analysis of the performance of children in Betul, keeping in mind the time spent by them in school, has been presented in the text. While children in the AS package who have spent a year in school and in Classes one or two seem to perform significantly better, a closer examination of the issue of time spent in school is suggested.
- 16 A general issue that may be considered in the appropriate forum is the linking of teacher performance with salary, perhaps a base and an incentive, depending on the school's performance at the Board level.
- 17 The learning in this study have emerged because of the space provided for experimentation to AS and Eklavya schools. The space for experimentation is at the heart of reforms, hence, one needs to find policy mechanisms to institutionalise it.

Recommendation which are to be implement (IIM Evaluation)

Studies proposed

- The non graded model at the lower levels can also be tried out in formal primary schools in order to build on the AS package's strength in building a strong foundation in basic competencies.

AS supervisors can facilitate transition in primary schools. The transition forenoon-graded to graded can be effected at class 3 level.

- Subjectwise-a closer exploration of current practices concerning grouping and monitoring of children is necessary. There has to be a more towards a better balance between the 'ideal' and the 'practical'.

This is an aspect of the AS package that needs to be built into teacher training.

- One common weakness noted by the AS teachers is that they do not get enough opportunity to observe the grouping of children; in other words, demonstration of grouping by the better performing teachers would help in clarifying what is feasible on a large scale as for as grouping of children is concerned.
- Group formation can be simplified to what is particle in assessing children's progress.

General Issues

- While children the AS package who have spent a year in school and in classes one or two seen to perform significantly better a closer examination of the issue of time spent in school is suggested.

Textbooks

- Proper feedback system are a must for the review of textbooks; sufficient time to gather information is also needed.

Self-motivated feedback on lessons already occurs through letters from teachers.

Printing in the textbook itself (e.g. on the back cover) on address where suggestions for lesson specific improvement may be sent, is a good idea.

Parents

- Informing parents of the performance of their words systematically will go a long way in helping parents decide on the attention their children need, a home and outside.

Occasions for doing this could include the national festival day celebrations to which parents are invited.

- A second aspect of the sensitization of the parents that appears to be weak is in matters related to regular attendance in school. Parents do not appear to realize the impact of regular attendance, or irregular caring of textbooks and other

reading material school, on the children's learning, especially in schools which have a structured syllabus.

Community

- VECs need to be energized.(in-activities, irregular meetings, low attendance, low participation's o woman and generally sense of distance from the school).
- VEC role definition (random attendance, managing Village contributions, presence during examinations, recycling of books/ textbooks, helping families that can not afford textbooks, and so on) will help.
- A separate committee of women will overcome many problems that are related to gender.
- Honoring individual contributions to the school (from village) , honoring VECs at block level are other non-monetary forms of encouragement that can be instituted.
- A guide book or manual on what the VEC could be doing needs to be prepared.

Teacher Training

- The pattern of responses of teachers of three packages indicate certain trends that may be package specific. For instance, AS/EGS teachers show high levels of confidence in their pedagogical approach, promoting child-to-child learning. SS teachers seem to indicate long-term solutions. These patterns indicate that there is a wealth of talent among teachers which can be tapped for training purposes. The additional advantage would be that one can then build upon the synergy among the packages even in matters of teacher training.
- Another issues for training:
 - Local knowledge in school,
 - Informal encouragement for writing in one's local language.
 - Gender equality related to school based chores.
 - Reducing if not eliminating corporal punishment at least the extreme forms. The informal encouragement to writing of local languages can be done through competitions/projects. Concern for local issues can be through strengthening real-life projects in the village (for instance, surveying polio cases, attending panchayat meetings, etc.)

General Issues

- Provide children a recourse to action under extreme circumstances of abuse, by perhaps having a 'grievance address' as a deferent
- Issues related to school management:
 - Linking the school calendar to the agricultural cycle.
 - Equitable distribution of school-based chores among boys and girls,
 - Evaluation of teachers by students, at least when the latter pass out of Board V exam.
- Linking of teacher performance with salary.

List of the books developed for the academic session 2001-2002

Bharti	class 1
Bharti	class 2
Bharti	class 3
Bharti	class 4
Bharti	class 5
Mathematics	class 1
Mathematics	class 2
Mathematics	class 3
Mathematics	class 4
Mathematics	class 5
Environmental studies	class 3
Environmental studies	class 4
Environmental studies	class 5
English	class 3
English	class 4
English	class 5

स्वअधिगम सामग्री की विषयवार सूची(2000-2001)

शिक्षा गारंटी शालाओं के गुरुजी प्रशिक्षण हेतु निर्मित स्वअधिगम सामग्री निम्नानुसार तैयार की गई है।

विषय-भाषा

क्रमांक	स्वअधिगम सामग्री का नाम	आकार
1.	करामाती शब्द	A4/2
2.	खट्टे अगूर	A4/2
3.	आओ याद करे यह पाठ	A4/2
4.	कहाँ लेना हमें विराम	A4/2
5.	मुझसे दोस्ती करोगे	A4/2
6.	वचन समझकर बोलिये	A4/2
7.	कक्षा चल रही है	A4/2
8.	सबका प्यारा शब्द पिटारा	A4/2
9.	ले मशालें चल पडे	A4/2
10.	अक्षर-अक्षर शब्द करे	A4/2
11.	आओ खेलें रचना खेल	A4/2
12.	चलों करें शब्दों की यात्रा	A4/2
13.	बड़ी विचित्र है हिन्दी में लिंग सत्ता	A4/2

विषय-गणित

क्रमांक	स्वअधिगम सामग्री का नाम	आकार
1.	जगह की समझ(क्षेत्रफल)	A4/2
2.	ऐकिक नियम	A4/2
3.	औसत	A4/2
4.	स्थानीय मान और विस्तारित रूप	A4/2
5.	इबारती प्रश्नों को हल करना	A4/2
6.	लाभ-हानि	A4/2
7.	परिमाण	A4/2
8.	सरल ब्याज	A4/2
9.	भिन्न	A4/2
10.	समझकर बोलो सौ में कितना(प्रतिशत)	A4/2
11.	मुद्रा	A4/2
12.	लघुत्तम समापत्य एवं महत्तम समापत्य	A4/2
13.	दशमलव	A4/2
14.	समय	

विषय-पर्यावरण अध्ययन

क्रमांक	स्वअधिगम सामग्री का नाम	आकार
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विषय-पर्यावरण अध्ययन

क्रमांक	स्वअधिगम सामग्री का नाम	आकार
1.	मिट्टी कहे कहानी	A4/2
2.	हमारा देश हमारा शासन	A4/2
3.	मौसम बदले रूप	A4/2
4.	जन्तुओं और पेड़-पौधों में अनुकूलन	A4/2
5.	मानचित्र	A4/2
6.	मध्यप्रदेश की फसलें	A4/2
7.	राहु-केतु (पृथ्वी की गतियाँ)	A4/2
8.	ऐसे गए अंग्रेज	A4/2
9.	कैसे लेते हैं सांस	A4/2
10.	वायु एक गैस अनेक	A4/2
11.	जन्तुओं और पेड़ पौधों में अनुकूलन	A4/2
12.	तरह-तरह के पेड़ पौधे	A4/2
13.	फसल सुरक्षा अच्छी पैदावार	A4/2
14.	पेड़ पौधों का मानव जीवन और भौगोलिक परिस्थितियों पर प्रभाव	A4/2
15.	ऊर्जा	A4/2
16.	मछली जल की रानी	A4/2
17.	मध्यप्रदेश भौगोलिक स्थिति	A4/2
18.	पंचायती राज	A4/2
19.	ऐसे पचता है भोजन	A4/2
20.	क्या खाये क्या न खाये (कुपोषण एवं अल्प पोषण)	A4/2
21.	रक्त परिसंचरण	A4/2
22.	नन्हें पौधे की कहानी	A4/2

विषय-शैक्षिक

1.	चले सृजन की ओर	A4/2
2.	आओ कुछ जुगत करे	A4/2
3.	शिक्षा हो जाती आसान	A4/2
4.	भानुमती का पिटारा	A4/2
5.	मूल्यांकन	A4
6.	स्तरानुसार शिक्षण	A4/2
7.	क्रियात्मक अनुसंधान गुरुजी बनेंगे खोजी	A4/2
8.	प्रशिक्षण संदर्शिका	A4/2
9.	शिक्षा गारंटी शालाओं के गुरुजी / शिक्षक के लिए स्वमूल्यांकन की कसौटी	A4

Annexure - 9

Target for Trainings of 2001-2001

S.No.	District	Teachers	Guruji & Shiksha Karmi (3)	Master Trainer (MT)	Trener (DRG)	S.No	District	Teachers	Guruji & Shiksha Karmi (3)	Master Trainer (MT)	Trener (DRG)
1	2	3	4	5	6	1	2	3	4	5	6
1	Satna	2546	3164	174	15	24	Gwalior	2380	2494	146	12
2	Shahdol	4258	1218	115	12	25	Betul	2728	2200	84	7
3	Umaria	930	690	45	6	26	Raisen	2363	1796	132	11
4	Sidhi	2293	3237	195	16	27	Rajgarh	1650	2350	181	15
5	Katni	2193	1835	180	15	28	Sehore	1340	1560	88	7
6	Rewa	3453	3698	174	15	29	Vidisha	2113	1668	132	11
7	Panna	2200	1001	146	12	30	Bhopal	850	688	50	6
8	Tikamgarh	2231	1916	117	10	31	Jhabua	2490	3019	251	21
9	Sagar	3013	1742	132	11	32	Khargone	2563	2278	168	14
10	Damoh	2166	1528	119	10	33	Badwani	971	1986	96	8
11	Datia	1023	1009	87	7	34	Indore	2918	1425	187	16
12	Chhatarpur	2911	2487	116	10	35	Dewas	1807	1509	180	15
13	Mandla	2358	1640	216	18	36	Dhar	3042	3245	90	7
14	Dindori	1518	881	132	10	37	Mandsaur	2845	277	170	14
15	Sioni	2547	2207	260	22	38	Neemach	1602	182	103	8
16	Balaghat	2574	1864	122	10	39	Ratlam	1644	1926	132	11
17	Narsinghpur	1688	1062	174	15	40	Shajapur	1756	1471	105	8
18	Jabalpur	3734	1158	207	17	41	Ujjain	2474	925	101	8
19	Guna	4144	1235	146	12	42	Hoshangabad	1972	822	96	8
20	Bhind	2820	1212	69	6	43	Harda	507	587	40	6
21	Morena	3024	925	216	18	44	Chhindwara	4078	2348	227	19
22	Sheopur	800	250	66	6	45	Khandwa	3643	260	133	11
23	Shivpuri	2250	1917	139	12		Total	104710	72892	6239	528

Annexure-9

Districtwise
Achievement of Guruji and Jan Shikshak
Training in 2000-2001

S.No	DPEP (I) Districts	Guruji		Jan Shikshak	
		Target	Achievement	Target	Achievement
1	Betul	527	527	135	135
2	Raisen	516	516	134	134
3	Rajgarh	577	577	104	104
4	Sehore	549	549	111	111
5	Guna	505	485	152	152
6	Dhar	1432	1326	155	155
7	Rewa	1184	1184	137	137
8	Satna	1139	1139	140	140
9	Shahdol	2358	2358	168	168
10	Umariya				
11	Sidhi	786	786	150	150
12	Chhatarpur	736	736	145	145
13	Panna	331	331	120	120
14	Tikamgarh	644	644	147	147
15	Mandsaur	243	243	78	78
16	Neemuch	166	166	46	46
17	Ratlam	548	548	108	107
	Total	12241	12115	2050	2043

S.No	DPEP(II) District	Guruji		Jan Shikshak	
		Target	Achievement	Target	Achievement
1	Bhind	365	365	151	151
2	Damoh	438	429	140	127
3	Datia	152	152	70	70
4	Dewas	245	230	150	150
5	Jhabua	1337	1337	200	200
6	Khandwa	260	260	112	109
7	Khargone	1846	1805	242	235
8	Barwani	912	889	95	95
9	Mandla	592	592	138	138
10	Dindori	319	319	102	102
11	Morena	584	584	138	138
12	Seopurkalan				
13	Seoni	832	573	188	188
14	Shajapur	384	380	146	146
15	Shivpuri	706	706	177	177
16	Vidisha	452	431	150	131
	Total	9424	9042	2199	2157
	Grand Total	21665	21157	4249	4200

शिक्षकों का प्रशिक्षण, 2001-2002

क्र.	शीर्षक
	हिन्दी
1.	कैसे सीखें भाषा ?
2.	एकीकृत पठन-पाठन सामग्री
3.	भाषाई कौशलों का महत्व
4.	भाषा का पाठ्यक्रम, सतत मूल्यांकन, परीक्षा व प्रश्न-पत्र परिशिष्ट- अ परिशिष्ट- ब परिशिष्ट- स
5.	भाषा में लिंग-विधान
6.	भाषा में क्रिया- प्रयोग
7.	भाषा में विशेषण की विशेषता
8.	रचनात्मक लेखन
9.	मुहावरे एवं लोकोक्तियाँ
10.	अक्षर-अक्षर शब्द बनें
11.	मात्रा की यात्रा
12.	श्रुत लेखन
13.	शब्दों की दुनिया
	गणित
1.	संख्या पद्धति
2.	संक्रियाएँ
3.	लघुत्तम समावर्त्य एवं महत्तम समापवर्तक
4.	भिन्नत्मक संख्याएँ एवं संक्रियाएँ
5.	एकिक नियम
6.	साधारण ब्याज
7.	प्रतिशत
8.	दशमलव संख्याएँ एवं उन पर संक्रियाएँ
9.	परिमाप एवं क्षेत्रफल
10.	ज्यामितीय आकृतियाँ
	पर्यावरण अध्ययन
1.	मानचित्र
2.	कैसे लेते हैं साँस
3.	मानव का अतीत
4.	क्या खाएँ, क्या न खाएँ
5.	ऐसे पचता है भोजन
6.	हमारी पृथ्वी
7.	चन्द्रमा
8.	वायु और उसकी उपयोगिता
9.	हमारा सौर मण्डल

10.	रक्त परिसंचरण तंत्र
11.	तारे, तारा मण्डल एवं आकाश
12.	रंग बदलता मौसम
13.	जल हमारे जीवन का अंग
14.	हमारा देश एवं प्रदेश
	आरंभिक गतिविधियों की पुस्तक
1.	भाषा की आरंभिक गतिविधियाँ
2.	बाल गीत और चित्र कहानियाँ
3.	कला शिक्षण
4.	खेल
5.	गणित की आरंभिक गतिविधियाँ
6.	पर्यावरण अध्ययन गुरुजी की पहली पुस्तक
7.	पर्यावरण अध्ययन गुरुजी की दूसरी पुस्तक
8.	पर्यावरण अध्ययन गुरुजी की तीसरी पुस्तक
	अंग्रेजी
1.	Verb (क्रिया)
2.	Noun (संज्ञा)
3.	Adjective (विशेषण)
4.	Language Skills (भाषाई कौशल)
5.	Reading (पढ़ना)
6.	अंग्रेजी से परिचय
	कार्ड सेट
1.	हिन्दी
2.	अंग्रेजी
3.	गणित
	शैक्षणिक प्रक्रियाएँ
1.	सही निदान, समस्या का समाधान
2.	स्तरानुसार समूह शिक्षण
3.	शाला विकास योजना
4.	सीखने का मूल्यांकन, परीक्षा से उपलब्धि
5.	बुनियादी शिक्षा में गुणवत्ता लाने के लिए शैक्षिक मदद
6.	कम्प्यूटर समर्थित शिक्षा
7.	प्री और प्रोस्ट टेस्ट
8.	प्री-टेस्ट
9.	पोस्ट-टेस्ट
10.	शिशु शिक्षा : अवधारणा एवं पद्धति
11.	सृजनात्मक एवं सौन्दर्य बोध हेतु खेल क्रियाएँ
12.	सख्या संबंधी खेल क्रियाएँ
13.	मानसिक कुशलताओं के लिए खेल क्रियाएँ
14.	बालिका शिक्षा
15.	स्व (व्यक्तित्व) विकास
16.	विकलांग बच्चों हेतु समेकित शिक्षा

HEAD START

The twenty-first century is the century of the mind. Intellectual capital is its prime resource and a knowledge-economy is the prime driver of the new world. It offers unique opportunities for developing countries to leapfrog into the future. The challenge before the country and the government is to claim this new century for all Indians, not just for a select few in the metropolitan areas who are fast getting integrated with this brave new world.

There is also increasing division between the connected and the isolated, between the knows and the know-nots. Unless correctives are mediated through policy. The potential that information technology holds to become a leveller of social and economic inequalities offers unprecedented opportunities for breaking the division.

New technologies are already redefining education as "unbounded opportunities for lifelong learning in a knowledge-society". In Madhya Pradesh, if we are to realise this vision, we need to create a more "connected society". It is a question of providing opportunity-structures to the weak to get even with the strong. Information technology needs to be used to create those opportunity-structures to be able to share dreams and to ensure that the "global" does not cancel out the "local".

State governments and Education departments have moved ahead to tap these new opportunities. Computer education is now a major priority. Current efforts however have two failings :

- It is focused on starting from above from colleges downward:
- It gives primacy to computer education as a kind of training in skills and not as computer-aided education to expand learning frontiers in all disciplines.

There is a need to start from below, from the primary school upward to middle schools and secondary schools as well as enliven the educational process through the aid of computers and information technology. Similarly the focus on "computer education" is seen as a new kind of vocational education stream where computer learning in institutions is seen replacing type-writing institutions of the past to create a set of computer-literate new labour. The need to displace these approaches informs the new Head Start programme.

A technology shift can become a paradigm shift. Learning is inherently creative and is facilitated by an interactive process. Although this is recognized., traditional methods of teaching have tended to be hierarchical and text-bound. Information technology by redefining and reconstituting the text can turn passive teaching into creative learning thereby making a shift in technology a shift of the paradigm. The computer creates a new pedagogy where interrogation, choice and self-learning become central.

2.0 **Headstart:** (A major ICT programme for rural schools)

The Headstart Programme is a computer enabled education programme launched in Madhya Pradesh. The programme has been envisioned as a means to make use of I.T. to improve the quality of education. Headstart provides interactive learning opportunities to each learner, where the learner can decide his/her pace of learning, chances for the learner to make mistakes, accept challenges, along a game and decide on various options for learning. It also provides equity to the learner in a peer situation. Headstart is specially oriented to rural learners. It is an effort to bridge the digital divide and also provide a knowledge base for learners. In its first phase Headstart has been started in 594 Jan Shiksha Kendra of 18 districts.

Each JSK in the first phase has been provided with one P-III, computer, a printer, CDs developed by the RGSM and a library of books. In the second phase these centres have been provided with another set of Celeron based computers.

The CDs being developed under Headstart programmes have the following features:

- CDs are not mere electronic editions of the textbooks.
- Each CD incorporates a section for teachers, which is a teacher's manual for the use of CD.
- The CDs are based on self-instructional approach and incorporates features, which can even be learned in absence of teachers by a peer group.
- The CDs incorporate exercises on self-evaluation.
- The CDs are serving as additional enrichment, on topics of the text book.

- Each CD is based on two types of activities namely on-computer and off-computer activities. The off-computer activities motivate or enrich the learner on the topic and are designed in such a way that they can be performed to pre or post CD period. The on-computer activities are designed for CD based learning or evaluation on a computer.
- The students are motivated to make mistakes and accept challenges, win and loose in a game, and again play till s/he wins.
- An integrated approach in the CD programme is being incorporated. Thus a programme on language incorporates elements of maths, environment sciences or values.
- The CDs have enough scope for media literacy.
- The CD promotes use of keyboard and mouse maximally to incorporate interaction.
- The CDs have enough eye-hand coordination activities as per subject needs.

3.0 The out comes of Headstart will be :

- Capacity building of teachers of middle and primary schools in the use of computers for achieving educational processes.
- Familiarisation of primary school children in basic computing.
- Computer enabled education to Headstart JSK students of classes 1 to 8th.
- Positioning of the JSK with computer facility as library units with community access in future.

4.0 Implementation Model:

4.1 STAG:

The Headstart is guided by a four member State Technical Advisory Group (STAG), and consists of Mission Coordinator, Mission Director, Vice Chancellor, *Bhoj (Open) University, Bhopal* and Additional Mission Director, *Rajeev Gandhi Shiksha Mission, Bhopal*. The main role of this group is to advise on Headstart and monitor as well as review Headstart developments.

4.2 Academic Group:

The Academic group is a multi-disciplinary group and consists of subject experts, pedagogists, teacher educators and teachers. The group is headed by a Co-ordinator. This group is responsible for all academic aspects of CD development and their use.

4.3 Technical Group:

The technical group consists of computer programmers, Scriptwriters, instructional designer, media specialist, graphic artist and audio/video recordist. The group is headed by a Co-ordinator. This group is responsible for the development of scripts, making the script multimedia rich, deciding the navigational structure and approach, designing multi disciplinary on-computer and off-computer activities and conducting formative and summative evaluation of CD based educational programmes.

4.4 Print Support:

Each JSK has provision for a library, which is being strengthened through fund support from both DPEP and the fund for Continuing Education of the Total Literacy Campaign. A committee does the selection of books. The books are varied in nature and are on subject like environment protection, health and hygiene, national history, storybooks based on values etc. The students and the community use the library as well.

4.5 IT Support:

In its first phase, the Headstart programme has been launched in 18 centres of each 33 DPEP districts of the state. Thus there are 594 JSKs in 18 districts where the Headstart programme has been launched wef.Nov.14th2000. Each JSK in first phase has been provided with one P-III, computer, a printer, CDs developed by the RGSM and a library of books. In the second phase these centres are equipping themselves with another set of Celeron based computer. The details of computer hardware in one JSK is as under:

- | | |
|--|---|
| 1. Personal Computer with multi media and tuner card | 3 |
| 2. Dot Matrix Printer | 1 |
| 3. Constant Voltage Transformer | 1 |

A decentralised approach in computer procurement has been used for Headstart. The districts were asked to acquire the computer and peripherals in the JSKs. A committee headed by the district Collector acquires the computer hardware. The computer and other peripherals in JSK centres have been insured against theft, fire and other catastrophe.

4.6 Training of *Jan Shikshak*:

Each JSK Coordinator designated as *Jan Shikshak* together with other two JSK teachers has been trained in the operation and use of computers in schools. In collaboration with *Bhoj* (Open) University Bhopal, a ten-day training course in computer literacy has already been given to the Headstart centre teachers. The training involved Windows-98, MS office features and using CDs for teaching and learning. The training also incorporated maintenance of computer and other peripherals.

The training organised in two phases trained 816 teachers in the first phase and 930 teachers in the second phase. Thus a total of 1746 teachers have so far been trained. The salient feature of these training courses was that the teachers identified hard spots in the course content and after orientation in script writing wrote scripts for Cds. Some most popular educational CDs such as Encarta, Mathematica, *Bhinna*, Stone story, One up series etc. were demonstrated to participant teachers.

5.0 CD based Software Development for Headstart:

One of the major activities in the Headstart programme is the development of educational Compact Discs (CD) for students. The CDs, which incorporate Interactive Multi Media (IMM), have the capability to offer a variety of mixed media. A particular advantage is of using the most appropriate medium for the required message, text for thoughts, graphics for spatial relations, sounds for the environment and animation/movement for dynamic information. Most IMM has the ability to allow users to take their own path through the material and the potential to build up their own knowledge. IMM is specially suited to simulations, which allows the learner to visualize the process and construct mental models. Learning styles is another area where IMM has a role to play. Interactive multi media has the potential to create a multi-sensory learning

environment, which supports specific learning styles and at the same time encourages students to move out of their particular style as much as possible.

The *Rajeev Gandhi Shiksha Mission* and M.P. SCERT in collaboration with Bhoj University are developing a series of educational CD ROMs for use of the students and teachers in the JSKs.

5.1 CD Development Strategy:

CD development for Headstart is a complete in-house production, and initiates with the identification of hard spots in the curriculum. These hard spots are for both students as well as teachers. The identification of these hard spots are based on following priorities:

- Content, which is hard to visualise, such as microscopic processes.
- Dynamic processes, where it is important to understand the relationships of moving objects. (e.g. Solar System)
- Content, which has a broad context, where a number of ideas need to be linked to form an understanding of the whole, not just the parts.
- Simulations of experiences where there is no possibility of using real material or equipment. (Experimentation)
- Material, which is hard to find in text-books.
- Where limitations of the text-books can be overcome in terms of sound, movement, colour and logic.

Headstart uses a team approach for the development of CDs. A team consists of content experts, a graphic artist, an instructional designer, experts from each of the media being used: video, audio etc. and a group of programmers. The following steps are being followed to develop CDs:

1. Identification of hard spots in the curriculum.
2. Discussion on CD design and its approach.
3. Script writing, interface designing and navigation styles.
4. Discussions on script with the academic group members.
5. Discussion on revised script with technical group.
6. Coding of sounds, graphics, animation, and programming language.

7. Rough cut discussions on the first draft programme.
8. Finalisation of the draft programme.
9. Formative evaluation by: target group, teacher, subject experts, media expert and instructional designer.
10. Feedback analysis of formative evaluation results, and its incorporation in the programme.
11. Testing of the programme on various platforms/machines.
12. Field trial on a large group.
13. Summative evaluation and programme's acceptance or modification.

A large number of enthusiastic teachers are being given training in script writing for CDs.

5.2 Salient Features of CDs:

Some of the salient features of CDs developed under Headstart are:

- CDs are not electronic editions of the textbooks.
- Each CD incorporates a section for teachers, which is a teacher's manual for the use of CD.
- The CDs are based on self-instructional approach and thus can even be learned in absence of teachers by a peer group.
- The CDs incorporate exercises on self-evaluation.
- The CDs are serving as additional enrichment on topics of the text book.
- Each CD is based on two types of activities namely on-computer and off-computer activities. The off-computer activities are meant to motivate the learner on the topic and are meant to be performed pre or post CD period. The on-computer activities are designed for CD based learning on a computer.
- The students are motivated to make mistakes and accept challenges, win and loose in a game, and again play till s/he wins.
- An integrated approach has been incorporated in some CDs.
- Enough scope for media literacy.
- Eye-hand coordination activities.

A list of titles produced under Headstart is given below.

5.3 Monitoring and Evaluation:

Evaluation of CD based programmes developed under Headstart is done at two stages. The first is a formative evaluation and the second summative evaluation. Various tools have been developed for both the evaluation. A regular feedback on the use and reactions of students and teachers from Headstart centres reaches the production unit of Headstart. The feedback is very useful for further improving the programmes. A regular monitoring system of Headstart JSKs has been developed. This monitoring is for technical, academic and managerial areas of Headstart. Regular feedback from OICs of these districts is fed to concerned group for onward action. The tools developed for monitoring are enclosed in annex-II.

6.0 Management of Headstart Classrooms:

Typically a Headstart JSK, which runs a primary and middle school together, is allowed to devote four hours of school time for the Headstart activities. The CD programmes which are mostly designed for the grades 3 to 5 and 6 to 8 have been made available to these centres. The JSK trained teachers who have been oriented to manage such classrooms manage the classrooms. Special guidelines incorporated in the CD under the icon "*Shikshak ke Liye*" (Instructions for teachers) further helps the teacher in academic management of CD classrooms.

7.0 Headstart Early Responses:

The Headstart programme has been widely welcomed by students, teachers, parents and the community as well. The students have shown special interest in educational CD programmes. The new media has attracted them.

7.1 From Students:

The students are happy with the computers. The initial responses were somewhat weak due to unfamiliarity with the new technology and techno-phobia. The students are now interested to know more and compare themselves with other fellow students who already had access to computers. The certificate issued by a computer character has doubled their joy of learning. Their achievements in a particular hard spot have shown a

considerable increase. Regular absconding of students from school has shown a reduced tendency.

7.2 From Teachers:

Teachers are happy as they feel they are at par with other urban teachers. They themselves are enjoying the CD programmes. Language CDs specially oriented to phonetics has attracted teachers much. This is due to provision of ideal pronunciation of English and Hindi languages in CDs. Maths CDs are more in demand.

7.3 From the Community:

Parents and community are happy because the students are now willing to go to school regularly. The Hindustan Times, Bhopal, dt. 17.1.2001 reads, “Children most of whom had never ever seen a colour television were overjoyed with their experiences and attendance level in schools had gone up. The interactive mode of education has enthused the kids “.

The Hindu, New Delhi, dated 17.1.2001 writes, “The Headstart project being implemented by the Rajiv Gandhi Shiksha Mission has brought about significant qualitative changes in the rural children perspective towards life. The children living in the countryside who have for long remained out of the mainstream when it comes to the latest developments in the field of science and technology are suddenly becoming computer savvy. Thanks to the Headstart. Headstart is the only scheme of its kind in the country, which seeks to take computers within the reach of children living in the rural areas. The software produced for the scheme is unique, since no other state or institution has so far developed computer software for educating rural children ”

8.0 Plan for the year 2002:

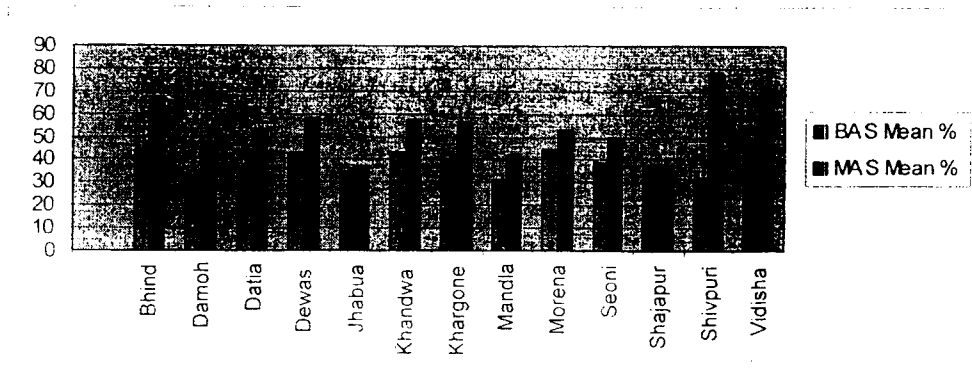
The availability of newer digital communication technology is very much promising in the area of instruction and training where effective communication is the prime business. Madhya Pradesh has enough experience in the area of training of teachers through tele-conferencing. All the DIETs do have a digital down linking facility. The up-link facility for INSAT 3-B is also available from Bhopal. In the coming years it is

proposed to provide digital down linking facility to all the JSKs in the state. Thus each JSK will be functioning as Tele Learning centre. The dish antenna, digital IRD and tel-fax will be used for conducting two-way audio and one-way video conferencing facility. The monitors with computers do have a TV tuner card, so that each JSK will be directly connected with Bhopal.

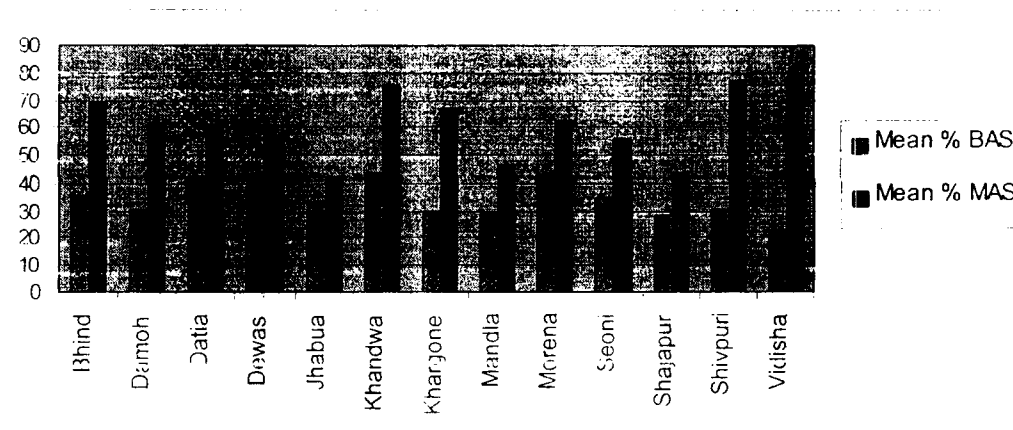
The provision of additional LNBC to these centres will allow them to view enrichment TV channels such as Discovery, National Geographic and others.

* * * * *

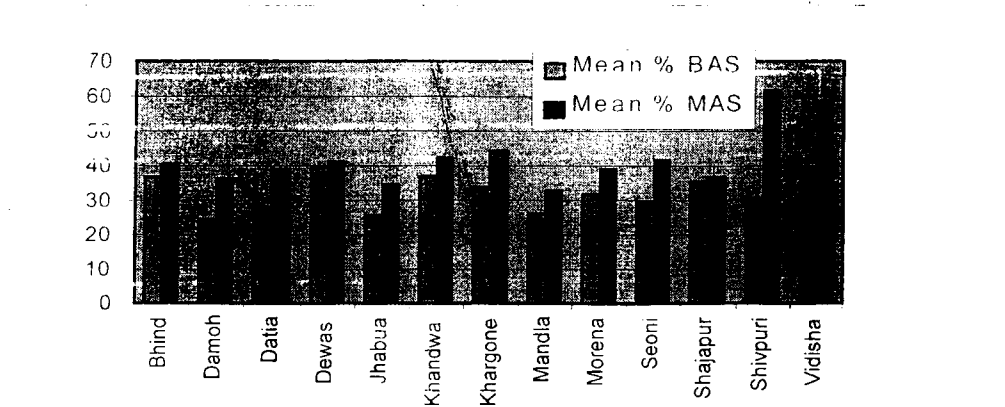
Comparison of Achievement of Class I Students in Language on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-II



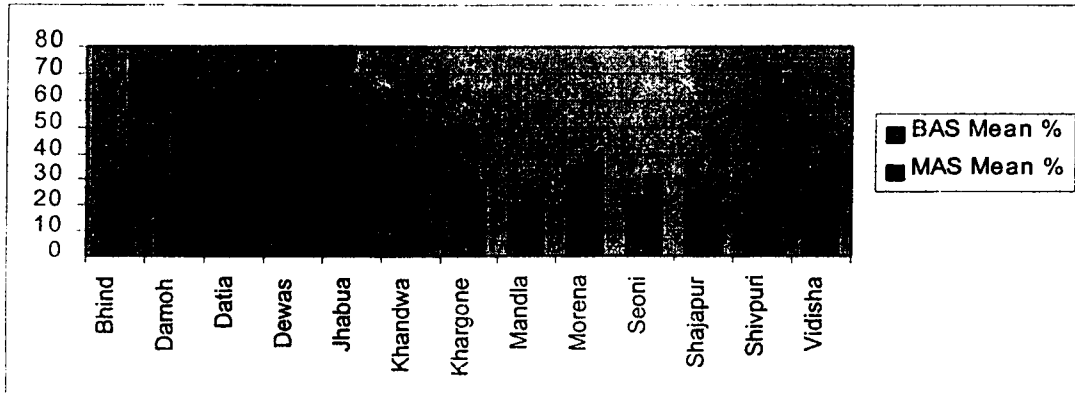
Comparison of Achievement of Class I Students in Maths on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-II



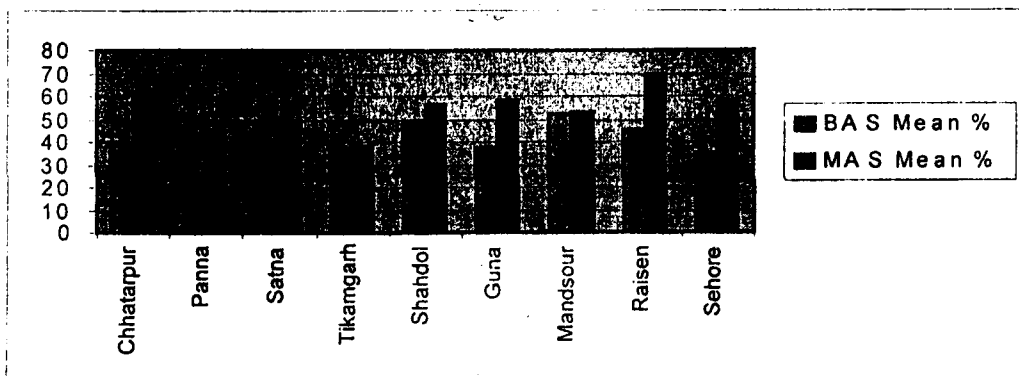
Comparison of Achievement of Class IV Students in Language on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-II



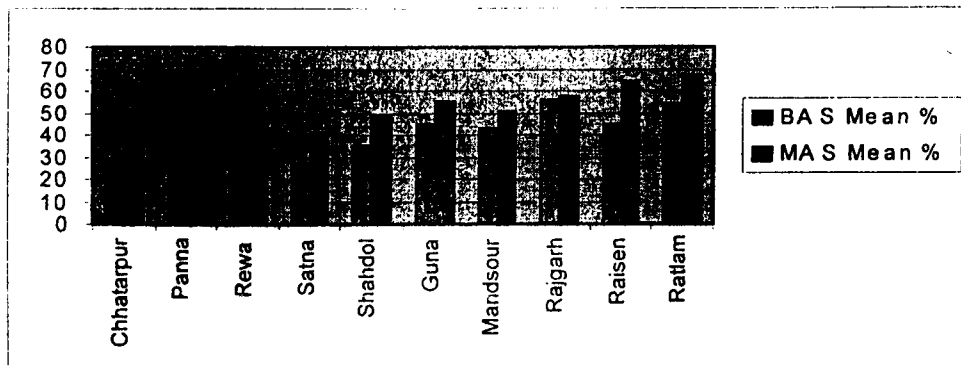
Comparison of Achievement of Class IV Students in Maths on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-II



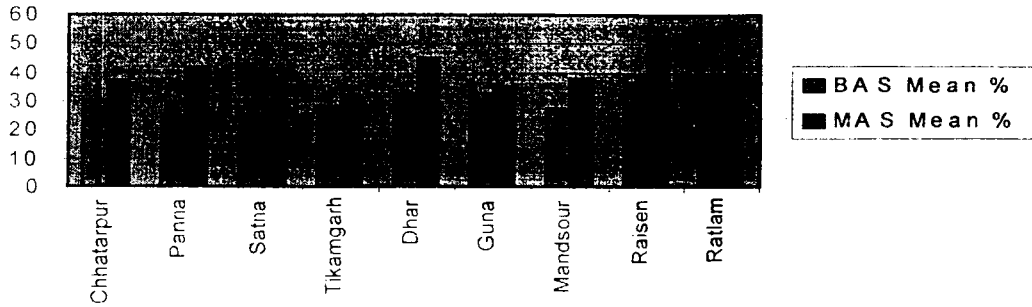
Comparison of Achievement of Class I Students in Language on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-I



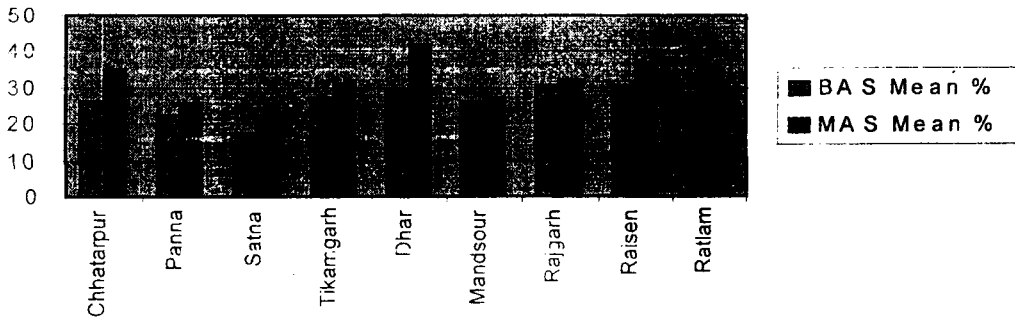
Comparison of Achievement of Class I Students in Maths on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-I



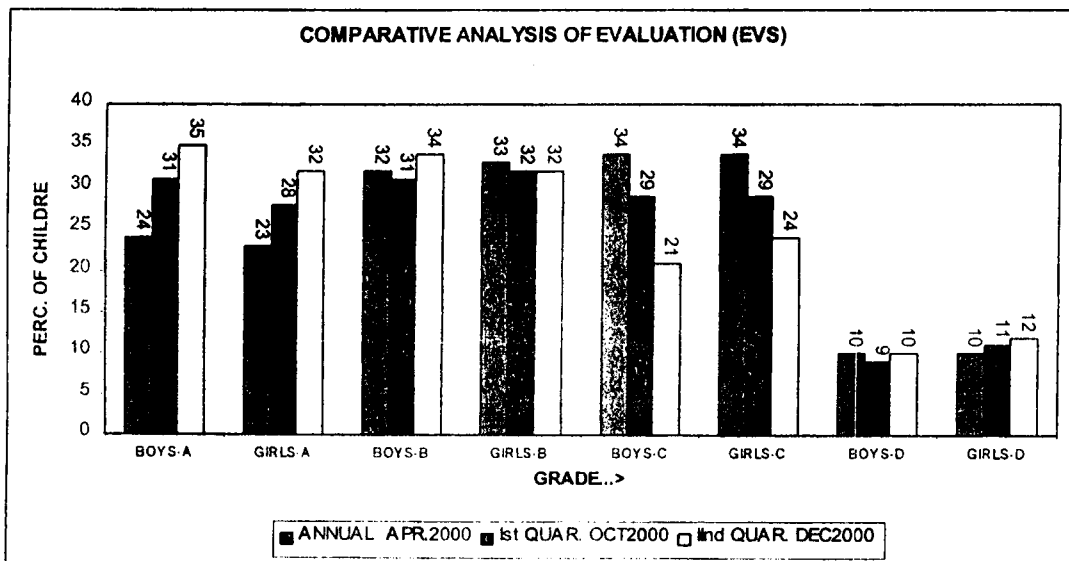
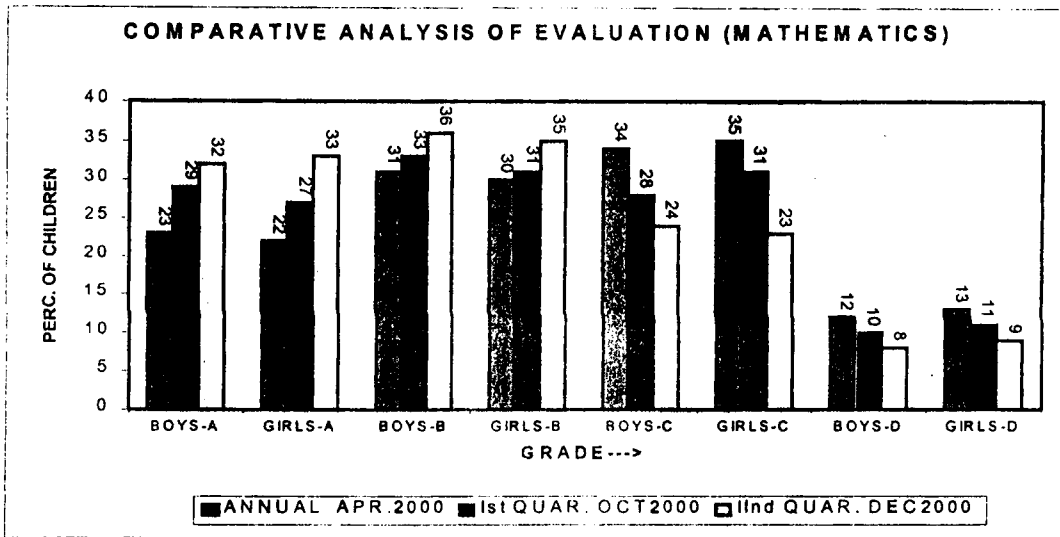
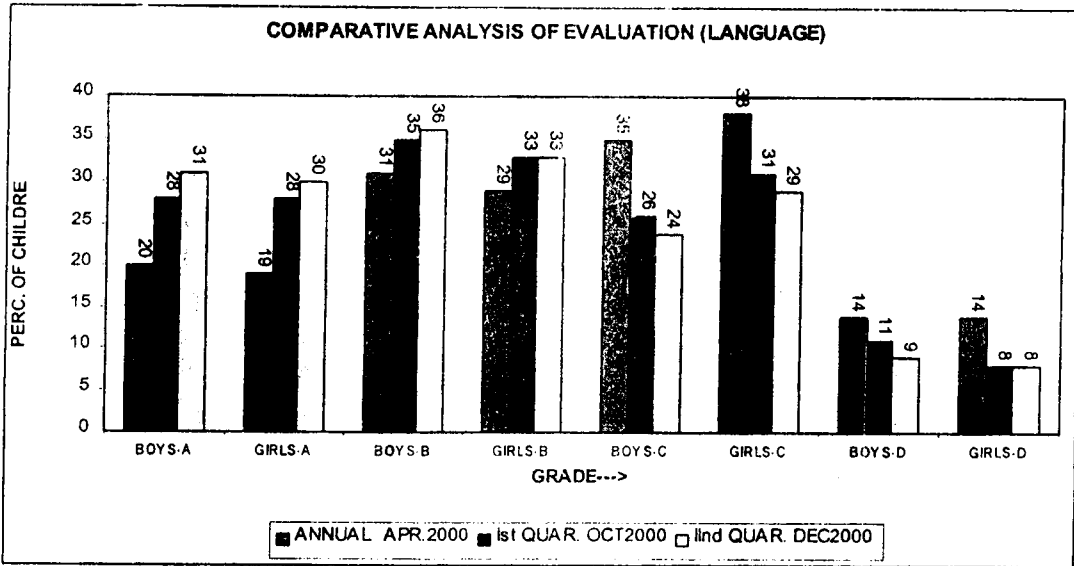
Comparison of Achievement of Class IV Students in Language on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-I



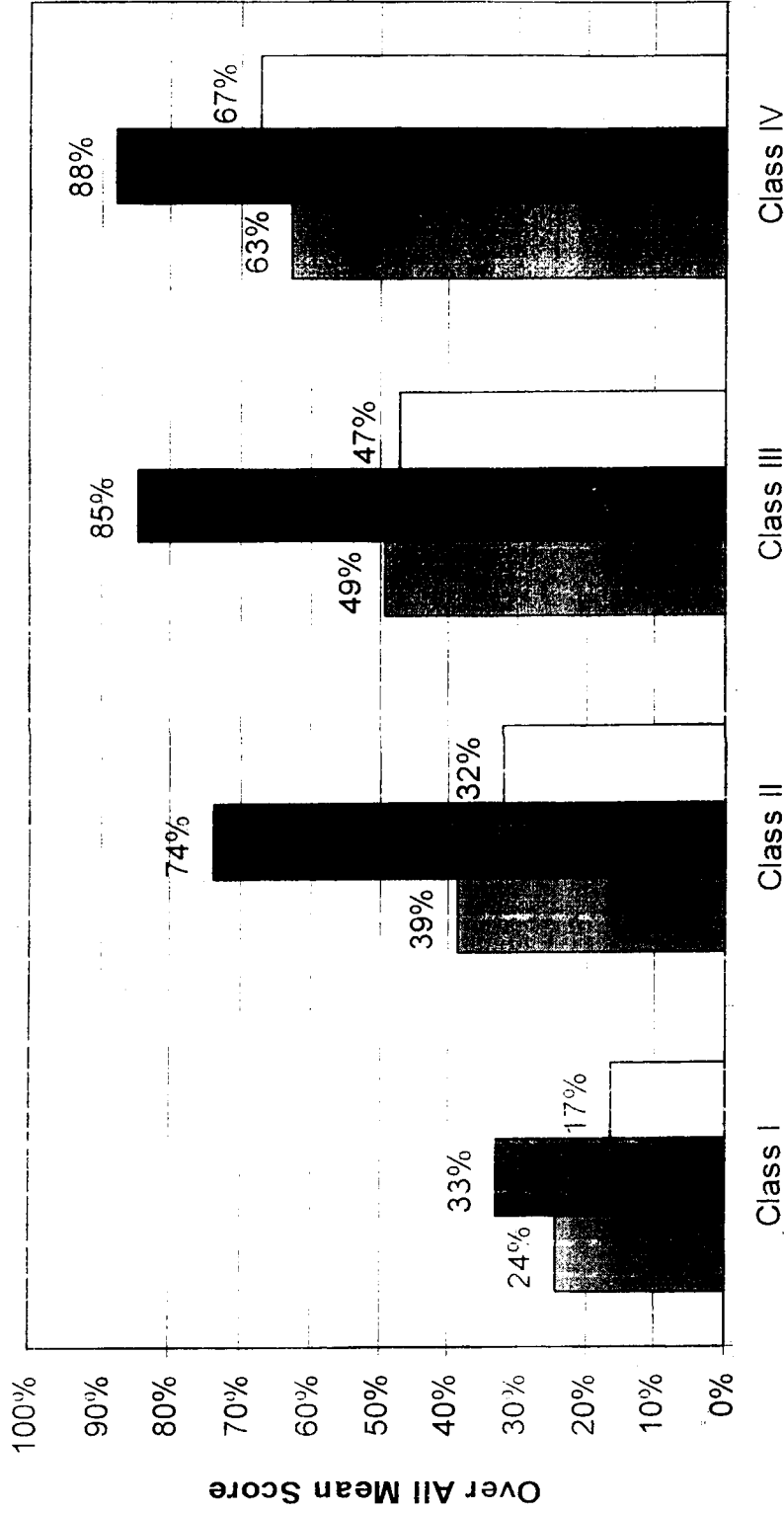
Comparison of Achievement of Class IV Students in Maths on the BAS test administered during the Initial Survey and Mid - term Survey in DPEP-I



EGS CHILDREN EVALUATION

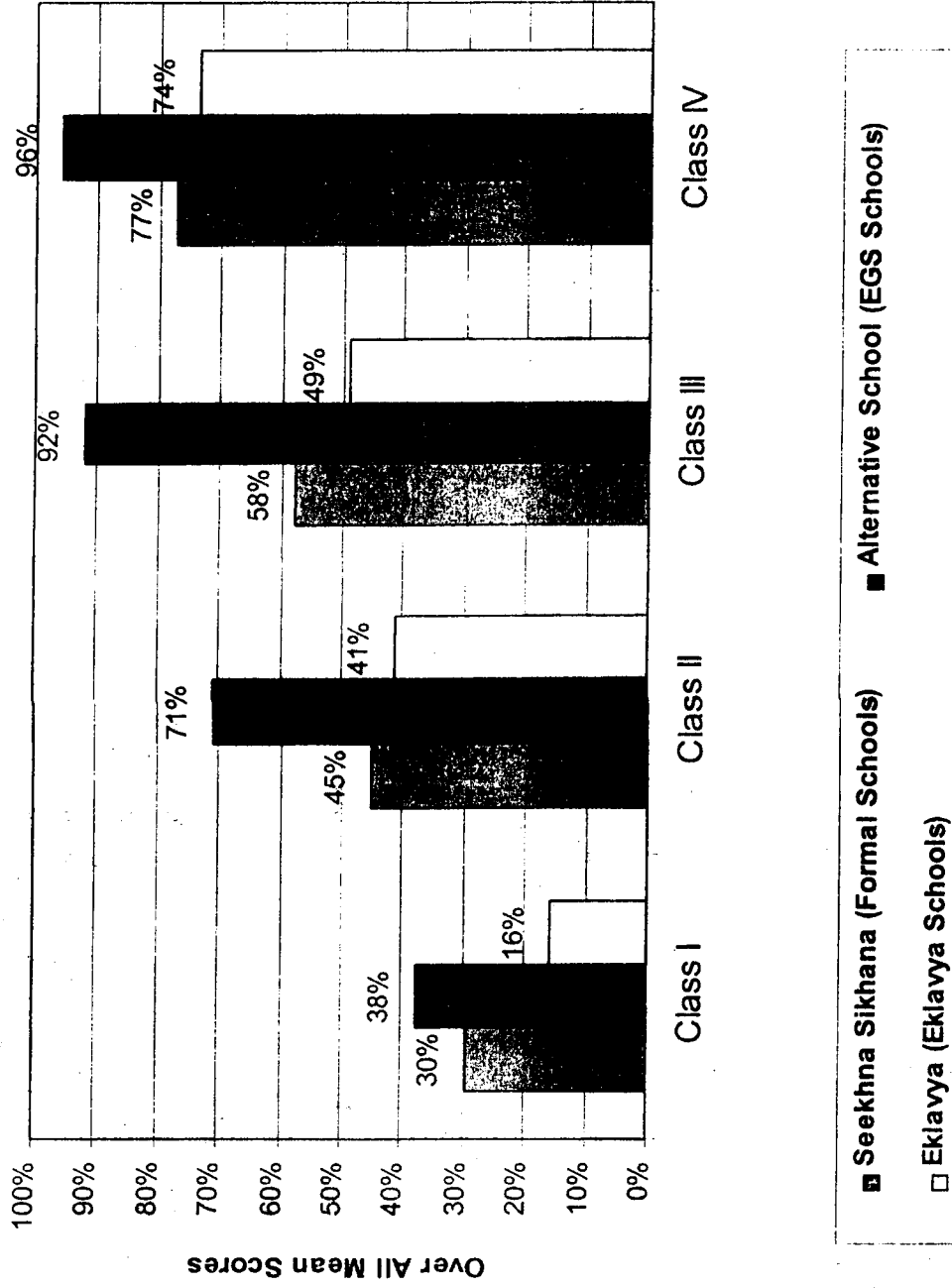


Summary of Achievement Test Conducted by IIM Ahmedabad (Written)



- Seekhna Sikhana (Formal Schools)
- Alternative School (EGS Schools)
- Eklavya (Eklavya Schools)

Summary of Achievement Test Conducted by IIM Ahmedabad (Oral)



Brief glimpses of research and evaluation conducted during the year 2000-2001

1- Title of the study:- Impact of migration on the education of Bhil children

background of the study:- dropouts and absentism are considered to be the main hurdle on the way of universal retention and achievement of students. These problems were felt not only by the teachers but also by the supervisors, administrators as well as policy makers. It was learnt from various review meetings with the district officials that the root cause of these problems was the migration of parents to the adjoining states. It was decided to study this problem in order to find a way out and help the students to remain in school till they complete class five. District Jhabua was chosen to study the impact of migration on the education of Bhil children as the problem was felt to be very acute in this particular area.

objectives of the study:-

- The objectives of the study were :
- To find out the duration of migration
- To assess the impact of parents migration on children
- To chalk out suitable measures to deal with problems of migratory children.

Methodology:-Six out of twelve blocks of Jhabua district were selected for the study. Interpersonal interviews were conducted amongst students of all the schools , teachers and the community members with the help of an interview schedule.

Main findings:

The findings of the study came out with interesting facts and figures.

- The return from agriculture for bhils is meager due to poor quality of land and irregular and inadequate rainfall. Therefore, they migrate for labor during the lean months i.e. May-June, October-November and January-February. They migrate to earn more money as rates of wages outside M.P. are higher than the rates of minimum wages fixed in Madhya Pradesh.

- Many Bhil families migrate on a regular basis for earning more money for the betterment of their economic condition.
- The money earned is utilized for returning consumption loans raised during lean periods, paying bride price and meeting marriage expenses.
- The duration of their stay outside home ranges between 5 to 6 months.
- Most of the school going children who return home after few months do not join the school again, such cases were reported to be between 50 to 70 percent.
- Children who join school after migration lag behind in studies and most of them dropout. Percentage of children who joined school was lowest in sondwa block(9%) and highest i.e. 50% in Ranapur, Meghnagar and petlawad blocks; in other blocks percentage of children joining the school varied between 42 to 22%.

Dissemination of study findings:

A state level workshop was conducted to share the findings with selected districts of M.P. where the problem of migration was felt to be alarming.

Use of the study findings:-

Findings of the study were used to formulate a suitable scheme called 'Shiksha Ghar' for the children of migrating parents. Under the scheme 10 tribal boys stay at one place, normally in the house of a local family who do not migrate. The family prepares food for the children and looks after their safety and wellbeing. For this the family is provided with Rs.250/- per head per month . The children stay with this family till their parents are back to their village at the end of lean season. By this innovative scheme a number of Bhil students have got the opportunity to continue their study without any break. The scheme has got overwhelming response from the parents. Presently six 'Shiksha Ghars' are running in Jhabua district.

2- Title of the study:-

Diagnostic study on upper primary education.

Back ground of the study :-

DPEP was launched with the aim of universal access, cent percent enrollment, achievement of minimum level of learning and bringing the dropout rate to zero percent. Within the span of five years, the Mission has achieved the first two objectives fully where as, the achievement of other two objectives also has shown on upward movement in the last years. At this backdrop, Madhya Pradesh is all set to take up a new venture in the field of elementary education. Before preparing a future plan of proposal, it was necessary to study the present status and scenario of elementary education. Thus a diagnostic study was taken up in Rajgarh district to have the situation analysis which was followed by similar studies in the other districts of M.P.

Objectives of the study:

- To analyse the existing position and status of the middle level schooling.
- To study the gains and gaps that remain in the elementary sector.
- To identify major issues regarding upper primary education as well as identification of major strategies for expanding and improving upon them.
- To identify the state specific issues related to upper primary education.

Methodology:

Three blocks of Rajgarh district of M.P. were chosen for the study on the basis of higher, medium and lower level of achievement in DPEP activities.

Main findings:

- District Rajgarh has 100% access for primary schooling.
- Gross Enrolment Ratio which was 67.7% in the year 94-95 rose to 98% in the year 98-99, thereby showing an upward increase by 30%.
- There is an increase of 21% in the enrolment percentage of boys.

- There is an increasing trend in the enrolment of girls too over these years.

Dissemination of study findings

Workshops at district and state level were organized to discuss the funding of this study. All the 61 districts of undivided M.P. participated in this workshop . The aim of this workshop was to share the study and its findings with other district officials including district project office and DIET in order to carry out similar studies at their respective districts.

Use of the study findings:-

Based on the findings of the study the perspective plan proposal for the Universal Elementary Education (UEE) was prepared . The plan for UEE was formulated to bridge the gaps remaining in the elementary sectors. The findings were also helpful in identifying and formulating strategies for expanding and improving upon primary education.

The district specific issues related to upper primary education were also included in the proposed plan based on the study findings.

3. Title of the study:-

A review of different primary Education packages in Madhya Pradesh.

Background of the study:

As a result of DPEP intervention the state of Madhya Pradesh has many innovative teaching-learning packages at the primary level. These packages evolved with the initiative and support of Rajiv Gandhi Shiksha Mission. These packages have been in place for about five years. The present study focused on identifying the strengths and limitations of the various packages, in order to examine the positive synergies that are possible.

Objectives of the study:

- Review of the following teaching -learning packages :
 1. Seekhna-Sikhana package.
 2. The Eklavya package.
 3. The Alternative school package.
- To analyse the best features of these packages.
- To figure out the weaker aspects in these packages for future improvement .
- Identifying some policy directions for the future.

Methodology: The review was conducted in three districts of M.P. viz. Dhar, Raisen and Betul. Methodology of the study involves school visits to sample number of schools pertaining to various educational packages and undertaking :

- Observation of classroom processes.
- learners evaluation.
- Teachers interview.
- Evaluation of teachers training programme.

The methodology thus include:

- field visits to schools
- workshops
- surveys
- Administering tests
- Questionnaires and interviews
- Case studies
- Desk review and analysis

Main findings

Dhar

There were no significant difference between the AS and SSP children's performance at the end of the first year, except in the written language component, in which AS did better (AS >SSP).By class 2, however, AS >SSP in all test components. A similar trend continued in class 3 for both the level 1 and level 2 tests.

Raisen

The difference between AS and SSP (AS>SSP) are observable in Classes 1 and 2 but they clearly come to the fore by Class 3. Again, the AS>SSP outcome is found in both level 1 and Level 2 tests.

Betul

A three way comparison between the packages was possible here in Betul. AS>EK and AS>SSP can be observed in all the classes for the level 1 test and in class 3 for the level 2 test. The third comparison reveals an EK>SSP outcome in classes 2 and 4 for the level 1 test. Interestingly, the same outcome is not apparent in classes 1 and 3 for the levels 1 and 2 tests. However, the level 2 test reconfirms the EK>SSP in class 4.

The self-paced, non-graded, and group-based nature of classroom learning and the integration fun and learning, in AS schools offers a fundamentally different and powerful model for primary education.

Children advancing up to class 5 through automatic promotions which is not performance - linked, can result in low levels of competence in class 4-5 and ultimately, high rate of failure in the Board (V). From this point of view, the formal schools under Eklavya and SSP could benefit substantially from the self-paced, non-graded and group-based approach. This is worthy of experimentation.

Dissemination of study findings :

The findings of the study was shared and discussed in detailed at state, district, block and Jan Shiksha Kendra level with resource persons. administrators, teachers, policy makers and planners working at different levels through workshop and plenary meetings. The policy formulators as well as book writers of different packages were also invited in the workshop. The strengths and weaknesses of the books and teaching aids were shared with them in view of improving it upon in future.

Use of the study findings :

- The findings of the study were helpful to understand the strengths and weaknesses of the existing packages of primary education.

- Suitable action plans were formulated at different levels to implement the major findings of the study for the improvement of teaching learning packages at primary level.
 - Based on the findings a major policy decision was taken to integrate the different existing packages of primary level.
 - Following the decision, the books of Alternative schooling package was made the base of the new package called Integrated learning Material (ILM) as the achievement level of children studying in this package was found to be high in the conducted evaluation. The strengths and useful points of other packages viz Sheekna-Shikhana, Khushi-Khushi and Apni Kitab, were also included in the ILM.
4. **Title of the study :** Evaluation of factors responsible for enrollement, retention, achievement of students, and impact of teachers training and schools variables on them.

Objectives of the study :

- To evaluate the present status of the project 'DPEP' and to assess its impact on enrollment, retention and achievement.
- To assess the achievement of the primary school students in Language, Maths and Environmental studies.
- To assess the contribution of pupils background and school context variables on achievement, enrollment and retention.

Methodology :

The study was carried out in three major stages :

- Designing of tools and schedules.
- Collection of primary data.
- Tabulation, data analysis and report writing.

Main Findings :

The infrastructure facilities of Dhar and Chattarpur districts found out to be very poor.

Most of the schools were found to be have inadequate teaching-learning and infrastructure facilities. As regard to the contribution of Rs. 3000/- per year, most of the focus groups expressed their dissatisfaction in the disbursement procedure of this fund.

The incentive schemes like mid-day meal, free books etc, have failed to generate overall interest of the students and to achieve the objectives of such schemes.

The main achievements in all the three subjects, viz. Mathematics, Language (Hindi) and Environmental studies found to be either below 40% or just 40%

Dissemination of study findings :

Discussions were held at state level which included the participants from the districts also.

Use of the study findings :

Action plan were formulated to provide the infrastructural facilities like black board, daris, water containers etc. to the school.

Jan Shikshaks, block coordinators and DIET lecturers were given special training on quality monitoring of the schools and how to provide academic support to the teachers.

Teachers were also trained through cluster meetings on diagnostic study and remedial teaching in order to find out the hard spots of the students and to deal with them effectively.

Details of Training held by RGSM - Jan' 2000-March' 2001

S.No.	Level of Training State/District/Block/ JSK	Training Components (i.e. subject)	Persons Trained	Number of Trainees	Methodology of Training orientation / training/ Review/ field based/ Teleconferencing etc.	Duration	Venue	Future Follow up
1		Planning & Management Training						
1.1	State	Training on Activity Diary, Job Charts of RGSM personnel of various level i.e. Rajya shiksha Kendra, Zila Shiksha Kendra, Janpad Shiksha Kendra, Jan Shiksha Kendra	Officers of Rajya Shiksha Kendra and SCERT	35	Training based on Activity Diary	2 days 15.09.2000 30.09.2000	Rajya Shiksha Kendra	Activities reviewed on the monthly basis at the state level
1.2	District	Training on Activity Diary, Job Charts of RGSM personnel of various level i.e. Rajya shiksha Kendra, Zila Shiksha Kendra, Janpad Shiksha Kendra, Jan Shiksha Kendra	District Resource group : • DEO, EPO-1, 2, 3, DIET personnel, BEO, BRCC	30 person per district in 37 districts approx. 1110 persons	Training based on Activity Diary	2 days October' 2000	Zila Shiksha Kendra	Activities review on the monthly basis at district level

		<ul style="list-style-type: none"> • Education to operate computer 				<ul style="list-style-type: none"> • Hands on training Experience on computer 			Bhoj University, Gwalior, Bhopal, Durg, Jabalpur, Indore, Raipur	and providing new educational software of different subjects
2.3	Orientation of SRG on Head start Programme at RSK level	<ul style="list-style-type: none"> • Computer enabled Education • Training to operate computer 	State Group	Academic	6	<ul style="list-style-type: none"> • Face to face mode practical Experience on computer 	1 day	RGSM office, Bhopal	Continuous Monitoring and providing new educational software of different subjects	
3	Academic - Planning and Monitoring									
3.1	State Level	Orientation on Academic Planning and Monitoring		<ul style="list-style-type: none"> • Academic Planning • District wise Group work for planning different 	<ul style="list-style-type: none"> • DIET principal EGS Incharge & DPEP incharge of DIET 	120		<ul style="list-style-type: none"> • Face to face • Group work • Open discussion 	2 days December '2000	<ul style="list-style-type: none"> • Continuous Feedback on planning issues • Monthly Review of Activities

		Education to • Training to operate computer				• Hands training Experience on computer		Bhoj University, Gwalior, Bhopal, Durg, Jabalpur, Indore, Raipur	and providing new educational software of different subjects
2.3	Orientation of SRG on Head start Programme at RSK level	• Computer enabled Education • Training to operate computer	State Group	Academic	6	• Face to mode practical Experience on computer	1 day	R GSM office, Bhopal	Continuous Monitoring and providing new educational software of different subjects
3	Academic - Planning and Monitoring								
3.1	State Level	Orientation Academic Planning and Monitoring		• Academic Planning • District wise Group work for planning on different		• DIET principal EGS Incharge & DPEP incharge of DIET	120	2 days December 2000	• Continuous Feedback on planning issues • Monthly Review of Activities

3.2	State	SSK & Jhoolaghar Programme - Planning and Monitoring and Evaluation	<ul style="list-style-type: none"> • Integrated learning material • Need Assessment • Diagnostic Studies 	SRG : 21 Persons from DIET, DPO, PPTI	Orientation	2 days	PPTI Jabalpur	After feedback of this years training
3.3	District	SSK & Jhoolaghar Programme - Planning and Monitoring and Evaluation	<ul style="list-style-type: none"> • DRG- DIET + • DPO + • MT member 	80	Orientation	3 days	DIET	Training/ Orientation will be for one day or two days each year
3.4	Block	SSK & Jhoolaghar Programme - Planning and Monitoring and Evaluation	SSK/Jhoolaghar Teachers	3372	Training	5 days	BRC	Need based training will be given to selected SSK/Jhoola

3.5	State	Community based Bal Shiksha in Janshala Block	SRC (SPO-DPO + DIET)	20	Orientation	2 days	PPTI Jabalpur	Teachers and remaining teachers will be oriented for 3 days
3.6	District	Community based Bal Shiksha in Janshala Block	DRG (DIET + DPO)	125	Orientation	3 days	PPTI Jabalpur	
3.7	Block	Community based Bal Shiksha in Janshala Block	EGS gurujies	200	Training	4 days	Block	The component being integrated in the training module of teachers.
3.8	State	Ashram Shala - Planning and Monitoring	Ashram Superintendents and Teachers	48	Training	4 days	Block	
4	Gender Sensitivity Training							
4.1	State	Gender Sensitivity training	Sahayoginis (DPEP + Mahila Samakhya)	366	Training	3 days	BRC	Need based training or orientation will be given for 2 days
4.2	State	Gender (Training to	Gender	42	Training	1 days	Rajya	Need based

		find out gender index in Sahyoginis Block)	Coordinator or Mahila Samakhya - District Project Consultants and Resource Persons				Shiksha Kendra	training will be held
4.3	Block	Gender	Sahyoginis (DPEP - MS)	336	Training	2 days	BRC	Need based training will be held
4.4	State	Gender (Implementation of gender index in Sahyoginis Block)	GC + MS DPC RP	42	Training	1 day	SPO	need based one or two days
4.5	Block	gender	Sahyoginis DPEP + MS	336	Training	2 days	BRC	need based 2 days
5	Civil Works Training							
5.1	District and Block	Development of Activity Center in PS building	DPC, BRGs, Member of Village Nirman smite	Average 40 persons per district in 33 DPEP distt.	Field based training	One day	District level at Activity Center	
5.2	State level	Training on cost effective technology in school building construction	DPC and technical persons from all (DPEP) district	2 person each from 33 district	Orientation training cum. review	2 days	RGSM, Bhopal	Orientation and review will be held once in a quarter

5.3	District level	Training on working procedures and cost effective technology in school building construction	DPC/member of VNS/BRCs Technical person	Average 40	Training	1 day	DPO	Orientation and review will be held once in a quarter
6	Finance							
6.1	State	Finance and Accounts	APC (F) of District Project Officer	34	Monthly Orientation and Review	2 days	Rajya Shiksha Kendra	Is being done every month
6.2	District	Training in Financial Management & Accounting Systems	APC (F) Accounts of District Project Officer	20 20	Orientation & Training	2 days	District Headquarters	
6.3	Block	Training in Financial Management & Accounting Systems	BEO, BRCC, Block Accountant, CAC	20 20 20 8000	Orientation & Training	1 day	Block Headquarters	

Details of SPO Persons Trained at National level/Out of State

S.No.	Name of Officer	Training Received (Subject of training received)	Institute/Agency and Venue	Duration of training (Mention the time period)	Dates
1	Ms Archana Bhambal Deputy Manager, Planning & Monitoring, Rajya Shiksha Kendra, RGSM	Planning for Universalisation of Elementary Education	NIEPA, New Delhi	4 days	29 Nov'-2 Dec' 2000
2	Shri Shekhar Sarathe Programmer, Rajya Shiksha Kendra, RGSM	Planning for Universalisation of Elementary Education	NIEPA, New Delhi	4 days	29 Nov'-2 Dec' 2000
3	Shri Devendra Singh Sisodiya Programmer, Rajya Shiksha Kendra, RGSM	Planning for Universalisation of Elementary Education	NIEPA, New Delhi	4 days	29 Nov'-2 Dec' 2000
4	Shri Neeraj Saxena Programmer, Rajya Shiksha Kendra, RGSM	Planning for Universalisation of Elementary Education	NIEPA, New Delhi	4 days	29 Nov'-2 Dec' 2000
5	Shri Farooque Siddiqui Assistant Manager, Planning & Monitoring, Rajya Shiksha Kendra, RGSM	Participatory Planning Process in Annual Work Plan preparation	Ed.Cil, New Delhi Venue : Hyderabad	5 days	18-12 Jan' 2001
6	Shri Ashwini Kumar Garg, Deputy Manager, Rajya Shiksha Kendra, RGSM	Participatory Planning Process in Annual Work Plan preparation	Ed.Cil, New Delhi Venue : Hyderabad	5 days	18-12 Jan' 2001
7	Shri Devendra Singh Sisodia, Programmer, Rajya Shiksha Kendra, RGSM	Participatory Planning Process in Annual Work Plan preparation	Ed.Cil, New Delhi Venue : Hyderabad	5 days	18-12 Jan' 2001
8	Shri Rathode, Lecturer, DIET Vidisha	Participatory Planning Process in Annual Work Plan preparation	Ed.Cil, New Delhi Venue : Hyderabad	5 days	18-12 Jan' 2001

9	Shri J.K. Prabhakar. Assistant Commissioner, Tribal Welfare deptt., Hoshangabad	Training Programmer on school, Mapping and micro planning	NIEPA, New Delhi	5 days	20-24 Nov' 2000
10	District Education officer, Hoshangabad	Training Programmer on school Mapping and micro planning	NIEPA, New Delhi	5 days	20-24 Nov' 2000
11	Assistant Commission, TWD Chhindwada	Training Programmer on school Mapping and micro planning	NIEPA, New Delhi	5 days	20-24 Nov' 2000
12	District Education officer Chhindwada	Training Programmer on school Mapping and micro planning	NIEPA, New Delhi	5 days	20-24 Nov' 2000
13	Shri Mahendra Dave (Lecturer, Rajya Shiksha Kendra, RGSM)	Workshop on Sarva Shiksha Abhiyan - Initiatives	NCERT	5 days	15-19 Jan' 2001
14	Shri Sandeep Diwakar, Rajya Shiksha Kendra, RGSM	Workshop on Sarva Shiksha Abhiyan Initiatives	NCERT	5 days	15-19 Jan' 2001
15	Shri Sudhir Gupta, Rajya Shiksha Kendra, RGSM	Workshop on Sarva Shiksha Abhiyan Initiatives	NCERT	5 days	15-19 Jan' 2001
16	Shri Rakesh Dubey, Rajya Shiksha Kendra, RGSM	Workshop on Sarva Shiksha Abhiyan Initiatives	NCERT	5 days	15-19 Jan' 2001
17	Shri S.K. Soni (Dy. Manager, Civil Work), Rajya Shiksha Kendra, RGSM	Civil Works Workshop	Ed CIL, Venue Bhubaneswar	5 days	28.08.2000 to 01.09.2000
18	Shri Manoj Chaubey. (Consultant)	Civil Works Workshop	Ed CIL, Venue Bhubaneswar	5 days	28.08.2000 to 01.09.2000
19	Shri Anil Saxena (Sub Engineer)	Civil Works Workshop	Ed CIL, Venue Bhubaneswar	5 days	28.08.2000 to 01.09.2000
20	Shri Mubarik Khan (Sub Engineer)	Civil Works Workshop	Ed CIL, Venue Bhubaneswar	5 days	28.08.2000 to 01.09.2000

Persons of RSK are encouraged to take up specialized trainings/courses on their own expenses by giving some relaxation in office timings.

ALLOCATING ADDITIONAL FINANCIAL RESOURCES

S.No.	Components	Total	Tribal	%
1	New Primary Schools	4209	1324	31%
2	EGS Schools	22661	9459	42%
Out of total children enrolled in EGS school 44% are ST children.				
3	School Buildings	4939	1772	36%
4	Additional Rooms	4391	1670	38%
5	EGS Buildings	4545	2042	45%
6	Block Resource Centres	236	65	28%
7	Cluster Resource Centres	4275	1075	25%
8	Early Childhood Education Centres	3427	674	20%
9	Approved Budget Outlay (in Millions)	7620.44	2350.75	31%

GAPS IN MIDDLE SCHOOL IN MADHYA PRADESH

	Number of existing Middle School	Number of M.S. required		Number of Teachers required		Requirement of School Buildings in Existing Middle Schools	Number of additional rooms required in M.S.
		Number of P.S. to be upgrade	Number of EGS to be upgraded	For upgradation of P.S.	For upgradation of EGS		
DPEP - I	6000	2860	351	5720	702	2313	4106
DPEP - II	5229	3022	212	6044	424	2317	3011
SSA	2113	695	45	1390	90	736	1380
NON DPEP/SSA	3044	676	76	1352	152	1067	1735
Grand Total	16366	7253 *	684	14506	1368	6433	10232

** Out of these 2844 Middle Schools have been sanctioned by Govt. of M.P in the year 2001-2002 .*

Districtwise Target Group, Enrolment and GER at Middle Level										
S.No.	District	Population 11-14 years age			Enrollment at Upper Primary			GER %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BETUL	40786	37256	78042	29881	24798	54679	73.26	66.56	70.06
2	RAISEN	30148	22257	52405	23204	12399	35603	76.97	55.71	67.94
3	RAJGARH	45098	32638	77736	24998	7949	32947	55.43	24.36	42.38
4	SEHORE	35957	26463	62420	31141	18936	50077	86.61	71.56	80.23
5	GUNA	48939	34838	83777	34498	13382	47880	70.49	38.41	57.15
6	DHAR	45870	40491	87361	29185	18681	47866	62.27	46.14	54.79
7	REWA	73696	58700	132396	52582	40362	92944	71.35	68.76	70.20
8	SATNA	63718	50041	113759	54860	36851	91711	86.10	73.64	80.62
9	SHAHDOL	45128	38508	83636	37044	32207	69251	82.09	83.64	82.80
10	UMARIA *			0			0			
11	SIDHI	61460	44292	105752	38025	19563	57588	61.87	44.17	54.46
12	CHHATARPUR	44649	28947	73596	28369	13141	41510	63.54	45.40	56.40
13	PANNA	24252	18952	43204	16351	9607	25958	67.42	50.69	60.08
14	TIKAMGARH	39828	26340	66168	27115	11136	38251	68.08	42.28	57.81
15	MANDSAUR	29420	19937	49357	25801	13509	39310	87.70	67.76	79.64
16	NEEMUCH	17248	11181	28429	15068	9421	24489	87.36	84.26	86.14
17	RATLAM	124051	99080	223131	111549	81138	192687	89.92	81.89	86.36
18	BHIND	50807	33793	84600	48512	29757	78269	95.48	88.06	92.52
19	DEWAS	44037	32121	76158	27130	14757	41887	61.61	45.94	55.00
20	DAMOH	33518	23917	57435	28250	16875	45125	84.28	70.56	78.57
21	DATIA	21496	14115	35611	16835	8854	25689	78.32	62.73	72.14
22	JHABUA	41219	30890	72109	13783	8033	21816	33.44	26.01	30.25
23	KHANDWA	43149	32675	75824	27709	18227	45936	64.22	55.78	60.58
24	KHARGAON	48746	33819	82565	30083	20480	50563	61.71	60.56	61.24
25	BARWANI	30352	23229	53581	13176	8756	21932	43.41	37.69	40.93
26	MANDLA	26577	20040	46617	22118	15597	37715	83.22	77.83	80.90
27	DINDORI *			0			0			
28	MORENA	58738	34103	92841	52953	28887	81840	90.15	84.71	88.15
29	SHEOPURKALA	20433	12393	32826	10317	3691	14008	50.49	29.78	42.67
30	SEONI	35560	30741	66301	26820	21406	48226	75.42	69.63	72.74
31	SHAJAPUR	37245	18939	56184	33411	14224	47635	89.71	75.10	84.78
32	SHIVPURI	36951	19181	56132	30951	10742	41693	83.76	56.00	74.28
33	VIDISHA	36855	23553	60408	23359	12106	35465	63.38	51.40	58.71
	Total	1336931	973430	2310361	985078	595472	1580550	73.68	61.17	68.41

* Data not received yet

Source- Loksampark Abhiyan 2000

Districtwise Target Group, Enrolment and GER at Elementry Level										
S.No.	District	Population 6-14 years age group			Enrollment at Elementry Level (I-VIII)			GER %		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	BETUL	147328	135405	282733	142819	125601	268420	96.94	92.76	94.94
2	RAISEN	96807	80821	177628	90674	71421	162095	93.66	88.37	91.26
3	RAJGARH	131754	112543	244297	113572	80987	194559	86.20	71.96	79.64
4	SEHORE	122011	102266	224277	116844	92811	209655	95.77	90.75	93.48
5	GUNA	153218	120581	273799	145599	96547	242146	95.03	80.07	88.44
6	DHAR	173321	144657	317978	150897	112466	263363	87.06	77.75	82.82
7	REWA	228821	191624	420445	205737	166729	372466	89.91	87.01	88.59
8	SATNA	200925	176990	377215	202093	171230	373323	100.58	97.13	98.97
9	SHAHDOL	159631	146292	305923	158346	138678	297024	99.20	94.80	97.09
10	UMARIA *			0			0			
11	SIDHI	202881	170653	373534	178013	130819	308832	87.74	76.66	82.68
12	CHHATARPUR	152597	121604	274201	146922	108969	255891	96.28	89.61	93.32
13	PANNA	88291	74462	162753	79088	62076	141164	89.58	83.37	86.74
14	TIKAMGARH	135616	109495	245111	126521	94375	220896	93.29	86.19	90.12
15	MANDELAUR	107282	87252	194534	105125	81696	186821	97.99	93.63	96.04
16	NEMTICH	64617	52174	116791	65168	51822	116990	100.85	99.33	100.17
17	RATLAM	215271	174349	389620	201178	150922	352100	93.45	86.56	90.37
18	BHIND	163902	124561	288463	171173	129476	300649	104.44	103.95	104.22
19	DEWAS	129625	114013	243638	111489	85169	196658	86.01	74.70	80.72
20	DAMOH	118883	98049	216932	113558	90390	203948	95.52	92.19	94.01
21	DATIA	72717	57286	130003	68671	53502	122173	94.44	93.39	93.98
22	JHABUA	171624	140911	312535	127995	97403	225398	74.58	69.12	72.12
23	KHANDWA	155344	123357	278701	144220	114463	258683	92.84	92.79	92.82
24	KHARGAON	161690	135064	296754	142096	114390	256486	87.88	84.69	86.43
25	BARWANI	111770	96885	208655	94739	75677	170416	84.76	78.11	81.67
26	MANDLA	93446	82823	176269	89060	77091	166151	95.31	93.08	94.26
27	DINDORI *			0			0			
28	MORENA	191007	139201	330208	189565	137643	327208	99.25	98.88	99.09
29	SHEOPURKALA	66933	49627	116560	58934	38749	97683	88.05	78.08	83.80
30	SFONI	122110	113842	235952	121797	108644	230441	99.74	95.43	97.66
31	SHAJAPUR	138417	104206	242623	133531	97662	231193	96.47	93.72	95.29
32	SHIVPURI	175999	125316	301315	174823	120189	295012	99.33	95.91	97.91
33	VIDISHA	132796	108491	241287	126852	100930	227782	95.52	93.03	94.40
	Total	4386634	3614100	8000734	4097099	3178527	7275626	93.40	87.95	90.94

* Data not received yet

Source- Loksampark Abhiyan 2000

**RECOMMENDATIONS OF 12TH JOINT REVIEW MISSION AND FOLLOW-UP ACTION
NATIONAL LEVEL**

	RECOMMENDATIONS	ACTION TAKEN
6.1	<ul style="list-style-type: none"> The Mission recognises that after six years input into the programme in the DPEP-I states and four years in the original DPEP-II states, the universalisation of enrolment at Class I in some districts is emerging as a real possibility. However, simultaneously, across the states the difficulties of retaining and guaranteeing high levels of learning achievement for the most difficult to reach children are also apparent. The Mission suggests that the GoI and states might intensify efforts to enroll and retain all categories of out of school children. 	<p>There has been concerted effort during this period to enroll and retain children in formal and Alternative Schools. More than 2.55 lakh children have been enrolled in Alternative Schools during the period under overview. Different categories of children like girls who study in <i>Madrasas</i>, children who migrate with parents, deprived urban children of different categories have been covered in different states. This is an ongoing effort of the states.</p> <p>The issue of retention is being addressed in two ways. One by mobilising the community to send children regularly to schools and secondly, by bringing improvement in schools through number of measure such as, improving teaching learning process and classroom organisation, monitoring of individual child's progress and organising remedial classes (in many states). Monitoring through Village Education Registers in some states has also contributed towards retention of children.</p>
6.2	<ul style="list-style-type: none"> Given the emerging evidence from the cohort studies on drop-out and primary education cycle completion rates which have been undertaken in some states, the Mission recommends that DPEP should focus more directly on raising completion rates. 	<p>Cohort studies have been carried out in Tamil-Nadu and in some Mandals in Andhra Pradesh. In West Bengal, an attempt had been made in sample schools in DPEP districts. Discussions on similar exercise was held in Maharashtra. The issue would be further focussed in the forth coming national level MIS workshop scheduled in May 2001.</p>
6.3	<ul style="list-style-type: none"> In view of the significant position of AS in the states' strategy towards UPE, there is a need to compile an information base on AS comparable to regular schools. States then need to be encouraged to review their strategies for 	<p>Efforts to develop a comprehensive system of information base for Alternative Schooling is under progress. For EGS type of schools which are of somewhat permanent nature, EMIS system developed for formal schools will be extended. An information base for EGS and AS schools in Madhya Pradesh is being developed in</p>

RECOMMENDATIONS	ACTION TAKEN
<p>UPE with respect to equity and quality.</p>	<p>collaboration with NIEPA. The same is proposed to be extended to other states once finalised. For other strategies which are of transitory nature, there exist a system of reporting, which is being improved and updated. A committee is currently working on this issue. The work is likely to be complete by the end of May, 2001.</p>
<p>6.4</p> <ul style="list-style-type: none"> It is evidence that the prevalence of multi-grade classes across the country will continue in the medium term. The Mission suggests that states need to take cognisance of the extent to which multi-grade classes prevail and develop strategies whereby schools and teachers can apply pedagogic processes that can be effective. Multi-grade and multi-level teaching learning needs a much stronger focus through teacher training and material development. States may like to share their plans and action taken in this regard with the next JRM. 	<p>The issue of multi-grade classroom was discussed extensively with states in a workshop in January 2001. Resource persons from Rishi Valley and NIEPA, Kali also attended. Presentations from Maharashtra and Madhya Pradesh also addressed these issues. Many states had attended a workshop organised by Rishi Valley in February 2001 on this issue.</p>
<p>6.5</p> <ul style="list-style-type: none"> Low and varying expenditure across many districts could be an indication of slow and uneven implementation. The Mission suggests that the EE Bureau and states analyse the "hot spots" of implementation and expenditure by district and component, determine reasons for slow expenditure, take action as appropriate, and report on the work in this regard to the next JRM. 	<p>States have been advised to identify the 'hot-spots' after analysing the component-wise, district-wise expenditure and implementation.</p>

