

Final, Post-wrap-up

# **DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)**

## **G.O.I. INTERNAL SUPERVISION MISSION REPORT**

**ORISSA**

January 16 - 24 1998



**Educational Consultants India Limited**

(A Government of India Enterprise)

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# CONTENTS

	Page
Background	1-2
General Overview	3-5
Section 1 : Management Structure	6-10
1.1 State Project Office	6
1.2 District Project Office	6
1.3 Operationalisation of MIS	7
1.4 Village Education Committees (VECs)	8
Section 2 : Teacher Training and Pedagogical Renewal	11-15
2.1 Teacher Training	11
2.2 Pedagogical Renewal	13
Section 3 : Special Focus Group	16-21
3.1 Tribal Issues	16
3.2 Integrated Education	18
3.3 Gender Issues	20
Section 4 : Media and Community Mobilisation	22-24
Section 5 : Capacity Building	25-30
5.1 Strengthening of SCERT	25
5.2 Operationalisation and Strengthening of SIEMT	26
5.3 Strengthening of DIETs	27
5.4 Sub-district Structures (BRC and CRC)	28
5.5 Resource Groups	30
Section 6 : Civil Works	31-38
Section 7 : Expenditure	39-40
Section 8 : Support from National Level	41
Section 9 : Position in Respect of Key Issues	42-46
<b><u>Annexures</u></b>	
1. Itinerary	47-48

## **BACKGROUND**

The District Primary Education Programme was launched in Orissa in its second phase and the programme started implementation in 5 districts namely Bolangir, Dhenkanal, Gajapati, Kalahandi and Rayagada during 1996. As a part of regular supervision of the implementation of programme three Joint Supervision Missions have so far visited Orissa. The latest JSM was mounted in October 1997. This Mission had observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal Supervision Mission may be mounted in about 3 months time to monitor the implementation progress in key areas.

As a result of this recommendation Government of India decided to launch an Internal Supervision Mission for Orissa during January 16-24, 1998. The main objectives of this mission were to :

- assess the general implementation progress including that on the actions taken on recommendations of 5<sup>th</sup> and 6<sup>th</sup> JSM.
- assess the progress made in the areas of pedagogical renewal with special reference to in-service teacher training and related material development including text books and supplementary reading materials.
- assess the implementation progress in the area of civil works specifically small civil works, school repairs and BRC construction.
- assess the progress made on the orientation of project management staff, block level administrators, teachers, parents and VEC's regarding DPEP objectives and strategies.
- assess the progress made for complete staffing of project structures including those at BRC's/CRC's and unfilled posts of teachers.
- assess the progress made in establishment and functioning of BRC's and CRC's.
- review the progress made in the areas related with disadvantaged groups including gender and tribal.
- suggest remedial actions for areas of concerns.

The Mission launched by GOI during January 16-24, 1998 consisted of Dr. S.M.I.A. Zaidi, NIEPA, New Delhi, Dr. Shabnam Sinha NCERT Field Advisor, Bihar, Ms. Anupam Ahuja, NCERT, New Delhi and Shri H.S. Ubboveja, Chief Engineer (Retd.) Civil Work Consultant, Bhopal. The Mission visited Orissa during January 17-21, 1998. It held discussion with State Project Team at Bhubaneswar, on January 17, 20 and 21, 1998. Mission visited three old districts namely Dhenkanal, Rayagada and Gajapati and one new district Keonjhar, on January 17, 18 and 19, 1998. The team met the Education Secretary, Sh. M.M. Mohanty, IAS, GOO. The Mission regrets that the visit to RIE, Bhubaneswar could not materialize because of the traffic jam caused by a political rally. The team also held discussion with SCERT and SIEMT staff at Bhubaneswar on January 20, 1998 and with SIET on January 21, 1998. The schedule of Missions visit to state is

given as Annexure. Mission also had a meeting with Secretary, Deptt. of Education, Government of Orissa on January 20, 1998.

The Mission gratefully acknowledges the co-operation of the State Project Director, Sh. Gopinath Mohanty and the district teams in supplying the information as and when required to the Mission members. Mission is thankful to state project officials, district project officials and officials of SCERT, SIEMT, SIET and DIETs for the hospitality extended to the team during their stay in the state. The Mission is grateful to Secretary Education, Govt. of Orissa for sparing his valuable time to meet Mission members. The Mission is grateful to the members and DPEP Bureau for the briefing and their valuable suggestions as well as comments on the earlier draft of the report. The Mission is also thankful to TSG consultants for their briefing. Special thanks are due to the members of Appraisal and Supervision Unit (TSG), namely Shri Subhash Gujaria for his continuous help & assistance and Shri Sanjeev Khurana & Ms. Rajani Gosain for their assistance in preparation of the manuscript.

## GENERAL OVERVIEW

Orissa came into the ambit of DPEP with 5 districts (Bolangir, Gajapati, Kalahandi, Rayagada and Dhenkanal) in 1996. Three additional districts of Keonjhar, Sambalpur and Bargarh were added subsequently. In 1997-98 against the approved budget of Rs. 43 crores (including the spill over of 9.94 crores) the expenditure made was nominal. The plan expenditure was therefore down sized to Rs. 25 crores. Progress in priority areas like training, community mobilisation and civil works were lagging behind. The 6<sup>th</sup> JSM which had reviewed the state progress in Sep.-Oct. 97 suggested that an Internal Supervision Mission be launched to assess the progress made in the last quarter of the year.

Mission highly appreciates that after September things have moved faster in the state and activities related to civil works, media campaign and training have been taken in a big way. This can be seen by the expenditure pattern of the state. As against only 3.50 crores expenditure during first six months (i.e., April to September 1997) the expenditure during the next three months (i.e., October to December 1997) has gone upto 8.54 crores.

It was heartening for the ISM to note that the Project has taken off well in the last three months. The state project office is functional because all key positions have been filled up. Similarly all district project offices are fully functional though in Rayagada still about half the position are vacant. The MIS cell at the state project office is functioning properly but the district MIS cells are yet to be made functional. Computer hardware procurement has been delayed and it should be expedited so that district MIS units can also start functioning. The progress towards establishment of BRC' and CRC' seems to be slow but it is heartening to note that things are taking shape in right direction.

It is appreciable to note that in Orissa SCERT is fully staffed. Further a step towards strengthening SCERT has been taken up in the last three months. Out of 5 additional positions sanctioned for SCERT under DPEP, 3 have been filled up and these faculty members will coordinate DPEP related activities in SCERT. However, there is a need for conducting visioning workshop for SCERT, so as to perceived its role in DPEP more clearly. It is appreciable that SIEMT is taking shape in the state and process of its strengthening is taking place in right direction. The DIETs have been recently involved in DPEP related activities and so their strengthening should also be taken on priority basis. Steps need to be taken to expedite the process of establishing DIETs in 3 DPEP districts where DIETs do not exist. The resource groups at state and block level have been formed but there seems to be a need to activate them.

Quality improvement in terms of training inputs have been attempted on a charge scale. A teacher training package and a teachers handbook have been developed. Though the attempt is commendable some areas such as Gender issues, ECE, Integrated Education and Multigrade teaching concerns need to woven into the main body of the package. The totally residential training programmes tried out in the state prove to be a deterrent for women teachers. Non residential training modalities need to be tried out in areas where

there is a larger concentration of women teachers. Impact study of the Attitudinal Training Programme of tribal teachers could be taken up to monitor its effectiveness.

The work of textbook production has been taken up and manuscripts for the texts of Class-I are being prepared. They have to be trialled after preparation. Textbook production needs greater acceleration. Involvement of resource organisations like the NCERT, RIE, SCERT and other local organisations working in the area needs to be utilised. Action research methodologies could be integrated into the system for further improvement.

Well planned long term initiatives are required to address the acute problems in tribal education. School mapping and microplanning can be a continuing exercise for locating schoolless habitations. Residential schools exclusively for tribal girls can be opened to encourage them to attend schools. The construction of school buildings can be modified by painting them in the same colours as the houses of the particular tribal region. This will not only attract them but will also encourage the community members to contribute towards their maintainance.

The state seems to be sensitised towards the significance to address the needs of the girl children. However, an integrated approach is required, which should filter into each and every component of the DPEP structure. This could be ensured if Mahila Samakhya could be introduced in the State, if GOI norms permit.

Integrated Education Programme on a pilot basis is being initiated in one block each of the eight DPEP districts. Careful piloting for upscaling inputs in other blocks should be done.

Community Mobilisation programmes like Shishu Melas, MTAs, Maa-Jheca (Mother-Daughter) Melas have been organised. However some assessment studies need to be taken up into the actual impact of these programmes, to monitor where gaps exist and how to eliminate them. Greater awareness needs to be built up about the importance not only enrolment but also of retention.

Hardware and software in electronic media have been procured on a small scale. Greater linkages with the state SIET, however would usher in more effective media programmes like Video Teleconferencing to tackle training needs. CIET and NCERT resources could be tapped. Already existing software in the SIET, both audio and video could be sorted out and those meeting DPEP needs could be identified and used. CIET and SIET could also be involved in training of DIET and MIS personnel in ET and computer applications.

It is heartening to note that after the 6<sup>th</sup> JSM visit civil work activities have started taking up in the state. As a result of visits of national team on civil work and efforts may by the SPO civil works has been undertaking in a big way in the districts. In the districts in all 425 CRCs, 41 additional classrooms, 1093 toilets, 36 school buildings for buildingless school, 2 MIS buildings, 1 DIET hall, 125 electrification works have been started and are in progress in different stages. Tenders for 47 BRC buildings have been received and are

in the process of sanctioned. An expenditure of Rs. 515 lakhs have been incurred in the last three-four months.

The Mission is of the view that state need to undertake some activities on priority basis in the coming months. In this regard mission suggests the following :

- Establishment and operationalisation of BRC and CRC should be expedited.
- Greater involvement of SCERT in DPEP activities should be ensured.
- Textbook production processes should be accelerated.
- Gender issues should be an integral part of all the components of the programme.
- Impact analysis of Community Awareness Programmes should be done.
- Decision on fixing contract agency for BRCs need to be expedited.



## **SECTION 1 : MANAGEMENT STRUCTURE**

### **1.1 State Project Office**

The office of the Orissa Primary Education Programme Authority (OPEPA) which is the society responsible for implementing DPEP in Orissa is sufficiently staffed and has proper infrastructure, facilities. The state project office has a sanctioned strength of 54 persons out of which 37 are in position. About one-third positions are therefore still vacant. These 17 vacant positions include Junior Engineer, Draftsman, Audit officer, Audit staff and a few positions of class III and class IV staff. Mission was informed that the process of recruitment was stopped due to elections and many of the vacant positions will be filled up after the Lok Sabha elections are over.

The SPO has enough furniture and equipments for ensuring its efficient functioning. All equipments approved for procurement for SPO have been purchased except computer hardwares for MIS cell in the office. The office has also acquired the approved number of vehicles.

The building in which state project office is located also accommodates State Institute of Educational Management and Training (SIEMT) and SIEMT shares all infrastructure with SPO.

The Mission appreciates the efficient functioning of the State Project Office. It however suggests that the vacant positions should be filled up immediately after elections so as to complete it by March 31<sup>st</sup>, 1998. Further the process of procurement of computers in MIS cell should be expedited so that MIS cell could be made fully functional.

Mission suggests that all support staff including MIS cell and Engineering staff should be oriented towards DPEP in general and primary education in particular.

### **1.2 District Project Office**

All the district project offices of 5 old districts are functional as sufficient, though not complete, staff is in place. The District Inspector of schools, who is a district level officer incharge of elementary education, is ex-officio district project coordinator. In the revenue districts having more than 1 educational district (e.g. Rayagada) one DIE is nominated as the district project coordinator and the other one as additional district project coordinator. Further a full time person with designation of District Project Officer is recruited in all districts. The staffing pattern of District Project Offices is as given below :

Item	Bolangir	Gajapati	Rayagada	Kalahandi	Dhenkanal
No. of Posts sanctioned	14	14	17	14	16
No. of posts filled up	12	12	9	11	16
No. of posts vacant	2	2	8	3	Nil

Except Dhenkanal where all 16 positions have been filled up other districts have still a few vacancies. These are 2 each in Bolangir and Gajapati and 3 in Kalahandi. But in Rayagada only about half of the sanctioned posts in DPO are filled up.

The District Project offices are sufficiently furnished and equipped. Except Xerox machine and Overhead Projector other equipments have been procured in all 5 districts. These 2 equipments have not been purchased in any of the 5 districts. All 5 districts have been provided with 2 vehicles each though the sanctioned number is 5 in Rayagada and 3 each in other 4 districts.

Mission appreciates that core staff is in position in all districts but suggests that other staff should also be recruited by 31<sup>st</sup> March 1998 so as to make the DPO fully functional and implementation of programme may not suffer due to lack of staff. The reason for delay in filling up the posts as given by districts is enforcement of code of conduct of Election Commission to halt the process of recruitment.

Though MIS staff in all 5 districts is in place which includes 1 programmer-cum-training officer and 2 data entry operators but computer hardware could not be procured in any of the 5 districts so far. Since purchase is to be done at state level for the districts the matter is pending with SPO. Mission was informed that by the end of March 1998 the procurement of hardwares etc. would be completed for MIS cell of SPO as well as the districts.

Mission is of the view that all DPO staff should be given orientation towards DPEP. It is therefore suggested that each district should conduct at least 2 days orientation for the staff recruited for DPEP including Engineering and MIS staff.

### 1.3 Operationalisation of MIS

Developing and operationalisation of Management Information System is of utmost importance in DPEP to monitor the progress of implementation of the programme. The MIS needs to be established both at the state level and district level.

In Order to establish MIS at the state level the MIS cell has been set up with a staff strength of 5 persons which includes one systems analyst, one programmer-cum-training officer and 3 data entry operators. All 5 posts have been filled up. Similarly in all 8 districts including 3 new districts, MIS staff is in position. The MIS cell at the districts

has staff strength of 3 persons which includes one programmer-cum-training officer and 2 data entry operators. All 3 positions in all 8 districts have been filled up.

In order to train the MIS staff two state level workshops were organized during April 21-24, 1997 and June 30- July 2, 1997. In all 5 district level workshops and 53 block level workshops were conducted for EMIS data collection for the year 1996-97. Further the MIS staff at SPO attended workshops on MIS at Chennai in September 97 and at NIEPA. The MIS unit also organised a National Workshop on the Design of State level EMIS at Bhubaneswar from October 23-25, 1997.

The data entry for 5 old districts was completed by the MIS cell of SPO on hired computers. The compiled EMIS data of 1996-97 has already been sent to TSG. The reports for these 5 districts have also been generated.

For collecting EMIS data for 1997-98, the state, district and block level workshops have been completed during December 24, 1997 to January 12, 1998. The data collection is in progress. The data from all 8 districts will be made available to MIS cell of SPO by January 25 and by January 30 it will be finalised. The reports for 1997-98 EMIS data will be completed by February end.

Mission appreciates the efforts made in the state for recruiting and training of the MIS staff at various levels. It is heartening to note that lot of progress has been made during last two months in this direction and EMIS has been operationalised.

As far as procurement of hardware is concerned so far it could not be done either for SPO or for any of the eight districts. However, for the MIS cell at SPO computers have been hired and staff is working on these computers. In order to procure hardware the process has started and it is expected that by the end of March 1998 all the districts and state MIS cells will acquire computer hardware.

The progress with respect to developing Project Management Information System (PMIS) is very slow. Still the state did not get the PMIS software from TSG. A revised software is awaited. However, the data for PMIS is ready in 5 districts.

**The Mission suggests that the process of procuring hardware at the state and district level should be expedited. Further matter regarding the acquirement of PMIS software should be expedited with TSG and training on PMIS software be organised immediately after acquiring software so that PMIS could be operationalised without further delay.**

#### **1.4 Village Education Committees (VECs)**

The Village Education Committees are working in Orissa even prior to launching of DPEP. It was therefore needed to either reconstitute or revive or activate them. The Village Education Committees in Orissa comprise of 8 members and the representation is

given to parents, women, SC/ST, voluntary Agencies, Youth and Women Organisation etc.

The following table shows the number of VECs proposed to be established and number of VEC established and working.

Item	Gajapati	Bolangir	Kalahandi	Rayagada	Dhenkanal	Bargarh	Keonjhar	Sambalpur
No of VECs proposed	794	1890	1450	1370	1094	1353	1842	1033
No of VECs established & functioning	794	1890	1450	1370	1094	1353	1820	1033

Mission highly appreciates that all proposed VECs have been established and are functioning in all districts. However, Mission is of the view that constitution of VEC needs to be re-looked so as to give better representation of women, SCs and STs.

The VECs were found quite active and enthusiastic about the construction and civil work related activities. But in other areas like mobilization, improving enrolment and reducing dropouts, micro-planning exercise, better management of schools, VECs were found almost ignorant about their role.

In order to activate the Village Education Committees one day orientation for all VEC members has been completed in some districts while in some other districts it will be completed by January end. This orientation was meant for making them aware about DPEP. Further training of 2 days have been proposed for all VEC members during February and March 1998.

The areas in which the VEC members need to work are many and the roles and responsibilities assigned to VECs are numerous. These are management of schools, expenditure of school grants, community mobilisation, micro-planning and school mapping as well as civil work for construction of toilets, school buildings, additional classrooms, CRCs, water and electricity etc. Keeping in view all these responsibilities Mission has following comments / suggestions.

- 2 days training will not be enough to cover all these areas. So it will be better if the duration of training is extended to 4 days. It should be ensured that an appropriate training module be used for this purpose.
- The training of VEC should not be a one-time affair and such training should be given at least 2 or 3 times in 5 years period.
- Training on civil work aspect should also be included in the VEC training package and thus technical staff like Asstt. Engineers and JEs should also be involved regularly in training of VEC members.
- The VEC trainers should also be given training for a longer duration, say 3-4 days as presently they are given only 1 day training.
- Training module for 1 day VEC training needs to be re-looked to revise its traditional approach towards integration of DPEP objectives.

The Mission got opportunity to visit some places where VEC trainings were in progress. Mission has the following observations in this regard.

- It was generally found that the lady members do not take part in the deliberations and remain silent observers during the training.
- The head teachers who are ex-officio member secretaries generally sit in a separate group. More so even the SC/ST members were found sitting in one corner.
- The training was found conducted in a lecture mode rather than in a more interactive mode. The trainees were mere listeners and trainer a speaker.

Keeping in view these observations **Mission suggests that the methodology of VEC training should be made more interactive. All the trainees should be encouraged to take part in discussions specially ladies and SCs and STs members.**

## SECTION 2 : TEACHER TRAINING AND PEDAGOGICAL RENEWAL

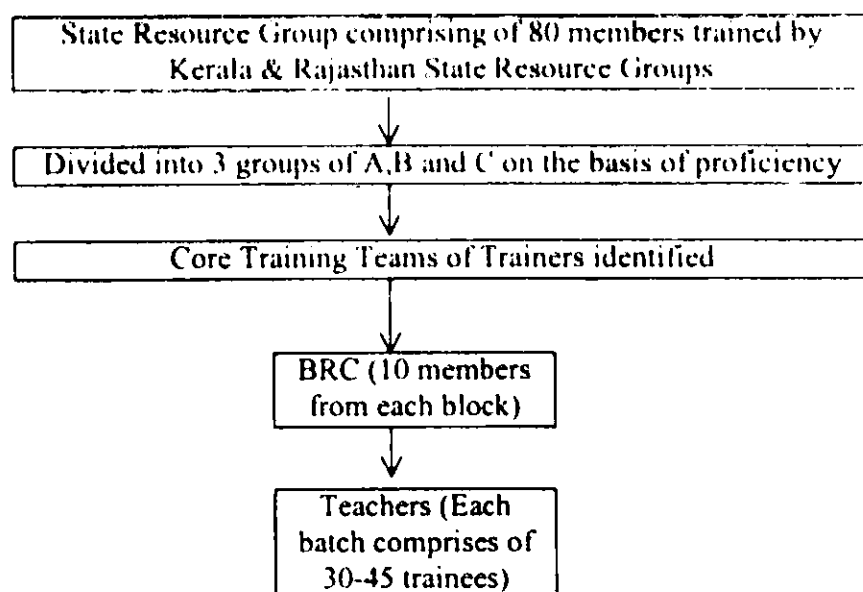
The achievement of DPEP objectives and innovations is dependent on the effective functioning of the teacher training and pedagogical renewal programmes. The State is sensitized to these needs in activity based, learner participatory and child centered delivery mechanisms. The teacher training activities have taken off in an encouraging manner.

### 2.1 TEACHER TRAINING

#### Teacher Training Package and Handbook

A seven day residential training package has been prepared utilising the MP experience and integrating the SOPT, EFA and Joyful Learning initiatives. It comprises modules on understanding children, activity based teaching, teaching content areas, teaching of SFG's and practical aspects of actual classroom management and teaching learning processes. In order to supplement the training package, a teachers' handbook has been prepared consisting general exposure to DPEP Approaches, content area teaching, multigrade teaching, continuous and comprehensive evaluation. A commendable feature of the handbook is the inclusion of an Activity Bank for the utilisation of teaching various subjects.

#### Training Transactional Process



The training transactional strategy has taken care of transmission loss of cascade system by judicious division of the Core Training Team who take up 7 day residential programmes at a time. In order to ensure that classroom teaching does not suffer, Volunteer Teacher substitutes have been provided during training period. They are used for substitution of trainee teachers of a few batches at a time. They are paid a consolidated sum of Rs. 400/- per month.

**Monitoring and Training Personnel Position :** Often, the training programmes are video recorded and reviewed at the state level for monitoring processes. The SPD often provides the required motivation to the trainee teachers by addressing them in the Valedictory session. This also ensures on the spot monitoring of the programme. The DIET faculty (wherever they exist) also help in monitoring processes.

Considering the magnitude of the training task, one State Training Coordinator is not enough to shoulder the responsibility for the entire training requirement. Though he is assisted by a Core Group (2 Deputy Directors, 1 SIEMT faculty and a programmer), the system still needs more strengthening.

**SFG and Gender Component :** A Training Module for Attitudinal Training of teachers working in tribal areas has been developed. A Gender Coordinator at the state level has been appointed to monitor gender component of the training input.

## **RECOMMENDATIONS**

The Mission acknowledges the fact that the task of training has been taken up on a war footing in the last quarter of the year, covering almost 2/3<sup>rd</sup> of the training needs. The Mission suggests that some modifications could be incorporated.

**Training Package and Handbook :** The package could be enriched by inclusion of a chapter on :

- Meeting the needs of the Girl Child, both at the attitudinal level and in actual classroom transactional processes.
- An understanding of the disabled children in order to meet their needs in the classroom situation for enhancing their achievement levels needs to be focused on. Cross fertilization of ideas could be attempted from states like U.P. and Tamil Nadu, which have initiated the task at a brisk pace.
- Detailed and well illustrated materials on Multigrade Teaching could be included to equip the teacher to face the existing situation, as majority of the schools are multigrade. It was heartening note that a group of trainers is scheduled to visit Gurgaon, Haryana for enriching their experiences. The rich field research experiences of RIE, Bhubaneswar should be drawn upon, in this area.
- Illustrations could be included to concretise some areas and decrease and vary the reading load in an interesting manner.

- Self evaluative exercises could be included and their feedback obtained for further modification of the training package.
- Linkages with Early Childhood Education is imperative.

The handbook is a welcome addition to the training package and is lucid and activity oriented, enabling the teacher towards self introspection regarding teaching methods.

Some areas which need to be more comprehensively covered in this are, Gender Issues, ECE, and a comprehensive coverage of the needs of Disabled children of all categories.

**Training Transactional Process :** A good structured strategy for training has been developed. However, some areas that could be reconsidered are;

- Encouraging more women teachers to participate in the training programmes. Perhaps, some non-residential modality of training could be tried out in areas where there is a majority of women teachers. This would help increase enrolment retention and achievement of the girl child (tribal, non-tribal and the handicapped).
- The number of teacher trainers for the activity based training should preferably not exceed 30 members.

#### **Training Personnel**

There is only one Training Coordinator at the state level, looking after the training needs of about 40,000 teachers. It is felt that one person seems inadequate to tackle the magnitude of the training load. Selection of energetic and receptive hands in the area at various levels could be tried out.

**SFG and Gender Component :** As every district has some tribal pockets the training package could be modified to include the attitudinal, ethno-linguistic and cultural aspects of teaching the tribal child. A passing mention has been made to gender issues. A more comprehensive module needs to be evolved to include methods of increasing enrolment and retention of the girl child. Besides, integration of women's issues into the curricular transactional processes, in a subtle manner, needs to be included.

## **2.2 PEDAGOGICAL RENEWAL**

Class I Textbooks will be finalized by March, 1998 after the trialling is completed. Ed.CIL, DPEP, Kerala and the SCERT have been consulted in the preparation. In the primary classes Orissa Textbook Corporation books are still used in the DPEP districts.

**State Requirements :** The SPD expressed the need for funds for upgradation of Orissa Textbook Corporation hardware (printing machines) to produce the kind of textbooks envisaged for DPEP. The mission agreed to communicate this idea to the DPEP Bureau for consideration.



**Supplementary Reading Material:** Some supplementary reading material have been procured on the following areas;

- Science
- Language
- Stories
- Poetry
- Great Personalities

This procurement was made through seven committees consisting of a GOI nominee also (NBT)

### RECOMMENDATIONS

Work in the area of curriculum planning and textbook production needs to be taken up with more vigour. The Mission hopes that this work will pick up soon as the SPD is an ex-Director, Orissa Textbook Publishing Corporation. The Mission suggests that the following areas may be looked into:

#### a. Textbook Production

Textbook preparation for all the classes of primary level needs to be completed soon. If this seems a difficult task, existing textbooks could be reviewed from the viewpoint of DPEP thrust areas. The meagre support sought from the national level organization like NCERT or RIE at the regional level, is an alarming trend as NCERT is a premier institute of textbook production and curriculum planning. The revision to be made should not merely be cosmetic but insightful in terms of gender issues and special education needs.

**b. Supplementary Reading Material :** A committee could be set up to evaluate the utility and content level of the books purchased. This would ensure optimum utility of the books procured and the nature of books required for enrichment purposes.

The teacher training package could emphasize the teacher's role in integrating supplementary materials with core textbooks.

### TEACHER TRAINING & PEDAGOGICAL RENEWAL

#### TEACHER TRAINING : Integrated Package Developed (SOPT, EPA & Joyful Learning)

Existing Situation	Recommendations
<b>1. Training Package</b> modules on - understanding children. - Activity Based Teaching - Teaching content Areas - Teaching of SFGs	Integration of : • Gender issues • Multigrade Teaching aspects (RIE field experiences to be utilised) • More comprehensive treatment of SFG needs.

- Classroom Management.	<ul style="list-style-type: none"> <li>• ECE component to be strengthened.</li> <li>• Constant upgradation of Training Package based on Monitoring &amp; Supervision.</li> </ul>
<b>2. Teachers Handbook</b> Chapter on - Exposure to DPEP approaches - Multigrade Teaching - Continuous and comprehensive evaluation - Activity book for teachers.	Integration of: <ul style="list-style-type: none"> <li>• Gender Issues</li> <li>• ECE Linkages</li> <li>• SFG component to be made more comprehensive with special reference to the disabled children of all categories.</li> <li>• RIE, NCERT and NGO support would be beneficial.</li> </ul>
• Residential Training System	• Non residential modalities could be tried out to include more women.
• One State Training Coordinator present	• More personnel in the area of training required.
• Passing reference to needs of the tribal child	• Inclusion of attitudinal ethno-linguistic and cultural issues related to teaching of the tribal child.
• Insufficient coverage of gender issues.	• Upgradation of module in terms of needs of the girl child and integration of women's issues into the curriculum.

### PEDAGOGICAL RENEWAL

<b>1. Textbook Preparation</b> - Class I manuscripts started - Trialling to be done - Ed.CIL, SCERT and DPEP, Kerala involved.	- Textbook preparation work should be expedited. - Involvement of NCERT (NIE and RIE) and other resource organizations even at local level needs to be tried out.
<b>2. Supplementary Reading Material</b> Areas: Science language, stories, poetry, great personalities.	- Setting up of a committee to review utility and content level of the books for various levels at the primary stage. - Training package could have a section on sensitizing teachers on proper modes of integrating supplementary and core content areas. - Purchase strategy needs to be decentralised. - National level representatives, nominated by MHRD, GOI to be included in selection team. - Smaller number of bodies to be purchased in one go.

## SECTION 3 : SPECIAL FOCUS GROUPS

### 3.1 Tribal Issues

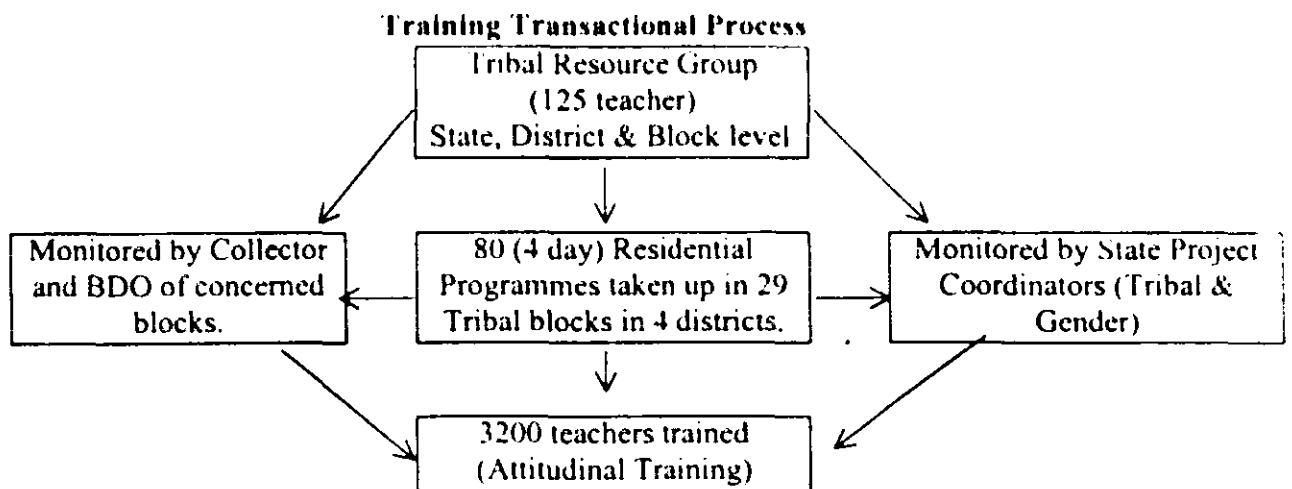
It is encouraging to note that a significant thrust on pedagogical improvement is underway to address the acute problems in tribal education. Visits in tribal blocks indicate that most of the people live below the poverty line and earn their livelihood through slash and burn cultivation, forest produce and wage labour. They live a life shrouded in poverty and suffering. (To cite an example in one instance a mother was seen draped only in a torn cotton saree with a naked child in her lap). The typical ethnolinguistic characteristics of these tribes along with inaccessibility to the hilly tracks compounds the situation. Low enrolment, retention and educational achievements of children are seen among the tribal population in Gajpati (47%) (Soara tribe\*) Juang\* tribe in Kconjhar (46 %) and in Rayagada (56%) and in Dhekanal (12%).

#### Training

##### *Attitudinal Training*

With the focus to improve tribal enrolment, retention and better achievement levels of tribal children a need based attitudinal and language training of tribal teachers has been undertaken. A teacher training module was developed incorporating the major attitudinal issues, on tribal language, culture, children, village and the local context. The relevance of content based teaching learning in tribal context was examined to make the text contextual. The attitudinal training aimed at making teachers rethink their traditional teaching practices and styles and question their personal beliefs and assumptions. The basic aim was to make them more endearing to the tribal culture.

As a follow-up of this training an evaluation format has been prepared to gauge the impact. New inputs can be included in further training programmes based on this evaluation.



\* High Concentration.

## Bilingual Primers

Pushing ahead with their revised plans a Sora bi-lingual primers has been prepared. The language experts from ATDC, DPEP officials, teachers and tribal children (provided first hand experience) interacted. Local songs for class I children have been written by class V students. Local tales (eg. the Jackal and the Hen) were identified and illustrated.

The Kondh primers will be prepared by ATDC in March, 1998. A linguistic mapping exercise is being undertaken by ATDC to determine the level of exposure to Oriya among tribal parents and tribal children. It will also reveal the level of exposure to the local tribal language by non-tribal teachers. Common words between Oriya and the Local tribal languages will be identified.

## Community Awareness

**Role of VECS :** The VEC could play an crucial role in creating a positive environment to inspire parents to allow children to attend schools. It is a hard reality that children are engaged in supplementing family income, sibling care, household chores, cattle grazing etc. The VEC members can ensure that the school, NFE and AS timings do not hamper the routine of the children. Linkages with ICDS and other programmes need to be focussed to better the health care facilities of children suffering from skin diseases, anemia, and large scale deprivation. Meaningful teaching related to their environment can facilitate not only their enrolment but also their retention and achievement. The inbuilt creativity of the children needs to be nurtured. Regular supply of books in the tribal region is also an issue of concern that can be taken up.

Existing Situation	Recommendations
<b>1. Attitudinal Training</b> <ul style="list-style-type: none"><li>• Need assessment</li><li>• Non tribal teachers become endearing to tribal culture.</li></ul>	<ul style="list-style-type: none"><li>• Content based training in sufficient</li><li>• Monitoring of the impact using the Evaluation format could help incorporate new inputs into subsequent trainings.</li><li>• Wherever feasible an integrated view should be taken up for training purpose.</li></ul>
<b>2. Training Transactional Process</b> <ul style="list-style-type: none"><li>• TRG trained 3200 teachers</li><li>• Build interlinkages for monitoring and supervision</li></ul>	<ul style="list-style-type: none"><li>• Multipurpose Welfare and Special Officers of ITDP (Inter Training Development Programme run by Welfare Deptt.) District Welfare Officers and Ashram School staff could as be sensitised on DPEP and trained in the education component during block level training.</li></ul>

3. Bilingual Primers : Sora bi-lingual primer prepared	<ul style="list-style-type: none"> <li>• Evaluate the use of the primer</li> <li>• Textbook revision is required</li> <li>• Use of folklore as in informal learning system</li> <li>• Preparation of supplementary readers</li> </ul>
4. Linguistic mapping	<ul style="list-style-type: none"> <li>• Level of non tribal exposure to local tribal language will be emerge.</li> <li>• Common words between Oriya and local tribal language will be identified.</li> </ul>
5. Support	<ul style="list-style-type: none"> <li>• Interstate visits.</li> <li>• In the area of monitoring &amp; supervision of activities</li> </ul>
6. Opening of AS/NFE and ECE centres is required <ul style="list-style-type: none"> <li>• School mapping &amp; Microplanning exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Academic support from state and national level could be sought</li> <li>• Can be a continuing exercise</li> </ul>

### RECOMMENDATIONS

- A comprehensive package for community mobilization, ECE, AS needs to be prepared and used in training programme.
- The construction of school buildings can be modified to encourage the community to identify with them and attract school children. The school buildings can be painted in colours similar to those used in the local surroundings.
- Village and school mapping exercise could be done to locate schoolless habitations. AS centres could be an effective medium to address out of school children and children of migrant tribal labourers.
- In order to promote tribal girls to attend school, preference can be given to the appointment of women teachers. This will promote unwilling mothers to send their daughters to schools. Since physical barriers often create hindrances, residential schools exclusively for girls can be opened to promote their education.
- Planning for good and appropriate quality of non formal education as an alternative to formal schooling measures needs be done judiciously. The learner characteristics, instructors attributes and teaching learning process can be taken up for through review.

### 3.2 Integrated Education

IED on a pilot basis has been initiated in one block each of the eight DPEP districts. This has been done in accordance with the provisions of the DPEP guidelines and decisions arrived at the National Workshop. The district headquarter blocks (except Bolangir) have been taken up since they are better placed in terms of resource support. In addition proximity of schools lends itself to frequent and intensive monitoring. It is planned that with the experience and insights gained from this implementation the programme would be upscaled in the entire district. The Mission suggests that careful piloting to facilitate

feedback, monitoring and evaluation of the formulated plan of action should be done. Improvement and adoption of inputs in other blocks will thus become easier. Three to four teachers trained in the area of special education should be appointed at the block level. They may help the teachers of normal schools to deal with children having various disabilities.

Identification of target group is being carried out as part of school mapping exercises. The Function Assessment Guide (NCERT) has been translated to facilitate this task. The SRG has been constituted consisting of members from the RIE, SCERT & Utkal University. Steps are being taken to recall transferred IED teachers. Training to them and others will be provided in a phased manner starting with one teacher from each school. RIE is going to organise training programme for master trainers. Development of a comprehensive training package is planned with their support.

Existing Situation	Recommendations
<ul style="list-style-type: none"> <li>• IEP on pilot basis in one block each of the eight DPEP districts</li> <li>• District headquarter blocks taken up</li> </ul>	<ul style="list-style-type: none"> <li>• Careful piloting before upscaling</li> </ul>
<ul style="list-style-type: none"> <li>• SRG constituted</li> </ul>	<ul style="list-style-type: none"> <li>• Training of Master trainers utilising NCERT, RIE and NGO support</li> </ul>
<ul style="list-style-type: none"> <li>• Identification of target group as part of school mapping exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Special focus on girl child</li> <li>• Convergence with ICDS.</li> </ul>
<ul style="list-style-type: none"> <li>• Comprehensive Training Package being planned</li> </ul>	<ul style="list-style-type: none"> <li>• Identify suitable curriculum modifications and evaluation procedures.</li> <li>• Removal of architectural barriers during school construction</li> <li>• Incorporate experiences from other DPEP states</li> </ul>

## RECOMMENDATIONS

- Curriculum modifications to suit the needs of all categories of disabilities are required. Inputs from other DPEP states can be incorporated.
- The funds for the IEDC scheme from MHRD need to reach on time.
- Suitable modifications in evaluation procedures at primary level are required to help in assessing the abilities of these children.
- Special focussed measures could be planned for the doubly disadvantaged girl child.
- School construction could take care of removing architectural barriers.
- Further convergence with existing NGO's is suggested.
- Monitoring of achievement levels of these children is necessary to ensure learning in integrated setting.

### 3.3 Gender Issues

Activities in this area have picked up well in terms of community mobilisation in gender issues. Like formation of MTAs, sensitisation of women VEC members and orientation of teachers on gender issues. Besides, other activities taken up are :

- Ma-Jheea (Mother Daughter) Melas in tribal Areas.
- Linkages established with already existing Mahila Samitis in the blocks. Each Mahila Samiti has about 100 members and Executive Committee comprising of 10 members. They are involved in awareness campaigns, pulse polio scheme, ANM work etc. They are supported by DRDA and DWCRA. Some members have got vocational training in sari printing and tailoring. They also help out in the ICDS run Balwadi Centres. The ICDS run Kishori Samridhi Yojana is also running parallel. NGOs are also supporting these schemes. These activities however, are too sporadic and unstructured to have a long term impact.
- **Personnel** : A State Gender Coordinator has been appointed. All District Gender Coordinators have been appointed. They have yet to receive formal training with national level organisations like the NCERT. Inter state visits have also not been taken up.
- **Training** : The district level functionaries like sub collector Zila Parishad chairperson, ADMO, BDO etc. have been oriented at a gender awareness training at Gayapati.
- **Areas of Concern** : Though the personnel are in place, the pace has yet to pick up especially in the tribal areas. A comprehensive and planned strategy is still to be developed to address the women and girl child to increase enrolment and retention. Moreover, the transactional modalities of awareness/training programmes have to be sorted out. Articulate and active women are to be identified from the community as master trainers. Besides, impact studies need to be taken up to monitor the effect of these programmes on the women members of the community.
- Mahila Samitis need to be sensitized in ECE component of ICDS Balwadi scheme, enrolment and retention procedures of the girl child in primary education, training of adolescent girls in health and nutrition, and vocational training of tribal women. The tribal women are already engaged in making leaf - plates (pattal) in an unorganised manner.

### RECOMMENDATIONS

Considering the unstructured and sporadic nature of the work taken up in this area, some long-term action plan has to be envisaged. The Mission recognises the fact that the Gender Co-ordinator, who is sincere and active, has been too recently appointed to have delivered any substantial contribution in the area. It is of grave concern that a large part of the women population consists of tribal women, who are wary of and uncomfortable with non-tribals. To sensitize them, tribal women who are articulate will have to be identified and integrated into the DPEP system.

All these problem areas in the area of gender issues could be effectively tackled if the GOI scheme of Mahila Samakhya could be launched in Orissa. The GOO, (the Education Secretary and the State Project Director) were extremely receptive towards this idea. Some inter state visits for states where MS is active could help the DPEP Orissa staff have the orientation and sensitization in these issues.

### Activities :

#### Focus areas in training

Gender component needs to be highlighted in (a) Teacher Training (b) VEC Members Training (especially Women members) (c) SRG, DRG and BRG training (d) Training and Orientation of DPEP policy planners and administrators in gender issues needs further strengthening (e) Linkages with upper primary level to ensure retention of girl children in the upper primary classes.

II. The Mahila Samiti activities are numerous but still unstructured. They could be effectively structured on the MS pattern in a four pronged manner, ECCE, primary education issues, problems of adolescent girls and vocational training and empowerment of women.

#### Women's Issues :

Existing Situation	Recommendations
(1) Gender co-ordinator (State) and district Gender Coordinators appointed	Training at national organisations like NCERT and inter-state visits to Mahila Samakhya States
(2) Orientation in Women's Issues for Training of Teachers, VEC's and administrators needs strengthening	NCERT, M.S. personnel and NGOs could be involved.
(3) Mahila Samitis function in many of the districts, at the block level for ICDS Balwadis, Pulse Polio Scheme, Kishori Samriddhi Yojana and vocational training of women.	The existing Mahila Samitis could be strengthened and new ones formed on the MS pattern. This would effectively cover the four significant areas; (1) ECE (2) Primary Education (Enrolment Retention & Quality Monitoring) (3) Adolescent Girls Training (4) Womens' Empowerment (Self Image, Vocational Training etc.)



## **SECTION 4 : MEDIA AND COMMUNITY MOBILIZATION**

Community Mobilization programmes have been taken up in a big way in the last three months. The results however would take some time to be visible and quantifiable.

### **Activities Taken Up**

- (a) **Awareness Campaigns** : Shishu Melas and MTA created been generate to generate awareness about primary education and educating the girl child. Maa-Jheca Melas (Mother Daughter Fairs) has been organised in tribal areas for community awareness.
- (b) Preparation of DPEP Calendar.
- (c) DPEP Diary prepared.
- (d) Guide Book for Awareness Campaign prepared.
- (e) Local folk theatre/dances like 'palas' are also used to generate awareness and spread the DPEP message.

However, no modalities have been developed to make an assessment of the impact and effectiveness of these programmes in the community.

### **Use of Electronic Media**

- (a) 2 video cassettes on DPEP Programme objectives have been proposed and are being used in training programmes.
- (b) Three audio cassettes have been prepared for community awareness on DPEP. Some tribal songs in tribal languages have also been recorded.
- (c) Hardware Purchased : 4 colour TVs, 5 VCRs, 6 cameras, a tape recorder and an OHP for use in training programmes.

Though the purchases have been made, an effective strategy is yet to be developed on their effective use for training or community awareness programmes.

## **RECOMMENDATIONS**

The Mission acknowledges the good inter-personnel contacts and community sensitization programmes that have been under taken. The use of 'palas' to enable the tribals to congregate in one place and identify with the programme seems to be very effective. The 'palas' are performed usually by men or boys. It was heartening to note that some tribal girls were also participating in it. However, more focused interventions are required in the following areas :

- Spreading awareness about education in the remote tribal pockets needs further strengthening. The focus needs to be more on retention, as figures show that even with a good rate of enrolment, the retention rate does not seem to be up to the mark.

- The VECs need to be made aware of the significance of retention, as they seem to focus more on enrolment. As enrolment rates are satisfactory now, retention should be focussed on in awareness programmes.
- Gender awareness needs to be strengthened as often VEC women members remain quiet and withdrawn in meetings.
- Awareness needs to be created about the role of ECE in increasing both enrolment and retention, besides brining about development in the 3-6 years group children in cognitive, socio emotional and language areas.

### **Electronic Media :**

Discussions were made with the Director, State Institute of Educational Technology on the inputs that this media organisation could provide to add fillip to the media component of DPEP. SIET Orissa has been one of the best SIETs of the country and quality programmes exist in the area of Community Mobilisation, Content enrichment and Teacher Training. The SIET agreed to provide help in the following areas:

- (a) Review already existing programmes to identify those which meet DPEP needs.
- (b) Programmes existing in CIET, New Delhi could be dubbed in Oriya if required
- (c) SIET could provide orientation to FT faculty of DIETs in educational Technology, programme production etc.
- (d) Already existing programmes on U-matic format could be converted to 1/2 inch VHS mode and used on VCRs for training purposes. This was because TV reception had limited reach.
- (e) The radio broadcast of SIET programmes is scheduled between 2.30 to 2.45 p.m. in the afternoon, just after the Regional news. This could be effectively used by DPEP districts also.
- (f) As DPEP has provision for giving TV sets to CRCs, the teacher training programmes relayed by Doordarshan on Friday, between 10.30 to 11.00 a.m. could be viewed.
- (g) Lastly, it was discussed whether Audio-video Teleconferencing for teacher training (as tried out in Karnataka and Madhya Pradesh) could be tried out in Orissa. Given the infrastructure and expertise in educational media available at SIET, teleconferencing for teacher training could be a leap ahead in terms of interaction more teachers with experts for clarifying doubts and concretisation of abstract concepts in curricular areas through the visual media. As usual Indian Space Development Organization (ISRO) would be requested to provide the replinking facilities and teleconferencing equipment as was done in the M.P. and Karnataka experience. NCERT and CIET could provide content experts and educational media resource.
- (h) Lastly, as the MIS envisages a computer in each district Internet connectivity could be provided for when all computers are in place. This could be utilized for interactive teacher training programmes in the text format.

## Community Mobilization

Existing Situation	Recommendation's
<p>1. Awareness Campaigns</p> <ul style="list-style-type: none"> <li>• MTA</li> <li>• Shishu Melas</li> <li>• Maa-Jheea (Mother-Daughter Melas)</li> <li>• DPEP Calendar made</li> <li>• DPEP Diary prepared</li> <li>• Guidebook for Awareness Campaign made.</li> </ul>	<ul style="list-style-type: none"> <li>• More extensive and focussed use of local folk media like 'palas' required in the tribal areas</li> <li>• Impact Study Exercises need to be taken up in the effectiveness of awareness campaigns in terms of actual community mobilisation.</li> <li>• District staff need more awareness training on DPEP principles.</li> <li>• VEC women members need more awareness inputs.</li> <li>• VECs to be made aware of the significance of retention, not merely enrolment.</li> <li>• Awareness about ECE need and its salient features required</li> <li>• Strong linkages to be established with SIET, ORISSA, NCFRT and CIET</li> </ul>
<p>2. Electronic Media</p> <ul style="list-style-type: none"> <li>• Video cassettes made - 2</li> <li>• Audio Cassette prepared - 3</li> <li>• Hardware purchased.</li> <li>• Video films on DPEP made.</li> <li>• Audio programmes on DPEP made.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of already existing programmes in SIET and identification of programmes for DPEP in:             <ol style="list-style-type: none"> <li>a. Training.</li> <li>b. Content Enrichment</li> <li>c. Community Mobilization</li> </ol> </li> <li>• Radio broadcast of SIET programmes could be utilized</li> <li>• Teacher training programmes of SIET telecast on Fridays could be utilized by DPEP districts.</li> <li>• SIET could be requested to train the DIET personnel on ET and computer hardware.</li> <li>• Teleconferencing can be utilized.</li> <li>• MIS computers could be used through provision for Internet connectivity for teacher training in an interactive text mode.</li> </ul>

## SECTION 5 : CAPACITY BUILDING

### 5.1 Strengthening of SCERT

The State Council of Educational Research and Training is an important organisation to address issues related to pedagogy, teachers training, textbook and curriculum development. This is the reason that it is supposed to be the nodal agency in these areas for DPEP. Mission highly appreciates that SCERT of Orissa is fully staffed having a sanctioned staff strength of 129 persons out of which 126 are in position. The positions of 1 professor and 2 readers are vacant.

In order to undertake the responsibility of DPEP related activities 5 additional positions have been sanctioned in SCERT with DPEP funding which includes 3 Deputy Directors and 2 peons. Out of these 5 positions 3 have already been filled up and 1 post of Deputy Director and 1 peon to yet to be filled up.

Mission got an opportunity to visit SCERT and interacted with a few faculty members. Mission tried to know about the role of SCERT in DPEP as also how far the SCERT has been strengthened to undertake the responsibility. It was disappointing to note that faculty knew very little about the proposals approved in the DPEP state component plan towards strengthening SCERT. Further the role SCERT is expected to play with respect to DPEP activities was also not much clear to them. Mission is of the view that SCERT has not been able to articulate its role vis-à-vis DPEP. **Mission therefore suggests that SCERT should play a greater role in providing professional and technical support to SPO and undertake the responsibility of addressing the issues related to text book development, pedagogy and teachers training and research in the field of primary education. This is very important from the point of view of sustainability of efforts made under DPEP in these specialized areas. These cannot be sustained after the DPEP comes to an end if organizations like SCERT are not deeply involved in it.**

Mission however appreciates that SCERT has coordinated the Baseline Assessment Study of all the 8 districts of state. The BAS for 5 old districts were completed in May 1996 and BAS for 3 new districts was completed in September, 1997.

Further SCERT has commissioned 23 small research projects to be undertaken by DIET faculty members. These are in the area of Early Childhood Education, Enrolment and Retention, Multigrade teaching and Community Participation. An amount of Rs. 3.27 lakh has been released to SCERT for this purpose. However, the progress made on these research projects could not be made available to the Mission.

- **Mission suggest that a visioning workshop should be conducted at SCERT to ensure the capacity building of its faculty on their role in DPEP.**

## 5.2 Operationalisation and Strengthening of SIEMT

State Institute of Educational Management and Training, came into existence in July 1996 though it is still to be registered as an autonomous society and is working under state project office. At present the strength of academic staff in the institute is 6 which includes the Director, 3 Deputy Directors, One Asstt. Director and one Research Associate. The sanctioned positions in non-academic wing is of 17 persons out of which 11 are in place and 6 posts are still lying vacant. The SIEMT is located in the same building in which OPEPA office i.e., SPO is functioning. However, steps have been taken to construct SIEMT building and land has been acquired for this purpose. For the staff already in position infrastructure has been acquired and one vehicle has also been procured.

The institute did not undertake any activity in 1996-97. However in 1997-98 the institute started functioning. In this year SIEMT organised training of master trainers in Micro Planning and School Mapping, Training of master trainers for Headmasters training in school management and supervision and also training of masters trainers for VEC members training. **Mission appreciates that the institute has been able to start imparting training of trainers in the area of planning and management of education.**

Institute has also conducted 3 small research studies. These are on Functioning of Centre School, Teacher Absenteeism in Primary Schools and Management of Small Primary Schools. Institute also brought out a few publications in 1997-98. These are on Micro-Planning and School Mapping, VEC Training Manual and Pamphlet on roles and responsibilities of Village Education Committee. It also conducted workshops for dissemination of findings of Baseline Assessment Study and Social Assessment Study.

During discussion with Mission it was told that process of recruiting 6 lecturers has been completed but due to election it was stopped and it is hoped that immediately after elections these 6 persons will be in position and thus by the end of 1997-98 financial year SIEMT will be further strengthened.

For the training and capacity building of the SIEMT faculty the institute has chalked out the programme for 1998-99 and help from DPEP Bureau for getting professional support from NIEPA will be required. The research and training activities to be undertaken by SIEMT have also been worked out.

Mission highly appreciates the efforts of institute in undertaking activities in research, training and publication in the area of educational planning and management.

**Mission however suggests that steps should be taken on priority basis to strengthen the SIEMT by recruitment of more faculty and fill-up the vacant non-academic positions so as to make it fully functional. In the 1998-99 the capacity building of SIEMT should be taken on priority basis.**

Mission suggest that a visioning workshop should be conducted with help from NIEPA for capacity building of SIEMT faculty within next two months. It may also help SIEMT to chalk out its plan for future expansion.

### 5.3 Strengthening of DIETs

The role of DIET is important with respect to the DPEP activities related to planning, management and training which includes teacher training as well as training to other personnel such as master trainers, BRC and CRC coordinators and VEC trainers etc. Out of the five old districts where DPEP was launched in 1996 only three districts have DIETs. These are Bolangir, Dhenkanal and Kalahandi while other 2 districts namely Rayagada and Gajapati do not have DIETs. Out of the 3 new districts Sambalpur and Keonjhar have DIETs while in Bargarsh district there is no DIET.

The staffing position of DIETs of the 5 DPEP districts is presented in the table given below.

Category	Bolangir		Keonjhar		Sambalpur		Dhenkanal		Kalahandi	
	Post Sanct.	Post Fillup	Post Sanct.	Post Fillup	Post Sanct.	Post Fillup	Post Sanct.	Post Fillup	Post Sanct.	Post Fillup
Faculty	25	17	25	16	25	20	25	23	25	16
Academic Staff										
Administrative and other staff	15	5	16	2	15	7	15	3	15	1
Total	40	22 (55%)	41	18 (44%)	40	27 (67.5%)	40	26 (65%)	40	17 (42.5%)

Mission appreciates that in all DIETs sufficient faculty and academic staff is in place. It varies from 16 in Kalahandi and Keonjhar to 22 in Dhenkanal out of a sanctioned staff of 25 persons. However, the position of administrative and support staff is still not satisfactory. Out of 15 or 16 sanctioned positions, in Kalahandi there is only 1 person, in Keonjhar 2, in Dhenkanal 3, in Bolangir 5 and in Sambalpur 7. Mission is of the view that in the absence of proper administrative and support staff the DIETs will not be able to become fully functional as the academic staff in this condition will have to shoulder the responsibility of administrative and support staff also.

**Mission therefore suggests that steps should be taken to fill-up the administrative and support staff positions in the DIETs on priority basis so as to make them fully functional.**

In the three districts which do not have DIETs the responsibility of training of master trainers has been given to district resource group who have been trained at the state level for this purpose. The resource groups have been formed by drawing persons from teachers training schools, primary school teachers, school inspector and a few person from voluntary organisation.

In order to strengthen the DIETs some proposals were approved regarding civil work in Dhenakanal DIET and some equipments as well as a vehicle to each DIET. But in this regard a very little progress has been made even in the 3 old DPEP districts. None of the 5 DIETs could so far acquire vehicle or any equipment. **Mission suggests that in order to equip DIETs in a better way they should be strengthened as per the approved plan under DPEP on priority basis so as to enable them to undertake their responsibility in a better way with respect to DPEP.**

At present all the 5 DIETs are doing training of trainers and other personnel. But the other areas in which DIETs are supposed to be actively involved seem to be more or less missing. For example, the areas of planning and management, educational technology, action research, work experience etc. are almost missing. **Mission therefore suggests that DIET faculty meant to undertake the responsibilities in these areas should be trained and be made capable to discharge the work in a proper way.** Capacity building of DIET faculty under DPEP can be thought of in these areas in 1998-99 work plan.

For the 3 districts not having DIETs so far the State government is pursuing the matter with GOI. **Mission suggests that the matter should be expedited so as to establish DIETs in these three districts as early as possible.**

A few faculty members of the DIETs have been involved in the monitoring and supervisor of the teacher training imparted at the block level by BRC trainers. Their professional support in this way is being utilised in monitoring and evaluating the teachers training programmes.

#### 5.4 Sub - District Structures (BRC and CRC)

The District Primary Education Programme envisages to establish academic support institutions at the block and cluster levels. This is important for better implementation and proper monitoring of the programme. Further the academic support to schools can be ensured only by operationalising these structures namely Block Resource Centre and Cluster Resource Centre. Keeping in view the importance of these centres in implementation of the programme BRCs and CRCs were expected to be established and operationalised in the initial period of the programme.

The following table shows the district-wise number of BRCs and CRCs to be established.

Item	Gajapati	Bolangir	Kalahandi	Rayagada	Dhenkanal	Bargarh	Keonjhar	Sambalpur
No. of BRCs proposed	7	14	13	11	8	12	13	10
No. of CRCs proposed	48	160	145	140	130	150	200	109

The progress towards establishing and operationalising Block Resource Centres is rather slow. Neither recruitment of BRC coordinators or Associate Coordinators has been done so far nor much progress could be made towards the construction of BRC buildings.

Despite these problems Mission found that at many places BRCs have started functioning in some secondary school buildings.

At present the headmaster of block headquarter high school is functioning as BRC coordinator and sub-inspector of school is functioning as Associate Coordinator on part time basis in the 5 old DPEP districts. Thus in all, 53 BRC coordinators and 53 Associate coordinators are part time working in 5 districts. SPO informed Mission that action has been initiated to fill up the said positions on full time basis and the process of recruitment is almost over. But because of elections, appointments could not be given. So BRC coordinators will be appointed as soon as the election process is over.

**Mission appreciates that temporary arrangement are made for the functioning of BRCs but suggests that the process of establishing and operationalisation of BRCs should be expedited so as to make them fully staffed, equipped and functional.**

During visits to the district Mission observed the training being imparted by these ad-hoc BRCs in secondary school. It was observed that BRC coordinators have no role clarity as to what are the responsibilities of BRC. Mission therefore suggests that the persons recruited as BRC coordinators and Associate Coordinators should be given in-depth training of at least a week to make them aware about their roles and responsibilities.

In all CRCs, the headmasters of centre school are working as coordinators in addition to their normal work. Steps have been taken to construct CRC in existing schools as an additional room so that it can also be used as classroom when CRC is not using it. At a few places construction has started and reached upto the plinth level. As per discussion with Mission the SPO feels that there is a need for full time CRC coordinator though NSAR does not provide for appointment of full time CRC coordinators. However, the Bureau has been approached in this regard and final decision is not yet taken.

**Mission suggests that the construction of CRC buildings should be taken on priority basis as their progress seems to be slow. The CRC can be made fully operational only after the completion of building and its furnishing etc.**

Mission observed that the 'Centre School' concept already in existence in state is going on and only it has been renamed as Cluster Resource Centre. As of now the Cluster Coordinators which are 'Centre School' coordinators have not been able to perceive the role of Cluster Resource Centre as well as its functions. **Mission suggests that the CRC Coordinators should be given proper training to make them aware of their roles and responsibilities on the one hand and build their capacity to undertake the job in a more efficient manner on the other.**

An important aspect taken in DPEP is capacity building at various levels. So the capacity building at block and cluster levels is also important. **Mission therefore suggests that orientation and training of BRC coordinators and Associate coordinators as well as CRC coordinators should be done as soon as they take their positions. This is very**



important keeping in view the responsibilities assigned to them with respect to training, implementation and monitoring of implementation of the programme at their level.

## **5.5 Resource Groups**

In order to address issues related to various functional areas in DPEP resource groups have been formed at various levels in Orissa. These are namely state resource groups and block resource groups.

At the state level resource groups are formed in the areas of textbook, gender issues, tribal issues and Integrated Education etc. Each of these state resource groups consist of 5 to 10 members drawn from various organisations such as SCERT, RIE, Universities, DIETs and Teachers. Those resource groups are like think tank and their role is to give professional guidance in their respective areas of specialisation to the state project office. State Resource Groups have been formed on Pedagogy, Alternative Schooling, Gender Issues and Tribal Issues. Mission is of the view that these SRGs need to meet regularly and take stock of the activities undertaken in these areas.

The Block Resource Groups have been formed in every block having 10 members. They have been given 3 days training by DIETs or Teacher Training Institutions. At the block level also a core training resource group has been formed and the members were given 7 days training and they act as master trainers for teachers training. **In order to ensure Capacity Building of DRG members, Mission suggest that there should continuous interaction between BRG members and DIET faculty.**

## SECTION 6 : CIVIL WORKS

During the visit by in-depth review mission (26th September - 16th October, 1997) concern was shown on inadequate progress of civil works. It is appreciated that good beginning has been made and construction of CRC' and Toilets, buildingless school, additional classrooms and electrification have been taken up.

- i. **Construction Manual for VEC:** This has been prepared; gives guidelines for constructions, plans and design details and specifications.

**Mission suggests that one day training initially and to be repeated once be imparted to VEC members.** For proper understanding of these designs, specifications, maintenance of log book at site, to show receipt of material, quantity and rate and use of material day wise. Training may be imparted by EE/AE or hired consultant.

- ii. **Building Plans and Designs:** These have been approved in general, copies supplied to districts. Foundations design may need changes looking to type of strata met with in individual buildings. This has to be taken care of by district engineer and if need be in consultation with state level engineer in SPO.

- iii. **Site Selection and Lay Out Plan:** Site layout plans have not been prepared and layout given for additional rooms construction, CRC' construction, lacked integration with the existing school building. Suggestion for rectification were given at site to modify. Two sites inspected for BRC, were found deficient, as sites have H.T. line in proximity, NALA flowing, and very sloppy ground.

**Mission suggests that site plans need to be prepared carefully.**

- Keeping in view integration with existing building for CRC' and additional rooms.
- Trial pit results to be shown on site plan identifying strata met with, to facilitate design of foundation.
- For structures like BRC's, SIEMET building etc. contoured site plans shall be made for preparing layout plan.

- iv. **Innovation:** Drawings and designs have been prepared by engaging architects. Expenditure incurred on the same has not been made available to Mission.

**Mission suggests that:**

- Front parapet type raised position in Verandah roof may be avoided to reduce cost on construction, water proofing and ease of maintenance.

v. **Construction Agencies:** Construction work is distributed as below:

Name of Component	Implementing Agency
Toilets, CRC, Additional classrooms, buildingless schools, new schools.	VEC's
BRC	DRDA by National Shopping Procedure
MIS, DIET Hall	Project engineer

### VECs

As per the agreement done with VECs. Works of construction of Toilet Blocks, CRC and additional rooms have been taken up by VEC. Work done upto plinth level in CRC and upto lintel level in Toilet Blocks, indicate their efforts to adhere to quality, which is a welcome state.

Use of fly ash bricks for construction of walls as observed in Rayagada District is appreciated.

Maintenance of site record was not being done.

Mission Suggests that:

- Maintenance of site record by keeping day wise account of materials received, their quality, rate and issue of material day wise, alongwith payment to labour employed.
- Measurements to be taken by JE, and compare with consumption of materials as per log book.

**DRDA:** Terms of agreement with DRDA were not made available though informed later that agreement is signed.

Preparation of site plans for BRC not done as yet, though sites are reported to be selected and in possession.

Trial pit results for foundation details not taken.

Mission suggests that:

- Preparing site plans and trial pits results should be entrusted to DRDA.

vi. **Supervision:**

### Supervision Staff

Organization	Status of Staff	Number	Remarks
S.P. Office	Executive Engineer	1	By deputation
	AE	1	Retired officers have been employed
District Office	AE	1	Retired officers have been employed
	JE	One per block	By direct recruitment

Supervision is envisaged by an Executive Engineer posted at State level.

Assistant Engineers posted at district level. Junior Engineers for site level inspections one in each Block.

Junior Engineers have been very recently posted and some have yet to be posted. In old districts 80 per cent of Junior Engineers are in position, remaining will be posted after election.

Junior Engineers have problem of Mobility.

**Mission suggests that Junior Engineers newly appointed would also need to be imparted training on construction activities, understanding of plans, RCC designs, specifications to be followed.**

Assistant Engineer in district have been taken from retired officers on contract. It was observed that they were shaky in taking decisions. At a work it was observed that decision was taken to change stone masonry, to concrete, because of fear of not getting masonry work done to standards.

A decision has been taken, that while constructing toilet block only W.C. unit would be covered and urinal position left open to sky.

Assistant Engineer needs to make about 6 visits to site during construction period and after completion. Assistant Engineers informed of not being mobile to carry out frequent inspections required.

**Mission suggests that:**

- **Third party civil work evaluation is suggested to ensure compliance and adherence to sanctioned plans, design, specifications and general quality of construction.**
- **Enhance mobility of JEs, AEs and EE by providing two wheelers to JEs, Jeeps to AEs and hard top 4 wheel Jeep to EE either by purchase/hire/? rate for journey performed.**

### **Status of Civil Works**

Works on construction have been started after rains by VECs. Though the works are picking up, progress is slow, reported to be on account of delayed posting of JEs, who had to give layouts. Mobilization of men and materials for works. Status of work is shown as per table.

**STATUS OF CIVIL WORKS**  
For 1997-98

Districts	No of JE Rq	No of JEs	C/R			Addl. Class Room			Toilets			Drainage Water			New School			Building for buildingless			HRC		Others	Remarks		
			Planned	Completed	In Progress	Planned	Completed	In Progress	Planned	Completed	In Progress	Planned	Completed	In Progress	Planned	Completed	In Progress	Planned	Completed	In Progress	Tendered	Ten revised				
Bolangir	14	16	80	-	80	86	200	-	12	10	500	-	800	800	-	-	-	-	10	-	07	07	14	13	MIS in progress Repair - 200	***
Bhubaneswar	08	04	48	-	32	30	-	-	-	-	250	-	213	216	60	-	-	-	10	-	10	06	08	08	MIS in progress DIET - 1 in progress	
Cuttack	07	05	48	-	48	42	10	-	08	08	-	-	-	-	-	-	-	-	50	-	-	-	07	02	MIS - 1	
Kalkbajand	13	04	-	-	-	-	60	-	10	08	800	-	270	270	-	-	-	-	31	-	08	06	12	09	Repair - 322 to be comp 31.3.98	
Rayagada	11	11	80	-	80	80	60	11	11	10	350	-	153	150	125	-	-	-	70	-	11	10	11	06	MIS - 1 DIET - 1 Electrification - 125 in progress	
Old District Total	53	46	326	-	368	318	330	11	41	36	1700	3	1093	1086	185	-	-	-	161	-	36	29	52	38		
Bargarh	12	01	48	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	03	03	DPO - 1 Rep - 80 Trg - 11 - 1 Mis - 1	*
Sambalpur	09	01	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	04	03	MIS - 1 DIET - 1 Rep - 35	**
Konjhar	13	04	200	-	185	185	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	03	03	MIS - 1 DIET - 1	
New District Total	34	6	248	-	185	185	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	9		
Grand Total	87	46	584	-	425	483	330	11	41	36	1700	3	1093	1086	185	-	-	-	161	-	36	29	62	47		

The works at Sambalpur and Bargarh can only be taken up after receipt of clearance from election commission or after Election is over. Work has already been awarded to VEC, training, mobilisation in progress. The work can start after election and can be finished by June 1998.

BRC Tender documents received and under evaluation.

- New Schools can be taken up after completion of Micro Planning only.

## **Present Status of Works and Bottlenecks**

### **State Level :**

- SIEMET Building, having an accommodation
- for 60 persons hostel accommodated dormitory type (30 males and 30 females)
- 4 suits for Resource Personals
- 2 - Conference Halls
- Dinning Hall
- Office Accommodation for 30 person
- Costing about Rs.54 lakhs
- Site selected is 98' X 82'
- Detailed plan prepared.

### **Mission suggests that:**

- bigger area of land could be taken would be better for the institution.
- properly designed multistoried building planned. Process needs to be expedited to obtain approval.

### **Districts**

#### **New Schools:**

- Works have not been taken up, as sites have not been decided, for want of micro planning and school mapping which is mandatory to decide location of school.
- It is informed that micro-planning exercise is being conducted for villages where new schools are to be constructed and is likely to be completed by end of March.

### **Mission suggest that :**

**Process of micro-planning be expedited, decision on sites taken by March end. In the meanwhile V.E.C' be mobilized so that works can be taken up in April and completed upto plinth level before rains to expedite construction.**

#### **BRC:**

- Site layout, plans have not been prepared.
- Trial pit details have not been taken to identify strata met available.
- Tenders for construction of 62 BRC were invited, response have been received for 47 BRC.
- Tenders have been received on 10<sup>th</sup> December, 1997
- Decision on acceptance of tenders is yet to be taken by State for recommending to GOI.

**Mission suggests that:**

- Preparation of site plans, trial pits to ascertain strata met with be expedited and completed before 28<sup>th</sup> February, 1998.
- Tenders for BRC should be evaluated by State expeditiously and sanctions obtained during March, so that work can be started by 1<sup>st</sup> week of April, 1998 and completed atleast upto plinth level before monsoon sets in.

**CRC:**

- 403 CRC targetted to be completed by 31.3.1998 against 504 planned
- The delay is reported on account of delayed postings of JEs.

**Toilet Blocks :** 1066 toilet blocks to be completed by 31.3.98 against 1700 planned.

**Additional Classrooms:** 36 classrooms to be completed by 31.3.98 against 330 planned. The delay is reported to be due to delayed posting of JEs.

**Mission suggests that:**

Progress should now be expedited on CRCs, Toilet Blocks and additional rooms as presently 80 per cent JEs are in position and there is no other constraint.

**Drinking Water Supply :** This has not been taken up. It is reported that rates for drinking have been decided and works would be taken up after March, 1998.

**Mission suggests that:**

- Water supply works should be expedited and completed along with Toilet Block Construction.
- It shall be ensured wherever toilet block is constructed water supply is provided. So that toilet blocks can be immediately put to use after completion

District wise analysis for the civil works based on the information supplied by state is given in Table 'status of civil works'.

**(1) Bolangir**

- 80 CRC are in progress against 80 provided in plan and 66 are targeted to be completed by 31.3.98.
- 12 additional class rooms are in progress, 10 are targeted to be completed by 31.3.98 against 200 planned.
- 460 toilets are targeted to be completed against 500 planned.
- 7 new school buildings for building less schools are targeted to be completed by 31.3.98 against 10 planned.
- work in water supply and new schools is yet to be commenced.
- Status of Repair works not intimated to Mission.

**(2) Dhenkanal**

- 30 CRCs targeted to be completed against 48 planned.
- 216 toilets targets to be completed against 250 planned.
- 6 new schools for buildingless school targeted to be completed against 10 planned.
- Work on water supply and new schools yet to be started.

**(3) Gajapati**

- 42 CRC's targeted to be completed against 48 planned.
- 8 additional classroom targeted to be completed against 10 planned.
- work on new schools yet to be started.

**(4) Kalahandi**

- 8 additional class rooms targeted to be completed against 60, planned.
- 270 toilets targeted to be completed against 600 planned.
- 322 repair works targeted to be completed.
- 6 new schools for building less school targeted to be completed against 10 planned

**(5) Rayagada**

- 80 CRC targeted to be completed against 80 planned.
- 10 additional classrooms targeted to be completed against 60 planned.
- 120 toilets targeted to be completed against 350 planned.
- 10 new schools for buildingless schools targeted to be completed against 11 planned.

**(6) Sambalpur**

- No work taken up, only tenders for BRC invited and received on 10.12.97

**(7) Bargarh**

- No work taken up, only tenders for BRC invited and received on 10.12.97.

**(8) Keonjhar**

- 185 CRC targeted to be completed against 200 planned.

Good efforts have been made to accelerate the construction of small civil works, looking to the progress observed, the targets can be completed by June 98, if STRICT monitoring is done.

Progress achieved in new districts is appreciable specially in Keonjhar districts where 185 CRC in progress are targeted to be completed by 31.3.98 against 200 CRC planned.



## **SELECTED AREAS REQUIRING IMMEDIATE ATTENTION AND SUPPORT**

- Construction of BRCs yet remains the area of concern as tenders received have to be evaluated, sanctioned and work to be started by March end, so that at least works are completed upto plinth level by June '98 other wise, whole construction would be delayed and can only be started in November 1998.
- Construction of new schools can not be taken up, till Micro planning and school mapping is complete, which is mandatory to decide location of school. Micro planning exercise is in progress in villages where new schools are to be considered, as per information given by State, exercise will be over by March.
- **Cost of execution is reported to be more than sanctioned in the plan**, and is proposed to be met by convergence. Quantification of such convergence is yet to be made and source of alternative funding decided, till such time, some of the works may have to be kept in Abeyance, to avoid situation of works remaining in complete on account of non availability of funds.

## SECTION 7 : EXPENDITURE

Keeping in view the expenditure incurred in the first six months of the project (i.e., April to September 1997) in the state, the 6<sup>th</sup> Joint Supervision Mission recommended to scale down the 1997-98 approved outlay from Rs. 5476.34 lakhs to Rs. 2500.00 lakhs. The total expenditure in the 8 districts and SPO during April to September 1997 was Rs. 350.00 lakhs. It is heartening the note that in the last three months i.e., October to December 1997, the expenditure has tremendously increased and in these three months the expenditure was in the order of Rs. 854.00 lakhs. Thus till December 1997, the total expenditure incurred in 8 districts and SPO was Rs. 1204.00 lakhs, which is about 48% of the total revised budget for the financial year 1997-98.

The latest data on district-wise expenditure pattern could not be made available to the mission. However, the information supplied shows expenditure till November 1997 as against the released amount. The following table presents the approved outlay for 1997-98, amount released so far, expenditure incurred till November and balance amount for all districts.

### Expenditure

(Rs. in lakhs)

State/Districts	Approved Outlay for 1997-98	Amount Released so far	Expenditure upto November 97		
			Amount	As % of released Amount	As % of approved outlay
Bolangir	868.19	183.26	64.14	34.99	7.39
Dhenkanal	738.75	139.78	71.84	51.40	9.72
Gajapati	453.70	115.96	49.48	42.67	10.90
Kalahandi	1070.70	167.63	54.98	32.80	5.13
Rayagada	1003.03	181.45	120.04	66.16	11.97
Bargarh	374.83	95.78	77.66	81.08	20.71
Keonjhar	403.26	149.51	130.00	86.45	32.24
Sambalpur	397.40	92.18	4.22	4.58	1.06
State*	166.51	165.51	165.51	100	99.40
Total**	5476.37	1291.16	737.87	57.15	13.47

\* Expenditure upto December 31, 1997.

\*\* The revised approved outlay is Rs. 2500.00 lakhs and expenditure till 31<sup>st</sup> December is 1204.00 lakhs.

In Orissa the amount approved for DPEP for the year 1997-98 was Rs.5476.37 lakh. Out of this amount only Rs.1291.16 lakh have been released till date. As per the information supplied by State Project Office, the expenditure in eight districts till November 1997 was Rs. 572.36 lakh while in SPO the total amount of Rs.165.51 was spent till December

31, 1998. Thus out of total Rs. 1291.16 lakh released the amount spent is of the order of Rs.737.87 lakh which is about 57 per cent of the released amount.

In the old district the utilization is highest in Rayagada district where about two-third of the released amount was utilized till November 1997 while it is around one-third in the two districts Bolangir and Kalahandi. Among the three old districts the utilization pattern is quite impressive in two districts as it is 87 per cent in Keonjhar, and 81 per cent in Bargarh while it is very low in Sambalpur (4.6 per cent).

If one looks at the amount utilized during first eight months of the financial year i.e. April-November, 1997 as against the approved outlay for 1997-98 the utilization pattern is quite poor. It ranges from just 1.06 per cent in Sambalpur to 32.24 per cent in Keonjhar district. Other district could utilize between 5 and 12 per cent of the approved outlay for the financial year. However, if we look at the total for the districts and state about 13.47 per cent of the approved outlay for the year 1997-98 could be utilized in first eight months of the financial year.

## **SECTION 8 : SUPPORT FROM NATIONAL LEVEL**

The State Project office, as per discussion with State Project Director and officials of SIEMT, needs technical and professional support from the national level organisations in a few areas. These are listed below :

- Distance education
- Teachers training
- Textbooks development
- Alternative Schooling
- Early Childhood Care and Education
- Civil Work
- Capacity Building in planning and management

## SECTION 9 : POSITION IN RESPECT OF KEY ISSUES

Key Points	Present Status	Observation of the Internal Supervision Mission
1. Gender Issues	(1) Gender co-ordinator (State) and district Gender Coordinators appointed	Training and inter-state visits to Mahila Samakhya States
	(2) Orientation in Women's Issues for Training of Teachers, VECs and administrators needs strengthening	NCERT, M.S. personnel and NGOs could be involved.
2. Teacher Training	(3) Mahila Samitis function in many of the districts, at the block level for ICDS Balwadis, Pulse Polio Scheme, Kishori Samridhhi Yojana and vocational training of women.	The existing Mahila Samitis could be strengthened and new ones formed on the MS pattern. This would effectively cover the four significant areas: (1) ECE (2) Primary Education (Enrolment Retention & Quality Monitoring) (3) Adolescent Girls Training Womens' Empowerment (Self Image, Vocational Training etc.)
	Integrated Package developed (SOPT, EFA and Joyful Learning)	<ul style="list-style-type: none"> <li>• Upgradation in Tribal, Gender, ECE, Disabled Child components.</li> <li>• Constant upgradation of training package, used on monitoring and supervision.</li> </ul> (Regional Institute of Education, NCERT and local resource support could be utilised)
	Teacher Handbook developed	Integration of Gender Issues, ECE and needs of the Disabled children. (RIE, NCERT support could be beneficial)
	Residential Training system	Non residential modalities could be tried out to include more women teachers.
	One State Training Coordinator present	More personnel in the area of training required.
	Phasing reference to needs of the tribal child	Inclusion of attitudinal ethno-linguistic and cultural issues

		related to teaching of the tribal child.
	Insufficient coverage of gender issues.	Upgradation of module in terms of needs of the girl child and integration of women's issues into the curriculum.
<b>3. Pedagogical Renewal</b>	<ul style="list-style-type: none"> <li>• <b>Textbook Preparation</b> <ul style="list-style-type: none"> <li>- Class I manuscripts ready</li> <li>- Trialling to be done</li> <li>- Ed.CIL, SCERT and DPEP, Kerala involved.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Textbook preparation work should be expedited.</li> <li>- Involvement of NCERT (NIE and RIE) and local resource organisations to be stepped up..</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Training Package</b> modules on <ul style="list-style-type: none"> <li>- understanding children.</li> <li>- Activity Based Teaching</li> <li>- Teaching content Areas</li> <li>- Teaching of SFGs</li> <li>- Classroom Management.</li> </ul> </li> <li>• <b>Teachers Handbook</b> <ul style="list-style-type: none"> <li>Chapter on <ul style="list-style-type: none"> <li>- Exposure to DPEP approaches</li> <li>- Multigrade Teaching</li> <li>- Continuous and comprehensive evaluation</li> </ul> </li> <li>Activity book for teachers.</li> </ul> </li> <li>• <b>Supplementary Reading Material</b> <ul style="list-style-type: none"> <li>Areas: Science language, stories, poetry, great personalities.</li> </ul> </li> </ul>	<p>Integration of:</p> <ul style="list-style-type: none"> <li>• Gender issues</li> <li>• Multigrade Teaching</li> <li>• More comprehensive treatment of SFG needs.</li> </ul> <p>ECE component to be strengthened.</p> <p>Chapters on</p> <ul style="list-style-type: none"> <li>• Gender Issues</li> <li>• ECE linkages</li> </ul> <p>SFG component to be made more comprehensive.</p> <ul style="list-style-type: none"> <li>- Setting up of a committee to review utility and content level of the books for various levels at the primary stage.</li> <li>- Training package could have a section on sensitizing teachers on proper modes of integrating supplementary and core content areas.</li> </ul>
<b>4. Media and Community Mobilization</b>	<p>Awareness Campaigns</p> <ul style="list-style-type: none"> <li>• MTA</li> <li>• Shishu Melas</li> <li>• Maa-Jheca (Mother-Daughter Melas)</li> <li>• DPEP Calendar made</li> <li>• DPEP Diary prepared</li> <li>• Guidebook for Awareness Campaign made.</li> </ul>	<ul style="list-style-type: none"> <li>• More extensive and focussed use of local folk media like 'palas' required in the tribal areas</li> <li>• VEC women members need more awareness inputs.</li> <li>• VECs to be made aware of the significance of retention, not merely enrolment.</li> <li>• Awareness about ECE need</li> </ul>

	<p>2. Electronic Media</p> <ul style="list-style-type: none"> <li>• Video cassettes made - 2</li> <li>• Audio Cassette prepared - 3</li> <li>• Hardware purchased.</li> <li>• Video films on DPEP made.</li> </ul> <p>Audio programmes on DPEP made.</p>	<p>and its salient features required.</p> <ul style="list-style-type: none"> <li>• Strong linkages to be established with SIET, ORISSA, NCERT and CIET.</li> <li>• Review of already existing programmes in SIET and identification of programmes for DPEP in: <ul style="list-style-type: none"> <li>a. Training.</li> <li>b. Content Enrichment</li> <li>c. Community Mobilization</li> </ul> </li> <li>• Radio broadcast of SIET programmes could be utilized.</li> <li>• Teacher training programmes of SIET telecast on Fridays could be utilized by DPEP districts</li> <li>• SIET could be requested to train the DIET personnel on ET and computer hardware</li> <li>• Teleconferencing can be utilized.</li> <li>• MIS computers could be used through Provision for Internet connectivity for teacher training in an interactive text mode.</li> </ul>
<b>Integrated Education</b>	<ul style="list-style-type: none"> <li>• IED on pilot basis in one block each of the eight DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Careful piloting before upscaling</li> </ul>
	<ul style="list-style-type: none"> <li>• District headquarters blocks taken up.</li> <li>• Identification as part of school mapping exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive monitoring</li> <li>• Identification of target group with special focus on the girl child</li> </ul>
	<ul style="list-style-type: none"> <li>• SRG constituted</li> </ul>	<ul style="list-style-type: none"> <li>• Training of master trainers</li> </ul>
	<ul style="list-style-type: none"> <li>• Training will be provided in phased manner</li> </ul>	<ul style="list-style-type: none"> <li>• Judicious selection of teachers. IED trained teachers to be included.</li> <li>• Appointment of 3-4 resource teachers at block level.</li> </ul>
	<ul style="list-style-type: none"> <li>• RIE to train master trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive training</li> </ul>

		<ul style="list-style-type: none"> <li>package to be developed</li> <li>• NCERT, NGO support to be sought</li> </ul>
<b>Tribal Issues</b>	<ul style="list-style-type: none"> <li>• Need based attitudinal training</li> <li>• Bilingual primer in Sora</li> </ul>	<ul style="list-style-type: none"> <li>• Careful monitoring of follow-up</li> <li>• Impact evaluation of primers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Linguistic mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Common words between Oriya and local tribal language will be identified</li> </ul>
<b>General Overview</b>	<ul style="list-style-type: none"> <li>• Further focus to improve tribal education</li> </ul> <p>The implementation of the programme has picked up in several activities such as BRC training, teachers training, VEC training, Training of tribal teachers and awareness building activities, civil works</p>	<ul style="list-style-type: none"> <li>• Preparation of an Integrated package on community mobilization, AS and tribal issues.</li> <li>• Residential schools exclusively for girl child</li> <li>• Appropriate NFE &amp; AS centre</li> <li>• School mapping &amp; microplanning</li> <li>• VEC's role to create positive environment</li> <li>• Well organised pre school system.</li> </ul> <p>As per previous report Implementation has picked up in small civil works, BRC training, teacher training, VEC training, training of tribal teachers awareness building activities.</p>
<b>Implementation of Project Structure</b>	<p>Interview completed for recruitment of BRC coordinators. MIS staff in position. Required staff in SIEMT is in position.</p>	<p>Administrator staff appointments be expedited Procurement hardware for MIS needs to be expedited.</p>
<b>Programme of 1997-98</b>	<p>The high priority items like Civil Works, training and community mobilisation have been programmed for implementation during 1997-98.</p>	<p>Though small civil works have picked up, cannot be completed as targetted BRCs and new school remain areas of concern. Training and community mobilisation programmed for implementation in progressing satisfactorily.</p>



<b>Staffing</b>	Necessary direction have been given to the State and District functionaries under DPEP about the urgent need for implementation of the plan in high priority areas such as Civil Works training and community mobilisation.	Key implementation challenge is to focus the attention of staff on the largest need to accelerate the pace of implementation.
<b>Implementation priorities</b>	Priority item like Civil Works training and community mobilisation have been identified for implementation.	Priority for micro planning and school mapping needs to be addressed, so as to start construction of new schools.
<p data-bbox="245 683 312 711"><b>BRC</b></p> <p data-bbox="245 936 504 964"><b>Small Civil Works</b></p> <p data-bbox="245 1227 576 1327"><b>Promoting Research and Monitoring and Evaluation</b></p>	<p data-bbox="596 683 994 746">Government of India have cleared bidding documents.</p> <p data-bbox="596 936 847 964">This has been done.</p> <p data-bbox="596 1227 994 1401">Teachers have been trained up to collect folklore from the Tribal communities. For this two activities have been placed in AWP&amp;B 1997-98. They are :</p> <ol data-bbox="596 1443 994 1582" style="list-style-type: none"> <li data-bbox="596 1443 994 1505">1. Use of folklore in primary education.</li> <li data-bbox="596 1512 994 1582">2. Preparation of supplementary readers.</li> </ol> <p data-bbox="596 1589 994 1826">In 1998-99 the folk tales and songs will be collected from Soura, Kondh, Paraja, Juang communities from the field and after co-opting it with the subjects, the supplementary readers will be prepared.</p>	<p data-bbox="1023 683 1441 924">Preparing of site plans and fixing of construction agency to be addressed on priority and completed before March 98 so that works can be completed upto plinth level before set of monsoon.</p> <p data-bbox="1023 931 1441 1210">Community friendly manual has been prepared. Training of VFC for civil construction, maintaining of accounts and log book of activities at work site is suggested to be included a alongwith training to VFC in other fields.</p> <p data-bbox="1023 1217 1441 1357">It was suggested that supervision mechanism needs to be strengthened by involving third party evaluation.</p>

## ITINERARY

17.1.98	<ul style="list-style-type: none"> <li>• Meeting with State Project Director</li> <li>• Departure to Districts (in two teams)</li> </ul>	
	<b>TEAM 'A' : Visit to Rayagada and Gajapati</b>	<b>TEAM 'B' : Visit to Dhenkanal and Keonjhar</b>
		<ul style="list-style-type: none"> <li>• Visit to Gobindpur primary school to see a women Empowerment Programme</li> <li>• Gengutia Gram Primary School Visited Awareness Programme and Toilet Construction</li> </ul>
18.1.98	<b>Visit to Rayagada</b>	
	<ul style="list-style-type: none"> <li>• Visit to T.B. Ashram Primary School - teacher training programme.</li> <li>• Ex-Board Primary school - MIS workshop</li> <li>• Shastri Nagar Primary School - Civil Work (Toilet, Additional Classroom).</li> <li>• Meeting with collector and DPEP Staff.</li> <li>• Kothapeta Primary school - VEC training CRC construction.</li> <li>• Dunduli CRC - PTA/MTA meeting.</li> <li>• Sikarpai CRC - Community Mobilisation, CRC Building</li> <li>• Baladla Pry. School - Micro Planning exercise.</li> <li>• Budaguda CRC - MTA Meeting, CRC Building</li> <li>• Kolnora BRC - Teachers Training and BRC site.</li> <li>• Padmapur Primary School - CRC construction</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Kathagadarah Sevashram for Tribal Convention</li> <li>• Visit to DPO, Dhenkanal to visit construction of MIS Building</li> <li>• Visit to Haripadasi CRC construction and Interaction with VEC.</li> </ul> <p><b>Visit to Keonjhar</b></p> <ul style="list-style-type: none"> <li>• Visited a CRC construction at Kanjipani and Tribal convention</li> </ul>

19.1.98	<ul style="list-style-type: none"> <li>• Bodo chamtrria pry. School - MTA/PTA meeting and toilet construction.</li> <li>• BRC Tampraguda</li> <li>• Primary school Akusingh</li> </ul> <p>Visit to Gajapati District</p> <ul style="list-style-type: none"> <li>• Nalaghat - Civil Work and Teacher Training</li> <li>• Adova - Civil Work and Teacher Training</li> <li>• Jhilki - Civil work on CRC</li> <li>• Mohana - VEC Training &amp; CRC civil work</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with the collector and district officials</li> <li>• Visit to Dhatika village Bali puse</li> <li>• Jhumpura Women's Convention</li> <li>• Visit to Narainpur Primary School - VEC meeting</li> <li>• Visit to Dhenkikota Primary School to see construction of CRC building</li> <li>• Microplanning and school mapping training visited at Dhakotha Gram Panchayat</li> </ul>
20.1.98	<ul style="list-style-type: none"> <li>• Discussion with SPO officials</li> <li>• Visit to SCERT</li> <li>• Discussion with SIEMT officials</li> </ul>	
21.1.98	<ul style="list-style-type: none"> <li>• Discussion with SPO officials</li> <li>• Visit to SIET</li> </ul>	

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