

# **DISTRICT PRIMARY EDUCATION PROGRAMME**

## **A Report on Follow Up Actions on Joint Supervision Mission Recommendations (Fourth, Third, Second & First)**

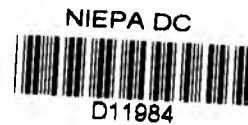


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\* As reported by respective SPD

# **NATIONAL INTERVENTIONS**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>General</b>	<p>Reviewing implementation progress in the states systematically. <i>Preparing progress reports that are more analytical, identifying performance problems at an early stage and intervening when slippages occur; incorporating key supervisory &amp; support activities in the next progress report. In addition to the workshops, twinning arrangements, study visits and dissemination of key research findings &amp; success stories;</i></p>	<p>Details of the systematic review of implementation progress is documented in the annexure at _____.</p>	
	<p>Broadening opportunities for Cross State Learning.</p>	<p>The DPEP Bureau/TSG has considered ways to systematically share the experience among states. A list of innovative programmes and places from whom the states could be benefited was passed on to the states. <i>(For details, see Sections Pedagogy, Planning and Research Evaluation, MIS as per section).</i></p>	
	<p>Taking further actions to ensure compliance of states' 15% contribution to the 1995/96 project costs. (More particularly in Assam);</p>	<p>Against 1995-96 project cost, all the DPEP states have given its 15% contribution.</p>	
<b>Pedagogy &amp; Teacher Training</b>	<p>The challenge of deepening the Pedagogical renewal experience needs to continue as a major undertaking in</p>	<p>Visits have been undertaken to DPEP-II states by the Pedagogy unit in the months of December and January in</p>	

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	both DPEP-I and II.	<p>order to initiate and assist in the planning and renewal of the process of pedagogical renewal. Accordingly the DPEP-II states have been advised to prepare concept papers in certain specific areas such as teacher training strategies, textbook development process etc. Conceptual workshops are proposed to be held in Gujarat, Himachal Pradesh &amp; Orissa which would provide the basis for further work on teacher training, curriculum &amp; m development etc.</p> <p>State specific inputs provided (see separate section under National Interventions)</p> <p>Visioning follow up in Bihar, Gujarat, Orissa and HP. Training DPEP I and DPEP II teams in conducting visioning exercises at state and district levels.</p> <p>Resource Camp and using resource persons emerging from the DPEP I experience as resource for DPEP II.</p> <p>TSG has attempted to follow through <i>the complete process</i> of curriculum and</p>	



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		<p>textbook development in Kerala and renewal of teacher training in Karnataka with a view to evolve models that have worked, and can be used as basis for helping other states.</p> <p>Involvement of a larger group resource persons and institution who could assist states as and when required.</p>	
	<p>Bureau/TSG to advise DPEP-II states concerning the pedagogical renewal process.</p>	<p>Visits have been undertaken by the TSG/bureau in the months of December and January in order to initiate and assist in the planning and implementation of the process of pedagogical renewal. Accordingly the states have been advised to prepare strategy papers in certain specific areas such as teacher training strategies, textbook development process etc.</p>	
	<p>Broaden opportunities for cross state learning</p>	<p>An attempt has been made by TSG/bureau to target supervision and assistance to states and to assist DPEP-II states in learning from the experience of DPEP-I states. The DPEP bureau/TSG considered ways to systematically share the experience among states.</p> <p>A list of innovative programme and</p>	

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		<p>places from where the states could be benefited was passed on to the states.</p> <p>Some DPEP-II states have already organised <i>exposure trips</i> to programmes like Lok Jumbish, Eklavya, Diganatar, DPEP-I states etc.</p> <p>Apart from this, some workshops were organised which provided a forum to the states to learn about what is happening elsewhere and also to build strategies in their own context. The workshop on Alternative Schooling was organised during 13-16 November 1996 and a National workshop on Sub district structures (BRCs and CRCs) was conducted during 12-13 November, 1996.</p> <p>The Resource Campsheld at Udaipur during February 97 provided on opportunity for DPEP-II stats to know more about successful pedagogy related work in DPEP-I state.</p> <p>DPEP-II states have been advised to call resource persons from DPEP-I states for their workshops.</p>	

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		Documentation of textbook processes has been completed & will be shared with other states.	
	The provision of funds to VECs and teachers for teaching aids is creating a more stimulating environment in schools and having a positive influence on the sense of ownership by stakeholders. The challenge for the bureau is to enrich and deepen this process.	A national level Materials Mela is planned in the first week of April with a view to expose the states to a variety of materials (non-textbook) prepared across the states and by some innovative programmes, NGOs etc. This will be followed by four regional level melas. For this, the states have been asked to identify a Core Group consisting of Resource Persons who have worked with teachers in development of such materials. During the mela there would be focused discussions on the unity of TLM, their use in classrooms, utilisation of the Rs. 500/- teacher grant etc.	
	Encourage interstate sharing of experiences and mutual support through visits and attachments.	Initiative has been taken to disseminate the good practices or events related to a particular state in a particular area to all the states. For this, a monthly despatch system has been established within TSG under which the useful and enriching experiences of the states are disseminated to other states. Under this, documents describing the formation of State resource group in Assam, revision	

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		of teachers handbooks in Kerala, revision of teacher's training in Karnataka and Kerala, handling multigrade classrooms, some useful points for planning pedagogical renewal activities etc. have been disseminated across the states.	
	Prioritise the development of learning materials for multi grade teaching	States have been advised to undertake follow-up action from the visit to Escuela Nueva (Colombia). Some States (Kerala & Assam) have already initiated work in this area.  DPEP Kerala has been facilitated in its tie-up with Rishi Valley for developing multi-grade centres along with material and teacher training.	
	It would be beneficial to rationalise all the different forms of training currently available into a whole developmental package	Efforts in this direction has been made by assisting states like Karnataka, Kerala etc. in revision of their training package. In April a similar effort may be directed towards Maharashtra.	
	Address the issue of DIETs and SCERT strengthening. Assist states with the development of a long term capacity building programme for SCERT and DIETs.	A plan for assisting states in this area has been developed. The institutional development study by the Research & Evaluation with (TSG) in 4 states has also provided a basis for further with. It is proposed to involve Resource Persons	

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		<p>&amp; Institutions in this effort which would also include development of 1-2 DIETs as model DIET.</p>	
	<p>Bureau/TSG to initiate action to support the implementation of training programme of TRG personnel before January end 1997.</p>	<p>DPEP I states have some standing resource groups in one form or another.</p> <p>There has been some delay in the formation of state level resource groups in DPEP II states. Some of the identified members have been oriented during state visits by TSG during December 1996 and January 1997. A major exposure has been provided through the Resource Camps and exposure visits to Lok Jumbish and other such projects. Where many of the State Resource group members participated. The exposure visit are being undertaken by DPEP-II states.</p>	
<p><b>Capacity Building</b></p>	<p>Implementing rapidly the Bureau's plan to address its future role in programme support and management and develop a technical resource capacity to meet the expanding needs of the programme;</p> <p>Sending directives to the states for</p>	<p>The Bureau's strengthening is almost complete. The planned strength was keeping in view of the expanded workload of the Bureau and the expansion of DPEP. Similar plans for expanding the TSG is in the process of implementation.</p> <p>In addition to the concurrent efforts of</p>	

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	<p>accelerating capacity building activities at district levels;</p> <p>Broadening the pool of national resource persons and institutions;</p> <p>Greater NGOs involvement in DPEP.</p>	<p>the Bureau to develop capacities of the state implementing agencies, the E.C. supported capacity building programme has now almost identified a select list of resource institutions which would train state based resource institutions in developing the capacities in Pedagogy: Teacher training, Planning, Research, evaluation and Institutional. These resource institutions are mostly located in the Districts and the State level.</p> <p>A series of Resource institutions as mentioned above have been identified, which will in addition to providing training support for the Capacity Building Programme, form a network for the national level to draw technical support from. The details of such arrangements are in the process of being planned.</p>	
<b>Research and Evaluation</b>	<p><i>Dissemination of research findings:</i> The team were particularly interested in the growing interest in evaluation and research at the national level and in the priorities selected for research investigation (classroom processes and</p>	<p>A national level dissemination on major trends emerging from the field trialling and detailed item analysis of the results was arranged in Delhi in December, 1996 in which State Project Directors of DPEP states participated. The SPDs</p>	

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	<p>institutional development). These are in line with the team's own thinking. The intention to use learning achievement information diagnostically to inform local teacher training will be an exciting development to watch as it progresses, as will other plans to use research findings to underpin planning.</p>	<p>found the dissemination to be highly useful and have requested for dissemination in their state by RESU. The item wise data is now planned to be shared with school teachers, DIETs and SCERTs, curriculum designers and textbook writers in each state. The study on institutional development has been completed and the findings have been shared at the national level where all stakeholders from state Govts., DPEP SPO, SCERT and DIETs.</p> <p>States are preparing action plans on the basis of the study findings. Findings of the study are being utilised for appraisal of plan for DPEP expansion and during mid-year review of the programme.</p> <p>The pilot study on classroom processes in the DPEP schools has already started in Madhya Pradesh and Karnataka. Field work is being conducted and a district wise report would available sometime in May, 1997.</p>	
	<p><i>Assisting the States in developing Research Agenda:</i> Most states have already responded to the recommendation by setting up units for</p>	<p>A National level training workshop on research &amp; evaluation for DPEP functionaries at the state and district level was organised by RESU. Similar</p>	

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	<p>the management of research and evaluation activities. As yet, there is little evidence of states developing a research agenda. Some states have made a start on developing indicators for monitoring the impact of teacher training programme on classroom processes.</p>	<p>workshops and workshops on action research have been organised by the states of Andhra Pradesh, Assam, Karnataka, Kerala, Maharashtra, Tamil Nadu &amp; West Bengal. States are identifying areas for research and developing research agenda.</p> <p>While the learners achievement tests were being prepared by RESU, the states were sending participants from DIETs, SCERTs and the State Project Office, thus the state capacity in preparing achievement tests, trying them out in the field and using the data available for corrective measures has been augmented.</p> <p>A study initiated in Kerala on 'Classroom Practices found in the schools in the expansion districts DPEP-II' was also actively supported and participated by RESU consultant. Resource materials and instruments were shared with the parent organisations (Department of Education, University of Kerala) which was conducting the said study.</p>	



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		NCERT and RESU has actively participated in the dissemination workshops on Baseline Assessment Studies (BAS) organised for state functionaries by the State Project Office for the DPEP-II states and expansion districts.	
<b>Planning</b>	Strengthening district planning capacity;	Regular training programmes are being conducted by TSG/LBSNAA planning assistance being rendered to states and districts for preparation of annual work plan and budget;	
	Preparing manual for the preparation of AWPB and intensify the efforts to train district staff in a range of planning techniques, including monitoring and evaluation mechanisms, the use of EMIS/PMIS data of findings of student achievement surveys, and social assessment and micro planning data;	<ul style="list-style-type: none"> <li>• Annual Work Plan and Budget manual prepared and shared with states; guidelines provided;</li> <li>• Process facilitated through Mid Year Review;</li> <li>• EMIS data analysed and shared with the states.</li> </ul>	
	Broaden cross state learning	States have provided for learning of micro-planning among other states; National Sharing Workshop is planned for April/May (NIEFA and TSG).	

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Management and MIS	The use of EMIS and PMIS Data	<p>i. A National Resource Team consisting of members from LBSNAA, NIEPA, TSG, NCERT and Bureau constituted; a series of meetings among the Resource Persons were held for development of training module for use of EMIS and PMIS data; case studies have been developed after inputs from above and have been shared with the SPOs.</p> <p>ii. Training modules are being developed and LBSNAA has been assigned the responsibility of training all the district planning and MIS teams over the next 7-8 months in the analysis and interpretation of the EMIS/PMIS data for use in (a) Planning (b) Monitoring. MIS unit has provided inputs (findings of the EMIS) to the planning unit for preparation of Annual Work Plan (1997-98).</p>	
	Constraints in terms of data specification targeting on specific minority groups, and insufficient attention to the importance of retention of children in schools; with regard to disadvantaged groups, desegregation of data for use at micro-level;	With regard to disadvantaged/minority groups group wise data analysis is being done at the national level and assistant is provided to the state and district planning team in the use of segregated data.	

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		<p>The target specific data vis. data for SC/ST/OBC/ and girls are available in the existing reports. The ST/ST/Female composition of the teachers is also available. States have been advised to utilise the same for planning.</p>	
	<p>Increased interfacing of existing systems.</p>	<p>The disaggregated village level data format is available with the districts and blocks. In the MIS Workshop held in December emphasis was laid for sharing this information with the BRC, CRC and VEC's for understanding, planning and monitoring.</p> <p>MIS Workshop is planned in the coming months for studying the feasibility of integration of the existing systems of information and monitoring</p>	
	<p>Reviewing implementation progress in the states systematically.</p>	<p>Quarterly Progress Reports (QPR) are being generated and made available for use regularly. Except Maharashtra QPRs of all the DPEP I states alongwith performance indicators have been prepared and made available for use. For Maharashtra performance indicators are available. Findings of the reports are analysed and shared with the State Project Officials for further actions.</p>	

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<b>Civil Works</b>	<p>Rigorous monitoring and quality assurance of civil works at all levels;</p> <p>Ensuring improvement in the supervision of civil works to ensure quality.</p> <p>Reconsideration of procurement guidelines;</p> <p>Ensuring improvement in the supervision of civil works to ensure quality.</p>	<p>A system of quarterly monitoring of civil works at the national level is in place. Defined targets are being monitored.</p> <p>States have been advised to reconsider their supervision and implementation strategies. DPEP-II states have been asked to streamline the process for supervision before any work is undertaken.</p> <p>Draft BRC bid documents have been received from AP, HP and Orissa. These have been reviewed and returned with comments. Revised documents are yet to be received.</p>	<p>A more frequent or detailed district wise monitoring at the national level handicaps the progress.</p> <p>Staffing continues to be a problem in several states.</p> <p>Due to delay in receiving the document the process has been delayed. Gujarat &amp; West Bengal are yet to submit the documents.</p>
<b>Community Participation</b>	<p>Ensuring long term sustainability of programme activities and deepening community involvement into areas of planning and monitoring.</p>		

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
PMIS	<ul style="list-style-type: none"> <li>PMIS system suffers from five-digit coding system and inability to deal with financial carryovers and comparisons between annual and cumulative plans and actual achievements further no uniform data coding system is present.</li> </ul>	<ul style="list-style-type: none"> <li>Five digit coding system has now been expanded to seven digit coding system. The addl. two digits are meant for state specific uses. A uniform data coding system has also been developed after consulting the state. Necessary changes have been made in the software to have provisions for financial carry overs and accounting needs.</li> </ul>	
	<ul style="list-style-type: none"> <li>Exploring the possibility of developing and interactive video in the use of PMIS</li> </ul>	<ul style="list-style-type: none"> <li>Feasibility being explored</li> </ul>	
	<ul style="list-style-type: none"> <li>The new formats for PMIS to be made available</li> </ul>	<ul style="list-style-type: none"> <li>New formats for PMIS have been made available to all these states</li> </ul>	
Research and Evaluation	<ul style="list-style-type: none"> <li>Small groups in collaboration with research &amp; evaluation and other people involved in DPEP should develop and implement a strategy for prioritizing the areas of research and evaluation in terms of concrete programmes with a focus on practical problems as well as the required competencies and skills for conducting such research.</li> </ul>	<ul style="list-style-type: none"> <li>A list of priority research areas were drawn up in a workshop that was organised by TSG during January 1996. A training workshop on Research and Evaluation for DPEP functionaries was organised on 19-22 August, 1996. The Resource Persons focused on research in               <ul style="list-style-type: none"> <li>basic concept of monitoring, evaluation and research in primary education;</li> <li>curriculum in primary education;</li> <li>materials development;</li> <li>planning and management;</li> <li>learning achievement surveys;</li> <li>socio-economic issues; and</li> <li>teacher training</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>As a follow-up of this workshop, states will plan similar workshops at state level in order to formulate individual research strategy.</li> </ul>	
	<ul style="list-style-type: none"> <li>Coordination of efforts is required at all level-national, state and district to promote research and evaluation under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>The RESU of TSG is making efforts to coordinate national, state and district level Research and Evaluation Activities. The Unit has developed tests for assessing learning achievement in different subject areas for Class I, III and IV. A tool for observation of processes in the classroom is being prepared by RESU. Once finalized, it will be shared with the states, which can use it for collecting data on changes in the classroom processes. The tools for studying institutional development, that have been developed by the unit, would also become available for the states to use (in modified form, if necessary) to study the capacity of their own institutions involved such as DIETs, BRCs, CRCs.</li> <li>NCERT has constituted a department of DPEP studies to provide a special thrust to DPEP related research activities.</li> <li>Information is being collected from various agencies with respect to research evaluation and studies being conducted and planned. Once the findings are available with RESU, the same will be circulated to all the states. In this connection, two simple proforma have been circulate seeking information about the studies completed or planned. It would be followed up</li> </ul>	

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		<p>wherever necessary before the information is compiled.</p> <ul style="list-style-type: none"> <li>Information regarding research and evaluation undertaken in APPEP, UPE and BEP is also being collected to build a consolidated resource base.</li> </ul>	
	<ul style="list-style-type: none"> <li>Capacity building efforts should be directed towards capacity to design conduct research, disseminate and utilize research for a policy analysis framework.</li> </ul>	<ul style="list-style-type: none"> <li>In the proforma mentioned above, states are asked to indicate specific aspects related to research such as developing a proposal, preparation of tools, selection of sample, analyses and presentation of data etc. where they think they would need help. Support would be organised for the needs thus identified.</li> <li>A Training Workshop on Research and Evaluation for DPEP functionaries was organised on 19-22 August, 1996 for building capacity at state and district levels to plan and initiate research. The workshop also started the process of identifying priority areas in research</li> </ul>	
		<ul style="list-style-type: none"> <li>4 Regional Workshops were held in May-June, 1996 in order to orient state teams for field trialling of learner's achievement tests for Mid-term Survey, 1997.</li> <li>NCERT organised an integrational seminar on 'School Effectiveness and Classroom Processes at Primary State' from 24-26 July, 1996. Researchers and academicians participating in the seminar were from Denmark, Hongkong, Mexico, Netherlands, U.K., U.S.A. and India.</li> </ul>	



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		<p>Other agencies/organisations participating in the seminar were UNESCO, UNICEF, ODA, World Bank, MHRD, NIEPA, TISS, Ed.CIL and University Departments of Education from different states. Many school teachers and NGOs were also actively participating and presenting papers. Major theme areas discussed were (a) innovations for effective classroom practices; (ii) pedagogic innovations and practices; (iii) research in the field of school effectiveness; and (iv) successful projects/programmes in the related field of study.</p> <ul style="list-style-type: none"> <li>Action Research NCERT has been holding action research workshops at the state level for DPEP-I states. Some States have planned to undertake action research during current year.</li> </ul>	
	<ul style="list-style-type: none"> <li>Efforts be made to promote action research by teachers and teacher educators in terms of establishing mechanisms for evaluation of research proposals and providing grants.</li> </ul>	<ul style="list-style-type: none"> <li>NCERT had developed a module on Action Research, which is the first of the two modules to be developed. Workshops are being conducted at different states for imparting the skill to undertake action research projects among SCERT, DIET, BRC and CRC faculty. Workshops in Assam and Tamil Nadu are complete.</li> </ul>	
	<ul style="list-style-type: none"> <li>Create on a highest priority a strong national leadership for the development of research &amp; evaluation programme.</li> </ul>	<ul style="list-style-type: none"> <li>A national Advisory Committee was constituted to advise the Ministry of Human Resource Development on all issues related to Learning Achievement Survey.</li> <li>2 National Core Groups have been constituted</li> </ul>	

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		<p>to advise on the preparation of tests in Mathematics and language for use in the Mid-term Survey, 1997.</p> <ul style="list-style-type: none"> <li>• A Core Committee has been constituted to consider issues related to the conduct of a study on Institutional Development of SCERTs and DIETs and to advise the Ministry of Human Resource Development.</li> <li>• A Core Committee has been constituted to advise Research, Evaluation &amp; Studies Unit on the study of Classroom Processes.</li> </ul>	
	<ul style="list-style-type: none"> <li>• An effective evaluation strategy for full annual coverage of teachers, improvement in quality of training programme with special attention to DIETs and BRC be designed and agreed with the states.</li> </ul>	<ul style="list-style-type: none"> <li>• A paper has been prepared at RESU on the status of teacher training at the state level. This will be followed up by a more intensive study of quality and content of the programme.</li> <li>• Guidelines have been prepared by NCERT for monitoring and evaluating teacher training modules and for development of indicators for evaluating the impact of the modules. Tools have also been developed for monitoring quality of in-service programmes.</li> </ul>	
Civil Works	<ul style="list-style-type: none"> <li>• Give the slow pace of Civil Works implementation, every state need to enter into contract with a third party for supervision of implementation of civil works programme focusing on appropriate designing; quality of construction and supervision of the works.</li> </ul>	<ul style="list-style-type: none"> <li>• All states have been advised to contract a 3rd party for Evaluation of Civil Works Programme. Model TORs' approved by World Bank have been circulated to all states that are in the process of shortlisting consultants. The evaluation is expected to be complete by end January, 1997</li> </ul>	

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	<ul style="list-style-type: none"> <li>The SPOs should look for alternative arrangements for future constructions if external government agencies are not performing effectively.</li> </ul>	<ul style="list-style-type: none"> <li>SPO's already are using alternative arrangements where external government agencies are not performing effectively.</li> </ul>	
	<ul style="list-style-type: none"> <li>Cost effective measures need to be taken seriously.</li> </ul>	<ul style="list-style-type: none"> <li>Cost effective measures will be explored through innovation fund programme.</li> </ul>	
	<ul style="list-style-type: none"> <li>States to take immediate steps to accelerate civil works implementation further, each state should commission a third party review of the progress on the quality of civil works implementation and prepare an action plan for the DPEP Bureau for review by March, 1997.</li> </ul>	<ul style="list-style-type: none"> <li>Third party evaluation is underway in all states there have been some delays due to procurement procedure.</li> </ul>	
<b>Capacity Building</b>	<ul style="list-style-type: none"> <li>TSG, SPOs and DPOs should review and increase the amount of time they are currently allocating to all capacity building activities and adjust the budget accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>A full time chief consultant is in position in the capacity building unit in TSG. States are yet to appoint full time personnel for the purpose. An expert committee has been formed to develop a clear strategy for capacity building and concrete outcome is expected by November, 1996</li> </ul>	
	<ul style="list-style-type: none"> <li>States develop a data base of institutions and individuals with proven skills and experience related to DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>The states are in the process of developing the data base of institutions and individuals with proven skills and experience. At the national level also statewise resource inventory has been developed for the purpose.</li> </ul>	
<b>Institutional development for Pedagogical Activities</b>	<ul style="list-style-type: none"> <li>SCERTs and DIETs need to be made fully functional with committed staffing and infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>A report on DIET status has been prepared at the national level and necessary actions are being taken to make them functional wherever the gaps have been found. Another study is being undertaken by TSG to evaluate the role of</li> </ul>	

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		SCERTs with a view to suggest corrective measures if required.	
	<ul style="list-style-type: none"> <li>Establishing a task force for pedagogical renewal at the state and district levels in all participating state/districts.</li> </ul>	<ul style="list-style-type: none"> <li>Some states have already set up this kind of group and some have initiated the process. A National Workshop is scheduled to be held during November, 1996 to discuss the issues of operationalizing the group, ways to make it more effective where it exists and setting up of such group in the states where it does not exist. States would be sharing their experiences and the national level would provide technical support as well as identified areas that require further professional support from national level.</li> </ul>	
<b>Teacher Training</b>	<ul style="list-style-type: none"> <li>NCERT support may need to be strengthened for teachers training</li> </ul>	<ul style="list-style-type: none"> <li>Regional Institute of Education (RIEs) which are associate body of NCERT have been providing inputs for teacher training in various states. NCERT has also undertaken an evaluation of ongoing teacher training programme under DPEP.</li> </ul>	
	<ul style="list-style-type: none"> <li>To improve the content and the coverage of the teacher training programme a clear strategy needed with respective classwise or whole school approach, duration and periodicity of training during a year and the project period, adequate preparation, and continuous and recurrent training with rigorous quality control.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the states have developed a clear strategy for their teacher training programme. A clear plan exists in all the states focusing on (i) classwise or curricular areas wise training (ii) No. of training during a year and also during the project (iii) duration of the training and (iv) methodology of the training. BRCs and CRCs have been fully setup in all the states which has ensured adequate preparation and quality control to a large extent. CRCs with the help of monthly meetings and school visits are providing</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
		<p>continuous resource support to the teachers reinforcing the training inputs.</p>	
<p><b>Special Focus Group (Disable children)</b></p> <p><b>Gender</b></p>	<ul style="list-style-type: none"> <li>• The pace of preparatory work on the educational need of such children need accelerated with some state already having identified such children.</li> <li>• The gender focus of the programme should be reflected in (i) formulation of realistic AWPB targets, (ii) articulation of annual objectives and targets and ways to achieve them. (iii) development of a series of training modules where none exists and revision of existing ones (iv) development of performance indicators.</li> <li>• Strategic plan on research priorities related to gender should be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• The needs for focus on children with disabilities has been recognized in DPEP II (as reflected in WB SAR II). DPEP Bureau is developing guidelines for integration of these children to the mainstream education by taking care of their special needs through the programme.</li> <li>• Quarterly gender coordinators meeting in August Focused on Pedagogical renewal processes. Gender aware monitoring formats being developed. Next Gender Coordinators meeting to review gender sensitization modules and plan improvement to be later incorporated in AWPB.</li> <li>• Background paper for research priorities workshop has been commissioned.</li> </ul>	
<p><b>Community Participation</b></p>	<ul style="list-style-type: none"> <li>• Activities should now be oriented towards accepting the community as an integral part of the situation analysis, planning, implementation, monitoring and evaluation processes with appropriate responsibilities and rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained efforts have been made to involve community in all aspects of the programme including planning implementation, monitoring and evaluation. The responses and the degree of involvement vary from state to state but positive results are visible everywhere. The bodies like, VECs, MTCs, etc. are central focus of the DPEP design and their participation in various manners have been ensured in all the states.</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Workshops to critically assess the existing and additional activities required for achieving the proposed comprehensive Community Ownership could be held in order to develop a Community Ownership orientation.</li> <li>• To workout a clear strategy for constituting and empowering all CRCs and VECs/MTCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops are being planned for the purpose.</li> <li>• The states are developing/ have developed strategies for constitution and empowering CRCs and VECs/MTCs.</li> </ul>	
<b>Planning and Management</b>	<ul style="list-style-type: none"> <li>• Future AWPBs (including National AWPB) develop into more than lists of activities with budget estimates and an implementation time table and link project objectives to outputs, activities and performance indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• Training in Annual Work Plan preparation is being conducted by LBSNAA / TSG.</li> <li>• TSG is in the process of developing standardized formats and a comprehensive guidelines which will be communicated to the States.</li> </ul>	Institutionalized state capacities have yet to develop for planning and management.
	<ul style="list-style-type: none"> <li>• State Plans should be synthesized and integrated, the state and district proposals should include a statement that clearly specifies short and long term objectives, performance indicators and implementation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• AWP formats to be revised by TSG through a comprehensive set of guidelines.</li> <li>• Reemphasized in course content of LBSNAA trainings for AWPB.</li> </ul>	
	<ul style="list-style-type: none"> <li>• AWPBs would be strengthened if they include a review of the previous year's performance (All states included an estimate of slipover activity).</li> </ul>	<ul style="list-style-type: none"> <li>• This is being included in revised formats as part of the comprehensive guidelines.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Based on a review of FY 95-97 training experience, by March 1997 a plan for further expansion and</li> </ul>	<ul style="list-style-type: none"> <li>• TSG in consultation with LBSNAA will organize a review of training programmes and their efficacy by March ' 97.</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<p>strengthening of the training of state and district staff involved in project planning and implementation :</p> <ul style="list-style-type: none"> <li>• Develop/revise training modules to incorporate full range of skills including micro (education) planning and analysis, project preparation and planning, and management of participatory process, implementation management, monitoring and evaluation and the use of DPEP MIS data baseline survey and other research and evaluation findings.</li> <li>• Each state should identify one or more resource institutions for the delivery of these modules.</li> <li>• Redefine the role of national resource institutions toward the development and testing of training modules and the training of master trainers who would be located in state level resource institutions.</li> </ul>	<ul style="list-style-type: none"> <li>• These are included in LBSNAA course design.</li> <li>• Micro-planning is a very different area with special planning needs for which assistance is being taken from NIEPA, LPJ, other local NGOs and organizations for PRA techniques.</li> <li>• TSG Planning Unit to coordinate with SPOs for identifying institutions and also bring pressure to operationalize SIEMTs and SCERT wings. NIEPA's assistance is sought to train faculty and help states set up SIEMTs and such facilities.</li> <li>• TSG (Planning Unit) to review role of NIEPA and LBSNAA along with institutions themselves and to put up concrete suggestions for them.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Community level committees would need to prepare individual school development plans including progress &amp; monitoring indicators. For the</li> </ul>	<ul style="list-style-type: none"> <li>• NIEPA has organized training on Micro-planning (Orissa &amp; West Bengal). Another training was conducted with the help of LPJ &amp; TSG (Himachal). Karnataka &amp; M.P. have</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<p>remaining implementation period of DPEP these plans should be made the starting point for the development of AWPBs.</p>	<p>proposed to use PRA technique to elicit community participation.</p>	
<p><b>Procurement</b></p>	<ul style="list-style-type: none"> <li>DPEP Bureau, in consultation with SISs, evolves a system that would facilitate relaxation in those procurement and contractual guidelines prescribed by the WB which are acting as a constraint to effective implementation; so as to ensure local ownership, decentralization, speed in decision making, and networking with a wider sphere of participation.</li> </ul>	<ul style="list-style-type: none"> <li>The Project Agreement for DPEP-II provides for enhanced ceilings for Force Account and community construction. The procedure of obtaining three quotations for small civil works is also provided for besides direct contracting for purchase of books. All these provisions have also been made applicable to DPEP-I through amendments of Project Agreement. Further prior review by Bank for small consultancies has been dispensed with and State Project Directors have been given the authority for selecting and contracting consultants for assignments upto Rs. 2 lakhs in the case of individuals (in all cases including single source) and Rs. 5 lakhs in the case of institutions (only through a process of shortlisting and not in case of single source). The procedure needs to be further relaxed for engagement of institution on single source basis.</li> </ul>	
<p><b>Supervision</b></p>	<ul style="list-style-type: none"> <li>To implement a system of progress reporting in a standardized format including the performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>Standardized formats have been developed on the basis of performance indicators based on information coming through PMIS and EMIS. For other aspects also the formats for progress reports are being developed which would be later discussed with SPDs before finalisation</li> </ul>	



**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
<b>Strengthening the DPEP Bureau &amp; TSG</b>	<ul style="list-style-type: none"> <li>MOF approve full DPEP staffing as proposed by the Department of Education to maintain quality in implementation of the present program.</li> </ul>	<ul style="list-style-type: none"> <li>A full time Joint Secretary in DPEP Bureau is in position and the posts for six Deputy Secretaries have been approved and selections made. The appointees are expected to join shortly. The posts of other additional staff including those of Under Secretaries have also been approved.</li> </ul>	
	<ul style="list-style-type: none"> <li>The staffing of the DPEP Bureau be strengthened by assigning present staff full time to the management of program implementation and appointing additional senior staff to oversee further program development.</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>	
	<ul style="list-style-type: none"> <li>The TSG be staffed as described in annex 7 of the World Bank SAR.</li> </ul>	<p>The matter was discussed with the World Bank and it was decided that what is needed is a strong TSG with adequate units and consultants. Adequate steps have been taken to strengthen Technical Support Group. The TSG consists of ten units with 20 long term and 10 short term consultants (Status Report gives the details) to provide technical support to the States and the Bureau as and when needed.</p>	
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>A set of quantitative performance indicators should be developed before the next SVM by</li> </ul>	<ul style="list-style-type: none"> <li>Project performance indicators based upon the SAR have been developed and are</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	the DPEP Bureau in due consultation with funding agencies. States and districts be assisted to establish mechanism for monitoring the quality of project interventions.	already in use.	
<b>EMIS</b>	<ul style="list-style-type: none"> <li>The document be translated into state languages using standard translation-back translation techniques. Documents in state languages be trialled before finalization.</li> </ul>	EMIS formats have been translated in local languages and the trialling of formats are over. These formats are already in use.	
	<ul style="list-style-type: none"> <li>Budgetary provision for the technical review of documents, translation, trialling or training be included in the national and state AWPBs; NIEPA has indicated a willingness to undertake training of MIS staff in DPEP State and Districts.</li> </ul>	<ul style="list-style-type: none"> <li>AWPBs of all the states make adequate provisions to fulfil EMIS requirements. NIEPA organised several national level programme for use of EMIS software. A full time consultant incharge of EMIS has been appointed in TSG for close coordination between NIEPA, states and DPEP Bureau.</li> </ul>	
	<ul style="list-style-type: none"> <li>EMIS be operational by September 1995. School proformas should be completed for 1994/95 and data collection for 1995/96 commenced.</li> </ul>	<ul style="list-style-type: none"> <li>In all the state, the stages of Data collection entry and report generation for 1995-96 are over. Summary reports have been generated at the national level.</li> </ul>	
<b>Project MIS</b>	<ul style="list-style-type: none"> <li>A workshop be organized to allow Project Directors and MIS personnel from the other States to review this design in detail.</li> </ul>	<ul style="list-style-type: none"> <li>PMIS is fully functional in most of the states (Details in Status Report). Few national level workshops have been organised by TSG to identify the problems in use of softwares and to discuss the remedial measures. Certain state level visits have been undertaken by TSG members to train state personnel.</li> </ul>	
<b>Research &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>A model staffing and workload plan for evaluation cells in DPEP SISs, SCERTs and</li> </ul>	<ul style="list-style-type: none"> <li>Staffing pattern for RESU, TSG and SPOs have been developed. SPOs decide the</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	DIETs	individual requirements for SCERT and DIETs and make requests accordingly.	
	<ul style="list-style-type: none"> <li>An activity based AWPB for the Evaluation Cell be developed.</li> </ul>	<ul style="list-style-type: none"> <li>AWPBs for NCERT and RESU is developed for all activities in connection with DPEP.</li> </ul>	
	<ul style="list-style-type: none"> <li>Preparation of bi-annual summary progress reports is recommended as an important input for effective supervision.</li> </ul>	<ul style="list-style-type: none"> <li>A structured questionnaire has been prepared to capture all activities undertaken under research, evaluation and studies in the states. The questionnaire also asks for additional information regarding perceived difficulties, areas where support is sought from national organizations and studies planned. This questionnaire has already been circulated and the first synthesis report based on this information is under preparation at RESU. The procedure will be followed periodically to help formulate progress report on state activities</li> </ul>	
	<ul style="list-style-type: none"> <li>Capacity building for research at the district level should be gradually extended.</li> </ul>	<ul style="list-style-type: none"> <li>Action research workshops to orient district level personnel have been undertaken by NCERT. NCERT has also developed an Action Research module. A national level training workshop has also been organized by RESU on research and evaluation for key state and district personnel.</li> </ul>	
<b>Civil Works</b>	<ul style="list-style-type: none"> <li>The manuals are to include a complete set of detailed working drawings, and bill of materials specifications aimed at the village</li> </ul>	<ul style="list-style-type: none"> <li>Construction manuals containing complete set of detailed working drawings, bills of materials, specifications have been</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	level highlighting all facets of design and construction. The construction manual is to be reviewed.	approved. Detailed guidelines for construction manual have been given to all DPEP II states and states with expansion district.	
	<ul style="list-style-type: none"> <li>• Designs of all educational infrastructure need to be child and teacher friendly in relation to lighting, ventilation, seating, chalkboards, ability to display learning materials and children work and storage etc. Provision of toilets and water where necessary should be assured. SPOs using appropriate educational, architectural and engineering consulting services, should arrange to inform the states about alternative classrooms designs that have been prepared in different parts of the country.</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative classroom design based on the need to be child and teacher friendly is a major focus for all DPEP-II states and expansion districts. A workshop was held in August 1996 to orient all states to this aspect of design.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Continual maintenance of the educational infrastructure needs to be addressed in such a manner that the community can be involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Community involvement in construction is being promoted in order to instill a sense of ownership, thereby ensuring continual maintenance of educational infrastructure.</li> </ul>	
<b>Capacity Building Programme</b>	<ul style="list-style-type: none"> <li>• In preparation for the discussions with the EC capacity building mission states be requested to draw up an inventory of state level resource institutions that could contribute to the capacity building program.</li> </ul>	<ul style="list-style-type: none"> <li>• States have drawn up an inventory of resource institutions and individual experts for all functional areas based on the responses received to the advertisement inviting resource institutions and experts.</li> </ul>	
<b>Pedagogical strategy</b>	<ul style="list-style-type: none"> <li>• The DPEP bureau develop a plan designed to build support among staff of SPOs, DPOs, SIEMTs, SCERTs, DIETs State DOEs and other institutions involved in DPEP, for the DPEP pedagogical strategy. Such a plan might include (i) workshops to operationalize</li> </ul>	<ul style="list-style-type: none"> <li>• The TSG organised several national workshops focusing on curricular development, textbook renewal and development, teacher training, etc. that encompassed new pedagogical concepts. Some of the states also organised</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<p>pedagogical concepts underlying DPEP; (ii) instructional material fairs to demonstrate high quality materials using new pedagogical techniques; (iii) study tours to effective programs in other states; (iv) the development of reading and audio-visual materials illustrating these concepts.</p>	<p>workshops centred on child centred pedagogy. These workshops were attended by teachers and functionaries from SCERTs, DIETs, SPOs, DPOs and helped operationalise the concepts of child centred activity based learning. Some states also organised study tours with an aim to expose their functionaries to ongoing activities elsewhere. The impact of all these are definitely visible in the states in the form of renewed textbooks, teacher training design and other related activities.</p>	
<p><b>Institutional development for Pedagogical Activities</b></p>	<ul style="list-style-type: none"> <li>The DPEP Bureau should insist that each state formulate a timebound implementation strategy for strengthening the DIETs and the SCERTs so that they can play the educational leadership role intended in the DPEP implementation guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>SCERTs in almost all the states are working closely with the state societies. However, the degree of involvement and quality of inputs vary from state to state. DIETs wherever operational have been involved fully in work of teacher training material development etc. DPEP Bureau has initiated the process of developing a plan for capacity building activities for DIETs and SCERTs. This would be finalised after discussion with the states.</li> </ul>	
<p><b>Teacher Training</b></p>	<ul style="list-style-type: none"> <li>A strategy for capacity building in primary methodology, training design and the evaluation of training outcomes needs to be developed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>States specific strategies for appropriate teacher training design have been developed. Continuous feedback are being obtained on the impact of these training programmes. TSG has also initiated an evaluation of ongoing teacher training programmes in the state. Some of the</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
		<p>states like Kerala have initiated documenting the change that are appearing in classroom interactions as a result of training. As far as capturing trg. outcomes in the form of learning achievement is concerned it is to early to expect that and hence little work has been done.</p>	
	<ul style="list-style-type: none"> <li>Capacity needs to be built in every state for developing teacher skills in better classroom practice.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher training programmes in all the states are now focused towards better classroom transaction process.</li> </ul>	
	<ul style="list-style-type: none"> <li>Examples of good practice in training which focus on improving the understanding in teachers and resource persons of children's learning need to be collected and disseminated to educators at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>NCERT has documented innovative teacher training practices. TSG has also started documentation of good training practices that were initiated within the programme in some of the States like, Kerala and Assam. With an aim to share good teacher training practices some of the states have started attending the workshops organised by other states. Recently 25 persons coming from the states and the national level were sent to Columbia for an exposure to multigrade teaching.</li> </ul>	
<b>Teaching Learning Materials</b>	<ul style="list-style-type: none"> <li>A national technical resource group, who are well versed in primary pedagogy and who are able to make the necessary links between teacher training and materials development should be established and made available to work over a period of time with groups</li> </ul>	<ul style="list-style-type: none"> <li>An expert consultative group is being set up who are well versed in new pedagogy and aware of the links between teacher training and material development. This group would be readily accessible and available to the states</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	writing supplementary materials and textbooks.		
	<ul style="list-style-type: none"> <li>• Planning at state level for the renewal of text books within a realistic time frame and encompassing cooperation with teachers, field trialling and improve quality.</li> </ul>	<ul style="list-style-type: none"> <li>• The TSG organised three national textbook renewal workshops and one national textbook production workshop to help the states plan their interventions. All the states are undergoing the process of textbook renewal and teachers are being involved everywhere. Though the emphasis and the method varies trialling does form a necessary part of the textbook renewal process in all the states</li> </ul>	
	<ul style="list-style-type: none"> <li>• Development and trialling of a range of supplementary materials to support textbooks and build experience and capacity in materials development.</li> </ul>	<ul style="list-style-type: none"> <li>• Several states including Karnataka, Kerala, Assam and M.P. have developed supplementary materials in the form of wall papers, readers or booklets on specific subject area. TSG has been involved in giving resource input.</li> </ul>	
<b>Special Focus Group (Gender)</b>	<ul style="list-style-type: none"> <li>• Better understanding of DPEP objectives and programme components through               <ul style="list-style-type: none"> <li>• Workshops</li> <li>• Material Fairs</li> <li>• Study Tours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Regular workshops at district, state and national level organised. All material Fairs organised have a clear gender perspective. Teams from Assam, Maharashtra, Madhya Pradesh have independently organised study tours to other DPEP states. National Gender Coordinators Meetings are held in different states and combine field visits.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ensuring AWPB is proposal driven and activity based.</li> </ul>	<ul style="list-style-type: none"> <li>• All states have appointed gender coordinators who are involved in AWP formulation. All phase I states are</li> </ul>	



Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Developing materials</li> <li>• Gender sensitivity must be given a high priority-especially in text book revision and teacher training.</li> </ul>	<p>implem-enting material development programmes on gender. Pedagogical Renewal processes have begun integrating a gender perspe-ctive in textbook renewal and teacher trg. Separate training modules &amp; in some cases separate programmes have been evolved.</p>	
	<ul style="list-style-type: none"> <li>• Strengthening SCERTs and DIETs</li> </ul>	<ul style="list-style-type: none"> <li>• The involvement of SCERTs and DIETs in the gender integration process has been patchy. In Maharashtra and Tamil Nadu they are partially involved. In Karnataka and Haryana they are taking a proactive role.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Establishing Networks with NGOs and institutions outside the educational sector.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs have been involved at different levels and the process is being strengthened. In Tamil Nadu and Haryana, the networking efforts need to be speeded up.</li> </ul>	
	<ul style="list-style-type: none"> <li>• DPEP Bureau play a more active role in building a gender perspective in the programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly meeting of gender coordinators held. Technical Support to state initiative through TSG.</li> </ul>	
	<ul style="list-style-type: none"> <li>• States/Districts to increase the number of women appointed at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are ongoing to appoint qualified women.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Gender sensitization of all project staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiated Gender concerns integrated in training/orientation, programmes</li> </ul>	
	<ul style="list-style-type: none"> <li>• DPEP Bureau should promote a better understanding of gender sensitivity and perspectives at all levels to be used in training courses, Modules, materials, publications and communication.</li> </ul>	<ul style="list-style-type: none"> <li>• As in Bullet I of gender.</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
Tribal	<ul style="list-style-type: none"> <li>Recruitment of adequately qualified staff to work on tribal aspects of DPEP and formulation of appropriate work plans for them to ensure that they are properly utilized, including the TSG.</li> </ul>	<ul style="list-style-type: none"> <li>A full time well qualified consultant has been appointed in the TSG. All the states with substantial tribal children have full time tribal coordinators in position as SPOs.</li> </ul>	
	<ul style="list-style-type: none"> <li>Culturally sensitive environment building efforts in tribal areas/populations to specifically address the resistance among tribal people towards mainstream education.</li> </ul>	<ul style="list-style-type: none"> <li>The states have initiated efforts to handle this issue and third JSM report makes positive comments in this regard.</li> </ul>	
	<ul style="list-style-type: none"> <li>Training and sensitization workshops should be conducted for officers and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>TSG organised three national workshops focused on (i) to chalk out national strategy (ii) to identify the problems and plan accordingly and (iii) to help DPEP II states and finalizing their strategies. NIEPA organised two national workshops, (i) to identify priority areas in research and (ii) to develop training modules on planning and management of tribal education.</li> </ul>	
	<ul style="list-style-type: none"> <li>The need to enrol and retain minority children should be stressed in all communication efforts with education staff and communities.</li> </ul>	<ul style="list-style-type: none"> <li>The states have realize the importance and their Annual Work Plans reflect certain definite interventions targeted towards minority children (Details available in Status Report)</li> </ul>	
Communication & Community Participation	<ul style="list-style-type: none"> <li>The information, communication and community participation function needs to be professionally organised as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>A separate unit for media has been created in TSG and a full time senior consultant is in position. The unit is in the process of developing communication strategy for the</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
		programme. The unit has also initiated documentation of media and environment building efforts of the states.	
	<ul style="list-style-type: none"> <li>• DPEP should have a strong logo to enable target groups to see coherence and inter-relatedness between messages from different governmental levels.</li> </ul>	<ul style="list-style-type: none"> <li>• The states have evolved their logos that are visible and compatible with a programme objectives. The process for development of a national logo have been initiated</li> </ul>	
<b>Planning &amp; Management</b>	<ul style="list-style-type: none"> <li>• NIEPA's proposal to initiate training of district level planners should be activated earliest with a focus on the training of planners in the new DPEP districts; it could be helpful to involve in this training experienced planners from the first set of DPEP districts; who would then constitute a core of master trainers for subsequent involvement in state level training programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• In the training programmes at LBSNAA, SPDs &amp; other field functionaries from states are being used as Resource persons.</li> <li>• Internal arrangements have been made at state level to train Planning teams of expansion districts.</li> <li>• DPEP -II is built on the experience of DPEP - I states.</li> </ul>	
	<ul style="list-style-type: none"> <li>• NIEPA, IIMs and other social science institutes could cooperate with state institutions to develop for each state, model materials for training Panchayat and village education committees, incorporating work already begun in some states.</li> </ul>	<ul style="list-style-type: none"> <li>• Institutions are being roped in through EC sponsored Capacity Building programmes.</li> <li>• NIEPA organized a national workshop on 'Networking in Planning &amp; Management of Education' in February '95 followed by an annual conference in 'Reforming School Education - issues in Planning &amp; Implementation'.</li> <li>• Efforts are being made to engage the IIM's on a sustained basis even though</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
		locally they are extending support to DPEP.	
	<ul style="list-style-type: none"> <li>• The annual work plans need to be more realistic.</li> </ul>	<ul style="list-style-type: none"> <li>• LBSNAA is conducting training programmes on 'Preparation of Implementation Plan' and 'Refresher Courses' for DPEP districts.</li> <li>• TSG is assisting in building capacity of state and district planning teams in Planning and Management processes and techniques, community participation and micro planning, AWP &amp; B formulation and revision, planning and costing through various workshops and training programmes and Planning Assistance Missions.</li> <li>• Meetings with SPDs, TSG &amp; Bureau.</li> <li>• A comprehensive manual of AWPB guidelines is being worked out.</li> </ul>	<p>State capacities are limited. There is a need for institutionalization of State capacities and a full time Planning Officer at state level for planning.</p>
	<ul style="list-style-type: none"> <li>• An assessment of the likely degree of implementation of the 95-96 program should be made during a mid-year progress review by the DPEP Bureau in December.</li> <li>• The implementation targets for 95-96 be revised by the DPEP Bureau as needed and used as a basis for adjustments in 95-96 program and related GOI budget allocations for DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid year progress review of AWP 95-96 was conducted in Dec' 95 where financial as well as physical targets were assessed and analyzed for all seven states.</li> <li>• Funds were released by DPEP Bureau to SIS based on the assessment &amp; estimate of SIS capacity to implement till end of the financial year. Tasks were clearly identified for spillover into 96-97.</li> </ul>	<ul style="list-style-type: none"> <li>• There are still large number of spillover activities in 96 -97 largely in Civil Works. But with a positive trend for decentralization &amp; delegation of procurement procedures of</li> </ul>

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
			IDA, better: fund utilization and implementation expected by March '97.
	<ul style="list-style-type: none"> <li>Qualitative resource support from the DPEP Bureau should be mobilized for Haryana to enable it to match the progress of other DPEP states</li> </ul>	<ul style="list-style-type: none"> <li>Planning support to State and district teams of Haryana was provided through planning workshop in December 1995. Special support for TSG was extended to Haryana. Haryana showed a reasonable turn about by December '95 and has been improving its project implementation status and disbursement profile. It is today on par with other DPEP I states.</li> </ul>	
	Training be provided to district level staff of DPOs & DIETs in AWPB planning and proposal formulation.	<ul style="list-style-type: none"> <li>Module for training of district level staff of DPOs and DIET's in AWPB planning and proposal formulation has been evolved by LBSNAA in collaboration with TSG. All state and district planning teams have been trained in LBSNAA. TSG is also providing support directly to states where requested.</li> <li>LBSNAA has conducted seven programmes on 'Preparation of Implementation Plan' and more will be completed by March 1997. Four 'Refresher Courses' have also been organized by LBSNAA.</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>Variations between districts in terms of choice of priority activities, implementation strategy and resource allocations should be accepted and even encouraged</li> </ul>	<ul style="list-style-type: none"> <li>Incorporation of community participation is being ensured in AWP planning process so that local contextuality prevails.</li> <li>DPEP Bureau has encouraged all states to have flexible and district specific approach in terms of choice of priority, activities &amp; implementation strategy. The AWP &amp; B guidelines under development will also reiterate this message. Trainings in LBSNAA also encourage and provide skills and techniques for local specific planning.</li> </ul>	
	<ul style="list-style-type: none"> <li>The remaining vacancies in the TSG be filled at the earliest and particularly that the planning and management unit be strengthened adequately.</li> </ul>	<ul style="list-style-type: none"> <li>Planning unit is sufficiently strengthened since TSGs reorganization in April' 96. The planning unit has a Chief Consultant, who is on lien from NIEPA and is a planning expert. There are 3 full time Junior Consultants attending to</li> <li>Planning inputs in DPEP - II &amp; expansion districts.</li> <li>AWP &amp; B appraisal and training.</li> <li>Micro-planning &amp; SIEMT</li> <li>There is support staff to assist the unit from time to time as per requirement. Short term experts are hired for specific inputs.</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>DPEP Bureau should ensure that tasks assigned to NCERT, NIEPA &amp; LBSNAA are effectively carried out and coordinated effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Two steps have been taken.</li> <li>AWP &amp; B's training calendar of NIEPA and LBSNAA are circulated in advance to all states.</li> <li>Coordination meeting among LBSNAA, NIEPA, TSG and Bureau are being held.</li> </ul>	
	<ul style="list-style-type: none"> <li>Systematic strengthening of planning &amp; management skills should be addressed by the DPEP Bureau.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Institution networking for capacity building in States.</li> <li>LBSNAA provides for building capacity in AWP&amp;B formulation and district plans by developing and conducting training programmes with the district teams.</li> <li>NIEPA is involved in organizing training on Micro-planning, AWP &amp; B formulation (earlier) and in developing modules for planning and management of educational functionaries.</li> <li>TSG is in the process of developing standardized formats and annual work plan appraisal guidelines on the basis of experience to put systems in place.</li> <li>SIEMTs / other capacities at state level are being developed with the assistance of NIEPA. Pressure is on states to operationalize them at the earliest.</li> </ul>	
<b>Procurement</b>	<ul style="list-style-type: none"> <li>training should be mounted in the first quarter of FY95/96 to enable states and districts to proceed expeditiously with implementation while avoiding procurement errors;</li> </ul>	<ul style="list-style-type: none"> <li>National level workshops on procurement and disbursement were held in November 1994 and May, 1995. These were followed by State level workshops in all 7 DPEP</li> </ul>	

**MAHARASHTRA**



**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
Civil Works	To achieve successful planning of construction activities, a very close monitoring and supervision is required through the construction period	<p>MPSP Mumbai has constituted and mounted an internal supervision mission on construction programme. The mission includes the following members:</p> <ol style="list-style-type: none"> <li>1. SPD MPSP</li> <li>2. Procurement Consultant, MPSP</li> <li>3. Executive Engineer MPSP ((Aurangabad) &amp;</li> <li>4. Two junior Engineers, MPSP Mumbai</li> </ol> <p>The internal mission has visited sites selected through a random selection mode in the DPEP-I districts and noted its detailed comments. The internal mission has also taken the meetings of all J.E.s, BDOs alongwith CEOs in every district and has explained the methodology and the quality indicators. The first internal mission report has also been circulated to the concerned CEOs (copy enclosed). A detailed site-wise plan of action was also made.</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Pedagogy and Research and Evaluation</b>	<p>The Mission found that special attention is required in the following areas:</p> <ol style="list-style-type: none"> <li>1. Internalisation of the child-centred, competency based pedagogy;</li> <li>2. Monitoring research and evaluation findings to improve the quality of outputs and processes of the DPEP interventions; and</li> <li>3. Civil works</li> </ol>	<p>The mission recommendations about the continuous monitoring to improve the quality of the output and the processes is being followed up in the following manner.</p> <p>To develop a methodology of child centred competency based classroom teaching, a two day workshop was organised on December 12-13 at MCED Aurangabad for a team of 6 Rps from each district and selected CPS heads (20) from Aurangabad district under the guidance of Shri Subir Shukla of Ed.CIL. This workshop was followed up by the District level teachers training programmes which were organised during Jan Feb 1997 for the training of cluster heads from all the 5 DPEP-I districts (639). The same programme will be given special inputs in the year 1997-98.</p> <p>As regards <b>Research and Evaluation</b>, the State has assigned two evaluation studies to NGOs from the state. One is the Evaluation studies to see the utilisation of infrastructure grants given</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		<p>to each school. This study is being conducted by Institute of Relevant Research, Pune, The preliminary findings have also been received and the entire study is likely to be over by 31st march, 1997. As per JSM recommendation the MPSP organised two state level workshops on Research and Evaluation; 1st: A brainstorming workshop at MPSP Mumbai on 7th November, 1996. The following were present: Director, SCERT; Director, Textbook Bureau, Director, MIEPA; Dr. Saldhana, Faculty Head, TISS; and Ms. Vijya Chauhan, Project Officer, UNICEF, Mumbai. This workshop gave a broad outline of areas for research and evaluation. These were then finalised at the state level workshop at Walmi, Aurgandabad held during 3-4 December, 1996. In this workshop, a group of 10 RPs were present which included EOs, DPOs, BRC subject experts, members from MIEPA (2), and SCERT(5). The workshop was organised for identification of key issues on which evaluation study or experimental research need to be</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		<p>undertaken in coming three years. This workshop was addressed by Dr. Saldhana. TISS, the SPD, Ms. Kavita Gupta; Ms. Vijya Chauhan, UNICEF and Smt. Padmaja Bang, Research and Evaluation Consultant of the Parishad. The follow up Research and Evaluation activity is now planned in 1997-98 AWP of DPEP-I districts.</p> <p>In addition to this, Aurangabad district organised a one day follow up district level workshop of resource teachers, experts who could undertake action researches at schools, CRCs or BRCs level. This workshop was organised at Govt. College of Education Aurgangabad.</p>	
<b>Capacity Building</b>	The mission suggested that attention be given to filling of posts and establishing institutions especially, MIEPA and DIETs.	<p>In DPEP phase II, it has been proposed to strengthen MIPA. With additional staff of 15 posts as part capacity building of the institution.</p> <p>Professors (3 librarian (1) Data Entry Operators (2) Driver (1) Watchman (2), Peons (4) and sweepers (2) = Total 15</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Training Programme</b>	In training programme objectives, the overall strategy needs to be clarified. The programmes would benefit from internal monitoring and evaluation arrangements.	<p>posts. 15 posts have been proposed in DPEP-II as a state level intervention.</p> <p>As per the JSs suggestion, the training programme in DPEP-I for the year 1997-98 has been design as follows:</p> <p>The training programmes conducted in the last 3 years of programme implementation were reviewed in the workshop organised at the State level onward 3rd and 4th Jan. 97. In this workshop all the trainings conducted under formal education and non-formal education, EC, VEC and WDP were reviewed for the contents, methodology, objectives and the capacity of the trainers. On the basis this, the state has identified training needs and has developed some indicators through visualization exercises on the ideal classrom transaction and for developing child development competencies.</p> <p>As a follow-up of this workshop another State level workshop, was organised at Aurangabad regional office and the district training incharge of each district has prepared their training package for</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		<p>97-98. This exercise will be further followed up.</p> <p>For the continuous monitoring, the State is also in the process of finalizing the monitoring format for classroom transaction.</p> <p>The Govt. of Maharashtra has undertaken a statewise competency based training programme for all the teachers of Std. I and II along with headmasters and administrators of the districts. This input will also be given to all the districts under DPEP-I although the teachers in DPEP-I were given the first 10 days residential training earlier. This statewise training is area specific and based on developing competency in teachers and also prepare her/him in teaching the competency based textbooks of Std. I and II. The training for administrators and headmasters will have a positive effect for effective monitoring of classroom transaction.</p>	
<b>M.P.P.</b>	The Mission recommended that case by case study of drop-outs which will give a clue to local solution would be of	The state has appointed, Mahila Sahayoginis in 50% clusters i.e. about 320 clusters. The State conducted a 3-	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	further benefit and could be carried by the Mahila Sahayoginis.	day training programme (in 8 batches) for all Sahayoginis appointed in 5 districts under the guidance of Smt. Shaila Lohiya, MPSP Consultant for MPP, at Ambejogai. In the 3-days programme of training, the Sahayoginis were acquainted with their role. This included keeping a case by case record of all the drop-out girls, late-comers (i.e. G.C. or irregular students).	
<b>After Schooling</b>	A further targetted work of establishing the needs of different social groups would be beneficial indetermining new priority areas for alternative schooling.	For strengthening SCERT, the STERT will be placed with a tribal to consultant who would guide the DPEP cell identify special learning needs to develop regional based curriculum, if required, prepare learning material in support to the formal system material. The State Society also intends to take up a through microplanning exercise under the guidance of Ed.CIL, New Delhi in 97-98. This exercise will help the State to identify the special focused group & more pointably. Similarly, the State also intends to take up the survey and special support programme for moderately disabled children (with upto 40% handicap) for achieving the objective of UEE.	



Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
PMIS	The mission has recommended that the Society should establish a working group to explore the possibilities for utilization of the PMIS, EMIS data more effectively.	Action on this will be taken up.	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
Networking In Terms Of Capacity Building	<ul style="list-style-type: none"> <li>• All vacant posts in resource institutions should be filled early. Investment in MIEPA must be conditional of the creation of posts and appointments</li> <li>• Organization of a 2-3 week training course on active learning based training methodology and development of training materials.</li> <li>• Identification of potential resource institution for Capacity Building network of resource person (EC supported) should be done.</li> <li>• School improvement effectiveness planning be a part of all training programs.</li> </ul>	<ul style="list-style-type: none"> <li>• A note has been sent to the Secretary.</li> <li>• This is incorporated in all the training programs, including teaching learning processes, which are MLL and competency based. All training programs have been compiled. 34 block level resource teams have been constituted. All MLL based training at state level are proposed to be completed by March.</li> <li>• Advertisement has been released. Individual institutions have been contacted. Interviews are scheduled at the end of the month.</li> <li>• It has been included in all program and training curriculum.</li> </ul>	
Monitoring	<ul style="list-style-type: none"> <li>• EMIS should be thoroughly tested at field level and intensive support be provided by DPOs to BEOs to improve the scrutiny at block level.</li> </ul>	<ul style="list-style-type: none"> <li>• By September 15, 1996 the data compiling and inputting will be over in all the districts. Private institutions are being identified for data feeding.</li> </ul>	There were minor changes in the Marathi translation

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>Integrated system between AWPB, reporting and follow up of Supervision Mission has to be developed.</li> </ul>	<ul style="list-style-type: none"> <li>Working on developing such a system.</li> </ul>	<p>which were not accepted by the Bureau.</p>
AWPB	<ul style="list-style-type: none"> <li>Special efforts should be made to fill the existing vacancies in the normal primary teacher establishment of Maharashtra as also appointment of teachers.</li> <li>A status report for above be prepared before the next supervision mission.</li> <li>AWPB 1996-97 should be informed by the realistic assessment of the capacity to implement.</li> <li>The 1997-98 AWPB should present an AWPB which includes rescheduled activities from FY94-97, activities to be started as well as an estimate of the funds to be released in FY97-98 (including a provision for an adequate working capital for the first three months of FY 98-99).</li> </ul>	<ul style="list-style-type: none"> <li>A note has been sent to the Secretary Education.</li> <li>It is in process</li> <li>Have rescheduled activities based on field assessment. Construction program scheduled for 97-98 will be taken up this year.</li> <li>Taken note of and working on it. Past experience and JSM recommendations are being taken in to account.</li> </ul>	<p>Non availability of suitable and adequate number of candidates, in Aurangabad region</p>
Research & Evaluation	<ul style="list-style-type: none"> <li>Research management, preparation of guidelines for funding research, innovation and evaluation studies (brochure); dissemination to potential institutions, criteria for selection for funding, formation of panel of peer reviewers in different areas should be developed.</li> </ul>	<ul style="list-style-type: none"> <li>A committee set up on Monitoring and Implementation of DPEP will also look into the research activities.</li> <li>It is proposed to engage a consultant for research and evaluation.</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• A workshop to identify research and evaluation needs with focus on classroom and school practice should be organized. The workshop should be followed by developing a strategic and implementation plan specifying which studies will be completed by in house institutions (SCERT, MIEPA, DIET) and which will be commissioned outside. Time frame for completion should also be included in the plan.</li> <li>• Besides availing national capacity building facility, a special program of training in classroom and school practice oriented research methodology, including action research, should be conducted for potential SCERT, MIEPA and DIET faculty.</li> <li>• Impact evaluation studies corresponding to pedagogical improvements should be commissioned urgently so that processes can also be evaluated right from the beginning.</li> <li>• An evaluation study should be undertaken on the obstacles to effective participation of female VEC members in the VEC meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Will be planned soon.</li> <li>• It is being planned. Orientation to SCERT faculty includes these aspects.</li> <li>• An Evaluation of DPEP will be carried out by Institute of Relevant research, Pune. The study will cover all aspects except MLLs which will be done by SCERT.</li> <li>• All 5 CEOs of DPEP Districts have been asked to conduct an in-house research on effectiveness of DPEP.</li> </ul>	
Community Participation	<ul style="list-style-type: none"> <li>• Community participation should be extended to “accountability” . Information feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring systems are being developed which will focus on the active participation</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<p>should also be there.</p> <ul style="list-style-type: none"> <li>• Priority should be accorded to those VECs which are weak in active participation of women and understanding the objectives of DPEP. The model for training of VEC resource persons should be strengthened</li> <li>• A comprehensive strategy for community participation should be developed with convergence with other social sector programs and gender issues. Thought may be given to expanding CRC into Community Resource Centers.</li> <li>• Micro-planning exercise could be expanded into "School improvement planning" by VEC and the concerned schools</li> </ul>	<p>of the community, specially women. This will enable community specially women to self monitor the program. It is one step to ensure sustainability of the program.</p> <ul style="list-style-type: none"> <li>• Identification process is on. Renewed effort to mobilize MPP. 339 sahyoginis are being selected through an interactive process.</li> <li>• Collaborating with NGOs and other institutions to strengthen the training.</li> <li>• Collaborating with Manav Lok, an NGO for MPP; UNICEF; ICDS, JRY(for next year), DPAP, MLA &amp; MP fund.</li> <li>• Will be taken up once the VECs are active and strong.</li> </ul>	
Civil Works	<ul style="list-style-type: none"> <li>• Investigate and apply creative and alternative school designs appropriate to considerations of light, ventilation, display area, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Revised designs have been produced. Zila Parishad and VECs have been involved in the process. Sites are being identified. 5-10 constructions in every district are envisaged on a pilot basis. Construction Manual should be ready by month end.</li> </ul>	Revision of unit costs is required due to escalation in prices.

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Design for toilets needs to be revised and providing for functionality and hygiene.</li> <li>• Repair budget for each school should be based on the assessed needs of individual schools rather than on a flat-rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Toilet construction training programme for masons was undertaken. Construction of revised toilet designs to be undertaken soon</li> <li>• Needs of individual schools are being assessed. A ceiling of Rs.10,000/- has been imposed for repair works.</li> </ul>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**



Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
Planning & Management including Monitoring, Evaluation & Research	<ul style="list-style-type: none"> <li>• In the next six months, the SIS will need to complete its staffing so that the EMIS/in/charge, the Civil Works/in/charge and the Media/in/charge are in place.</li> <li>• With respect to the MIS, the SIS would need to prepare tender documents for computers and related peripherals, install the software platform, and arrange for district-level training of school level personnel in how to complete the EMIS performance.</li> <li>• Planning should be target oriented and expected achievements and not activities and cost basis.</li> <li>• Plans should spell out-issues of sequencing, optimal use of human resources, sufficient time for quality improvement.</li> <li>• Supervision should focus on impacts not inputs.</li> </ul>	<ul style="list-style-type: none"> <li>• One programmer at state level and one each at Dist. level were appointed. However, post of system analyst remained vacant. The post of media/in/charge one each at Dist. level was filed in under the powers of Dist. project co-ordinator.</li> <li>• Plan for 1996-97 was prepared based on priorities worked out and expected achievements.</li> <li>• 1996-97 AWP was prepared with due consideration for the criteria recommended.</li> <li>• Systems to monitor impacts of the inputs through supervision are being developed.</li> </ul>	The cost of a system analyst in Mumbai is very high.

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Posts of teachers should be created and vacant posts should be filled up.</li> <li>• State &amp; District institutions do not appear to be aware of the DPEP Monitoring, Research &amp; Evaluation programmes. No immediate actions are required in the next six months, when informations regarding the National Monitoring, Research and Evaluation programmes is available, it should be transmitted to SCERT, NIEPA and District DPEP offices.</li> </ul>	<ul style="list-style-type: none"> <li>• 1899 posts of Teachers are created and are filled.</li> <li>• Noted for future action.</li> </ul>	
AWPB	<ul style="list-style-type: none"> <li>• Realistic plans for 1996-97 should be developed including sequencing, persons responsible, time frame and linkages for all major components and identify achievement targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Action is being taken as proposed. Sequencing &amp; time scheduling of the training programme has been effected.</li> </ul>	
Civil Works	<ul style="list-style-type: none"> <li>• In the next six months agreements will need to be reached regarding the scope of the civil works program for Maharashtra and procedures for building schools.</li> <li>• Concern regarding the efficiency of Zilla Parishad school construction procedures was expressed, and alternatives may need to be identified.</li> <li>• The mission recommends that final decisions</li> </ul>	<ul style="list-style-type: none"> <li>• The scope of the civil works program for Maharashtra and procedures for building schools have been finalised.</li> <li>• One room and two room school building construction work is allotted to the Grampanchayats concerned.</li> <li>• Bore well construction work is allotted to</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<p>regarding procedures for implementation of the Civil Work program be made in one-two months.</p> <ul style="list-style-type: none"> <li>• For SCERT, construction drawing for the building, site selection and preparing of tenders for bid would need to be developed.</li> <li>• The opportunity to develop new designs and test new building technologies does not appear to have developed.</li> <li>• The maximum benefit should be taken from the other states regarding their experience of construction of classroom and Resource centres.</li> </ul>	<p>GSDA and Toilet construction work is allotted to the respective Village Education Committees.</p> <ul style="list-style-type: none"> <li>• Proposal for construction of SCERT has been deleted.</li> <li>• The point has been noted for follow up. Also refer to compliance regarding the same after JSM-3 visit.</li> </ul>	
<p>In-service and Pre-service Teachers Training &amp; Teaching Learning Materials</p>	<ul style="list-style-type: none"> <li>• In the next six months, highest priority for in/service training should be given to establishing DIETs in those DPEP districts that lack them, making functional all DIETs and preparing clear criteria for staff selections.</li> <li>• The mission suggests that prior experience with innovative teaching practices at the primary school level be considered a key criteria in staff selection - in DIETs.</li> <li>• For pre-service training, a comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>• All five DPEP districts have DIETs. All of them have been staffed and made functional.</li> <li>• Teacher educators from Ded. colleges, Secondary school teachers and innovative ADEIs have been selected and positioned in DIETs as Sr. teachers and lecturers.</li> <li>• Action has been taken by SCERT, Pune</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<p>revision of the two year programme needs to be initiated in light of MLL.</p> <ul style="list-style-type: none"> <li>• The mission recommends that a teacher training curriculum committee be established at SCERT with membership including primary school teachers experienced with innovative teaching methodologies (possibly BRC co-ordinators), SCERT educationists, and Text Book Board representatives.</li> <li>• The integration of preservice with in-service training is recommended.</li> <li>• The prioritisation of the : <ul style="list-style-type: none"> <li>• Training content</li> <li>• Phasing of no. of teachers to be covered</li> <li>• Link between residential &amp; 1 day training</li> <li>• Link with ongoing 23 day INSET &amp; other SOPT training</li> <li>• Modular structure &amp; format of the training or training designs are to be spelt out.</li> </ul> </li> <li>• The shift from teacher centred teaching to learner centred learning should be reflected in the training design of SCERT.</li> </ul>	<p>through SBTE.</p> <ul style="list-style-type: none"> <li>• SCERT Pune is conducting S.E. workshops for developing training curriculum in various subject areas. Subject specialists teams have been constituted for various subject areas.</li> <li>• As a part of integration of pre-service and in-service training, the curriculum of D.Ed. has been revised. The concept of MLL based teaching, joyful education etc. has been included in the curriculum.</li> <li>• The action has been initiated in this regard as per recommendation.</li> <li>• A workshop of DIET. &amp; SCERT Resource persons was organised under the guidance of Ed.CIL expert on child</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Proposed training should have prior trialled training material of quality.</li> <li>• Training Resource group for in-service training for DPEP should be established at the earliest.</li> <li>• Appointment of skilled staff for DIET to be made immediately.</li> <li>• DIET should be made responsible for support, supervision &amp; quality control at the Sub-district level.</li> <li>• Training to SCERT &amp; DIET resource groups should be provided with the help of DPEP bureau &amp; NCERT.</li> <li>• Training plan should include concurrent and external evaluation right from the beginning.</li> </ul>	<p>centred learning Process for further percolation process.</p> <ul style="list-style-type: none"> <li>• Prior trial of training material has been conducted.</li> <li>• 3 subject experts in each BRC have been appointed as training resource group for in-service training at the block level.</li> <li>• DIET staff is a training resource group for training programmes at the District level.</li> <li>• Staff in DIET are now in place.</li> <li>• DIETs are made functional on these lines.</li> <li>• The training programmes organised by NCERT, MIEPA have been attended by SCERT &amp; DIET staff.</li> <li>• An evaluation strategy which will incorporate the concurrent and external evaluation of the training plan is being worked out.</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
Pedagogical Improvement / Text Book Development	<ul style="list-style-type: none"> <li>• The mission recommends that strategy for regular training (that is, monthly) of CRC co-ordinators be developed; the plan would include provision for obtaining feedback regarding the effectiveness of the training program and how the program might be modified on the basis of experience.</li> <li>• The mission also recommends that a strategy for involving SCERT and teachers in Text Book writing be developed in the next 5 months to synchronize with the upcoming academic session.</li> <li>• Text books should be of such quality which would facilitate child learning.</li> <li>• Core team should be established to oversee and guide text book development.</li> <li>• Include teacher writers with appropriate experience.</li> <li>• Training should be provided to core team and teacher writers to prepare active learning based material related to MLL.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly one day orientation of teachers at cluster level is arranged through the CRC co-ordinators. All the CRC co-ordinators were given a thorough training in MLL and NFE concepts at Dist. level during 95-96 and 96-97.</li> <li>• The teachers and SCERT, both are involved in text book development at the appropriate stages. The text book being developed is synchronised with the upcoming academic session.</li> <li>• New textbooks are being designed with focus on self learning. These new workbooks-cum-textbooks for class I and II will be inducted in the schools in 97-98.</li> <li>• A core team has been formed for this purpose.</li> <li>• Teacher writers are involved in development of textbooks.</li> <li>• Training was organised for the concerned personnels to develop MLL based and activity based learning material.</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Screening for gender and cultural sensitivity.</li> <li>• Review, editing, trialling of the whole book to be followed by final review, editing and production.</li> <li>• Newly installed Desk Top Publishing technology should be used for development of new text books and reduce costs.</li> <li>• Development of strategic plan for preparation of new textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Text book bureau has been sensitised regarding this area.</li> <li>• Text books developed will be circulated to selected women activists and DPEP MPP consultant to review regarding the gender aspects.</li> <li>• For 97-98 the trial copy of MLL based Std. I &amp; II text books was tried in the field.</li> <li>• DTP is in use (Training has been provided to use it.)</li> <li>• MLL based text books for Std. I &amp; II have been developed.</li> <li>• Strategic plan was prepared and approved by Executive Committee. The books will be introduced in 97-98.</li> <li>• Strategic plan has been prepared to develop and introduce revised text books for Std. III, IV &amp; V also in the next 3 years in a phased manners.</li> </ul>	
Gender & Special Focus Group	<ul style="list-style-type: none"> <li>• Special strategies for tribal children should be emerged.</li> </ul>	<ul style="list-style-type: none"> <li>• Study was conducted in the only Tribal Block namely Kinwat in project (Distt.</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Clearer standards should be introduced to ensure Gender sensitivity and balance at all levels especially in training, courses, training material publications and communications.</li> <li>• Education Strategies for disabled children should be developed.</li> </ul>	<p>Nanded) area. Dictionary in tribal dialect for Teachers has been prepared.</p> <ul style="list-style-type: none"> <li>• It is ensured Gender equality gender concepts have been integrated with the development of training courses, training materials, publications &amp; communications.</li> <li>• Education Strategy for disabled children is being developed.</li> </ul>	
PMIS & EMIS system	<ul style="list-style-type: none"> <li>• Establish fully functional EMIS &amp; PMIS system.</li> </ul>	<ul style="list-style-type: none"> <li>• Tenders floated for MIS equipment 11.12.95 and its Delivery awaited, orientation Training Programme at Dist. Level were organised. Computer Hardware (the equipment) is being operated to Pentium Technology and will be installed and made operational in Nov. 96 at the State &amp; District Levels.</li> </ul>	



**TAMIL NADU**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
Capacity Building	Clarification of precise role of each institution in the delivery mechanisms	<p>The role of each institution at the State, District and sub-district level has been clearly explained to them during the occasions of various functional meetings with them.</p> <p>Drafting in black and white the precise roles of these institutions in progress. After approval at the appropriate level they will be communicated to all for clear and all round understanding of these.</p>	
	Some what Mechanistic nature of training and need for systematic and simple way of introducing concepts to teachers.	To make the training interesting, joyful and personal, efforts are on. A string of training to cover all teachers about joyful learning has been organised.	The teachers in-service training programme through BRC & DIETs is a massive one and also very frequent compared to non-DPEP districts. So it is natural that some of these training in some of the places tend to be mechanical inspite of inspections, follow-up and monitoring.

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		<p>A State Level Workshop on evolving a systematic and Simple system of introducing the concepts and to find ways and means to make the training institutions to utilise these is planned. It will be held during April-May, 1997</p>	
	<p>Expedient development of training strategy.</p>	<p>Arrangements are made to develop a training strategy with the help of DTERT, RIE and other training institutions.</p> <p>For evolving the training strategy first the DTERT will be addressed to draw a draft. At the next stage these strategies will be discussed with experts from national, state level organisations.</p>	<p>A training design is already prepared and in use.</p>
	<p>Training in micro-planning for the community.</p>	<p>Training to VEC member is already a part of the training design of DPEP, Tamil Nadu, Provision has been made to incorporate. Micro planning concepts also in to the training module and schemes.</p> <p>The training packages for the next year had already taken cognisance of this aspect.</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<p><b>Increasing Access and Reducing Dropout.</b></p>	<p>Need for Decentralised EMIS and capacity for desegregating and interpreting EMIS data.</p>	<p>A separate EMIS is established now at the district headquarters of all DPEP districts. The hardware the software and personnel for MIS are all ready. Training to MIS staff at the district level is also given. Further training is planned. Training to DPO staff is envisaged with the focused objective of desegregating data and interpreting them for evidence in to access and dropout.</p>	
	<p><u>NFE centres:</u> Strategies for interacting and analysing.</p>	<p>A system of participatory plan preparation is already on. The mechanism here is VEC/MTC members meet along with HMs and teachers. Fix up needs/priorities and send up these thro: BRC/AEEOs, DPO to the State. The same mechanism will be utilised for NFE needs and priorities also.</p> <p>Training in Micro-planning PRA etc. would be arranged for VEC with an element of NFE added.</p>	
	<p><u>Civil Works</u> Community participation in location and design of new constructions.</p>	<p>The participatory process of plan formulation outlined above will be made use of for location and design selection for new constructions.</p>	<p>As almost all civil works programme have begin/midway thro completed in Phase I districts, these points will be noted for</p>

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Learning achievement</b>	<p><u>CRC</u></p> <p>Need for Co-ordination to sustain high level of interpersonal skills to assist teachers in their difficulties and problems.</p>	<p>As much depend on the Co-ordinators of CRC for all sorts of efforts including training to bear fruit, a special training module for them, will be prepared and training programme arranged at DIETs.</p>	<p>guidance in DPEP-II districts.</p>
	<p><u>Special coaching Classes:</u></p> <p>Need for negotiating with local community.</p>	<p>This innovation has just started. After an year or so the outcome of this will be studied with experts and the outcome will be analysed. After this remedial steps will be initiated to incorporate all the findings.</p>	
	<p>Retention of girls and the assumption of responsibility for this aspect.</p>	<p>Gender perspective is taken care of in every aspect of text book preparation, appointment of teachers, building in component of gender bias and ways of dealing with it in all the training modules are already on.</p> <p>There is a gender co-ordinator to take responsibility at the State office. There is also a move to appoint gender co-ordinators in all the DPOs to pay special attention to their issue.</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
MIS	DPO	DPO, MIS will be made strong enter analyse data for planning and other purpose just like the State MIS.	
	'Think Tank'	'Think Tank' will be activated for deepening the understanding and concentrating on quality. If necessary separate will also be made for this aspect.	
	Prioritising areas for in-depth investigation and Shorter Action Research Studies.	The Research and Evaluation unit will be asked to prepare two lists. One for topics that need in-depth investigation and the other for Action Research activities.	Workshops on Action Research are already conducted at the districts with national level experts. Capacity to identify problems for action research is built in Block, level officers, teachers and head teacher. Through these the list of topics for action research will be finalised and activity initiated in more than one district.

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**



Functional Area	Recommend tions	Follow-up action / Progress	Constraints / Comments
Monitoring	<ul style="list-style-type: none"> <li>• Procurement of Hardware and Software for MIS</li>   <li>• Two types of workshops</li>   <li>• Joint Review meeting</li> </ul>	<ul style="list-style-type: none"> <li>• MIS has become operational at the State. Qualified personnel appointed and joined duty.</li>   <li>• Workshop at State for MIS personnel at the State and Districts convened for 5 and 2 days respectively. Consultants from Delhi are expected to train them besides experts from Tamilnadu.</li>   <li>• Periodical monthly review meetings conducted every month and progress reviewed. All DPEP officials participate and assessment of the progress ascertained.</li> </ul>	<p>At the Districts electrification works are over. Junior Programmer joined duty. Installation to be completed by the end of October 1996.</p> <p>From Ed.CIL, New Delhi a Computer Consultant conducted a 5 days training programmes at Chennai from 3rd October 1996 for MIS staff.</p> <p>Suggestions of the JSM to have the meetings at the districts for one or two days will be attempted from November 1996 onwards</p>

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Habitation wise survey</li>   <li>• Appointment of District Task force Members</li>   <li>• Role of BRCs</li> </ul>	<ul style="list-style-type: none"> <li>• Survey reports from NGOs and others are available at present for starting NFE centres. Educational Statistics in EMIS format as on 30.09.1994 and 30.09.1995 compiled.</li>   <li>• Experienced and qualified District Task Force members have joined duty at the rate of 3 per District besides MIS personnel.</li>   <li>• Supervisors and Teacher Educators have joined duty. Training for BRC Supervisors completed in August 1996. Training for Teacher Educators to start around 15th October 1996. Training for Teacher Educators will commence on 15.10.1996 after Panchayat elections. Job chart prepared and the control and supervision of BRCs streamlined.</li> </ul>	<p>Census report in 6 of the 18 blocks are compiled through Computers, though actual survey finished much earlier.</p> <p>Consultants for civil works have been identified and appoined They are expected to join duty by the end of 3rd Week of October 1996. State civil consultant has already joined duty.</p>

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Financial parameters	<ul style="list-style-type: none"> <li>State contribution is 14.16% as on 30.04.1996 Remaining amount needs to be transferred.</li> <li>Shows low actual Vs planned expenditure ratios</li> </ul>	<ul style="list-style-type: none"> <li>The Government of Tamilnadu have released funds for 1994-95 in full. Regarding 1995-96 a provision of 400 lakhs provided in the budget. 176.20 lakhs released so far. Orders for the remaining amount of Rs. 201.21 lakhs have been since received from Government of Tamilnadu.</li> <li>Activitywise breakup figures available. Civil works expenditure gaining momentum. BRCs have become operational. Training programmes will be speeded up. MIS installed and staff appointed and joined.</li> </ul>	<p>These steps will raise expenditure level.</p>
Civil works	<ul style="list-style-type: none"> <li>Third party supervision of civil works suggested. State to prepare an action plan for the DPEP Bureau to review by March 1997.</li> </ul>	<ul style="list-style-type: none"> <li>Action initiated for third party evaluation. TOR approved by World Bank. Engineers either on deputation or on contract basis appointed at the State and Districts to speed up the programme and monitoring the works. Major portion of 1994-95 building activities completed. Regarding 1995-96 the buildings are expected to be completed by March '97. Only buildings planned for 1996-97 will be in progress and works are expected to be completed by July 1997.</li> </ul>	
Research and Evaluation	<ul style="list-style-type: none"> <li>A Small budget for action research for DIET faculty members need be created, which will lead to identification of outstanding researchers.</li> </ul>	<ul style="list-style-type: none"> <li>A budget for research has been created in the area for Action Research and training to Research persons conducted at Thiruvannamalai for 5. days Research and Evaluation wing has become operational.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• DIETs to prepare Research Agenda for 1996-97. Seminar to be organised by 1996 August end.</li> <li>• Evaluation of utilisation and effectiveness of teaching learning materials developed need be undertaken by DTERT or any other agencies.</li> <li>• State Project Office to commission an evaluation of awareness campaign to derive lessons for DPEP-II districts.</li> </ul>	<ul style="list-style-type: none"> <li>• DIETs are preparing the Agenda. Planned workshop has not yet been conducted. Workshop at the DIET level with resource persons from DTERT, Universities will be conducted before end of November 1996.</li> <li>• BRC Co-ordinators/Teacher Educators are to submit a detailed report after extensive visits to schools. An assessment has already been made by the AEOs and inspecting officers. Reports from BRC Supervisors are yet to be received. Detailed instructions issued for utilisation of grants released for 1996-97.</li> <li>• Action will be taken to evaluate the activity as such. Increased enrolment noticed in some areas of the districts.</li> </ul>	
Networking in terms of capacity building	<ul style="list-style-type: none"> <li>• DPOs staff and DIETs to meet in seminars to exchange experiences to ensure co-ordinated action.</li> <li>• SPD to organise one day initial meeting in Dharmapuri to arrive at TOR for involvement of NGOs in pilot projects of Non-formal Education. Development of MTCs and other ways of contributing to achievement of DPEP goals.</li> </ul>	<ul style="list-style-type: none"> <li>• SPO reviews the progress of DPEP with district officials every month. Members of the DIET including the Principal will be asked to attend the future review meetings from November 1996 onwards.</li> <li>• Will be organised during October 1996 to arrive at the TOR. A meeting has since been arranged on 16th October 1996 at DIET Krishnagiri.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Performance of EVS scheme in collaboration with Adult and Non-formal Education to derive inputs for the spill over and proposed Non-formal Education centres in 1996-97.</li> <li>• Publishing a news letter for net working communication</li> <li>• Under emphasised research areas of special problems of girls tribal education and education of special groups need research activity.</li> <li>• Starting of planning and management unit as part of SPD.</li> </ul>	<ul style="list-style-type: none"> <li>• Activity to be completed as scheduled.</li> <li>• First issue of news letter issued on 31.08.1996 to be published on a quarterly basis. News letter distributed to all the agencies. Work is on for the second issue during November 1996.</li> <li>• Topics of research on problem areas identified by the DIET people.</li> <li>• Planning and management wing has become operational in the Office of the State Project Director.</li> </ul>	
Community participation	<ul style="list-style-type: none"> <li>• Transfer of financial responsibilities to VECs should not demotivate MTCs.</li> <li>• Guideline for the utilisation of grant of Rs.</li> </ul>	<ul style="list-style-type: none"> <li>• All the members of MTCs will be the members of VECs also. Representatives of MTCs will continue to operate the accounts and play a major role in the development of the school.</li> <li>• Guidelines already communicated. Fresh</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>2000 per school and Rs. 500 per teacher need be issued.</p> <ul style="list-style-type: none"> <li>• Proposed appointment of 414 female teachers pending Government clearance be made without any further delay.</li> </ul>	<p>guidelines based on the past experiences issued to all the HMs.</p> <ul style="list-style-type: none"> <li>• Planned to appoint 1026 teachers for five months by converting single teacher into double teacher schools and double teacher schools with more than 100 students into triple teacher schools. Proposals sent to Government of India and Government of Tamilnadu for approval. Appointment will be completed after the receipt of approval during November 1996.</li> </ul>	
General	<ul style="list-style-type: none"> <li>• The State should establish a task force at the State and District.</li> <li>• SPO should workout a clear strategy for constituting and empowering CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointments of TF members made for districts and states at the rate of 3. TORs and agreement executed.</li> <li>• 692 CRCs already functioning from July 1996. Working of CRCs streamlined and guidelines issued.</li> </ul>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Teacher Training	<ul style="list-style-type: none"> <li>• Staff development at DTERT, including collaboration with NCERT and RIEs.</li> <li>• Training in planning techniques for DTERT, DIETs, BRCs.</li> <li>• Coherence between plans for pre-service and in-service training.</li> <li>• Areas of attention / focus for training courses to be identified.</li> <li>• Involving primary teacher, in identifying training needs and developing approaches to training.</li> <li>• Strategy for capacity building in primary methodology, training design, evaluation, training outcomes need to developed and implemented.</li> <li>• Indicators describing expected changes in teachers and other trainees knowledge skills behaviour need to be developed to inform course design, monitoring and</li> </ul>	<ul style="list-style-type: none"> <li>• DTERT strengthened with furniture, equipment and library books to shoulder the additional training programmes. Resource group and master trainers identified and their services utilised for capacity building exercises. The strategies and programmes are to be incorporated in the preservice programmes. Areas of training needed by the teachers identified and included in the training programmes</li> <li>• Training designs have been developed for the different categories and the same was referenced by RIE, Mysore.</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>evaluation. Action to be initiated.</p> <ul style="list-style-type: none"> <li>• A resource group for teacher training to be established and comprehensive strategy to be envisaged for the introduction. New child centred pedagogy to be developed and suggested for implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource group and master trainers are available at the State, district to look after the training needs. The recommendations of the Joint Supervision Mission are being implemented.</li> </ul>	
Pedagogical improvement	<ul style="list-style-type: none"> <li>• Development of strategy for linking material development and training.</li> <li>• Preparation of Action Plan</li> <li>• Review of revised material for class by 1 by national experts.</li> <li>• Field trailing and scope for inputs from teachers agencies, NGO may be taken into text book renewal.</li> <li>• Interesting materials prepared by local</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules prepared by the DTERT are being revised to suit the needs. As the project has been invogue for more than 2 years a separate wing has been formed for monitoring and evaluating the activities. Action plan prescribed and detailed scheme evolved for implementation regarding Std. I text books, it has been reviewed by national experts at the workshop arranged on DPEP and the suggested modifications have been incorporated in the revised editions. Std. II teachers also attended the workshop to gain expertise and for avoidance the shortfalls in Std. II books introduced during the academic year 1996-97.</li> <li>• Field trialing of work book for Std. I completed and the text book for Std. I reviewed by the expert committee and the modifications, suggested have been incorporated in the revised editions.</li> <li>• Training schedule includes work experience</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>NGOs may be taken for consideration.</p> <ul style="list-style-type: none"> <li>• Development and trialing of a range of supplementary materials to support text books and build experience and capacity in material development.</li> </ul>	<p>on the preparation of low cost teaching aids.</p> <ul style="list-style-type: none"> <li>• The new text materials prepared under the new syllabus contains both text materials, note for teacher and supplementary exercises and reading materials.</li> </ul>	
<p>Research evaluation and monitoring</p>	<ul style="list-style-type: none"> <li>• Recruitment of appropriate staff at all levels.</li> <li>• State level workshop on MIS.</li> <li>• Funding for MIS to be included in budgets.</li> <li>• State level newspaper.</li> <li>• Development of strategy for monitoring and evaluation.</li> <li>• MIS system should be made fully functional at all levels.</li> <li>• School formats for 1994-95 should be completed and data collection for 95-96 should commence.</li> </ul>	<ul style="list-style-type: none"> <li>• A full fledged research wing has been established and experienced persons in the field of education have joined duty. MIS has been made fully operational. District and State level staff have been given training in handling Computers and PMIS formats. A state level quarterly journal was published on 31st August 1996 containing topics of educational interest.</li> <li>• MIS has become functional with men and materials both at the State and districts. MIS staff are also given training to the PMIS and EMIS softwares.</li> <li>• EMIS as on 30.09.94 and 30.09.95 have been computerised.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Preparation of biannual progress report is recommended.</li> <li>• Capacity building for research at all levels should be given priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Periodical reports for PMIS are being sent in the forms prescribed.</li> <li>• A separate wing with one professor and one Deputy Director looks after in this aspect and the fund earmarked will be utilised. A weeks training was also conducted Action Research programme at Thiruvannamalai. DTERT at the State and DIET at the district levels, BRCs and CRCs at the block level will undertake micro research activities.</li> </ul>	
Civil Works	<ul style="list-style-type: none"> <li>• Review of decisions on school sites</li> <li>• Community participation may be aimed at to supervise the construction activity and to create sense of ownership.</li> <li>• SPD Office may be strengthened with additional technical support.</li> <li>• Construction manual is to be revised.</li> </ul>	<ul style="list-style-type: none"> <li>• All civil works upto a maximum of 24% have been included in the first three years of the project period to avoid escalation of cost. All the works are under progress and all the works planned for 1994-95 are nearing completion for 1996-97 civil works the initiate processes are over Tenders have been floated.</li> <li>• Civil works planned for 94-95 is almost completed and 1995-96 works are in progress. The entire civil works upto a maximum of 24% has been includes in the work plan for 1996-97 to avoid escalation of cost. To supervise the activities of civil task force members will be appointed one for the State and four for the DPEP districts To supervise the activities at the village level, village level construction committees have</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• An agreement between SPD/DPO and the executing agencies need to be made clearly indicating the contract amount and works to be executed.</li> <li>• Constructions should be as per designs.</li> <li>• Community should be involved so that continual maintenance may be borne by the community.</li> </ul>	<p>been formed. All the plans and estimates have been prepared by the Directorate of Technical Education-construction wing.</p>	
Programme Management	<ul style="list-style-type: none"> <li>• Recruitment of Financial Officer</li> <li>• Development of Action Plans by DTERT</li> <li>• Cases mentioned in Schedule I of the project agreement with IDA and complex contracts may alone be sent for prior review.</li> <li>• Adequate training should be given for the preparation of AWPB and designs of organisation, planning and management including budgeting for DPOs and staff of DIET.</li> <li>• Internal communication within DPEP are to be more effective.</li> </ul>	<ul style="list-style-type: none"> <li>• A full time financial officer is in position. Action plans for the DIETs and DTERT prepared and followed.</li> <li>• Procurement procedures have been communicated to all the official and are being strictly observed. Permission of the Government of India and World Bank Bureau has also been obtained wherever necessary.</li> <li>• Adequate training given. Separate wing for planning management and monitoring has been formed besides the committees at the State and district levels.</li> <li>• Regular review meetings by the SPD and visits by the officials of the DPEP serves the purpose besides circulars and instructions</li> </ul>	

Fuctional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
		issued. Review notes and periodical reports submitted by DPCs also appraise the progress and weak areas of activities.	
Geder           ST and other special groups	<ul style="list-style-type: none"> <li>• Gender Training modules to be evolved.</li> <li>• Gender sensitivity training to all staff.</li> <li>• Women awareness campaigns to be initiated.</li> <li>• More qualified women teachers need be appointed as BRC Co-ordinators.</li> <li>• Documentation of Tribal strategy</li> <li>• Coverage of all tribal areas to be ensured in 1996-97 AWPB.</li> <li>• Posting of persons for Tribal aspects.</li> <li>• Enrolment drive for ST through campaigns involving tribal volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training scheduled for 1995-96 to be finalised and conducted during 1996-97 to sensitize teachers on gender bias and empowerment of womens. Awareness campaigns and MTC meetings involve women to encourage their participation. Women teacher educators and supervisors are appointed where-ever available. Women teachers are to be appointed for the newly created vacancies under DPEP and the policy of the Government also to appoint women teachers only in primary schools.</li> <li>• The survey in tribal area though planned in 95-96 could not be completed as per scheduled will be taken up this year to implement specific strategies.</li> <li>• Tribal areas have been covered under integrated tribal welfare scheme of the Government of Tamilnadu. Additional class room buildings toilet and drinking water facilities will be provided to needy tribal schools.</li> </ul>	
Infrmation communication	<ul style="list-style-type: none"> <li>• ICCP should be organised professionally</li> </ul>	<ul style="list-style-type: none"> <li>• Booklets on DPEP published and distributed</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
and community participation	<p>as a priority.</p> <ul style="list-style-type: none"> <li>• Preparation of news letter, Brochures, simple booklets on DPEP.</li> <li>• Effective communication strategy to be developed to support the process of improving learning achievement and pedagogical innovation.</li> </ul>	<p>to all officials and community. A quarterly news letter is also published incorporating articles on DPEP and primary education. Some more Slides, film strips, audio cassettes will be prepared and distributed. Propagation of DPEP ideals made thro' TV and Video news and broadcast. Newspapers <b>linguished</b> the DPEP activities and programmes.</p>	
Sumiary recommendations	<ul style="list-style-type: none"> <li>• Development of Action plans / Activity budgets by key agencies.</li> <li>• Review of plans for consistency with DPEP guidelines.</li> <li>• Improving AWPBs.</li> <li>• Strengthening capacity of DIETs, DTERT, BRC</li> <li>• Sustaining awareness campaign</li> <li>• BRC have to be fully staffed.</li> <li>• Initiation of Extensive collaboration of State and NGOs in planning and</li> </ul>	<ul style="list-style-type: none"> <li>• Action plans and activity budgets prepared by key agencies Plans are reviewed for consistency with the DPEP guidelines. BRCs, DIETs and DTERT are being strengthened by releasing grants to discharge their programmes effectively by additional inputs in all the areas. Planning group both at the district level and state level formed to prepared AWPB by participatory process.</li> <li>• BRCs have become operational with full complement of staff. Trainings to BRC Supervisors have been conducted and for educators the training is to commence on 18th onward.</li> <li>• Non-formal Education survey is being conducted by NGOs for capacity building</li> </ul>	

Fuctional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>development of pedagogy</p> <ul style="list-style-type: none"> <li>• Plans to be more realistic and appraisal more rigorous.</li> <li>• Training to be provided for District level staff of DPOs and DIETs in AWPB planning and proposal formation.</li> <li>• Variation in the choice of priority activities between District implementing agency and resource allocations may be encouraged.</li> <li>• Mid year assessment of 1995-96 programmes for districts should be made by December 1995.</li> <li>• State should appoint teachers to the positions vacated by teachers for DPEP positions</li> <li>• A plan of action as follow-up to the recommendations of aide memoire to be prepared by State DPEP.</li> </ul>	<p>exercises. List of individuals, NGO, institution is being finalised.</p> <ul style="list-style-type: none"> <li>• 1995-96 plan has been printed for 'realistic estimates and on the basis of spill over amount 1996-97 plan has been chalked out.</li> <li>• District level committees have been formed and members of the above said committee have attended the workshop at Mussorie conducted by the LBS National Academy. Grassroot level functionaries are involved in the process and participatory method is being adopted in finalising the budget estimates.</li> <li>• Mid year assessment for the year 1995-96 has been made and the probable expenditure and spill over amount for the year has been arrived. Major activities like training non-formal education, for coaching classes and civil works will be the thrust areas.</li> <li>• Vacant posts in the DPEP districts are being filled by Government of Tamilnadu by fresh recruitment.</li> </ul>	

**MADHYA PRADESH**



**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

<b>Functional Area</b>	<b>Recommendation</b>	<b>Follow-up Action/Progress</b>	<b>Constraints/Comments</b>
<b>Civil Works</b>	Progress has been uneven in case of civil works mainly in regard to construction of schools and classrooms.	District with ston progress have been instructed to speed up their activities.	
	Not all the state have adequate arrangements in place yet for consideration of alternative design and technologies or for ensuring community involvement and educators or issue of site layout and usage.	Workshops have beenn held to ensure this, VNS is the agency for construction and community in what is being ensured.	
	There is need to ensure improvements in the supervision of civil works to ensure quality as well as the appropriateness of schools and BRC siting through school mapping exercises.	Instructions have been sent to districts.	
<b>Planning and Monitoring</b>	Available data on school enrolment attendance and pupil progression could be used for approved planning and decision making.	Already used in developing AWP 1997-98.	
	Once resource Inventories have been compiled, the state should develop a co-ordinated strategy for utilising identified resource and sharing experiences with other states with a view to creating a multiple effect and increasing in house capacity.	Such resources are tapped and an inventory is prepared. To develop in-house capacities various agencies identified to contract baseline studies have added to pool of resources in MP. This will further be strengthened as and when required.	
	Further steps should be taken to ensure the long term sustainability of		It will be taken care in the VEC training.

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	community involvement and the deepening of the involvement areas of planning and monitoring.		
	Additional staff may be needed at state and district hence the increased demand for services is to be met.		SPO and DPO will be adequately strengthened.
	Most district staff are not yet adequately conversant with concept of participatory techniques for planning at community level.	Special training module being developed by SIEMT.	
	The implementation of interventions and their impact will need to be monitored and assessed with the outcomes used to fine-tune activities where necessary, culminating in revised strategies and action plans.	Evaluation and impact analysis of various interventions is being undertaken and strategies modified accordingly.	
	States that so far have not initiated inter and intra-state sharing are urged to establish such links		Such links will be established.
	It is important for all states to strengthen the collection and analysis of appropriate data relating to retention.		In MP, it is being done on a large scale through use of LSA data.
	There is a need to develop capacity to analyse and make use of EMIS data.		Strengthening of such capacities will be ensured though appropriate training.

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	Targeting on specific minority groups. There is specific need for further desegregate of data for use at the micro level.		Not relevant in reference to data collected in M.P.
	Research studies in specific areas: Dropout to be commissioned by SPOs.		Such studies are being commissioned involving RIE, PGBT and SCERT.
	An important area for research might be an investigation of the vocabulary and language usage which will assist textbook developers.	SCERT has already initiated work on these lines through trialling of teaching learning materials.	
	More thoughts to be given how to disseminate the available educational and PMIS data downwards to the school and village levels.	Village level data joining base for PMIS already being done through IPMS.	
	More training especially for the district level staff is needed with regard to simple statistical analysis and presentation of the available data the skills required at each level may need to be more precisely identified.		Training module being developed by SIEMT
<b>Tribal</b>	Systemic field testing of translated textbooks and learning materials in multilingual states is yet to be initiated.	BLI evaluation taken up in 1996-97 outcomes awaited.	Try out of accepted materials prepared in tribal dialect will be taken up in 1997-98.

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Training and Curriculum</b>	A greater integration of training is needed with other interventions such as new textbook production, community ownership and emerging information from MIS and research studies.	Academic interventions are developed as a self content package where all inputs integrate and merge in such a way that the final outcome is visible as combination of all these.	
	Progress has been made with the appointment of additional teachers and there learning the success has so far been reported largely in quantitative terms. There is need to strengthen the quality of programme and ensure its impact.	Quality issues are taken up very serious in M.P. and special interventions are proposed.	
	Large majority of VEC members do not yet grasp the concepts of their new roles, rights and responsible with regards to school management.	VEC will be empowered through appropriate training and orientation.	
	In school quality should be enhanced further by development of materials in minority languages and attention to gender and minority issues in all learning materials.	Such efforts are being made and TL material in local dialects is developed for minority groups.	
	There are lessons to be learnt form implementation of the first cycle of teacher training programme the challenge will be to deepen the understanding of teachers and to	Feedback is an important interventions integrated with teacher training.	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	<p>provide pedagogical to their newly acquired skills.</p> <p>The issue of innovative professional capacity of SCERTs and DIETs is recognised. Implementation the proposed systematic plan for there development will need to start urgently.</p> <p>DIETs are inadequately staffed and there is need to be carefully negotiated with scale authorities.</p> <p>The quantity of staff is a cause of concern in most DIETs and there is need for the stated to address this issue immediately.</p> <p>There is need to increase the member of expects specialised in the skills of developing learning in SCERTs and other institutions who are specialised in the skills of developing learning materials for the primary stage.</p>	<p>Strengthening of these institutions as a programme interventions is being undertaken.</p>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Civil Works	<ul style="list-style-type: none"> <li>• Building designs continue to receive inadequate attention. For example-Little attention is paid to the importance of light and cross ventilation in primary schools, as a result, the buildings remain unnecessarily uncomfortable during the hot season which inturn impedes the ease of learning. This issue needs to receive increased attention in future work programmes that includes construction elements.</li> <li>• The above issue could best be accomplished by strengthening construction quality assurance efforts during implementation. This issue warrants continued monitoring and efforts through negotiations with the colleges and discussion with other potential quality assurance agencies.</li> <li>• The completion of construction (especially water supply &amp; sanitation) at each site often remain problematic. Attention to the importance of ensuring functioning water supplies at DPEP supported buildings</li> </ul>	<ul style="list-style-type: none"> <li>• Buildings designs were approved of GOI special mission on Civil Works in January 1995 adhere to ISI standards.</li> <li>• Evaluation of Civil Works undertaken by Govt. Engineering Colleges.</li> <li>• Districts asked to make provisions in the AWP 1997-98.</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>should remain a high priority in forthcoming AWPBs.</p> <ul style="list-style-type: none"> <li>• Every State contract for a third party supervision of the implementation of the Civil Works programme focusing on appropriateness of designs; quality of construction and supervision of the works.</li> </ul>	<ul style="list-style-type: none"> <li>• TORs just received from GOI shall be done.</li> </ul>	
<b>Monitoring and AWP Budget</b>	<ul style="list-style-type: none"> <li>• There is a need to build capacity at the district level in reviewing AWPBs making projections, monitoring against targets and rescheduling activities in terms of flow of funds.</li> </ul>	<ul style="list-style-type: none"> <li>• District projects teams trained I round.</li> </ul>	
<b>Management Information System</b>	<ul style="list-style-type: none"> <li>• The extent of the use of EMIS data to identify location specific AWPB priorities is not obvious. This issue needs further discussion.</li> <li>• Data quality needs attention. One way of ensuring better integrity of data would be to send processed MIS report back to each school for comments. Such report could include meaningful information about how each school compares with district wide totals and/or averages (such as dropouts teacher/student ratios etc.) such a feedback be incorporated into the system.</li> </ul>	<ul style="list-style-type: none"> <li>• The EMIS data collection &amp; entry have been completed in June-July 1996 whereas the AWPB 1996-97 were prepared before February 1996 so the reflection of EMIS data could not be seen in AWPB 1996-97.</li> <li>• In progress Reports are being generated on the basis of 1996-97 data &amp; sending back to grass root level agencies like PS, AS, SSK, VEC etc. for feedback actions.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Data coding remains a problem (atleast in the PMIS) For example : A review of the AWPB (1996-97) for M.P. reveals that one third of the proposed budget (Teaching learning material Rs. 20 million) has been coded as MGT (Management) A couple of other line items show no code. If there is to be confidence in the MIS, steps will have to be taken to ensure the integrity of data coding.</li> <li>• Data comparisons between projections and actuals are often missing. This applies both the IMPS &amp; PMIS. In the absence of such comparisons, numbers shown as actuals may have little meaning. A review be made of report formats to ensure their usefulness to project management.</li> </ul>	<ul style="list-style-type: none"> <li>• Action required at GOI level.</li> <li>• In progress new monitoring formats have been developed to monitor physical &amp; financial progress against the target fixed by SPO/DPO.</li> </ul>	<p>This issue has subsequently been addressed and solved through various workshops.</p>
<b>Research and Evaluation</b>	<ul style="list-style-type: none"> <li>• There is need to form a networking of institutions and NGO with similar goals which are also being explored.</li> <li>• Greater networking should be achieved at the State level and capacity of DIET staff is conducting research be build by building an element of action research in their training.</li> </ul>	<ul style="list-style-type: none"> <li>• Being done</li> <li>• Will be done through specific programme, Components like - Teacher Training, Trailing, Tribal Education.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>Urgent training for the faculties of the DIET in methods of educational/applied and action research. Again the use of such studies must find a role in planning exercises and therefore, dissemination of research studies must be ensured.</li> </ul>		
<b>Community Participation</b>	<ul style="list-style-type: none"> <li>The participation of the community in decentralized planning and implementation needs to be defined clearly. If decentralized planning is to be done in its real spirit people's participation in the planning process is all the more necessary.</li> <li>Project implementation in some districts is non-participatory and non democratic since project advisory committee and other committees are not functioning and major decisions tend to be taken by district collectors in consultation with Project Director/Project Coordinator.</li> <li>The feedback on the training to the VECs has revealed that it was very lecture oriented and did not relate much to their environments. Efforts are therefore being made to modify VECs training so as to enable VECs play a more active and constructive role.</li> </ul>	<ul style="list-style-type: none"> <li>Being done through Lok Samparak Abhiyan</li> <li>Being done through Lok Samparak Abhiyan</li> <li>Being done through Lok Samparak Abhiyan</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Involvement of community for the purpose of micro-planning is still a challenge and cause of continuous concern efforts are therefore needed to achieve greater ownership of the programme by the community.</li> <li>• Poor representation of women at different levels specially at the decision making levels in the districts.</li> <li>• BRC coordinators are doing only an administrative job.</li> </ul>	<ul style="list-style-type: none"> <li>• Being done through Lok Samparak Abhiyan.</li> <li>• Trained in academic supervision.</li> </ul>	
<b>Networking for Capacity Building</b>	<ul style="list-style-type: none"> <li>• A lot more needs to be done in this direction by involving Panchayat Raj organizations like Zila Parishads, District Panchayat Raj Officers, local colleges of Education and NGOs.</li> <li>• Networking could also be considered with organizations outside the state if these experiences are relevant to the situation in the districts.</li> <li>• Greater focus to be given on networking of various DPEP and non-DPEP agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Being done through the Lok Samparak Abhiyan.</li> <li>• Being done - eg. Digantar &amp; Lok Jumbish.</li> <li>• Being done through workshops and visits.</li> </ul>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Civil Works	<ul style="list-style-type: none"> <li>• Minor construction mistakes could be avoided if more regular supervision from the Rural Engineering Services were provided</li> <li>• A quality audit should be carried out in all districts on a sample basis of 10% of all construction as soon as possible (Oct. 95) so that information on actual construction cost can be utilised for 1996-97 AWP.</li> <li>• Need for strengthening construction quality assurance efforts during implementation. This issue warrants continued monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Regular supervision is being done by RES and other technical officers.</li> <li>• This is being done. Engineering Colleges of the State have been requested. Indore Engineering College had already carried out the technical evaluation work of three districts i.e., Dhar, Ratlam &amp; Mandsaur and Vidisha Engineering College is doing for Sehore and Raisen districts. Reports for three districts have been receive from Engineering Colleges, Indore. The report of Raisen and Sehore district is awaited.</li> <li>• Districts have been advised for corrective measures for improving the quality of construction as per the observations of the technical evaluation institution as per report of Engineering Colleges.</li> <li>• Now as per the TOR for IIIrd party supervision which have been received from the GOI, action is being initiated and</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>and efforts through negotiation with the colleges and discussion with other potential Quality Assurance Agencies.</p> <ul style="list-style-type: none"> <li>• Further funding for construction be made contingent on satisfactory arrangement for the supervision of all stages of construction.</li> </ul>	<p>polytechnic institutions have been requested for their consent to carry out this job.</p> <ul style="list-style-type: none"> <li>• Simultaneously news paper advertisement is being published for inviting individuals and firms of repute for 3rd party supervision.</li> <li>• Presently Mission's civil works is being supervised and monitored by the State Rural Engineering Services technical staff under the instruction of State Government. But because of their pre-occupation, timely supervision and evaluation was a chronic problem. To overcome this bottleneck, it was decided in the high level meeting that Rs. 1,500/- per school building should be given to the technical coordinator of the district for touring and other contingency expenditure. Accordingly, orders have been issued. Similarly for continuous supervision of the works technical posts of one Asstt. Engineer, two sub-engineers and two draftsman for each district have been created and the same will be provided soon. This may help in improving the quality as well as timely achievement of targets.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Field Engineers/Asst. Engineers provided with 1/2 day orientation course for DPEP construction supervision from DPEP funds.</li>   <li>• To have a better environment water, toilets and electric supply in the school building is to be provided.</li> </ul>	<ul style="list-style-type: none"> <li>• This is being done through workshops and joint meetings at SPO level and in district head quarter. An orientation workshop held on 22nd march, 1996 at Bhopal in which detailed information's regarding quality of construction and their specifications alongwith building material specifications have been discussed. The componentwise such as foundation strata thickness of base concrete and masonry work up to plinth and super structure, DPC work, Door and windows and ventilators, RCC roof work, flooring and finishing etc. were discussed.</li>   <li>• Similar information has been given in the joint meetings conducted in various districts during last one year.</li>   <li>• Now it is decided to hold the similar technical orientation training programme in all the districts during November and December 1996.</li>   <li>• Instructions have been issued to construct the toilet blocks (Urinals for the present) and the same are being constructed.</li>   <li>• Wherever electricity is available it is being provided.</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Maintenance under the regular district budget should be worked out for all building under construction and suitable budget provision to be made a condition for next year construction programme.</li> <li>• Timely availability of funds at district and village level the fund should be realised by demand draft.</li> </ul>	<ul style="list-style-type: none"> <li>• Again a request is being made to the Rural Development Department and district administration for initiation so that there is more convergence.</li> <li>• Instructions have been issued to make a provision of Rs. 3000/- per BRC and Rs. 1500/- per school building (which are constructed) for annual maintenance in the AWP of 1996-97.</li> <li>• Adequate funds made available on time and proper accounting system developed</li> </ul>	
<b>Planning and Management</b>	<ul style="list-style-type: none"> <li>• In order to strengthen the support and guidance function of the SPO the staffing should be completed and especially the vacancy of State Project Director should be filled as soon as possible.</li> <li>• 1995/96 AWPB approval has to be provided immediately together with the first semiannual release of funds.</li> <li>• A guideline should be provided from the DPEP Bureau, concerning bank accounts and utilisation on interest accrued.</li> </ul>	<ul style="list-style-type: none"> <li>• Major posts filled up.</li> <li>• Funds released</li> <li>• No guidelines have been received so far.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• For further new schools the appointment's procedure should start early enough for DPEP teachers to be available at the beginning of the school year.</li> <li>• The eligibility of school construction for DPEP funding for replacing old school buildings should be clarified.</li> <li>• DPO key management staff needs stronger guidance and training in management and coordination with other departments (i.e. DIETs)</li> <li>• The staffing of the DPOs especially the position of girls education organizer and BRC coordinators has to be completed with highest priority.</li> <li>• For next year's planning a consolidated school mapping for PS and SSKs should take place.</li> <li>• DPO with the support of the SPO will have to make sure that the regular district budget from 1996/97 onwards include maintenance funds equivalent to 2% of the value of the construction work under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Clarification obtained from GOI.</li> <li>• All district staff trained in Mussoorie</li> <li>• Done.</li> <li>• Exercise undertaken by districts.</li> <li>• Such provision has been made.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• The SPO should provide stronger guidance for accounting and budgeting to the DPOs. Cash flow plans should be prepared at each DPO.</li> <li>• Disbursement of funds to SSKs for the purchase of materials should be speeded up.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial training organised for APC.</li> <li>• Done</li> </ul>	
<b>Monitoring Evaluation &amp; Research</b>	<ul style="list-style-type: none"> <li>• Next years school directory should provide information on the number of SC and ST students by sex as well as giving information in in-service training per teacher.</li> <li>• The number of teachers should be shown by sex and SSK attached to the PS should be documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Information generated in National EMIS. All issues included.</li> <li>• EMIS does not have SSK information.</li> </ul>	
<b>Gender</b>	<ul style="list-style-type: none"> <li>• A frame work for gender aspects for the project should be developed in order to ensure that efforts to address gender issues are clearly spelled out in the Annual Work Plans 1996-97</li> <li>• Work out district-specific requirements and plans to achieve the desired norm of atleast 30% female teachers.</li> <li>• Prepare guidelines for the districts for their</li> </ul>	<ul style="list-style-type: none"> <li>• Framework has been developed. AWP's of the district for 1996-97 have separate chapter on Gender and Gender issues.</li> <li>• Being monitored</li> <li>• Being monitored</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>recruitment (also recommended by the Appraisal Mission) continue to monitor the recruitment of female teachers.</p> <ul style="list-style-type: none"> <li>• Carry out gender training for the State Project Office and for all key staff (male and female in the District Project Offices in addition to the DWCs also covering their roles in gender related activities.</li> <li>• Develop a plan for follow up sensitisation activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Such trainings have been organised at state and district levels.</li> <li>• Constant Community interaction at District and sub-district level through mass contact community participative activities and organisation of Panch-sarpanch Sammelan. Some district have even organised specialised gender based trainings for VECs also. Quantifiable parameters to measure change in attitudes of society towards girl child are difficult to identify. Even then following can be taken as positive trends as reported by districts.</li> <li>• Enhanced participation of women in village based activities.</li> <li>• Demand of education from women groups.</li> <li>• Increased enrollment of girls in schools.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Review the membership of District Gender Teams for skills, gender and other social representation.</li> <li>• Examine the possibility of appointing some male coordinators and including male members in the Gender teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Demand of girls for higher educational facilities in villages.</li> <li>• More local participation of women Sarpanch and female Panch in Panchayat meetings.</li> <li>• These can atleast be taken as positive indicators. If not progress indicators. Obviously district with good run of TLC put up better show.</li> <li>• Gender activities face a major problem of isolation. Programme as yet does not recognise these activities as of prime importance though it is agreed in principle that UPE revolves round primary education of girl child. Efforts to mainstream it with programme are being consolidated through - "Vision: developing training" to all functionaries and role assignment to each of them.</li> <li>• Gender Core Teams have been strengthened and members from different social strata included.</li> <li>• A male coordinator is already working in one district.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Undertake the study on the impact of incentive schemes on female enrollment and attendance.</li> <li>• In tribal areas special efforts needed to be made to enrol girl children.</li> <li>• The State considers gender strategies as a major segment of the DPEP intervention though the efforts made at present in this direction need to be further beefed up and closely monitored.</li> <li>• To make issues more effective. Various government department as women and child department. Rural development,</li> </ul>	<ul style="list-style-type: none"> <li>• TRI has done such studies in non DPEP districts and they will replicated in DPEP districts also.</li> <li>• Done</li> <li>• National workshop is done in October, 1996 at Surguja on issues related to the Primary Education of a girl child.</li> <li>• Micro planning exercise at grass root level making use of PRA in one block of each district. Initially only one cluster was identified for this purpose. The basic objective was to develop competency at cluster level to executive micro-planning exercises and to draw conclusion based on these so that follow up strategies can be planned. Districts have come out very well in doing this exercise. It has helped in widening their vision to look at social disparities faced by a girl child in society and family more so in school environment.</li> <li>• Scheme of modernisation of Madarsas in one block of Ratlam district is implemented. It facilitates primary education of those Muslim</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>health department etc. should coordinate properly and their services should be integrated into the DPEP activities to avoid duplication and overlapping</p> <ul style="list-style-type: none"> <li>• The services of Anganwadi workers voluntary organisation and Women activists should be involved frequently for monitoring with proper guidance from SPO.</li> </ul>	<p>girls who are not sent to formal schools due to "Purdah" system. 7 such madarsas which are the religious schools of mosques, have been modernised.</p> <ul style="list-style-type: none"> <li>• Districts have been instructed to coordinate with VEC and district resource group.</li> </ul>	
Pre School	<ul style="list-style-type: none"> <li>• Pre-school children should be given only non-formal school education based on playway method.</li> <li>• The SSK teacher need to be given proper training to teach pre-school children and need continuous support and monitoring.</li> <li>• The possibility of linking health component may be explored.</li> <li>• The pre-schools component of ICDS Anganwadi centres need to be streamlined in the same line to provide uniform services for which proper training on pre-school component may be organised for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Training strategy has been modified.</li> <li>• Efforts have been made.</li> <li>• They are already trained by SCERT</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Care must be taken to recruit qualified and well motivated teachers, instructors and supervisors for the DPEP activities.</li> <li>• Urgent delivery of Rs. 3,000/- non-recurring cost materials.</li> <li>• Urgent disbursement of funds for purchasing play materials and consumables.</li> <li>• The VEC and parents may need some orientation in understanding that SSK are not for formal schooling.</li> <li>• The work with the youngest children should be kept to active play and investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• Done. Care has been taken.</li> <li>• Money has already been disbursed.</li> <li>• Money has already been disbursed.</li> <li>• VEC orientation has been planned in September, 1996.</li> <li>• Done.</li> </ul>	
<b>Tribal</b>	<ul style="list-style-type: none"> <li>• Ensure that the teacher data base for tribal areas identifies the language abilities of tribal/no tribal/"other tribal" teachers.</li> <li>• Efforts to ensure quality education for tribal children should be strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• In progress, Resource agencies to develop supplementary materials/Tribal Education Proposals have been invited.</li> <li>• Bridge Language Inventory being developed &amp; put to use.</li> <li>• Teacher learning package adopted in local tribal dialect also put in school.</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
<b>Media</b>	<ul style="list-style-type: none"> <li>• The unit of the SPO should be transformed into a communication advisory unit</li> <li>• The TOR of the unit would be to manage the overall ICCP activities at State level and facilitate ICCP activities as district level.</li> <li>• At district level an ICCP advisor should be added to the DPO team.</li> <li>• The task of advisor would be to manage ICCP activities at district level and facilitate activities at Block level.</li> <li>• The songs of TLC should be revised or new once created that reflect the particular objectives of DPEP with its focus on girls and SC and ST education.</li> <li>• The logo should depict girls equally and repainted on sign posted, school buildings, materials wherever possible.</li> <li>• A strong visual identity (logo, design of writing paper, brochures etc.) should be considered. The development of such an identity should be done after further</li> </ul>	<ul style="list-style-type: none"> <li>• Post advertised for Media advisor for SPO good response -Selection in short time.</li> <li>• Media has been redefined as IEC.</li> <li>• This will be done as on the advice of the media advisor.</li> <li>• Done</li> <li>• The RGSM Logo has acquired visibility &amp; familiarity and it would not be advisable to change it.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	analysis and field testing with village children and in coherence with other states.		
<b>Community Participation</b>	<ul style="list-style-type: none"> <li>• The VEC members have not been given the training on the VEC.</li> <li>• Participation of women in the activities of VECs is poor as many of them are illiterate and shy of taking active part in education. Also their attendance in VEC meeting is reported to be poor.</li> </ul>	<ul style="list-style-type: none"> <li>• Done</li> <li>• Mobilizing women is being attempted through supportive campaigns like literacy campaigns &amp; the Lok Samparak Abhiyan.</li> </ul>	

**KARNATAKA**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Teaching and learning</b>	Complete the cycle of training of remaining teachers early next year;	During the year, 18958 teachers have received 10 day training and 22261 teachers have received 3 day training. By the end of the first quarter of 1997-98 all teachers would have undergone 10 day training.	
	Build capacity for all teachers to receive training every year;	This is being done through the BRCs established.	
	Finalise revision of training package and monitor its ultimate effectiveness in the classroom;	If timely and adequate help is available from Ed.CIL, this can be completed by the year end.	
	Take forward production of learning materials;	Materials for Kannada medium Class III & IV + Urdu and Marathi medium class I & II have been created.	
	Expedite BRC construction and CRC development	This national shopping procedures are being adopted for BRC construction; the process of identification of CRC co-ordinators has been completed.	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Community Involvement</b>	Extend micro-planning to cluster and block systematically so that valuable lessons can be learned for future planning purposes. The mission suggests that Karnataka's micro-planning can be shared with other DPEP states.	Micro-planning will be taken up in a systematic way in (1) 84 villages in 8 clusters in Chikkodi block of Belgaum; (2) 48 villages, 8 clusters of Deodurg block of Raichur, (3) 68 villages in 8 clusters of Bangarpet block of Kolar, and (4) 80 villages in 10 clusters of Pandayapura block of Mandya.	
<b>Civil Construction</b>	The pace of school construction has increased; this should now be maintained and extended to BRCs. School design should be amended to match the shift in pedagogy, through competition, if necessary.	Pace of civil works construction is being maintained. BRCs will be taken up under national shopping procedures. School design for DPEP II districts will be amended with experience gained from projects taken up under Innovation Fund.	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
Monitoring	<ul style="list-style-type: none"> <li>• The objectives of the entire process of EMIS need to be understood at the lowest level or it would remain a data collecting exercise.</li> <li>• DIETs and CRCs need to be activated and operationalised at the earliest.</li> <li>• EMIS &amp; PMIS software's need to be reviewed and revised at the central level taking into consideration problems faced by the States.</li> <li>• Procurement issues need to be resolved between representatives of the SIS, DPEP Bureau / TSG and World Bank and far greater autonomy needs to be given to decentralized State levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Objectives of the entire EMIs process have been disseminated at the workshop held during July - Aug. 1996.</li> <li>• CRCs are being operationalised during this year.</li> <li>• EMIS revised formats have been translated. Revised PMIS software is being used at state level.</li> </ul>	Revised EMIS software is yet to be supplied by NIEPA.
Research & Evaluation	<ul style="list-style-type: none"> <li>• As inadequate thought is given to the subject, the SIS might evolve a system of networking between institutions that have State level recognition for this purpose. A</li> </ul>	<ul style="list-style-type: none"> <li>• RIE, NIAS universities have been brought into network. State resource Group on Research &amp; Evaluation has been constituted.</li> </ul>	



Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<p>proposal to set up a Research Advisory Committee could meet this purpose.</p> <ul style="list-style-type: none"> <li>• DIETs have to be activated on this front.</li> <li>• The BRC staff could orient teachers to reflect on the MIS data. This may be seen an informal process of action research and would lead to more valid data collection.</li> </ul>	<ul style="list-style-type: none"> <li>• DIETs are taking up Action Research Projects.</li> <li>• <del>Yet to be done.</del> The data collected for 1995-96 &amp; 1996-97 will be provided to each BRC during the year.</li> </ul>	
Community Participation	<ul style="list-style-type: none"> <li>• Initiatives might be taken to further draw out the potential of the kala tandas comprised of teachers. They could also be utilized for the formation of the VECs and providing inputs into the training of teachers organized by the BRCs, based on the kala tandas grassroots experience.</li> <li>• Community participation in civil works has shown major benefits; this may further be utilized : for participation in design, labour/ land/ monetary and material contribution.</li> <li>• The CRCs are a major nodal point mediating the relation between the VECs</li> </ul>	<ul style="list-style-type: none"> <li>• Potential of the Kala Thandas is also being used at BRC level.</li> <li>• All Civil works have been carried out departmentally through ZPE Department. Possibility of community participation for civil works is being explored.</li> <li>• CRCs will be made fully operational during the year.</li> </ul>	

Functional Area	Recommendations	Follow-up Action / Progress	Constraints / Comments
	<p>and the BRCs and need to be urgently formed. A clear strategy for the functions and constitution of the CRCs needs to be worked out.</p>		
<p>Networking In Terms Of Capacity Building</p>	<ul style="list-style-type: none"> <li>• Existing networking with DSERT and academic institutions / NGO's should also be operationalised for Research &amp; Evaluation and Supervision of programmes.</li> <li>• The upwards and downwards linkages of BRC with other institutes need to be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Some of the NGOs like MYRADA, SUVIDYA institution like NIAS have been brought under network.</li> <li>• The upward linkages of BRCs with other institutes have been established. Linkages of CRC are yet to be established.</li> </ul>	<p>CRC are yet to be made operationalised.</p>
<p>General</p>	<ul style="list-style-type: none"> <li>• The pace of civil works should be accelerated for absorption of funds. Also needed are award of contracts to NGOs and procurement for Computer Hardware.</li> <li>• Representatives of the SIS, DPEP Bureau / TSG and WB need to meet to resolve the issue of single source contract for constancy</li> </ul>	<ul style="list-style-type: none"> <li>• The pace of civil works has been accelerated. All the works taken for the year 1994-95-96 will be completed by March 1997.</li> </ul>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
Planning And Management	<ul style="list-style-type: none"> <li>• Vacant posts in the State and district Office need to be filled urgently in particular accounts and computer operations personnel.</li> <li>• The implementation structure of the project needs to be incorporated within the hierarchies of the Education Department. The Project Coordinators at the district Level might work under the supervision of the deputy director of Education.</li> <li>• Teachers to be recruited (to all vacant posts) in order to ensure that schools opened under DPEP would not draw on existing resource but provide additional personnel.</li> <li>• Women remain under represented in managerial posts at all levels. A strategy to recruit more women for the remaining posts should be developed.</li> </ul>	<ul style="list-style-type: none"> <li>• All posts in the SPO/DPO have been filled. The posts of Data entry operators are filled. The post of Programmer will be filled after the installation of hardware.</li> <li>• Deputy Director of Public instruction of the district is the ex-officio District Project Coordinator, under whose supervision a full time Deputy Project Coordinator works.</li> <li>• All the 250 schools started during 1995-96 have been provided with teachers.</li> <li>• 50% of posts are reserved for Women in teaching.</li> </ul>	

Nominal Area	Recommendation	Follow-up Action / Progress	Constraints / Comments
Pedagogy/ Teacher Training	<ul style="list-style-type: none"> <li>DIET staff should be allocated responsibility for a particular block to carry out rapid appraisals of positive/negative features of pedagogical practices. This could also involve BRC and CRC staff and provide a valuable field exposure.</li> </ul>	<ul style="list-style-type: none"> <li>One staff member of DIET has been made the nodal officer to supervise the pedagogical activities being undertaken at each BRC.</li> </ul>	
Awareness / Communication / Community Participation	<ul style="list-style-type: none"> <li>Need for greater communication between the vertically (centre) initiated training and evaluation activities (NCERT - RIE - DSERT - DIET) and the horizontal state initiated preparation of training modules through networking.</li> </ul>	<ul style="list-style-type: none"> <li>Net working system has been established among DIET/DSERT/RIE especially while providing guidance in preparation of training packages and pedagogy.</li> </ul>	
Management Information System (MIS)	<ul style="list-style-type: none"> <li>EMIS and PMIS are not yet functional. The formats need to be understood at various levels.</li> </ul>	<ul style="list-style-type: none"> <li>The districts are yet to be provided with hardware PMIS data has been computerized.</li> </ul>	
Civil Works	<ul style="list-style-type: none"> <li>The mission noted that the existing drawings are only sketch plans, not construction drawings. All designs should be checked for accuracy / errors, especially with respect to dimensions of rooms and load bearing structures.</li> </ul>	<ul style="list-style-type: none"> <li>Subsequently all the civil works plans (School buildings, CRC, BRC, Toilet blocks etc.) which are sent alongwith the construction Manual are approved from GOI.</li> <li>Construction Manual for Civil Works has been prepared keeping in view the recommendations of the mission.</li> </ul>	

Functional Area	Recommendation	Follow-up Action / Progress	Constraints Comment
	<ul style="list-style-type: none"> <li>• Participatory process in civil works should be strengthened in the following manner :               <ol style="list-style-type: none"> <li>a) Alternative designs should be prepared for schools and classrooms in consultation with the local communities. Such designs should also include more cost effective models like tile roofs, in order to cope with cost escalation.</li> <li>b) The project should build upon experience from the on going construction schemes like akshya, where community contributions complement government funds.</li> <li>c) The construction manual should be adapted for the specific needs of the communities involved in construction and supervision.</li> </ol> </li> <li>• Procurement and fund releasing procedures to be made comprehensible.</li> </ul>	<ul style="list-style-type: none"> <li>• All the designs for schools buildings are got approved from GOI Type designs made to suit the local conditions.</li> <li>• Being explored.</li> <li>• Construction Manual has been prepared and got approved from GOI.</li> </ul>	

**KERALA**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**



Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>General Progress of Implementation</b>	Government clearances for filling of vacant posts in both DPEP and SCERT will be expedited	Government clearances now being received expeditiously. Most of the vacant posts for DPEP-I and key posts under DPEP-II filled up.	
<b>Monitoring and Annual Work Plan</b>	The increasing 'bottom up' planning that has taken place has not been fully articulated in the AWPB document and does not clearly identify the objectives and targets for the year. For 1997/98 AWPB will be presented with an initial focus on objectives to be achieved during the year within the overall aims of the programme, indicators of achievement, activities to be undertaken (including linkages with other activities) and associated costs.	While preparing the AWPB 1997-98 document suggestion of the JSM has been kept in mind.	
<b>Research and Evaluation</b>	<p>Programme Officers (R&amp;E) at district and state level identified deputation orders awaited.</p> <p>The following research studies were proposed.</p> <ul style="list-style-type: none"> <li>• Utilisation of teacher grant Rs. 500/- and school grant Rs. 2000/-</li> <li>• Perceptions/reactions of students, teachers, parents and community to</li> </ul>	<p>PO (R&amp;E) posted at the SPO, Pos (R&amp;E) for the DPOs identified, Government orders awaited.</p> <p>Study completed Interim report received.</p> <p>Study completed Interim report received.</p>	

Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	<p>'new teaching/learning methods, materials and classroom evaluation processes'.</p> <ul style="list-style-type: none"> <li>• Elements of gender bias in classroom practices.</li> </ul> <p>Ten action research programmes for each district proposed for 1996-97; but there are no detailed plans.</p> <p>DIETs and SCERT do not have the capacity to provide the requisite technical support.</p> <p>Clear guidelines are required for the various management tasks related to Research and Evaluation activities such as preparation of research agenda, identification of research individuals / organisations, processing of proposals, commissioning, monitoring and dissemination.</p> <p>DIETs and SCERT need technical</p>	<p>State level planning workshop scheduled for 3rd week of March.</p> <p>State level training workshop for DIET faculty on Action Research (with assistance from Dept. of Education, University of Kerala) scheduled for 4th week of March.</p> <p>State level Advisory Group on R &amp; E is attending to this.</p>	<p>National workshop twice.</p> <p>training postponed twice.</p>

Inctional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	<p>support for research and evaluation activities.</p> <p>Though NIEPA and RIE Mysore have been identified as network institutions, no systematic links have been established. Basic issues relating to the promotion of innovations need to be discussed thoroughly.</p> <p>SPO will prepare a perspective plan for research and evaluation, including a networking and capacity building plan for DIET staff.</p> <p>SCERT will develop their own plan in collaboration with SPO.</p> <p>Systematic monitoring of BRC trainers work in classroom based action research will be set up.</p>	<p>Done</p> <p>Follow up to State level training for DIET/SCERT faculty</p>	<p>SCERT?</p> <p>SCERT?</p>
<p><b>Community and Teacher Participation</b></p>	<p>Role and function of the Gram Panchayat Education Committee will be clearly specified.</p>	<p>Governing Body of PEDSK has decided on 18th January, 1997 to reconstitute he committees and specifically assign roles and functions.</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	<p>Department of Education will review the proposed establishment of a department of Educational Management within SCERT and decide whether to establish an autonomous State Institute of Education Management and Training (SIEMAT) to provide leadership for the networking and capacity building component.</p>	<p>Governing Body of SCERT decided on 27th January to detach SIEMAT.</p> <p>The Appraisal Mission for DPEP-II has recommended that SIEMAT be established as a separate autonomous institute..... the initial allocation for SIEMAT to SCERT in DPEP-I would be transferred and there would be no need for additional finance in DPEP-II.... a detailed project proposal will be prepared by 31st March 1997....</p> <p>Consultant identified for this purpose.</p>	
<b>Management Information System</b>	<p>Sorting of computer cabin</p> <p>Installation of computers</p> <p>Furnishing of cabin</p> <p>Appointment of computer programmer</p> <p>Collection of school database.</p> <p>F2 MIS/PMIS</p>	<p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>Done</p> <p>The GOE/AWP/Processing and consolidation of school data base and house to house survey data, salary Receipts and dispatch of tables are done</p>	<p>The computers are to be replaced by powerful computers.</p>

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		with computers.  The capacity of 2 computers are low when compared to the volume of work.	
<b>Procurement and Disbursement</b>	MIS furnishing  Library books to BRCs  Equipments to BRCs  Stationary items  Note books to SC/ST Girls pupils  Furniture and equipments to CRCs.	MIS furnished  Done  Done  Procured  Distributed to SC/ST and girls pupils  To be supplied to CRCs through VECs.	
<b>Innovations (Utilisation of the Provisions at the State and District Level)</b>	Nil	Nil	Nil
<b>NGOs involvement</b>	Enrollment campaign  Dropout free campaign  Representation in District Advisory and	NGOs participated  NGOs participated  NGOs participated	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	Block level committees.  Orientation of NGO's	Orientation of District and State level.	
<b>Supervision of the Project</b>	Supervision at District level  Supervision at DIET level  Supervision at BRC level	Monthly review meetings of DIET faculties and BRC trainers held.  Monthly and weekly review meeting of BRC trainers and DIET held.  School visits by DPC principal, District, DIET staff, BRC co-ordinators and BRC trainers held.  Weekly combined visit by APO and BRC co-ordinators.  Insufficient expertise of DIET faculty.	Quality training proposed.

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Planning and Management	<ul style="list-style-type: none"> <li>• Absence of Deputation Allowance makes it difficult to attract and retain staff willing to take on additional responsibilities.</li> <li>• Neither PMIS nor EMIS operational.</li> <li>• District staff in DIETs and DPO are not fully familiar with the DPEP bottom-up planning process.</li> <li>• More information needed at district and block level about the opportunities for DPEP support to quality improvement initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• State Government has sanctioned payment of Special Pay to project staff @ 10% of basic pay. Project staff being paid special pay now.</li> <li>• PMIS &amp; EMIS have become operational.</li> <li>• DIET / DPO staff oriented / trained. Internal Mission's comments, For the preparation of 96-97 AWPB a much more detailed and systematic efforts is being made. The approach is holistic and decentralised.</li> <li>• Orientation / training programmes organised.</li> </ul>	
Research & Evaluation	<ul style="list-style-type: none"> <li>• No research or evaluation activities have started.</li> </ul>	<ul style="list-style-type: none"> <li>• Two research &amp; evaluation projects, one relating to evaluation fo effectiveness of teacher grants and school grants and the other regarding perceptions of students, teachers and parents on new teaching methods and materials introduced through DPEP, have been commissioned to CGRF, Deptt. of Future Studies, University of Kerala. Another activity initiated is a survey on the perceptions</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
		of primary school teachers of the existing MLL textbooks. With the appointment of a programme officer at SPO, the activities are expected to gain momentum.	
Civil Works	<ul style="list-style-type: none"> <li>Civil works staff have not yet joined the project at the state on district level.</li> </ul>	<ul style="list-style-type: none"> <li>SIDCO has been contracted as consultants for supervision of civil works and for pre-contract assistance instead of civil works staff.</li> </ul>	
Gender	<ul style="list-style-type: none"> <li>Potential gender bias reflected in appointments to training / resource positions.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts made to induct more female staff, many more women now in place.</li> </ul>	
Teacher Training	<ul style="list-style-type: none"> <li>Training is theoretical with heavy lecturing ... SCERT / DIETs have difficulty moving out of traditional training formats.</li> <li>The teachers in the other 75% also need training in the new pedagogic philosophy, even with the non-MLL material.</li> <li>Participation of 1 or 2 state-level trainers in the district level training and 1 or 2 district level trainers in the Block level training is suggested for minimising transmission losses.</li> </ul>	<ul style="list-style-type: none"> <li>ToT workshop on 'methodology' organised for SCERT / DIET faculty followed up at district / BRC level. More attention being paid to 'methodology' aspects while planning training programmes.</li> <li>Intensive inservice training in remaining schools will be started from academic year 1997-98. In the meantime, preparatory training for teachers of all schools now being done.</li> <li>Being done now.</li> </ul>	

**HARYANA**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
Civil Works	An expeditious start of class rooms and BRC construction should help to accelerate the flow of funds (By 3rd JSM)	the construction of BRC's and new school buildings have been taken up in a big way through NCB. We have already allotted 9 BRC, 35 new school buildings and two additional three class rooms amounting to Rs. 260 lakhs to various bidders. Bids have been received for about 400 lakhs and are under process. Similarly, bids amounting to Rs. 140 lakhs will be received on 11.03.97.	Two pilot bids are required to be got approved from the World Bank. Later on the bids which are competitive are accepted by State Units whereas the bids which are not found competitive or non responsive or do not fulfil post-qualification are sent to Ed.CIL for approval of the World Bank for rejection. This process of rejection of bid delay further reinvitation of the bids. It is suggested that power of rejection of bid should also vest with State implementation unit.

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	<p>Critical priorities for Action by 3rd JSM: Implementation of major Civil Works has been slow in all states and sometimes of uneven quality. States need to take immediate steps to accelerate civil works implementation. The mission recommends that DPEP Bureau carefully monitors progress of defined targets for Civil Works implementation (start up and completion) for the remainder of 1996-97 and prepares a report (including the provision of toilets and water supply) for the next JSM. Further each state should commission a third party review of the progress on the quality of Civil Works implementation and prepare an action plan for the DPEP Bureau for review by March, 1997.</p>	<p>The implementation of major civil works have been started in a big way. NCB for 9 BRCs, 35 new school buildings and two additional three class rooms have been allotted out of which 8 BRCs, 23 schools are in progress. NCB for 400 lakhs have been received and are under process. Similarly NCB for 160 lakhs will be received on 11.03.97. In addition two new school buildings, additional three classrooms have also been taken up through National Shopping. The expenditure flow during the period of implementation is as below:</p> <p>1994 - 95 ----- 7 lakhs  1995 - 96 ----- 416 lakhs  1996 - 97 ----- likely to be 1076 lakhs</p>	
		<p>The evaluation for third party review had also been taken up. The consultant has submitted the evaluation report in respect of various civil works in all the 4 districts. The copy of evaluation report is being sent to Government of India as well as DPEP-I districts for taking further necessary action. Presentation of this report was also made before the DPCs and field Engineers by the consultant, in the monthly meeting held at Chandigarh on 12.02.97.</p>	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	<p>Critical priorities for Action by 3rd JSM: Implementation of major Civil Works has been slow in all states and sometimes of uneven quality. States need to take immediate steps to accelerate civil works implementation. The mission recommends that DPEP Bureau carefully monitors progress of defined targets for Civil Works implementation (start up and completion) for the remainder of 1996-97 and prepares a report (including the provision of toilets and water supply) for the next JSM. Further each state should commission a third party review of the progress on the quality of Civil Works implementation and prepare an action plan for the DPEP Bureau for review by March, 1997.</p>	<p>The implementation of major civil works have been started in a big way. NCB for 9 BRCs, 35 new school buildings and two additional three class rooms have been allotted out of which 8 BRCs, 23 schools are in progress. NCB for 400 lakhs have been received and are under process. Similarly NCB for 160 lakhs will be received on 11.03.97. In addition two new school buildings, additional three classrooms have also been taken up through National Shopping. The expenditure flow during the period of implementation is as below:</p> <p>1994 - 95 ----- 7 lakhs  1995 - 96 ----- 416 lakhs  1996 - 97 ----- likely to be 1076 lakhs</p>	
		<p>The evaluation for third party review had also been taken up. The consultant has submitted the evaluation report in respect of various civil works in all the 4 districts. The copy of evaluation report is being sent to Government of India as well as DPEP-I districts for taking further necessary action. Presentation of this report was also made before the DPCs and field Engineers by the consultant, in the monthly meeting held at Chandigarh on 12.02.97.</p>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Planning	<ul style="list-style-type: none"> <li>District staff involved in the monitoring and planning process be provided with training in Project planning and microplanning, including the use of EMIS and PMIS as well as research (including baseline studies) findings for these purposes.</li> </ul>	<ul style="list-style-type: none"> <li>District staff involved in the monitoring and planning process has already undergone training in Project Planning and microplanning at centre of Microplanning &amp; Regional Studies Lal Bahadur Shastri National Academy of Administration, Mussoorie on 16-22 Nov, 1995, 24-30 Nov, 1995 and 18-19 April, 1996 and at NCERT from 18th Dec, 1996 to 22nd Dec, 1996.</li> <li>The training on the use of EMIS &amp; PMIS software have been provided by NIEPA from 3rd June, 1996 to 5th June, 1996 from 6th June, 1996 to 8th June, 1996 by Ed.CIL. PMIS software has been evaluated and finalised in a workshop held from 13th Aug to 14th Aug, 1996.</li> </ul>	<p>Training has also been provided to 14 persons from new DPEP Districts at Mussoorie from 6.6.96 to 15.6.96</p> <p>It is proposed to bring in a Consultant to conduct a series of 14 Workshop at VEC, CRC, BRC at District level in Jind to improve the context of bottom up planning.</p>
Research & Evaluation	<ul style="list-style-type: none"> <li>The evaluation of the classroom impact of the teacher training program be key priority for the research and evaluation program.</li> </ul>	<ul style="list-style-type: none"> <li>After the completion of the inservice - teacher training the impact of the teacher training program is being evaluated by the same master trainers who have imparted training at BRC level.</li> </ul>	<p>The feedback provided by this evaluation is proposed to be utilised for corrective measures.</p>

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• SCERT seeks guidance on research evaluation methodologies from the national, (NCERT, as well as university departments of education) at an early stage.</li> <li>• Training opportunities to be developed for staff at the DIETs interested in DPEP related research.</li> </ul>	<ul style="list-style-type: none"> <li>• Media Research Group have been conducting a scientific evaluation of the teachers training.</li> <li>• Efforts have been made for the capacity building for this components. A team of 8 persons from SCERT and DIETs, was deputed to attend a training programme organised by Regional Institute of Education, Ajmer in the month of Dec, 1995. They are in the process of developing Research Proposals for action research under DPEP. NIEPA is also going to organise a workshop in Action Research approach to improving schooling and the strategies for the same will be developed after this workshop. Training opportunities will be provided to the DIETs staff in DPEP related research. One member of SCERT faculty and one member of DIET Palwal recently (from 21st September to 28th September, 1996) went to Coloumbia &amp; Paris as part of the Indian team to get training in Multi Grade Teaching.</li> </ul>	<p>Agreement to carry out this study is expected to be signed by 15.6.96.</p>
Community Participation	<ul style="list-style-type: none"> <li>• The training program for VEC members be implemented without delay and include a discussion of quality issues drawing on the findings of the baseline survey.</li> </ul>	<ul style="list-style-type: none"> <li>• The training program for VEC members are being implemented w.e.f. Oct 1996, after the training of Key Resource Persons &amp; Master Trainers. All the members of VECs are expected to attend the 2 days training in mass mobilisation &amp; 2 days training in gender</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
		<p>sensitisation at Cluster level. During this training discussion will be held on the findings of baseline survey. One module out of six is totally devoted to the findings of baseline Assessment studies. Both Programmes of training of KRP have been carried out by the SCERT. Two Districts Jind and Kaithal have also carried out the training of Master trainers.</p>	
Networking for Capacity Building	<ul style="list-style-type: none"> <li>• SPO to follow through on its plan to broaden the range of resource institutions to ensure sustained progress to improvement of the quality of training, materials development and research activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The detail of Netowkring for Capacity Building has been worked out. To broaden the range of resource institutions advertisements have already been given in the national newspapers. A Selection Committee has been set up to select the Resource Institutions / Resource Persons. A meeting was held on 19.8.96 to shortlist the Resource Institutions / Resource Persons. Another meeting is to be fixed for 1st week of October since all the applicants could not turn up on 19.8.96.</li> </ul>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Planning And Management	<ul style="list-style-type: none"> <li>• Frequent meetings of the Executive Committee and General Council to be called in order to plan, coordinate and implement DPEP activities at the State and district level.</li> <li>• DPEP be served by full time senior managers at both state and district levels holding independent office accommodations, equipment and staff.</li> <li>• Steps must be initiated to fill up the key positions of Project coordinators, APC (NCE and gender Issues), computer programmers, entry operators, accountants, and junior engineers.</li> <li>• Frequent transfer of teachers, head teachers and cluster heads must be avoided to ensure stability and the principle of additionally must be adhered to in the appointment of additional staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Three EC meetings were held in 1994-95 and one in 1995-96.</li> <li>• The General Council meeting has met only once.</li> <li>• An independent State Project Director has been appointed. Further independent office accommodation, equipment and staff has been established at the SPO level.</li> <li>• The Parishad has appointed 42 officials to various posts like Programmer, data Entry Operators, Accountants etc. Advertisement in different newspapers have been given for the remaining vacant posts.</li> <li>• A specialist has been appointed at SCERT to look after women education / gender sensitization.</li> <li>• Government of Haryana has been requested not to transfer the DPEP Staff and orders have been obtained from Honorable Chief Minister for not transferring DPEP staff without consultation of State Project Director.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Competent professional staff at SCERT, DIET and BRC must be recruited to a level satisfactory to the DPEP Bureau. A qualitative work plan should be developed and implemented for teacher and staff development at SCERT and DIET's.</li> <li>• Participatory approach to planning and management must be followed placing equal importance to both process and product and in particular, with reference to defining roles and preparation of AWP and training needs and schedules.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff for DIET and BRCs is being recruited according to the service regulations of Haryana Prathmik Shiksha Pariyojna Parishad approved by Govt. of India. Workplans have been approved by Govt. of India .</li> <li>• A participatory approach to planning and management has been followed. Meetings of BRC and CRCs at district level were held from 22nd November, 1995 to 26th November, 1995 and the review meetings were held on 6th December 1995 to 7th December, 1995 meetings of VECs and VCCs were held in all the 28 Blocks of Project districts to apprise them their roles and preparation of AWPB.</li> </ul>	
Civil Works	<ul style="list-style-type: none"> <li>• Lack of clarity of responsibilities, guidelines of bidding procedures and procedures for overall and on-site supervision and monitoring.</li> <li>• SIS to provide basic designs, material specifications and construction manuals.</li> <li>• The rationale for siting of CRC's is not clear since construction was observed at school sites with many spare classrooms which could otherwise have been modified for use as CRC's.</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Works manual approved and distributed to the DPEP districts and PR departments.</li> <li>• A small pamphlet on village construction committee prepared and distributed.</li> </ul> <p>Setting of New School and Cluster Centre had been fixed at the time of Project preparation. Their location were decided after consulting all concerned and based on minimum requirement.</p>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Teachers Training and Learning Material	<ul style="list-style-type: none"> <li>• Details of the content and method of the training programmes need to be worked out.</li> </ul>	<ul style="list-style-type: none"> <li>• The content and method of training have been worked out. The special features of the training programme is as follow : - National concerns like universalisation of primary education, gender sensitization, MLL and activity based teaching will be an integral part of the training to be offered to schools teachers. The package being developed for the project districts deviates from the other package in the following ways.</li> <li>* Instead of offering an all comprehensive one-shot programme, it focuses primarily on teaching of language in all the classes in its first cycle.</li> <li>* The training course is to be followed by monthly meeting at CRC levels where sharing of experiences would help teachers to reflect on their work. Extended training will form an important part of these meetings.</li> <li>* The feed back received from the teachers at CRC meetings would be consolidated and discussed at CRC/BRC levels. The DIETs and SCERT would take the responsibility of supplementing the programme on the basis of the feed back. This will be conveyed back to the teachers in subsequent monthly meetings at CRC levels. The training programme would thus remain alive to the needs and reactions of the teachers.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Research, Monitoring And Evaluation	<ul style="list-style-type: none"> <li>• No priority for research, monitoring and evaluation.</li> <li>• No use of innovation fund for research.</li> <li>• The concept and importance of monitoring and evaluation and action research and its role in providing feedback need to be disseminated to DPEP personnel at all levels. SCERT should develop strategies for action research.</li> <li>• Training sessions are overly theoretical and lecture based, guidance is sought from SCERT in providing a training strategy.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring, research and evaluation components of the programme have not been given adequate attention due to non-appointment of staff.</li> <li>• SCERT is open to the suggestion of the mission and would reorient its training strategies in the light of the emerging situations and experiences. <u>The training strategy, presently takes into account amongst other things :</u> <ul style="list-style-type: none"> <li>- group interaction</li> <li>- activity based learning</li> <li>- self learning situations</li> </ul> </li> </ul>	
Institutional And Community Participation	<ul style="list-style-type: none"> <li>• Various groups such as VEC's , schools teachers, BEO's, BRC, CRC tends to identify DPEP with enrolment and retention drives. Distinction between the government system and DPEP is blurred. There is lack of communication to the staff from the state particularly on the quality side.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness material has been developed and one day orientation workshop has been held in all the 28 blocks of the project districts on 8th December, 1995 in which BRC's CRC's, VEC's were appraised of three roles and responsibility.</li> </ul>	
Gender	<ul style="list-style-type: none"> <li>• Adequate attention be paid to the recruitment of more female administrative and training staff at al levels and ensuring training of all project staff in gender sensitivity with concrete strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• A comprehensive Gender sensitization plan is being prepared by the consultant and staff of SCERT under the guidance of NCERT and Ed.CIL. The training of Resource persons is scheduled from 24-29th October 1996 at SCERT.</li> </ul>	

**ASSAM**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Third Joint Supervision Mission)**



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Planning / Gender	<ul style="list-style-type: none"> <li>Affirmative action for recruitment of qualified women at district and subdistrict level.</li> </ul>	<ul style="list-style-type: none"> <li>The matter will be considered on priority basis for future recruitment</li> </ul>	
Teacher Training	<ul style="list-style-type: none"> <li>Proposed Teacher Training activities by amalgamating joyful learning and MLL and others be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Under AWP&amp;B 1996-97, the first phase of teacher training by amalgamating joyful learning and MLL has been completed in all the 3 districts as originally planned.</li> </ul>	
Pedagogy	<ul style="list-style-type: none"> <li>Printing &amp; Training of class I maths books and the development of class II textbooks as originally phased.</li> <li>Replacement of formal examination system/learners assessment with child friendly, internal continuous assessment in the light of no detention of students of class I &amp; II contrary to the existing policy.</li> </ul>	<ul style="list-style-type: none"> <li>The process of the development of class II textbooks are underway as originally planned. However printing of class I maths textbooks is yet to be done as the review of the books is yet to be completed.</li> <li>It is a policy matter and hence to be decided by the government. However DPEP may take initiative in this regard.</li> </ul>	
Early Childhood Education	<ul style="list-style-type: none"> <li>Systemic efforts towards establishing linkage with ICDS and further careful documentation of ECE activities.</li> </ul>	<ul style="list-style-type: none"> <li>As per provision in the AWP&amp;B 1996-97 the plan has been prepared for the training of the aganwadi workers of the ICDS. The areas of cooperation with ICDS are being explored. Appropriate action has been taken for proper and adequate documentation of the ECE activities.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Education Management Information System	<ul style="list-style-type: none"> <li>Collection of data on venture schools and training of venture school teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The matter has been taken up with the government of Assam. There would be no problem for DPEP for collection of venture school related data and training of its teachers provided it is approved by the government. But it is necessary to have a detailed study/survey whether all these venture schools were established on the basis of the need of the community and whether all the schools have fulfilled their norms of educational departments.</li> </ul>	
Management	<ul style="list-style-type: none"> <li>Release of State Share</li> </ul>	<ul style="list-style-type: none"> <li>The State share of 1994-95 AWP&amp;B (Rs 42.24 lakhs as last installment) has been deposited at RD and yet to be received by the parishad. The state share for 1995-96 &amp; 1996-97 has not yet been released. The Director, Elementary Education has been requested to pursue the matter on a priority basis.</li> </ul>	
Community participation	<ul style="list-style-type: none"> <li>The VECs need to be guided for management &amp; supervision issues for schools.</li> </ul>	<ul style="list-style-type: none"> <li>Under 1996-97 AWP&amp;B provision has been kept for orientation of VEC members under ECE and NFE and Womens Development Components as management &amp; supervision of these centres are rested with VEC. In the proposed general training of the VEC special emphasis will be given on this aspects. Besides on the last day of the teachers training programme the VEC presidents and working presidents were briefed on the contents of the training.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>Consideration of Installation of sports equipment in schools where 3 is strong component of community contribution.</li> </ul>	<ul style="list-style-type: none"> <li>Provision has been made under AWP&amp;B 1996-97 for sports equipment for schools. This may be linked with successful functioning of VECs. It has also been proposed to support community based initiative with libraries, games equipment etc.</li> </ul>	
Planning / Community participation	<ul style="list-style-type: none"> <li>The composition of the village construction committee should be carefully scrutinised to thwart of vested interests. Vigorous supervision may help to achieve this goal.</li> </ul>	<ul style="list-style-type: none"> <li>The alternative supervision mechanism is on envil.</li> </ul>	

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(First & Second Joint Supervision Mission)**

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Planning & Management	<ul style="list-style-type: none"> <li>• Action plan for Girls Education to be finalised</li>   <li>• Significant gender imbalance at State &amp; District DPEP officers.</li>   <li>• Finalisation of action plan for education of the tribal child.</li>   <li>• Comprehensive strategy for Scheduled Tribes needs to be worked out.</li>   <li>• Deposition of 15% share of 1994-95 budget by GOA.</li>   <li>• Difficulties of start up</li> </ul>	<ul style="list-style-type: none"> <li>• A detailed action plan has been prepared.</li> <li>• A State level task force has been constituted.</li> <li>• The womens empowerment workshop has been held on 10-11 July 1995.</li>   <li>• Since the visit of JSM a number of female personnel have been recruited as programme officers, consultants for womens development, media etc.</li>   <li>• A state level task force has been constituted for tribal education.</li> <li>• An action plan for education of the tribal child has been finalised.</li>   <li>• There has been some delay in starting specific intervention meant for Sts. This has now been expedited.</li>   <li>• Fund released by GOA.</li>   <li>• Now, the state &amp; district offices are fully established, staffed &amp; functional.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Increase in representation of NGOs/women in the General Body.</li> <li>• Resource Groups / Task Forces for capacity building and other activities.</li> <li>• Human Resource Development plan for DPEP project staff at State &amp; District levels</li> <li>• Resolution of Karbi Anglong district problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Taken up with state Government.</li> <li>• Resource Group have been formed in the following functional areas. <ul style="list-style-type: none"> <li>* Girls Education</li> <li>* Tribal Education</li> <li>* Joyful learning programme</li> <li>* Teacher Training including need assessment study</li> <li>* Curriculum development</li> <li>* Preparation of teaching learning materials</li> <li>* Early Childhood Education</li> <li>* Non-formal Education</li> </ul> </li> <li>• Most of the project personnel including BRC Co-ordinators have been provided some sort of training or exposure outside the state. An effort has now been made to chalk out a more comprehensive Training Programme for Project Personnel.</li> <li>• State Govt. Views have been communicated to GOI. A decision is awaited. Meanwhile no programme activities are being undertaken in Karbi Anglong presently.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Implementation of 1995-96, AWPB presently on schedule but prioritising is necessary in view of large number of activities in the next few months.</li> <li>• Accounting procedure needs to be further refined</li> <li>• Identification of remote habitations &amp; concentrations of disadvantaged groups.</li> <li>• Involvement of NGOs.</li> </ul>	<p>interlinked &amp; mutually supportive and included in the final version of the plan.</p> <ul style="list-style-type: none"> <li>• Certain activities may have to be rescheduled for completion after March 1996. These are being identified.</li> <li>• A number of new records &amp; registers have been started during August / September 1995. These were not completed during visit to JSM. They are now in final shape at the State &amp; District levels.</li> <li>• Area with concentration of the disadvantaged groups has been identified.</li> <li>• There are not too many established NGOs in these districts; but the existing ones are being involved in most EB activities.</li> </ul>	
Monitoring, Evaluation & Research	<ul style="list-style-type: none"> <li>• Capacity Building at SCERT/DIETs for undertaking Research &amp; Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Consultants have joined at SCERT. Specific fund allocation has been earmarked in the state &amp; district plan for evaluation &amp; research by SCERT/DIETs.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Involvement of state &amp; national level resource institution for diagnostic studies, research &amp; evaluation.</li>   <li>• Formulations of agenda for research &amp; evaluation.</li>   <li>• Long term planning to develop a cadre of persons trained to undertake research &amp; evaluation in primary education.</li>   <li>• Monitoring of implementation of DPEP interventions at state &amp; district level.</li> </ul>	<ul style="list-style-type: none"> <li>• NCERT has been involved in implementation of diagnostic need assessment tests for evaluating the content deficiencies of primary schools teachers to help in preparation of training modules. Modules are under preparation based on the results of the diagnosis study conducted by NCERT.</li>   <li>• North Eastern Institute of Bank Management (NEIBM) has been assigned to conduct two studies viz Enrolment and VEC. Other institutions like AIM, ISCD, GVSA would also be involved.</li>   <li>• A broad framework for conducting research &amp; evaluation studies for DPEP has been worked out.</li>   <li>• An advisory cell for research &amp; evaluation has been formed. A concrete strategy is yet to be evolved.</li>   <li>• Detailed monitoring reports have been worked out. Monitoring meetings for construction, accounts and overall review have been started on fixed days of every month at state &amp; district level.</li> </ul>	



Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
In Service Teacher Training	<ul style="list-style-type: none"> <li>• Detailed strategy of teachers training needs to be worked out.</li> <li>• Preparation of training modules for BRC/CRC trainees.</li> <li>• Capacity building of state SCERT for teacher training.</li> <li>• SCERT should make a strategic plan for teachers training &amp; Special Focus Group.</li> </ul>	<ul style="list-style-type: none"> <li>• A detailed strategy for teachers training for joyful learning, g, MLL (for std I &amp; II) and content based training has been worked out.</li> <li>• BRC &amp; CRRC Coordinators have been appointed. BRRC &amp; CRC coordinators have completed their 1st induction course. BRCs have visited Bhopal/Andhra Pradesh for further exposure.</li> <li>• BRC &amp; CRC coordinator training modules have been prepared &amp; distributed. Most of the materials that prepared for teachers have been used directly for CRC training also.</li> <li>• 5 consultants have joined SCERT. Still SCERT is not in a position to conceptualise and finalise an innovative, participative teachers training programme on MLL &amp; for joyful learning ; No progress on finalisation of project proposal for strengthening of SCERT.</li> <li>• Due to various reasons involvement of SCERT in teachers training &amp; other work of DPEP has not been up to the desired level.</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<ul style="list-style-type: none"> <li>• Appointments of consultants at SCERT.</li> <li>• Need to reduce the number of single teachers schools.</li> <li>• Proper use of resource persons sent on training from state &amp; district level.</li> <li>• Reassessment of feasibility assessment of training needs of teachers, module development &amp; holding of training camps.</li> <li>• Feasibility of training of resource persons for approach based / MLL / Content</li> </ul>	<ul style="list-style-type: none"> <li>• 6 persons were appointed as consultants. An Academic Resource Group has been created under SCERT.</li> <li>• The State Government &amp; the Director of Elementary Education have been requested to attempt a rationalisation for posting of additional teachers in the single teachers schools. But a concrete action has not emerged till now.</li> <li>• Each person who has been sent on a training has been utilised for followup action eg. Preparation of training modules, plan of action etc. They would also be used as master trainers for training of field level functionaries.</li> <li>• The earlier proposal of 7-8 modules has been scaled down to 3-4 modules only during 1995-96. Also it has been felt that if that also become difficult (in view of the MLL &amp; joyfull learning programmes), we may print &amp; distribute the content modules to be followed up later with face to face training.</li> <li>• Most of the resource persons for difficult programmes are being oriented in different</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
	<p>training programme at SCERT/RIE, Bhubaneswar / NCERT</p> <ul style="list-style-type: none"> <li>• Increase in duration of the proposed content based &amp; MLL training programmes.</li> </ul>	<p>institutions viz.:</p> <ul style="list-style-type: none"> <li>• At NCERT.</li> <li>• NFE : IIE, Pune</li> <li>• Teacher Training : Eklavya, MP</li> <li>• ECE : NCERT</li> <li>• Textbook writing : CLR, Pune</li> <li>• Activity based teaching : APPEP, AP</li> <li>• MLL Training : CLR, Pune</li> <li>• Teachers empowerment joyful learning : Shikshak Samaakhya, MP</li> </ul> <ul style="list-style-type: none"> <li>• This has been debated at length. DPEP Assam is of the view that it is much better to have recurrent short duration training modules with proper followup action. We have therefore conducted a six day training course for all teachers.</li> </ul>	
<p>Institutional Development for Pedagogic Improvement</p>	<ul style="list-style-type: none"> <li>• Unsatisfactory progress in production of MLL based text books.</li> <li>• Clarification regarding workshop for training of DIET faculty members for language &amp; maths.</li> <li>• Large numbers of activities including textbooks, worksheets, translation activity booklets, teachers handbooks, story books &amp; nursery rhymes need to be prioritised &amp; scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>• MLL textbooks on Language &amp; EVS for class I has been printed.</li> <li>• This has been proposed for induction training of new DIET faculty members.</li> <li>• Production of materials are on schedule now</li> </ul>	

Functional Area	Recommendations	Follow-up action / Progress	Constraints / Comments
Monitoring & Management of Civil Works	<ul style="list-style-type: none"> <li>• Preparation of alternative, simpler designs for schools building need to be prepared.</li> <li>• High construction cost of BRC compared to other states.</li> <li>• Completion of building before onset of monsoons.</li> <li>• Residential schools in Karbi Anglong have been justified.</li> </ul>	<ul style="list-style-type: none"> <li>• Already completed. Now there are 4 alternative building design for school buildings.</li> <li>• This is mainly because in Assam we have provided for residential (dormitory) facilities in BRCs. Also construction costs are somewhat higher in Assam.</li> <li>• All building are beyond the stage where they may be adversely affected by rains.</li> <li>• Some justification has been furnished to DPEP Bureau.</li> </ul>	

**ORISSA**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

<b>Functional Area</b>	<b>Recommendation</b>	<b>Follow-up Action/Progress</b>	<b>Constraints/Comments</b>
<b>General</b>	Launch the dissemination of DPEP objectives and strategies to communities, teachers and educational administrators by March, 1999.	The process of dissemination of DPEP objectives have been pursued through workshops, meetings and seminars.	
<b>Planning and Management</b>	District Plans need to be reviewed.	The AWP&B 1996-97 was revised by the District Planning teams. The AWP&B for 1997-98 is ready and the implementation schedules for the activities to be undertaken at the district level have been made and incorporated. This is submitted to Government of India for approval.	
	Ensure the appointment of all the core STS staff within 30 days and complete the appointment and training of State Project Office and District Project Office Staff by March 31, 1997.	All the core staff positions have been filled up at the State Project Office. The District Project Co-ordinators are in position. All the core staff in Bolangir have been appointed. In other districts the positions will be filled in by 10th March, 1997. The MTC recruitment will be over by 28th February, 1997.	
<b>Capacity Building</b>	Establish TRGs and select staff by January 1997 and arrange for their participation in the DPEP national training programme.	TRGs at the State and District Levels have been finalised and these members have been participating in the DPEP National Training Programmes in Lok Jumbish, Udaipur, NCERT and NIEPA.	The month-long Panchayat Election and consequent ban on recruitment has resulted in a tight schedule for these activities.

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
<b>Avareness Campaign</b>	Awareness Campaign for Community Involvement	<p>A standard guideline has been prepared and the Distriicts have been oriented accordingly to ICDS, Mahila Mandal have been actiivated. The VECs have to be activated. So the guideline/module for activating the VECs have been prepared.</p> <p>Identification of Resource persons and cultural group in progress at the District level NGOs have been identified. The TLC, ICDS Programmes have been utilised. VECs have to be activated. A orientation module have been prepared for the VEC members.</p>	
	Activating the VECs	In AWP&B 1997-98 provision of orientation of VECs have been made and module is ready for orientation.	
<b>Pedagogy and Teacher Training</b>	The MLL Textbook should be introduced in the whole state and not only in the DPEP district.	The State Government has introduced the MLL based textbooks in the whole State.	
	Preparation of modules for training teachers in MLL	Modules have already been prepared, field tested by the SCERT to trainn up the teachers. Mlaster trainers have been trained up at State level	
	Training of untrained teachers	Distance Education Programme has been taken up for untrained teachers.	



Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
	Staffing of the DIETs and rehabilitation of their facilities.	The vacant posts of teachers trainers in DIETs have been filled up by the State Government Adequate provision for facilitating the DIETs with infrastructure and the avenues for functioning has been provided in AWP&B 1997-98 District Plans.	
	Preparation of Teachers Hand Book	The SPD & SCERT has initiated the preparation of Teachers Hand Book on MLL, activity oriented child centred activities.	
<b>MIS</b>	Installing Computer hardware and appointment of computer operators.	SPO has interviewed the Computer operators and they will be posted with in a week. The MIS room is constructed. Computer will be purchased/hired for operation at SPO.  The MIS for DPEP districts Bolangir, DPO. District has MIS staff. In remaining DPO, MIS staff will be in position by 10th March.	
<b>Convergence of Services</b>	Convergences of Services	The DPEP has developed its linkages with the NGOs and different state level Government officials for convergence of services. They are Directorate of Elementary Education, Directorate SCERT, Directorate RIE, Directorate SIET, Directorate SRC, Directorate	

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		welfare, Directorate Health, Directorate P.R., & Directorate Labour and Directorate Women and Child Welfare. The state level Resource Institution/NGOs have been identified for Capacity Building programmes. The NGOs have been assigned for Micro-planning.	
Civil Works	Portable drinking water and adequate sanitation facilities.	Provision has been made in the AWP&B for 1997-98 for drinking water and Toilets.	
	Mobilise resource for constructor / repairs of school building through other schemes of Government.	School building and repairs of buildings taken up through other schemes such as Block Board operation and J.Y. Yojana are being executed as per approved plan and Programme. The DPEP are not coming within the above programme.	
	Priority be accorded to construction of BRCs and Rehabilitation of DIET Buildings.	Provision has been made both in AWP&B for 1996-97 and 1997-98 for construction of BRC and extension of DIET buildings. The construction will be taken up on priority basis.	The design/drawing need to be approved by DPEP Bureau.

**GUJARAT**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
Management	Appoint core staff at SPO : Civil works specialist	Post is created. Appointment would be done within a very short - period.	
	Finance/procurement Officer	The person is identified, (the person has experience of World - Bank Project. He will assume office in March 1997).	
	Training Officer	In position.	
	Gender Co-ordinator	The person is identified. Appointment procedure in pipeline.	
	Appoint Core staff in DPO : Assistant district co-ordinator	In position	
	Other Core staff	Most of staff appointing procedure are under procedure. It would be completed before march 1997.	
	Open Account for DPO	All three District opened account in nationalise bank.	
	Create all SPO and DPO	GOG fill up all posts at SPO and DPO level by the resolution dated 10/1/97.	
	Training of Core Staff	Work is going on as per planning.	
	Provision of adequate office space	SPO and DPO functioning with his own office	
	Procurement of furniture and office equipments.	Completed.	
	Equipments	Photo Copiers have been purchased; Fax with phone installed; Electronics typewriters will be purchased in short time.	

<b>Functional Area</b>	<b>Recommendation</b>	<b>Follow-up Action/Progress</b>	<b>Constraints/Comments</b>
<b>Capacity Building</b>	Start up capacity building efforts immediately.	Through workshops and seminars. Capacity building of GCERT, DPEP personnel, BRC co-ordinators are being done	
	Establish resource/Advisory Group : SRG	Established	
	Gender Advisory Group	Established	
	Tribal Advisory Group	Established.	
<b>Pedagogy &amp; Teacher Training</b>	Orient existing DIET faculty	Programmes for the same are going on effectively.	
	Organise workshops on role TRC/CRC	Master trainers workshop at state level completed and District level workshop will be held before April 1997.	
	Appoint teachers to all sanctioned post.	First phase is complete and other vacant post will be filled up soon.	
<b>Strengthen GCERT</b>	Establish DPEP team.	With existing staff of GCERT DPEP team has been established.	Delay in sanction staff.
	Capacity building efforts at GCERT	Executive Committee has sanctioned four Cells to support DPEP. Appointment procedure will start soon.	
	Fill vacant post	Out of 14 posts, 5 posts have been sanctioned, two posts of class - I has been filled up. Remaining three posts will be filled up within short time.	A post has to be sanction.

	Recruit/appoint as team and P.M. team	All the 11 posts of different 4 DPEP cells have been sanctioned on 17.2.97 steps to fill up this post in under process.	
	Submit revised building plans	Under process	Shifting of GCERT from Ahmedabad to Gandhinagar is under consideration.
	Orientation existing DIET	DIET faculties members have been oriented in DPEP, VEC, AS P & M gender sensation and awareness campaign.	
	Organised workshop on role CRC	All CRCs have been established, Master trainers for orientation and VEC have been trained.  Teachers training for orientation will be completed by March 1997 at CRC level.  Orientation training to VEC members will be completed by March 1997.	Appointment of Co-ordinators at CRC level
<b>Civil Works</b>	Finalise Construction manual	We have identified consultant Agencies : School of Architecture, Ahmedabad, for the task; other related activities in the pipeline	

<p><b>Community Participation</b></p>	<p>Start up community action in favour of DPEP not later than 1.197</p>	<p>Establishment of VEC/VCC is completed; Master Trainers have been trained to orient, VEC members; All VEC members will be trained by the 31st May 1997; A meeting will be held in each village for VEC members, PTA, MTA, Local workers, NGOs for awareness about DPEP programme and community participant during second third week of March 1997; Folders and posters have been prepared and printed for this meetings. Master Trainers and NGOs of the concerned districts have been trained through workshop far said purpose.</p>	
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**HIMACHAL PRADESH**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
Civil Works	Engineering staff should be appointed at state and district level.	Staff sanctioned as per indicative management structure	Since staff is on contract basis time is required for interview
	BRC Construction BID document to be sent in the current year	BID document BRC construction compiled and sent	Approval awaited
	School mapping to be completed in the current year	Nearing completion	Climatic
	Construction to be sent by December 1997	Complete and sent in the first week of January 97	Approved
	VEC Manual to be sent by end of January	Sent in February	Approval awaited
		Sharings of the workshops at state and district level is in process by way of Bal Melas, posters and linking up of DPEP activities with traditional cultural festivals/melas	Climatic
	Orientation	Teachers orientation programme in districts is in progress	Climatic
	Exposures	Exposure trips across the country held and in process	
	Monitoring	Formats have been developed for monitoring and feedback at districts block, cluster & VEC levels	
MIS	Recruitment of MIS staff at state and district levels	Key posts have been filled up at state and district levels. Remaining staff to be filled soon	An availability of suitable candidates
	Procurement of Hardware	Actions have been initiated and are in the final stage	
	PMIS & EMPIS to be made functional	EMIS (DISE) received and under observation. Where as PMIS is yet to be	Installation of Hardware

Functional Area	Recommendation	Follow-up Action/Progress	Constraints/Comments
		received	
	Information is to be collected on DCFs.	Printed and circulate in DPEP districts and is in process	Schools closed for winter in most of the DPEP Block / Districts
<b>Pedagogy &amp; Teacher Training</b>	BRC's, CRC's appointments	Appointment are being made.	
	Strengthening of DIETs	4 Deptts. being created.	
	Empowerment of DIET lectures	Exposure & Orientation of Lecturers in Progress.	
	Strengthening & Empowerment of SCERT.	5 Deptts. have been created & filling up of posts is in process also proposal to strengthen by way of outside support i.e. TSG, DRGs. Exposure visits to other DPEP SCERTs and related institutions across the country apart from sharing interactions in workshops.	
	Pedagogy Vision	The same has been prepared.	
	Cross State Learning	Teams already visited 'Eklavya' Lok Jumbish & Siksha Samakhya across the country, MP SCERT, and also by TSG exposure visits.	
	Strategy paper on teachers training	Prepared	
	Draft paper on VEC	Prepared	
	Interim strategy for trg. of key persons	Prepared.	

**ANDHRA PRADESH**

**RECOMMENDATIONS AND FOLLOW-UP ACTION**  
**(Fourth Joint Supervision Mission)**

<b>Functional Area</b>	<b>Recommendation</b>	<b>Follow-up Action/Progress</b>	<b>Constraints/Comments</b>
<b>Management</b>	Ensure appointment of all core SIS staff within 30 days and complete the appointment	All core SIS staff (at State Project Office and District Project Office) appointed DPO staff trained at district level on DPEP training of Staff SPO staff is organised in first fortnight of March.	Except Junior Engineer at Kurnool all posts are filled. Most of the staff posts filled on deputation basis except gender co-ordinator at State and District Project Offices.
<b>Pedagogy</b>	Establish TRGs and select staff by January 1997 and arrange for their participation in the DPEP national training programmes	TRGs, SRG and District Resource Group persons concerned with pedagogy are nominated and two members from SPO and two from SCERT have attended National Resource Camp at Udaipur.	
<b>Environmental Building</b>	Launch the dissemination of DPEP objectives and strategies to communities, teachers and education administrators by March 1997.	Organised programmes at District Level to district officials and public representatives on DPEP objectives and strategies. A module on objectives and interventions of DPEP incorporated in the Teacher Training manual Kalajatha (mobilisation of villagers through art forms) radio talks, brochures and in the form of table calendars objectives of DPEP is disseminated to community.	
<b>Civil Works</b>	Finalise BRC bidding documents by December 15th, 1996	The work was entrusted to APIIC as deposit work. The bidding document furnished by APIIC is submitted to MHRD, Govt. of India for approval.	

<b>Planning</b>	It is recommended that future AWPBs and reports refer to priority areas, targets, achievements of earlier years and current educational efforts of the State, rather than DPEP is isolation. District and Mandal specific issues need to be highlighted and a combination of interrelated activities planned.	The priorities, targets and achievements of 1996-97 proposed strategies are depicted in AWP&B 1997-98. District plans are contextual and were prepared through an elaborate participatory approach. The total education scene of the state and district were kept in view while preparing DPEP.	
<b>Training</b>	The mission team endorse the comprehensive training strategy in process of development and schedule to be completed by December, 1996. Adjustments may need to be made in the 1996-97 AWP&B.	Comprehensive Teacher Training strategy is prepared and submitted to Government of India. As per the strategy training programmes are re-scheduled and are at various stages in five districts. Training will be completed by March, 1997.	
<b>Convergence of Services and NGOs involvement</b>	The team recommends that AP State Project Office pursues its policy of involving other governmental and non-governmental agencies at the state, district and Mandal levels with a view to making the programme a child oriented and gender positive process for quality and equity.	At state level policy and planning ensured convergence of services. At district level collectors as chairman of District convergence committee ensures the convergence to make the programme child oriented, gender positive process for quality and equity. Mandal level meeting on convergence are planned from March 1997.	

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