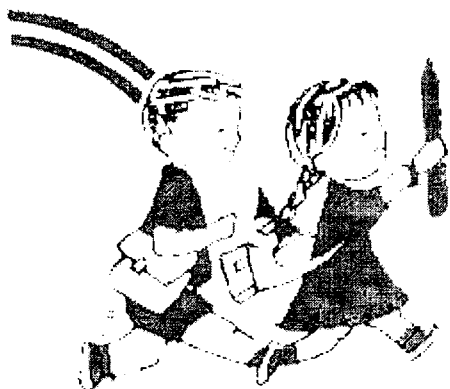


# DPEP



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*जिला प्राथमिक शिक्षा कार्यक्रम*  
DISTRICT PRIMARY EDUCATION PROGRAMME

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## Part 1

# Progress Overview Report

### 11th Joint Review Mission

(March – April, 2000)

NIEPA DC



D12118

# **List of Documents**

*Progress Overview Report - Part I (Enclosed)*

*State Report - Part II (Separate Volume)*

*Reflection Paper from States - Part III (Separate Volume)*

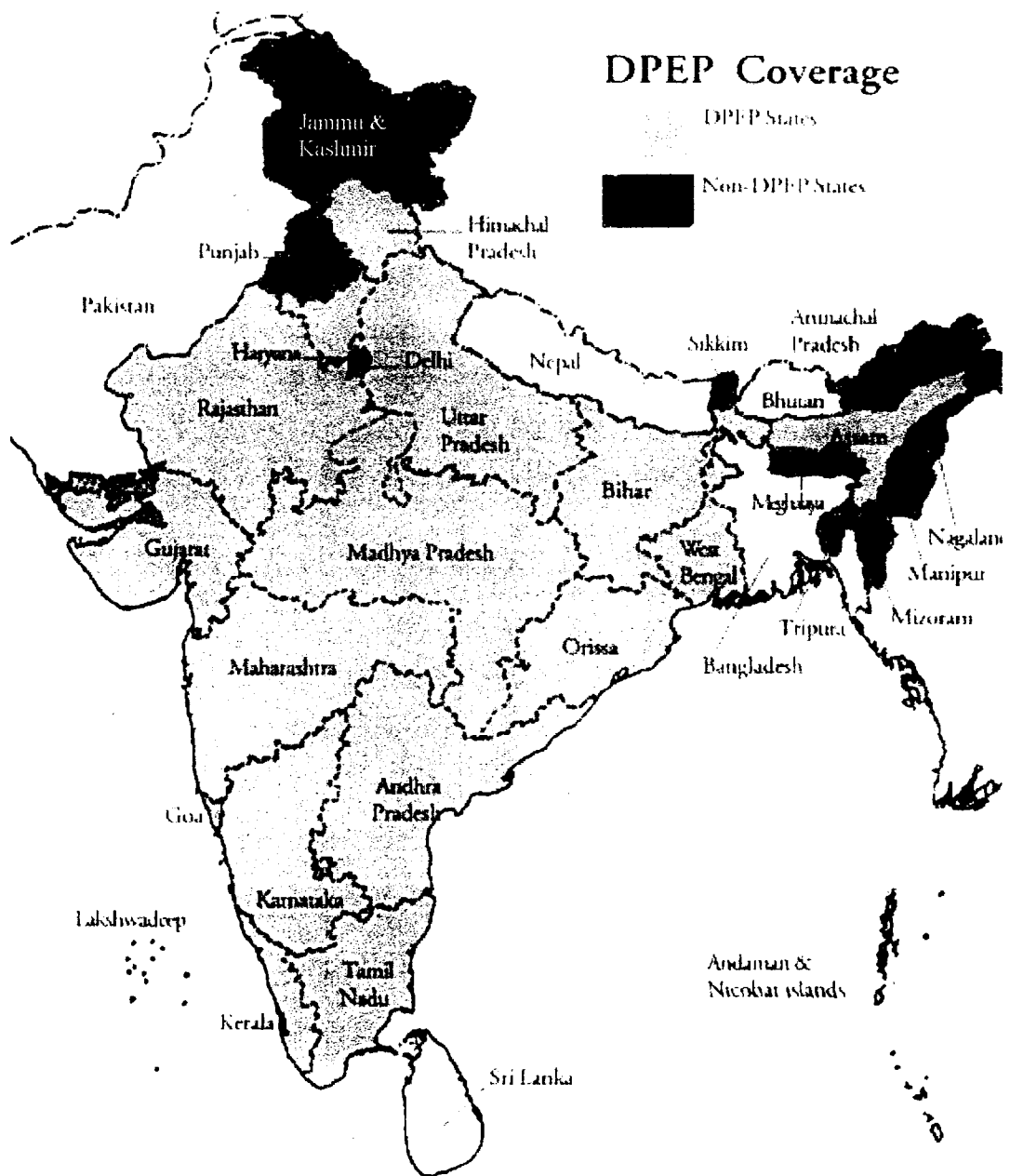
## Progress Overview

- **The activities undertaken after last Joint Review Mission have been presented in bold script.**
- **The Progress Overview is upto December, 1999. However, the latest information has been provided wherever possible.**

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STATE	No. of DPEP districts	In the Pipeline	Total
Andhra Pradesh	19	-	19
Assam	9	-	9
Bihar	27	-	27
Gujarat	3	6	9
Haryana	7	-	7
Himachal Pradesh	4	-	4
Karnataka	11	-	11
Kerala	6	-	6
Madhya Pradesh	34	-	34
Maharashtra	9	-	9
Orissa	8	8	16
Rajasthan	10	9	19
Tamil Nadu	6	-	6
Uttar Pradesh	56	-	56
West Bengal	5	5	10
<b>TOTAL</b>	<b>214</b>	<b>28</b>	<b>242</b>

# Planning and Management

## *Background*

Decentralised planning has been a major thrust area in DPEP, with the district a unit for planning. Unlike many other centrally sponsored schemes, in DPEP a great deal of choice and autonomy vests with the district as well as with the states. This thrust in DPEP has matched the general move towards decentralised administration that has followed the 73rd and 74th amendment of the Constitution.

“Perspective plans” for each district are prepared before the project is sanctioned and annual plans are prepared every year by the districts. A major focus at the national level has been on capacity building of district teams to prepare annual plans. Large scale training programmes have been carried out for all DPEP states by NSDART, Mussoorie (annexure I). Simultaneously, programmes of various kinds for different kinds of issues and for specially weak states have been carried out by NIEPA as well as TSG (annexure II and III). From the national level there have been continued efforts to improve the planning capacities of district teams. A manual for district teams to prepare annual work plans and budget proposals was also prepared in January 1999 and shared with state and district teams. Subsequently, the training module of NSDART was revised too and has been replaced by a new module in a national workshop held in August, 1999.

A second major activity for planning and management has been the appraisal of plans made by the district teams. This has been crucial firstly, in providing feedback to the teams on the plans made and secondly in avoiding mistakes that can occur because district planning is a relatively new phenomenon. When the project began all plans were appraised at the national level. However, since 1997-98 this appraisal was decentralised to DPEP-I states as well as Uttar Pradesh, Bihar and Andhra Pradesh and at the national level only 10% of the plans were re-appraised. This year state appraisal will be conducted by Phase-II states also.

A third initiative in DPEP to encourage grassroot planning has been orientation of the state teams in microplanning by NIEPA (annexure II). States have varied widely in terms of the nature of the processes that they have followed in microplanning. For instance, in Karnataka and Bihar microplanning is seen largely as a community mobilisation exercise, while in Maharashtra the focus is on household surveys. An emerging issue and national activity has been promoting greater use of these grassroot activities in annual workplan formulation. This issues was taken up with the states in a workshop in January 1999 and again in January 2000. There is some evidence that states are now modifying their planning processes to incorporate grassroot level needs better.

DPEP has also evolved flexible project management structures which have allowed the project to move forward at a fast pace. The programme management structure and staffing position have been indicated in annexure IV. There is also evidence that aspects of these structures are being considered by states for long term restructuring of their educational management systems.

A major input in DPEP has been the setting up of SIEMATs which the states have undertaken with varying degrees of success. As for example, the SIEMAT's in Uttar Pradesh and Bihar

and Himachal Pradesh are largely involved in planning, appraisal of AWP&B and capacity building of state and district functionaries. On the other hand, West Bengal DPEP has entered into an agreement with the Administrative Training Institute (ATI) for an interim alternative arrangement to conduct training of primary education bureaucracy in the state till a full fledged SIEMAT is set up under SCERT in the state. The success in establishing well functioning SIEMATs has however been limited, in spite of the fact that a major workshop on the importance of establishing SIEMATs was held in December 1998, and the issue was taken up again with state education secretaries in February 1999 and October 1999. NIEPA has also provided technical assistance to states in establishing these institutions. This issue is discussed further in "emerging issues".

### ***Progress since last JRM***

#### *Improving capacities for annual work plan and budget formulation*

Over the years, the experience with district planning has revealed that even the district is a very large unit and much greater attention to needs of specific habitations and social groups within a district is needed for UPE. Since the last JRM a consistent attempt has been made to highlight this aspect of planning and to encourage district teams to build in block specific issues in their plans and to incorporate findings of village surveys and school plans in annual plans. A major workshop was held in December, 1999 to discuss how annual plans can be made to focus more on the needs of children and particular social groups of in particular regions. The importance of consultation and strategy formulation at the block and cluster level was stressed.

---

#### **Workshop on planning process, Delhi, December, 1999.**

The participants from Kerala and Tamil Nadu explained the existing planning process in the states where substantial emphasis is given on micro level planning i.e. 'school development plan', 'cluster plan' and its integration into AWP&B. A presentation was made highlighting the process of planning which states may adopt to improve their plans. The main discussion points were formation and capacity building of planning teams, creation and use of forums and development of state resource groups, which can help state in planning, appraisal of plans and capacity building exercises.

Some of the major outcomes of the workshop were:

- It would be necessary for the states to evolve modalities of feeding the information, needs and strategies worked out at the school and village level in to the AWP&B.
- The micro-level plans could be scrutinised at the cluster and block level and the AWP&B could be based on the deliberations at the cluster and block level.
- Data collection through house to house survey is not adequate for the planning process. It was decided that for forthcoming year's AWP&B the states would attempt to use the available information (i.e. minutes of review meetings etc.) and prioritise their needs and strategies in case house to house survey data is not available.
- Categorisation of habitations and villages with specific needs should be attempted and habitation specific strategies can be formulated.
- It was also stressed that apart from adopting suitable planning process, the states should evolve appropriate appraisal mechanisms .
- It was also suggested that documentation of existing planning process in the states might be undertaken.

As a result this year many states have chosen to follow a more rigorous process of planning. Detailed processes of planning were described by Andhra Pradesh and Assam in a workshop in February, 2000, in which much greater involvement of grassroot functionaries and habitation specific planning has been attempted. Information about similar attempts has been received from West Bengal, Himachal Pradesh, Uttar Pradesh and Karnataka also.

As a result of continuous interactions between TSG, MHRD and states, some of the states have now started conducting workshops to enhance the capacity of district teams to prepare annual work plans and to identify the needs of districts for preparation of need based plans. These states seem to be less dependent on the national level institutions as far as training of district teams is concerned.

It was also found that two states, Orissa and West Bengal which have been special watch states, had planning processes which were not well defined and comprehensive. Consequently, a special workshop was held in January, 2000 to orient the district teams of these states in the planning process and modalities of preparation of annual work plans and budgets. Issues regarding needs identification and strategy formulation for specific areas were again stressed.

#### **Workshop on Planning Process and AWPB, Calcutta, January, 2000**

- Participatory and interactive sessions were conducted to discuss the planning process, planning for universal access, alternative schooling, and pedagogy improvement along with presentations on planning process, content of AWP&B and gender interventions.
- Modalities of preparation of a need based plan integrating information from house to house survey, DISE etc. and establishment of linkages between information, strategies and activities were discussed.
- The participants were given opportunity to interact with each other and to share their views through group works and presentations. These group works concentrated on appraisal of some of their own district plans of earlier years.
- This workshop was highly appreciated by the participants from each state due to its participatory nature providing a scope for open discussions on AWP&B preparation in general and planning process in particular.

Apart from these, an effort is being made to study the change in planning processes of some of the selected states since inception of DPEP.

#### *Improving appraisal capacities*

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



## Workshop on Appraisal of AWP&B, Delhi, February, 2000

The workshop provided an opportunity for

- Discussion on appraisal process.
- Role of appraisers.
- Group work to actually appraise some previous years plans of alternative schooling, pedagogy, civil works, planning and management.
- Financial appraisal.

### *Micro level initiatives*

Another thrust area has been the strengthening of micro level planning. Many states like Kerala, Tamil Nadu and Andhra Pradesh have made progress in identifying needs through school level planning. NIEPA, TSG and the Bureau had jointly taken a micro level initiative to enhance the capacity of school teachers and cluster resource persons in Banikhet Block of Chamba district of Himachal Pradesh. A workshop was held in Banikhet in March 2000 to continue the process. A state level workshop will be conducted soon to discuss the modality of expansion of this work in other blocks/districts.

### *Sustainability*

The issue of sustainability is seen as vital for DPEP-I states as well as Uttar Pradesh. Sustainability studies have been undertaken by phase I states as well as U.P. The state specific status of these studies is as follows:

Haryana - Sustainability report presented at a recent EC meeting. To be revised and re-presented to Bureau.

Tamil Nadu - A state level committee has been set up. Report is ready. To be finally approved and then sent to GOI.

Maharashtra - Study not yet completed.

Madhya Pradesh - The committee appointed for looking into sustainability issues has submitted its report which is under consideration of the State Government.

Assam - The sustainability study has been completed and is under consideration of the State Government.

Karnataka - The sustainability study has been completed and is under consideration of the State Government.

Kerala - The sustainability study has been completed and is under consideration of the State Government.

### *Emerging Issues*

The thrust in planning has been to strengthen capacities at the state and district level to plan and implement activities as per needs. However, in a field based programme like DPEP, where new situations are encountered continuously, formalised training programmes conducted by training institutes are of limited use. In fact, much of the expertise or knowledge that has emerged in this area is based on experiences within the field. A great deal of learning has taken place in many states. The strategy for capacity building therefore has been to foster sharing among states and organise workshops where emerging issues can be deliberated. The plan in the forthcoming year is to continue the dialogue on this issue with state and district teams to provide greater focus to the planning process.

Setting up of SIEMATs in DPEP, in spite of constant discussion with the states on this subject, has been slow. Most of all, states appear to doubt the value of yet another institution which may or may not bring about the required changes in the elementary education system. The current financial constraints in many states add to the reluctance to set up these institutions because of the financial implications that these may entail for the future. It may be worthwhile at this point to continue to stress on the *processes* of planning and management and the need for their improvement, rather than setting up of formal institutions. States have been encouraged to form state resource groups which can provide guidance to the state in planning and capacity building of functionaries at different levels. It is expected that if states continue to undertake processes and activities for improving planning and management, they will be better able to define their own institutional needs and move towards addressing them.

Many states have conducted house to house surveys and microplanning on an extensive scale but have not used the information fully at the time of plan preparation. Case studies are under process to identify the constraints in using this information in collaboration with the MIS unit (see information on MIS for more details). In the future, states will be facilitated in making better use of these surveys in the future.

A final major issue that has emerged with DPEP is the need for adoption of some of the positive management practices fostered in the programme by the regular system as well as integration of the regular system with DPEP. This is being attempted by several states.

## STATUS OF CAPACITY BUILDING FOR PLANNING &amp; MANAGEMENT

Activities	States	Year
<b>LBSNAA</b>		
Training on preparation of project plans	Karnataka, Kerala, Tamil Nadu, Orissa, Assam, Uttar Pradesh Madhya Pradesh, West Bengal, Orissa, Andhra Pradesh, Gujarat, Himachal Pradesh,	May 1996 June 1996 July 1996 September, 1996 Oct-Nov 1996 November 1996 December 1996
Refresher Course on AWP&B	Madhya Pradesh, Tamil Nadu Assam, Haryana, Maharashtra	July 1996 Sept. 1996
Refresher Course on AWP&B with special emphasis on data analysis and interpretation	Tamil Nadu, West Bengal Karnataka Maharashtra Bihar	May, 1997 July 1997 Aug-Nov. 1997 September, 1997
Training on preparation of AWP&B	Karnataka Uttar Pradesh Andhra Pradesh, Bihar Gujarat West Bengal Uttar Pradesh, Orissa Himachal Pradesh Kerala	August, 1996 January 1998 May, 1998 June 1998 July 1998 Sept. 1998 January, 1999 February, 1999
Training on AWP&B preparation with special emphasis on data analysis and interpretation	Bihar, Karnataka, Maharashtra, H.P., Orissa, Uttar Pradesh Assam, Haryana,	June - July 1997 July, 1997 August, 1997
Training on Appraisal of Plans	Assam, Haryana, Karnataka, Kerala, M.P., Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh Karnataka, Haryana, Uttar Pradesh Himachal Pradesh Tamil Nadu, Andhra Pradesh, Gujarat, Bihar,	September 1997      October, 1998, November, 1998 February, 1999

Activities	States	Year
	West Bengal	---
Project Planning and Implementation	Haryana Madhya Pradesh	June 1996 September 96 and January 97
Trainings at LBSNAA on preparation of AWP&B and appraisal of plans	Maharashtra	Nov 98-Feb. 99,
Training for master trainers on Micro Planning	Tamil Nadu	
Training programmes for SPO & DPO staff at SIEMAT, Allahabad	Uttar Pradesh	
Training on preparation of perspective plans	Uttar Pradesh	December 1998 and January 1999
Training on preparation of AWP&B as per the new manual	Bihar (42), Himachal Pradesh (35), Maharashtra (18), Kerala (13), Rajasthan (15), Bihar ( )	May, 1999 to October, 1999
<b>Training on preparation of AWP&amp;B as per the new manual and new training module</b>	<b>Himachal Pradesh (15), Rajasthan (15), Bihar ( 25)</b>	<b>May, 1999 to March, 2000</b>

## STATUS OF CAPACITY BUILDING FOR PLANNING &amp; MANAGEMENT : NIEPA

Activities	States	Year
<b>NIEPA</b>		
Training on Decentralised Planning	Haryana, Kerala, Tamil Nadu,	August, 1996
Training on Educational Management	Karnataka	April and June, 1997
Training programmes on microplanning and school mapping	Orissa, West Bengal,	September, 1996
	Assam, Haryana, Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, West Bengal	February, 1997
	Haryana, Kerala, Madhya Pradesh, Bihar, Uttar Pradesh	August, 1997
Workshop on District Planning under DPEP	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu	December 1997
National Workshop on school mapping and microplanning	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh	July, 1997
	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh	January, 1999
Training programme on methodology and techniques of planning under DPEP field based - held at DIET, Ranchi	Bihar	5-9 October, 1998
Assistance given to West Bengal on Plan preparation	West Bengal	October, 1998.
Training programmes on microplanning and school mapping	Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal	9-11 August, 1999

TABLE - A : STATUS OF CAPACITY BUILDING FOR PLANNING &amp; MANAGEMENT BY TSG

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

Activities	States	Year
Workshop on strategies for planning and implementation at the SPO	Orissa	September, 1998
Assistance on Perspective Plan preparation	Orissa	December, 1998
Resource support provided on plan preparation and implementation schedules	West Bengal	December, 1998
Assistance provided on DPEP planning process and perspective plan preparation.	Orissa	April 27-29, 1999.
Assistance provided on Appraisal of AWP&B.	Andhra Pradesh	May, 1999
Assistance provided on preparation of School Improvement plan alongwith with NIEPA.	Chamba district, Himachal Pradesh.	9-10 June, 1999.
Resource assistance provided on planning process and AWP&B preparation alongwith LBSNAA (Based on new 8 day module)	Himachal Pradesh	October, 1999
<b>Assistance provided on preparation of AWP&amp;B alongwith LBSNAA.</b>	<b>Rajasthan</b>	<b>December, 1999.</b>
<b>Workshop on Plg. Process (National Level)</b>	<b>All DPEP states.</b>	<b>December, 1999.</b>
<b>Assistance provided for Internal Supervision Mission</b>	<b>Orissa</b>	<b>January, 2000.</b>
<b>National workshop on appraisal of AWP&amp;B</b>	<b>All DPEP states.</b>	<b>February, 2000.</b>
<b>Assistance provided on preparation of school improvement plan and cluster plans</b>	<b>Himachal Pradesh</b>	<b>March, 2000.</b>

<p><i>National level structures</i></p>	<ul style="list-style-type: none"> <li>• The District Primary Education Programme (DPEP) was launched in 1994. DPEP has evolved elaborate management structures starting from the centre right upto the village level to make DPEP activities decentralised and sustainable. This is the first large scale attempt to invoke community participation for achieving universal primary education.</li> <li>• Starting with 42 districts in seven states, the programme now extends to cover <b>214</b> districts in 15 states namely Assam, Kerala, Karnataka, Haryana, Maharashtra, Tamil Nadu, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh, West Bengal, Uttar Pradesh, Bihar and Rajasthan. 85% of the project cost is borne by Central Government and 15% is contributed by the participating state. The Central Government share is sourced through external funding.</li> <li>• The DPEP Mission is the apex body in the structural arrangement for programme management. The General Council and Project Board are the two bodies which deliberate on (i) policy issues, (ii) approval of project plans and guidelines respectively. The last Project Board meeting was held in July, 1999.</li> <li>• For implementing DPEP, a Bureau has been created in the Department of Education, Government of India. The Bureau is accountable to the Project Board and the General Council for implementation of the programme.</li> <li>• The Bureau is supported by a Technical Support Group which is placed at Ed.CIL and is the contracting agency for providing professional support and technical assistance to the programme. It has 12 units which are staffed with professional personnel who provide support to the Bureau.</li> <li>• To facilitate smooth implementation of the programme, continuous dialogue between the centre and state offices are held through regular meetings and reviews, besides the visits of Bureau functionaries to the states. The other modalities of sharing informations include quarterly MIS reports, Executive Committee meetings and General Council meetings.</li> </ul>
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<p><i>State level structures</i></p>	<ul style="list-style-type: none"> <li>• Autonomous societies have been set up in the states for implementing DPEP. The state society comprises of two bodies namely the General Council and the Executive Committee. Members of both these bodies include representatives of NGOs, universities, national apex institutions such as NCERT, NIEPA, noted educationists, teachers, women activists, and personnel from other state government departments as well as GOI. Each society has devised and adopted its own set of financial, service and administrative regulations. The General Council and Executive Committee are chaired by the Chief Minister and the Chief Secretary/Education Secretary of the state respectively.</li> <li>• The EC &amp; GC meet regularly to review the progress of the programme, to accord approval of work plans and to facilitate implementation. The focus of the meetings has been on the finalization and streamlining of rules and regulations, discussion on staffing issues, developing and approving designs for project interventions and work plans. The nature of the composition of GC and EC facilitate better co-ordination between various bodies and promote convergence of services at various levels.</li> <li>• Management structures for DPEP have many common features across the states participating in the programme. These common features include small staff size, linkages with the state departments of education and other related departments, support structure for accounting and financial management at the state and district levels, and consultancies for accessing expertise in key functional areas. With these commonalties, the actual management arrangement in each state and district allows variation as suitable to the local conditions.</li> </ul>
<p><i>District/sub-district level structures</i></p>	<ul style="list-style-type: none"> <li>• A district DPEP committee with representatives from the district education department, NGOs, Panchayat members, as well as functional areas is the apex body in the district. The committee is either headed by District Collectors or Chief Executive Officers of the Zila Parishad. Each district has established a district implementation committee which function as the Executive Body at the district level.</li> <li>• The district project offices, headed usually by the District Primary Education Officer, have been established as separate structures in all the districts. Day-to-day implementation is managed by a full-time District Project Coordinator placed in the District Project Office and Assistant Project Coordinators. For planning, each district has constituted a planning team. Staff of the Department of Education posted in the district including supervisory officials and functional specialists work closely with the district DPEP units.</li> </ul>

**Information on Staffing Pattern at SPO and DPO levels.**

S. No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Tamil Nadu	72	2	105	12
2.	Assam	64	7	313	38
3.	Himachal Pradesh	46	11	73	8
4.	West Bengal	16	-	60	--
5.	Uttar Pradesh	41	5	226	41
6.	Rajasthan	44	27	250	211
7.	Karnataka	53	11	335	136
8.	Kerala	65	16	184	34
9.	Gujarat	41	--	95	11
10.	Bihar	28	8	347	66
11.	Madhya Pradesh	52	--	399	52
12.	Maharashtra	71	20	232	69
13.	Andhra Pradesh	85	16	418	98
14.	Orissa	44	-	220	45
15.	Haryana	51	5	99	18

## Community Mobilisation and Participation

The District Primary Education Programme (DPEP) is aimed at fulfilling the commitment made in the National Policy of Education (NPE), 1986 (as updated in 1992) which focuses on Universalisation of Elementary Education (UEE). DPEP has emerged as a concrete strategy to accelerate the pace of UEE through decentralised approaches. The programme is based on participation of wide range of stakeholders in general and local communities in particular. From the point of view of sustainability of the programme as well as promoting the effectiveness of its interventions an active involvement of community is seen as a key ingredient for the success of DPEP.

### Strategies on Community Mobilisation

Though the nature and degree of community mobilisation and participation varies across the states there exists some commonality. At the level of strategy formulation, states have followed two approaches. First, use of the campaign mode to generate awareness as well as environment building. An extensive use of print and visual media together with Bal melas Praveshtsavs, Kalajathas, have been initiated and systematically held across all states. A recent trend however has been to focus the campaign block wise so as to lead to better targeting of intervention.

A second aspect of strategy formulation has been the training component which has now been widely applied. Almost all states have completed one round of training for VECs and have used the cascade model where in the BRCs and CRCs functionaries have been oriented as master trainers each state has developed its own contextual strategies in keeping with the decentralised approach in DPEP.

### VEC constitution

The table on VEC constitution shows that till 1998-99, a total 192608 VEC have been formed in all 14 states.

Sl.No.	State	No of VEC Constituted (Situation as of 1998-99)
1.	Assam	11046
2.	Haryana	3470
3.	Karnataka	24385
4.	Kerala	2766
5.	Maharashtra	14915
6.	Tamil Nadu	10010
7.	Madhya Pradesh	46284 *
8.	Andhra Pradesh	10404
9.	Himachal Pradesh	2650
10.	Gujarat	4343
11.	Orissa	11183
12.	Uttar Pradesh	17257
13.	West Bengal	12373
14.	Bihar	21522

Source: DISE 1998-99

\* Situation as of 1997-98

The VECs have been involved in a number of activities in the DPEP. The range of intervention are listed below.

- Construction activities.
- Advocacy and environment building for enrolment and retention.
- Use of School Improvement Grant.
- Monitoring of attendance of children and teachers.
- Voluntary contributions.
- Planning and Management/Microplanning.
- Identification of Para Teachers/AS Centres.

### **Major development in the area of Community Mobilisation**

- Campaigns and mobilisation activities like kala-jathas, chinnara melas, ma-beti melas, children's fair, VEC melas, participation in community festivals, rallies, padyatras, nukkai natak, door to door contacts, micro planning, enrolment drive etc. have been intensified. Workshop, seminars convergence meetings and teleconferencing have also been organised.
- Training material on community mobilisation has been developed for master trainers and VECs in almost all states.
- A number of master trainers VECs have been trained on community mobilisation, participation and ownership issues.

### **Recent feedback form states**

- A booklet Nai mahal (Haryana), Ahwan (Bihar) and Sudan (Tamil Nadu) for wider dissemination on community based issues are being circulated.
- A state level conference on Sarva Siksha Abhiyan has been organised in Bihar.
- Gujarat has conducted Choudary Sammelans.
- West Bengal has organised folk festivals.
- In Orissa SPO plans to promote participatory planning process in villages through "Community Action Plan".
- VECs in Andhra Pradesh have mobilised Rs. 1.5 crores donation from community.
- MTAs in Himachal Pradesh have shown over whelming response towards their role in primary schools.
- Karnataka has developed a gender focussed module for VEC training.

- Kerala has planned a teleconference highlighting community mobilisation effort.
- Teleconference held on 29th-30th January 2000 in Haryana to highlight role of VECs.

### **Way forward**

- States to systematise documentation process.
- Verifiable indicators of community participation to be developed and monitored.
- Participation of women to be envisaged along with other components/ interventions.
- Training module to be refocused with emphasis on repeaters, drop outs as well as sensitisation on quality issues.
- Strengthening PRI-VEC interface.

## COMMUNITY MOBILISATION & PARTICIPATION

DPEP - I							
<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
<b>Administrative arrangements</b>	<ul style="list-style-type: none"> <li>• PO in SPO looks after community mobilisation and participation.</li> <li>• Community mobilisation &amp; participation in DPO looked after by Programme Officer.</li> <li>• Resource Groups constituted at state and district levels for training of VECs.</li> <li>• <b>Resource groups are responsible for developing &amp; implementation strategies based on feedback form actual field level experiences. The Resource Group also monitors and evaluates activity progress and direction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Director (Media) in SPO looks after community mobilisation and participation.</li> <li>• APC, community mobilisation in DPO, in place.</li> <li>• Media Resource Group at State and district levels constituted to advise on Community Mobilisation &amp; VECs also.</li> <li>• SRG for VEC training formed.</li> </ul>	<ul style="list-style-type: none"> <li>• At the SPO level, PO (Pedagogy and Training) monitors training for VEC members and PO (Media and Documentation) handles development of materials for community mobilisation.</li> <li>• At the district level, Asstt. Project Coordinator monitors VEC programmes.</li> <li>• SRG at the state level in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel at state &amp; district level in place to look after community mobilisation</li> <li>• Block Advisory Committee with people's representatives constituted</li> <li>• SRG, DRG &amp; BRG are in place</li> </ul>	<ul style="list-style-type: none"> <li>• Media in-charge in SPO looks after community participation.</li> <li>• SRG, DRG and BRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>• Under Mahila Prabodhan Programme (MPP) Sanchalikas at district and block levels appointed.</li> <li>• Media officer at state &amp; district level look after community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• At SPO, MDO looks after Community Participation.</li> <li>• MDO at the district level looks after community mobilisation.</li> <li>• BRC personnel and AEEOs at Block level to carry out community mobilisation.</li> </ul>

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<b>Community Mobilisation</b> Material Development	<ul style="list-style-type: none"> <li>• Meena comic books and Meena video and audio cassettes in local languages developed.</li> <li>• Campaign materials in local languages and dialects prepared.</li> <li>• Film on community participation prepared.</li> <li>• Posters prepared</li> <li>• Publication of VEC Newsletter.</li> <li>• Health Awareness Manual developed with the help of VHAI.</li> <li>• Leaflet for awareness on Self Help concepts and reference book for Resource Persons on guidelines.</li> <li>• Leaflet and guidebook developed on formation and organising of women groups.</li> <li>• An audio cassette is in the process of development for awareness on DPEP activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Booklet Nai Pahal is being published.</b></li> <li>• <b>Short films an clippings in the field of VECs, girls education and pedagogy developed.</b></li> <li>• <b>Quarterly magazines stating importance of community mobilisation are being published at district CRC and DIET level.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training modules and materials developed for community mobilisation and awareness creation.</b></li> <li>• <b>Rural folk rates and stories collected for parents and community.</b></li> <li>• <b>3 days 7 module training film produced for training of teachers and VEC members.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlet on new pedagogy given to all parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Publication of Bulletin on achievements of DPEP published.</li> <li>• Development of IEC materials such as posters, handouts brochures and newspapers and advertisement for mobilisation of community for girls education and UPE.</li> <li>• Panchayat Gazette, a weekly bulletin, is regularly published and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, planners, calendars printed.</li> <li>• Hand books and audio cassettes developed.</li> <li>• DPEP folders developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, posters and handbills printed and distributed.</li> <li>• State Project office developed six modules</li> <li>1. DPEP and its achievements</li> <li>2. Micro Planning and community.</li> <li>3. Community and school development.</li> <li>4. Role of Community in Universal primary education.</li> <li>5. Community Participation in construction and other activities of DPEP.</li> <li>• Role of responsibilities of VLCs</li> <li>• <b>One training module has been developed on the role of society on school development.</b></li> <li>• <b>Recently an SIM on modules on community development has been developed and sample of 500 copies were printed.</b></li> <li>• <b>Monthly New letters published by DPEP in all the seven Districts VLC modules translated in to English (orientation Training).</b></li> </ul>

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Campaign and other mobilisational activities	<ul style="list-style-type: none"> <li>• Conventions for women members of VECs, Mahila Semites, NGOs, etc. organised at cluster level.</li> <li>• Mass campaign by VEC against social evils launched.</li> <li>• Motivational programme for Tea Garden Area.</li> <li>• Health awareness programme conducted.</li> <li>• VEC week celebrated.</li> <li>• Contact programmes in tribal and tea garden areas conducted.</li> <li>• Drop out prevention drive organised.</li> <li>• Micro planning initiated in all project clusters except karbi Anglong.</li> <li>• Shishu melas and Sishu Sadan organised in most of the districts.</li> <li>• Formation of Sishu Sadan (Student Govt.) in all the schools is nearly completion</li> </ul>	<ul style="list-style-type: none"> <li>• <b>279 Maa-Beti melas conducted.</b></li> <li>• <b>125 cycle rallies organised.</b></li> <li>• <b>275 puppet shows arranged.</b></li> <li>• <b>Nukkad nataks and Kala jathas organised.</b></li> <li>• <b>Jhankies in all the DPEP district on Republic day.</b></li> <li>• <b>Literacy day and children day celebrated.</b></li> <li>• <b>Enrolment drive launched with the help of mothers to conduct 'on the spot' admissions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6029 villages covered by Kala-Jathas.</b></li> <li>• <b>809 Chinnara and 495 VEC melas conducted with focus on girl child and SC/ST children.</b></li> <li>• <b>75 Maa- Beti melas organised.</b></li> </ul>	<ul style="list-style-type: none"> <li>• House-to-house campaign conducted by volunteers.</li> <li>• Micro planning used as an effective mobilisation activity.</li> <li>• <b>Tribal volunteers and instructors activity involved in community mobilisation.</b></li> <li>• <b>Convergence meeting with PRIs conducted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Kalajathas of Jila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>• Slogans and wall writing undertaken</li> <li>• Door-to-door contact organised.</li> <li>• Posters developed in local Tribal dialect.</li> <li>• 'School chalo Abhiyan' organised with emphasis on tribal children</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats organised at cluster level.</li> <li>• <b>Bal Mela, Bal Panchayats, Maa-beti Mela, sports and cultural competitions carried out.</b></li> <li>• <b>Make the school green &amp; clean campaign undertaken with VEC participation.</b></li> <li>• Lok Sampark Abhiyan-II, a participatory microplanning exercise is being conducted to develop school education plan that will be consolidate at cluster, block and at district level to form the district education plans. This will form the basis to plan for UFE.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Melawas, Kishori Melawas organised in all the districts.</li> <li>• Pravesh Prachar Dindi organised</li> <li>• Kala jathas and Bal Anand Melawas organised</li> <li>• Slogans and banners used for community mobilisation</li> <li>• Pad-yatras and Prabhat Pheries were undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>• Metric melas organised in all the districts to mobilise people.</li> <li>• BRC supervisors conducted meetings with Panchayat president, PTAs, VLCs, NGOs.</li> <li>• 'Kalvi Kalai Vizha', a cultural programme was aired.</li> <li>• DPEP stalls put up in all local festivals.</li> <li>• Programmes broadcast in local AIR.</li> <li>• Local newspapers are extensively used to communicate DPEP achievements.</li> <li>• Multi-Media campaign launched in Dharma puri district.</li> <li>• Mass rallies organised at districts level in which deputy collector took part</li> <li>• Elementary Education Movement launched by Chief Minister to Achieve Education for all.</li> <li>• Enrolment drive conducted in all the schools.</li> <li>• Campaigns are mounted regularly at school level. A sum of upto Rs. 1000/- is granted for each of these campaign.</li> </ul>



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<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>K ERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
<b>Community Participation</b> Community Organisations	<ul style="list-style-type: none"> <li>• 11046 VECs constituted.</li> <li>• VECs reconstituted in 3 DPEP-I district and integrated with MCs.</li> <li>• Formation of Mothers' forum in tea garden areas.</li> <li>• Existing MC merged with VECs to avoid conflicts.</li> <li>• VEC forum at block and district levels constituted</li> <li>• <b>Organisating the formation and revival of village level women bodies like Mahila Samitees and traditional women groups.</b></li> <li>• <b>Promoting the Self Help Group movement with other like minded organisations with an education focus.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3470 VEC formed.</li> <li>• VCCs constituted for civilworks with women as head.</li> <li>• There are 3125 VEC members-women representation is 30% to 40%.</li> </ul>	<ul style="list-style-type: none"> <li>• 24385 VECs constituted</li> <li>• In most cases School Betterment Committee (SBC), existing prior to VEC, merged with VEC.</li> <li>• Four day training for VEC members given at BRC level.</li> <li>• Seven modules Video-film developed by SPO and VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• 31905 VECs constituted.</li> <li>• Panchayat-Block District level Monitoring Committees formed with representation from PRI.</li> <li>• In those habitations where as &amp; EGS Schools are running, School management committee formed with the local panch as Chairman and guruji/teacher as member secretary. Parents &amp; other community members. To date 22962 SMCS have been found.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs constituted.</li> <li>• Panchayati Raj institutions actively involved in DPEP.</li> <li>• VECs in all DPEP-II districts constituted.</li> <li>• One round of training to VECs in DPEP-II districts imparted.</li> <li>• <b>22845 SMCs have also formed in DPEP-I &amp; II districts in order to over see proper functioning of the EGS schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 14915 VECs formed.</li> <li>• Mata - palak sanghs formed on experimental basis at village level for girl's education.</li> <li>• Workshop for launching Mother parent association in all districts held in June '99 at IIE Pune.</li> </ul>	VLCs constituted in all districts. <ul style="list-style-type: none"> <li>• PTAs, also exist.</li> <li>• AL instructors and supervisors appointed through the VLC.</li> <li>• School grants spent by Head Master jointly with involvement of VLC/ PTA.</li> <li>• <b>17 class-room building planned for construction using cost-effective technology with community participation 12 works are in progress.</b></li> </ul>

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<p><b>Empowering Community Organisation</b> (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> <li>• Training module for VEC developed in cooperation with VHAI &amp; NEIBM.</li> <li>• Training module developed for Master Trainers for VECs.</li> <li>• Training modules revised with the content of community ownership.</li> <li>• <b>Awareness materials developed and distributed on environment awareness.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC under revision.</li> <li>• Training module on Civilworks for VCC developed.</li> <li>• Booklet for VEC developed.</li> <li>• Folders on DPEP printed.</li> <li>• Data relating to girls education distributed to VEC's Mahila Mandals.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and materials for VECs developed.</li> <li>• Seven module training film for VECs prepared.</li> <li>• Material developed to orient teachers.</li> <li>• Besides training module - 'Grama Shikshana Samithi', self reading material - 'Nammura Shaale Heegirali', 'Nammura jana - Nammura Shaale' and Naavu Kattuva Shaale' a compendium for supervising civil works prepared.</li> <li>• <b>Gender focussed training module for VEC developed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Community construction manual for VECs developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• VEC diaries printed and distributed in the districts.</li> <li>• Based on this finalised material, training of VECs proposed in April-June, 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC and Mahila Prabodhan Programme developed.</li> <li>• Teachers handbook on MPP includes the module on how to conduct MTA meeting.</li> <li>• Teachers handbook on Bal Anand Melawa produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC developed in all the districts.</li> <li>• Training modules for VEC prepared at the state level.</li> <li>• <b>A revised training module on community mobilisation was developed at district level for VLC/PTA/ Panchayat representatives.</b></li> <li>• <b>A quarterly magazine Sudan is being published.</b></li> </ul>

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Orientation/ Training/ workshops for Community Organisation	<ul style="list-style-type: none"> <li>• 3 days training for all VEC members organised in all districts.</li> <li>• Workshops conducted at various levels on children's participation activities resulting in the creating of effective resource teams upto the grassroots.</li> <li>• Workshops for VEC forums on TL practices and opportunities for community participation.</li> <li>• Village and hamlet level awareness programmes and interactive programmes held for organising rural communities particularly women.</li> <li>• Regular interactive sessions with VECs and communities through Resource Group on school development.</li> <li>• Training on Health Awareness for Resource Persons, VECs and women groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and gender Sensitisation programme for VECs conducted.</li> <li>• Training at BRC level on wall news-letter for VEC in one district conducted.</li> <li>• Training module Abhiyan prepared.</li> <li>• State level workshop held on Mass Mobilisation &amp; Community Participation.</li> <li>• Teleconference held on 29th-30th Jan, 2000 to highlight the conceptual changes in strengthening of VECs.</li> <li>• A five days training to VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• 51835 VEC members in DPEO-I and 29657 VEC members in DPEP-II have been trained as of 31.3.99.</li> <li>• Training on micro planning organised.</li> <li>• Workshops organised to identify issues at the village level for micro-planning .</li> <li>• 4-days training for the VEC members at BRC level is given.</li> <li>• Field visits of VECs to other districts organised.</li> <li>• Four day training for VEC members organised at BRC level.</li> </ul>	<ul style="list-style-type: none"> <li>• In Kasargod dist. "Sahavasa camp" at panchayat level organised.</li> <li>• Systematic orientation programmes organised for VECs.</li> <li>• Schools Support Groups (SSG) have begun to function in many schools and made functional especially during Kinginikkootam.</li> <li>• Regular PTA/MPTA meetings held to orient community on new pedagogy.</li> <li>• A teleconference highlighting community mobilisation efforts is planned.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of VECs members organised</li> <li>• Orientation of BEOs and DPO staff held at DIET</li> <li>• Regular quarterly meeting-cum orientation of VECs/SMCs at village level</li> <li>• Shiksha Panchayats at cluster level organised.</li> <li>• Constitution of VECs which previously was through nominations have been made elective.</li> <li>• MSA was taken up in the year 1997, 98 and 99 to encourage out of school and nonenrolled girls to come to the schools.</li> <li>• Institutional Reforms of School Management recently approved by State Government VEC and to make school more accountable to VEC.</li> <li>• A workshop has been held from 6th to 9th March' 2000 in which experts from state and district participated.</li> <li>• The strategy for participatory microplanning or Lok Sampark Abhiyan (LSA) and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences.</li> <li>• Training modules for VEC, training module for involving community and VEC in participatory microplanning, training materials, revised formats for Village Education Registers have been finalised in this workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC and Mahila Prabodhan Programme developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for VLC on micro- planning conducted</li> <li>• BRCs are imparting training to VLCs.</li> <li>• Orientation training of VLCs conducted in all districts</li> <li>• VLCs imparted training at Cluster level besides through teleconference. 350 DIETs members and presidents of villages participated.</li> <li>• One day orientation training to VLC members, five from each village.</li> <li>• BRCs are imparting training to VLCs.</li> <li>• One day training was given to 23300 PTA/VLC members.</li> <li>• 16491 VLC members tele. Conferencing on community mobilisation conducted.</li> </ul>

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<p>Orientation/Training/workshop for staff/Master Trainers</p>	<ul style="list-style-type: none"> <li>• Orientation Workshop for newly inducted District Programme Officers (community Participation &amp; VEC) organised.</li> <li>• Workshop to fine tune training framework &amp; monitoring mechanism for the VEC organised.</li> <li>• Orientation for BLRG / CRCC on community participation organised in all the districts.</li> <li>• Reinforcement TOT organised for SRG.</li> <li>• Training on Health and SHGs for SRG and DRG members.</li> <li>• Workshops on Children Participation activities for SRG and DRG members.</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre workshop organised.</li> <li>• <b>Master trainers for VECs have been trained in four districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Teachers oriented at BRC level.</b></li> <li>• Training on micro planning organised.</li> <li>• <b>Micro-planning conducted in 728 DPEP I villages &amp; 664 DPEP II villages.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training of VECs on VIPP techniques of micro-planning.</li> <li>• Training of staff on VIPP techniques for micro-planning</li> <li>• Workshop organised to develop materials targeting parents, public and opinion makers.</li> <li>• <b>Workshop planned for mould development of master trainers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Master Trainers identified at the Block level and trained at DIET</li> <li>• Meeting organised at the state level with SRG for Shiksha Panchayats.</li> <li>• Sahayoginies given training at state level.</li> <li>• <b>Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</b></li> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning Material.</li> <li>• MTs have been given 12 days training at district level on Seekhna Sikhana Package of class V.</li> <li>• A non-graded alternative schooling package prepared by State Academic Group and coordinated by SPO and SSP training package prepared by SCERT.</li> <li>• District Academic Groups and Block Academic Groups have been formed and trained on issues related to Quality Watch.</li> </ul>	<ul style="list-style-type: none"> <li>• Five persons from each district given training at state level for VEC training.</li> <li>• Block and cluster level cascading partiality completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro-planning conducted for staff trainers.</li> <li>• First review meeting of Media and Documentation officers was held.</li> <li>• State Level workshop on Community Mobilisation and Participation conducted and Action Plan developed.</li> <li>• SRG meets regularly to share plan and monitor progress.</li> </ul>

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Areas and instances of Participation	<ul style="list-style-type: none"> <li>• <b>Community members (resource persons) involved in classroom transactions as volunteer teachers.</b></li> <li>• <b>Resource persons from the community participate in teaching children in the school on various co-curricular subjects that community perceives to be crucial learning inputs. These include agriculture, local folklore, items of culture like wood and cane craft, etc.</b></li> <li>• <b>Community taking up micro-projects like sanitation and health awareness programmes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Door -to- door survey by teachers and VECs conducted.</b></li> <li>• <b>VEC's are involved in construction of school building, toilets, repairing and water supply.</b></li> <li>• <b>VEC's involved in attitudinal change and facilitation.</b></li> <li>• <b>Participatory micro-planning: Training imparted in sample blocks.</b></li> <li>• <b>VEC's involved in microplanning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>VEC has taken decision for opening of NFE centres based on microplanning.</b></li> <li>• <b>VEC involved in microplanning and civil works.</b></li> <li>• <b>VEC has ensured proper utilisation of grant for school development.</b></li> <li>• <b>VEC involved in organising activities for community mobilisation including Kalajathas, chinara melas .</b></li> <li>• <b>VEC involved in community mobilisation on gender issues.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>VEC's involved in door-to-door survey.</b></li> <li>• <b>VEC's involved in micro-planning through VIPP technique.</b></li> <li>• <b>VEC's involved in Civilworks.</b></li> <li>• <b>VEC's involved in monitoring the programme.</b></li> <li>• <b>School improvement grant utilised by VECs.</b></li> <li>• <b>Preparation of AWP is done with intensive community participation.</b></li> <li>• <b>Community involved in grass root level planning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>VEC's participated in Lok Sampark Abhiyan .</b></li> <li>• <b>VEC's involved in the selection of teachers in both SSKs and ASS.</b></li> <li>• <b>The Gram Shiksha Sabha undertook social audit of village education.</b></li> <li>• <b>VEC's utilising School Improvement Grant.</b></li> <li>• <b>SMCs select the teacher (guruji) for the EGS school of their community.</b></li> <li>• <b>Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</b></li> <li>• <b>Joint account of local panch/sarpanch with EGS teacher and CAC.</b></li> <li>• <b>SMCs including members from local community frequently visit/monitor schools of their area.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>VEC's contribute Rs. 500 to receive Rs. 2000 as School improvement grant from DPEP.</b></li> <li>• <b>VEC's are involved in doing micro-planning and school mapping.</b></li> <li>• <b>VEC's participating in Civil Works</b></li> <li>• <b>VEC's contributed Rs. 14 lakhs in Nanded district for school development.</b></li> <li>• <b>VEC's in many places contributed to school improvement voluntarily.</b></li> <li>• <b>VEC's consulted in utilisation of 4% salary contingencies to the teacher.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>VEC's are donating land for school building</b></li> <li>• <b>In Dharmapuri district VEC's have contributed money for school uniforms for poor children</b></li> <li>• <b>For the first time, children from "brulas community" traditional snake catchers have started going to the school.</b></li> <li>• <b>NFE teachers appointed with VEC consultation.</b></li> <li>• <b>VEC's mobilised local contribution the form of cash, land and labour etc. also provided additional buildings for school.</b></li> <li>• <b>PTA appointed PRA teachers.</b></li> <li>• <b>Nine construction works completed by community to provide good quality and cost effective buildings.</b></li> <li>• <b>17 additional schools buildings interesting to community using innovative funds and 12 nearing completion.</b></li> <li>• <b>Parents helping teachers in the survey work and in the stoppage of dropout.</b></li> </ul>

**DPEP - I**

<i>Interventions</i>	<i>ASSAM</i>	<i>HARYANA</i>	<i>KARNATAKA</i>	<i>KERALA</i>	<i>MADHYA PRADESH</i>	<i>MAHARASHTRA</i>	<i>TAMIL NADU</i>
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>• In selected clusters in Tribal villages, community is involved in documenting on the subjects, e.g. environment, traditional health practices, folk art, folklore and culture.</li> <li>• Community based school health programme initiated.</li> <li>• VEC awards given.</li> <li>• <b>Focus on Community Participation in TL activities and Children Participation.</b></li> <li>• <b>Women organised activities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A grant of Rs. 11.5 lakhs has been released to the districts as health check up grant.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Microplanning outcomes used as basic decision making tools for VECs to identify places to open NFE centres and overseeing their functioning.</b></li> <li>• <b>In bellary district children get the camp from village households for evening classes.</b></li> <li>• <b>In Raichur district VEC members pooled their TA/DA for purchasing of a durri (carpet) for BRC.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Village level monitoring system involving VECs and Panchayat developed.</li> <li>• <b>Volunteers from tribal communities appointed to mobilise these communities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• <b>Shiksha Panchayats are being organised in which social audit of Panch/Sarpanch is done through reading of progress report of their educational centre resulting in the development of sense of responsibility among the community.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Local communities have contributed about Rs. 7.5 crores.</li> </ul>	<ul style="list-style-type: none"> <li>• Metric Melas conducted all the clusters during March April.</li> <li>• <b>Enrolment Drive with community participation.</b></li> </ul>
Networking	<ul style="list-style-type: none"> <li>• Steering Group at the state and district level.</li> <li>• A number of NGOs from Assam &amp; outside as well as NEIBM are involved.</li> </ul>	<ul style="list-style-type: none"> <li>• NGO involved in providing training on micro-planning.</li> <li>• Media Resource Groups at state and district levels, constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with local NGOs, such as Rangayana, BGVS, Mahila Samakshya, etc.</li> <li>• AIR, Doordarshan and DAVP are roped in.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved alongwith PTA and</li> <li>• Strong linkages with PRIs.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved.</li> </ul>	<ul style="list-style-type: none"> <li>• IIE, Pune, conducted training of DRG for VEC.</li> <li>• SCERT developed VEC training module.</li> </ul>	<ul style="list-style-type: none"> <li>• Various local bodies and NGOs involved.</li> <li>• MYRADA, an NGOs helping in VEC training.</li> <li>• <b>Six Voluntary Agencies involved in the implementation of IED.</b></li> </ul>

DPEP - II, III&IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<b>Administrative arrangements</b>	<ul style="list-style-type: none"> <li>Community Mobilisation and participation is being looked after by CMOs under the supervision of SPD at State level and Collector at District level.</li> <li>Community Mobilisation and participation has been looking after by Community Mobilisation Officers under the Supervision of APCs at District level and under the Supervision of State Project Director at State Level.</li> <li>At present 19 Community Mobilisation Officers have been working at Districts and 2 community mobilisation Officers have been working in State Project Office.</li> </ul>	<ul style="list-style-type: none"> <li>Community Mobilisation is looked after by OIC (Teachers' Training) both at the State and District levels.</li> <li>Block and cluster levels support is provided by BRC &amp; CRC Co-ordinators.</li> <li>At village level the school Head Masters and teachers are involved directly in community mobilisation</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Project officer in the district looks after community mobilisation</li> <li>SPD assisted by Media officer looks after community mobilisation.</li> <li>SRG and DRG have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>At state level core Group is formed to advise on community mobilisation.</li> <li>DRG and BRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>State and district coordinators in place.</li> <li>DRG formed in the district.</li> <li>One Deputy DPO looking after community mobilisation activities in districts.</li> </ul>	<ul style="list-style-type: none"> <li>Senior Professional at the SPO looks after the functional area.</li> <li>District Community Mobilisation Coordinators appointed.</li> <li>SRG and BRG for VECs constituted</li> </ul>	<ul style="list-style-type: none"> <li>Media/Community Mobilisation coordinator in place at SLO and DLOS.</li> <li>Core team on community mobilisation &amp; VEC functional in every DLO.</li> <li>SRG/DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>PO of the rank of Assistant Director looks after community mobilisation and participation at SPO.</li> <li>At DPO, one of the core team member assigned the work of community mobilisation.</li> <li>Resource groups constituted.</li> </ul>

DPEP - II, III&IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Community Mobilisation</b></p> <p><b>Material Development</b></p>	<ul style="list-style-type: none"> <li>• Posters, Brochures, Desk calendars highlighting DPEP objectives and role of VECs published.</li> <li>• DPEP Newsletter brought out by SPO.</li> <li>• Preparation &amp; production of Audio Cassettes in tribal dialect in process.</li> <li>• Production of short film for propagation on VEC under process.</li> <li>• Video film on VEC training programme developed.</li> <li>• Handbook for guidelines on enrolment &amp; retention.</li> <li>• A booklet on containing success stories printed and distributed.</li> <li>• Another booklet containing guidelines for enrolment, retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures booklets, pamphlets, prepared and distributed.</li> <li>• Calenders printed.</li> <li>• Audio cassettes on "Taliramat" and "Jamyo Karigarno Melo" are produced and 7000 copies of the same will be distributed to BRCCs &amp; CRCCs.</li> <li>• VEC Manual developed and distributed among VEC and VCWC members.</li> <li>• Training module developed at the state Project Office and distributed to Chairmen of VEC/MTA/PTA</li> </ul>	<ul style="list-style-type: none"> <li>• DPEP posters and leaflets prepared and distributed.</li> <li>• Wall calendars depicting DPEP activities prepared and distributed to the schools and PRIs by Sirmour, Chamba and Kullu districts.</li> <li>• Kullu district developed two audio cassettes based on Folk and Hindi songs focusing on the importance of education.</li> <li>• Workshops were held in Chamba and Sirmour districts wherein teachers developed slogans relating to education for community mobilisation.</li> <li>• Introductory handbook on DPEP prepared and circulated in the districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure on DPEP published.</li> <li>• Leaflets, posters, calenders, and banners prepared.</li> <li>• Audio cassettes developed.</li> <li>• Collection of tribal songs.</li> <li>• News letter published and circulated.</li> <li>• DPEP message disseminated on textbooks distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC training.</li> <li>• Construction manual for VCC training.</li> <li>• Hand book on community participation and primary education for grass root functionaries including VEC members.</li> <li>• 3 Posters for teachers role, community contribution towards school infrastructure and communities role in universalising enrolment.</li> <li>• Guidebook on organisation of training for VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters developed.</li> <li>• Poster competition organised.</li> <li>• Folders printed on School Improvement Grant.</li> <li>• A training module and a handbook have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters/pamphlets/banners developed in every DLO-SLO ECE.</li> <li>• Booklets brochures on DPEP published and distributed.</li> <li>• A set of 5 books (related to VEC, microplanning, training manual, microplanning operational manual) developed and distributed.</li> <li>• 3 audio cassettes (Abhiyan geet, Shiksha geet mala, Munia beti padhti jaye) distributed in every district.</li> <li>• 5 Video films are under production.</li> <li>• plays developed, printed and distributed.</li> <li>Magazine BEP Ahwan published by SPO</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures containing elementary information developed</li> </ul>



Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Campaign and other mobilisational activities</p>	<ul style="list-style-type: none"> <li>Local artists from villages used for folk performances.</li> <li>Electronic and print media utilised to spread the message of importance of girl child education.</li> <li>Regional Sadassu and vijayawada. held at Kurnool.</li> <li>State district and mandal level samminars were conducted.</li> <li>Out of 48338 School Committee constituted in primary upper primary and 46533 joint account opened.</li> </ul>	<ul style="list-style-type: none"> <li>Bal Mahotsava, Prabhat Pheris, Mashal yatras undertaken.</li> <li>Cultural talent search activities organised.</li> <li>Stalls setup in local popular fairs.</li> <li>District level awareness meeting held to discuss strategies.</li> <li>Awareness programmes organised.</li> <li>Special campaign launched for girls' enrolment in Dangs.</li> <li>Chaudhary Community Sammellan organised at Dhaka Village of Dhenera Block in district Banaskantha.</li> <li>During Dec.'99-Feb.2000 a total of 6 Mahila Jarguti Sammellans organised in all the three districts.</li> <li>'Katputli shows' in Dangs, 'Bhawai' in Banaskantha are being used as an effective communication mode during awareness campaigns.</li> </ul>	<ul style="list-style-type: none"> <li>Kalajathas organised in all the district</li> <li>Wall writings and hoardings put up.</li> <li>Maa-beti melas, bal-melas Balika melas organised.</li> <li>Enrolment drives held in all dists.</li> <li>Rallies held at block and cluster levels</li> <li>Kullu district put up hoardings depicting DPEP objectives.</li> <li>Kullu district organised Competitions and cultural activities undertaken to mobilise community.</li> <li>Exhibitions in DPEP put up in local into the Renuka fair in Sirmour, Minjar fair in Chamba and Dussehra festival in Kullu district every year.</li> <li>Kullu and Sirmour districts used signboards for DPEP objectives.</li> <li>Bal Parvesh Mela (children enrolment drives) organised with the help of banks and other organisations</li> <li>Meena week celebrations in September focussed on the education of girl child.</li> <li>Sirmour district organised block level mahila and PRI and sammellans to sensitise the community.</li> <li>Media campaign launched through point media.</li> </ul>	<ul style="list-style-type: none"> <li>Hoardings put up at strategic places.</li> <li>Sishu melas organised at block level.</li> <li>Women's conventions, Matru Sammellans are being organised.</li> <li>Wall writings undertaken in some districts.</li> <li>Enrolment drives organised in all the districts.</li> <li>District block and cluster level conventions organised.</li> </ul>	<ul style="list-style-type: none"> <li>Poster and hoardings displayed.</li> <li>SPO organised folk festivals with the help of folk artists from Calcutta. More than 300 spots were covered in 5 districts.</li> <li>One audio cassette developed with 9 folk songs.</li> <li>District organised rallies, meetings, pedayatras, cultural competitions.</li> <li>2 day workshop on stree corner plays held in Dec. Participated by 11 groups theaters from 8 districts.</li> </ul>	<ul style="list-style-type: none"> <li>'Vidyalaya Chalo' campaigns organised.</li> <li>Ma-beti and Baap-beti melas organised.</li> <li>Audio-vidco kit to mobilise child labourers under preparation.</li> <li>Meena campaign for girls education organised.</li> <li>Cultural activities organised.</li> </ul>	<ul style="list-style-type: none"> <li>Intensive campaigns of three types launched for VEC formation. This involved house-to-house contact for VEC formation.</li> <li>Munia Beti campaign launched</li> <li>Wall writing, Padyatra, Bal Mela, children palbies, sports meet, Ma-Beti mela, Audio-video campaign, enrolment Drive, Prabhat Pheries, Street Play etc organised in every district</li> <li>State level Maa-Beti Mela, Bal Melas, organised</li> <li>Praveshotsavais organised in every district</li> <li>Exhibitions on UPE being put up on 26<sup>th</sup> January &amp; local fairs</li> <li>Innovative wall paintings done in East Singhbhum district</li> <li>Kalajathas formed in Gaya, Bhojpur, Hazaribagh, East and West singh bhun, and mujafarpur</li> <li>Jhankhis on UPE being put up the occasion of Republic Day/Independence Day celebrations at the state and district levels.</li> <li>A National Seminar on UPE organised.</li> <li>A state level conference on Sarva Shiksha Abhiyan organised.</li> </ul>	<ul style="list-style-type: none"> <li>Programme on AIR broadcasted on 2nd October, 1999 about DPEP.</li> <li>AID and NEWS in various local and National papers published.</li> </ul>

## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p>Community Participation Community Organisations</p>	<ul style="list-style-type: none"> <li>• 10404 VEC constituted in all the districts.</li> <li>• Special teams organised at Mandal level for educating community.</li> <li>• PTA meetings being organised in all the schools.</li> <li>• VECs entrusted with supervising effective functioning of ECE centres.</li> </ul>	<ul style="list-style-type: none"> <li>• 4343 VEC formed.</li> <li>• MTA, PTA and Mahila Mandals cooperating with VECs.</li> <li>• Community Contributions, both in cash and kind, have been received for school construction, which have enhanced the sense of ownership among people.</li> </ul>	<ul style="list-style-type: none"> <li>• 2922 VEC constituted.</li> <li>• 2916 PTA formed.</li> <li>• 2745 MTA constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• 11183 VECs constituted.</li> <li>• MTAs and PTAs are constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• 12076 VECs, &amp; WECs formed.</li> <li>• VCC formed for civil works.</li> </ul>	<ul style="list-style-type: none"> <li>• 17257 VECs constituted.</li> <li>• 481 MTAs, and 475 PTAs formed.</li> </ul>	<ul style="list-style-type: none"> <li>• 33195 VEC constituted.</li> <li>• Mata Semities formed to run ALS and ECE centres.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• Community providing resource support at grass root levels.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC and SMC for every school in the process of formation.</li> <li>• 3 days training of SMC is planned.</li> <li>• 250 VECs constituted.</li> </ul>

DPEP - II, III&IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<p><b>Empowering Community Organisation</b> (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> <li>• Training module for VEC training prepared and printed.</li> <li>• Training to school Committee Chairperson organised at mandal level. Training programme at operational level held in 7 districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Meetings of Sur- Panchs and of Panchayats organised in all the districts.</li> <li>• VEC, MTA and PTA members were given adequate power and responsibilities to play an effective role in mobilisation activities.</li> <li>• Gujarati version of Manual for VCWC members are prepared and distributed.</li> <li>• Gender sensitisation programmes for 'Mahila Sarpanches' and panchayat members will be held during March 13-16,2000 in district Panchmahal at CRC levels</li> </ul>	<ul style="list-style-type: none"> <li>• A two days training module for training of resource persons for VEC trainings developed.</li> <li>• A VEC manual prepared at the SPO and distributed by the districts for the guidance of VECs.</li> <li>• Chamba, Kullu and Sirmour districts developed and distributed printed brochures among the VEC members highlighting the role responsibilities of VEC.</li> <li>• Module on micro planning developed by NIEPA and adopted locally also used to sensitise the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Manual for VEC training prepared by SIEMT.</li> <li>• Community Mobilisation manual prepared by the SPO.</li> <li>• Module on training VEC has been prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of training module for VEC training.</li> <li>• Manual developed for VCC training</li> <li>• SPO developed 3 posters for different target group namely. Teachers Role, communities role in universalising enrolment. These are printed and distributed in districts.</li> <li>• SPO developed handbook on community participation in primary education for grassroots-level functionaries including, VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainers handbook for training of VECs developed.</li> <li>• Trainer's hand book for MTA, PTA, Teachers for girl's education have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC and micro planning developed .</li> <li>• Training module on community construction process developed.</li> <li>• Training module for mata samitis developed.</li> </ul>	

**DPEP - II, III&IV**

<i>Community Mobilisation &amp; VEC Interventions</i>	<i>Andhra Pradesh</i>	<i>Gujarat</i>	<i>Himachal Pradesh</i>	<i>Orissa</i>	<i>West Bengal</i>	<i>Uttar Pradesh</i>	<i>Bihar</i>	<i>Rajasthan</i>
<p>Orientation/ Training/ workshops for Community Organisation</p>	<ul style="list-style-type: none"> <li>• Gender Sensitisation programme for VECs conducted.</li> <li>• An eight- day orientation workshop for all VEC members organised.</li> <li>• State level sharing workshop organised for VEC chairmen, NGOs, &amp; Mahila Mandal presidents.</li> <li>• Exposure tour of VEC members to M.P. organised.</li> <li>• Training to School Committee chairpersons of 7 districts its was organised at Mandal level in august 1999.</li> <li>• Similar training has been organised for rest 8 districts in Dec. 1999.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and training workshop of VEC, MTA &amp; PTA members at CRC level organised.</li> <li>• Monthly meetings of VECs, PTA &amp; MTAs were organised at school level.</li> <li>• Workshops for women sarpanches and Anganwadi workers organised.</li> <li>• On Nov. 18, 1999 a teleconference was organised on Role and Function of Village Civil Work Committee (VCWC), at ISRO Ahmedabad. VEC/VCWC members from all the 23 blocks linked through the distant mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Chamba district organised one day Mahila Mandal Camps.</li> <li>• One day orientation workshop for district and State Project Office functionaries and organised in Sept, 1999 to clarify the role of community.</li> <li>• Community mobilisation dealt specifically during district Resource Group orientation taken up by State Project Office in Sirmour (Jan, 2000) and Chamba (March, 2000)</li> <li>• Kullu district trained 96 VEC members for preparation of Village Education Plans. Kullu district completed training of 4974 VEC members and 93 Resource persons.</li> <li>• Kaza part of Lahaul-Spiti district completed training of 243 VEC members. Chamba district completed one day training 10,000 members of VEC and MTAs.</li> <li>• Sirmour district completed training of 3810 VEC members and held 6 meeting with Panchayat</li> <li>• Sirmour district organised block level Mahila Sammelan.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainings of VCC Civilworks organised.</li> <li>• Training on Micro-planning and school mapping organised.</li> <li>• Training of VEC's completed in 7 districts.</li> </ul>	<ul style="list-style-type: none"> <li>• 23600 VEC members were trained till Dec.99.</li> <li>• 3 days Training for VECs members (7 from each VECs) is over in all districts except Murshidabad.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular VEC meetings held.</li> <li>• 2180 MTA have been trained.</li> <li>• 1983 PTA have been trained.</li> <li>• 13856 VECs have been trained..</li> <li>• 362 women motivator groups were formed and trained.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days training to VEC members initiated.</li> <li>• Training module on VEC's disseminated in districts.</li> <li>• Workshops to monitor progress of VEC formation organised at different levels.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation programme organised by DPO (23 &amp; 24th September, 1999)</li> </ul>

## DPEP - II, III&amp;IV

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Orientation/Training/workshop provided for staff / Master Trainers	<ul style="list-style-type: none"> <li>• Training cum orientation to women members of local bodies in educational issues organised .</li> <li>• 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT.</li> <li>• SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons.</li> <li>• Head Masters attended the School Committee training Programmes</li> <li>• District team of Mandal Officers and two other Resource Persons were given training for 3 days on community mobilisation for UPE. This included one day exposure visit to MVF, an NGO.</li> <li>• CMO of SPO &amp; CMO of Chittoor attended National Workshop on Community ownership in DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of DRG organised.</li> <li>• Training Programmes for MT organised in Dung.</li> <li>• Training include orientation on girl child, IED, AS as also village mapping and school improvement support provided by local CRC's.</li> <li>• Katpuli Karya Sibir organised at Dangs on Sept, 99, 60 BRCC's participated.</li> <li>• <b>30 days intensive training programme conducted for Master Trainers on English workbook for Std. V.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Resource Persons for VEC training given training.</b></li> <li>• <b>State level workshop on community mobilisation and participation organised.</b></li> <li>• <b>One-day orientation workshop for district project office organised in Sept to clarify role of community.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training of SRG for VEC organised at State level.</li> <li>• Workshop on role of media in community mobilisation organised.</li> <li>• Training of BRG (Media) on mass mobilisation in the districts organised.</li> <li>• Workshop on Community Participation held in October 1999.</li> <li>• <b>DRG training conducted in Dec. 1999.</b></li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop for district functionaries held in Dec.'99.</li> <li>• State level workshop with folk artists.</li> <li>• <b>State level workshop for district functionaries on CM in Dec., 99.</b></li> <li>• <b>State level Workshop with Group Theaters.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by SPO for SRG.</li> <li>• SRG and BRG given training.</li> <li>• 5 day PLA/PRA Training organised for SRG and BRG.</li> <li>• PLA training given to district coordinators and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised.</li> <li>• State Level Workshop on different strategies of VEC formation and its implementation by DLOs organised.</li> <li>• State level workshop organised to review the process of VEC formation.</li> <li>• District-wise identification of UTPRERAKS and ABIPRERAKS held.</li> <li>• Training for Utpreraks organised.</li> <li>• State level workshop on different strategies of VEC.</li> <li>• <b>Monthly reflection of VEC coordinators at state level.</b></li> </ul>	

DPEP - II, III&IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Areas and instance of participation	<ul style="list-style-type: none"> <li>• VECs involved in door to door surveys.</li> <li>• VECs involved in monitoring the programme and micro planning.</li> <li>• Construction of school buildings done with active involvement of VECs.</li> <li>• VECs involved in enrolment drives.</li> <li>• VECs of remote villages provide free accommodation facilities to the teachers.</li> <li>• Local committees participated in white-washing of school buildings and keeping the premises clean and green.</li> <li>• Village committees in some cases organised community lunch for children and parents.</li> <li>• VECs mobilised physical and financial resources for construction of school building/ additional classrooms. The contribution of villagers in all districts put together is about 1.5 crores. This has enhanced the sense of community ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door surveys, village and school mapping.</li> <li>• VECs playing an important role in attitudinal change (especially the gender issue)</li> <li>• VECs involved in facilitation, enrolment and retention of children in schools.</li> <li>• Community contribution for school building and repairing, both in cash and kind. This has enhanced the sense of community ownership.</li> <li>• VECs actively involved in enrolment drives organising Praveshotshavs and Prabhat Pheries etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation in enrolment and microplanning activities.</li> <li>• All the new schools running in the community donated rent free accommodation till the construction of school buildings.</li> <li>• Land for construction of about 700 schools out of a total of 808 donated by community free of cost. The response has been over whelming in Kullu district (211/250).</li> <li>• Land for construction of school buildings being leveled by community.</li> <li>• New schools being constructed with the participation of community through VECs.</li> <li>• 18 VEP prepared by Kullu district while Sirmour district completed 17 village education plans.</li> <li>• MTA have shown over whelming response towards their role in primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC participating in enrolment drive</li> <li>• VEC helping in selection of AS instructors.</li> <li>• 442 AS instructors have been engaged by VECs.</li> <li>• SPO plans to promote participatory planning process in villages through "Community Action Plan."</li> </ul>	<ul style="list-style-type: none"> <li>• Community contributions towards building support found.</li> <li>• Community mobilisation for enrolment of out of school children.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in micro-planning.</li> <li>• VECs involved in facilitation, enrolment and retention of children.</li> <li>• VECs involved in school improvement.</li> <li>• 12723 VEC's have completed Microplanning.</li> <li>• 6834 VEC's have drawn up Village Education Plans.</li> <li>• In BEP 2 rounds of microplanning completed. 6 monthly uprate of village records mode.</li> <li>• 2068 schools provided with boundary walls and 79 with additional classrooms community initiatives in girls education.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participating in micro-planning.</li> <li>• VEC participating in school improvement and community mobilisation.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.</li> </ul>	

Community Mobilisation & FEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>• VECs working with <i>podupu laxmi</i> groups to tackle problem of child labour.</li> <li>• Region-wise School Committee Sadarsulu organised at six places.</li> <li>• Biodata particulars of school committee members in respect of 835 Mandals collected and computerised.</li> <li>• School monitoring information system which have provisions to monitor the functioning of school committees is being operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In Dangs a total of 900 Sq.mtrs land was donated for school.</b></li> <li>• <b>In Panchamahala a contribution of land worth Rs. 34.6 lakhs was made by community.</b></li> <li>• <b>In Banaskantha a contribution of land worth Rs. 3.10 lakhs was made for new schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• PTAs and MTAs formed to promote wider participation</li> <li>• <b>Girl child week celebrated to sensitised the community on gender issues and education of girls in Sept 1999.</b></li> </ul>	<ul style="list-style-type: none"> <li>• PTAs and MTAs formed to promote enrolment, retention and girl's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Observed enrollment week at district level.</li> <li>• Grass roots level meetings with PRI functionaries and community leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Moulvies sensitised to mobilise the minority community.</li> <li>• Media used to change mindsets towards new pedagogy.</li> <li>• Kalajathas organised, focussing on girls education.</li> </ul>	<ul style="list-style-type: none"> <li>• Mata Semites formed to run ALS and ECE centres.</li> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</li> <li>• <b>Innovative usage of local folk forms to spread the message of DPEP.</b></li> </ul>	

DPEP - II, III&IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
Networking	<ul style="list-style-type: none"> <li>Local NGOs, Mahila Mandals, youth organisations and social guilds associated with capacity building and implementation of DPEP activities.</li> <li>A.P. Housing corporation conducting training programme for VEC members and masons on low cost construction technique.</li> </ul>	<ul style="list-style-type: none"> <li>Lok Jumbish assisting in Micro Planning.</li> <li>Various local bodies and NGOs participating in the campaign</li> <li>Ahmedabad Study Action Group (ASAG) to help in community based civil works.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Mandals, Yuvak Mandals, Saksharata Samities and NGOs participating in community mobilisation activities.</li> </ul>	<ul style="list-style-type: none"> <li>SPO drawing up strategy to involve NGO.</li> <li>NGOs are involved at the district level in community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, youth clubs and other groups involved in the community mobilisation programme.</li> <li>Network developed during TLC and PLC being reviewed and activated.</li> </ul>	<ul style="list-style-type: none"> <li>NGO workshop at the state level for their strategic involvement in community mobilisation and capacity building of VECs organised.</li> <li>93 NGOs proposal have been received 4 NGOs have been selected for Pilibhit Deoria and Basti districts.</li> </ul>	<ul style="list-style-type: none"> <li>Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities.</li> <li>Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.</li> </ul>	<ul style="list-style-type: none"> <li>A strong interlink ages envisaged at every level with Panchayati Raj Institutions.</li> </ul>

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# Pedagogical Improvement

## Overview

In the initial years of DPEP, almost all states attempted to review primary school pedagogy. Firstly, this process was characterised by an attempt to seek wider consultations on pedagogic processes by involving teachers, professionals from universities and colleges as well as NGOs. Secondly, in an attempt towards decentralised action there has been an effort to replicate such consultation and planning processes at the district level as well. The third major effort has been towards replacing the administrative type of inspection of schools with academic support to teachers by creating resource centres at the block and cluster levels.

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

Though these are broadly the types of efforts for pedagogical improvement that have been made across DPEP states, the nature of efforts has varied widely from state to state in terms of the approach adopted, the types of structures and processes created and progress made. For example, some states have revised the existing textbooks while others have created entirely new text books. Still others did not give emphasis initially to text book renewal and it featured only at a later stage. Similarly, some states adopted the MLL approach to teaching learning while others developed their own activity-based approaches, drawing on the experiences of local NGOs and other educational programs. The teacher training design, duration, frequency and cascade has varied from state to state too. So has the staffing pattern of the BRCs and CRCs, the selection procedure of its personnel and their role definition. (Annexure 1 gives an overview of various state level activities in areas of training, textbooks and resource support)

### *Textbooks*

Though, as stated above, variations among states are wide, some general features of the textbook renewal process are worthy of comment. A noteworthy feature of the process of textbook renewal and material development adopted in the states was the fact that it was not merely textbooks that were renewed but the *process of making textbooks* itself underwent a sea change after much critical reflection. Firstly, in many states, resource groups that had developed the overall pedagogic vision became pre-dominant in the textbook renewal process also. This was a major shift from the earlier practice of constitution of expert committees of writers, which were supposed to follow the guidelines given to them. In state resource groups the participation of teachers, NGOs, DIET faculty and other resource persons increased considerably. Even where state resource groups were not the nodal agency, the agency concerned, usually the SCERT, broadened its functioning style to include many kinds of participants and partners. Secondly, the issue of field trials and feedback from schools came far more prominently on the agenda than earlier. In fact, field trials were initiated for the first time in many states. Madhya Pradesh was one state that followed an intensive process of field trials. Finally, some states, especially those who had involved teachers intensively in

textbook development also made efforts to improve the capacities of the writers, specially in Kerala and Haryana.

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

### *Teaching learning materials*

Simultaneously teaching learning materials other than textbooks began to play a crucial role in classroom transaction. The "teaching learning material grant" of Rs.500/- to each teacher every year has allowed teachers to make as well as use different kinds of materials as per need. Use of concrete materials especially for classes 1 and 2 is visible in classrooms today. National, state, district and sub-district workshops have been organised to understand the varied use of materials. Use of TLM grants has also been discussed in these workshops. For example, Haryana organised a state level workshop on TLMs, for which a state resource group was constituted of teachers, BRC-CRC coordinators and DIET functionaries. This resource group studied materials from across the country and then worked on mathematics and science area. Sets of materials and two draft books were developed. After a state level workshop in which hands on experience was offered to teachers, these books were reviewed and later printed.

### *Training*

Many states began their pedagogical renewal process with teacher training rather than textbook development. In states such as Kerala, the need to change textbooks was an outcome of a new pedagogic vision that evolved through training programmes. Consequently, the orientation of teachers too began to emphasise the use of the new textbooks that were being developed in the state. In addition, various others types of needs of teachers also started emerging, as for example, how to handle multigrade classrooms, how to prepare effective teaching learning material, how to improve the situation in remote tribal schools etc. Moreover, the presence of infrastructure and personnel at block/cluster resource centres made it possible to conduct frequent/recurrent training programmes to meet the emerging needs of the teachers. Teacher training no longer remained a one time activity but was now seen as an ongoing process to be followed through school visits and monthly meetings conducted by BRC-CRC coordinators. The scale of training increased manifold. States that had trained a few thousand teachers per year trained a hundred thousand or more every year.

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

## *Resource Groups*

**State Resource Groups, or SRGs** had been formed in most states in the early stages of the program and have played a crucial role in the pedagogical renewal activities that were initiated. Textbook development, teacher training, material development etc. no longer remained activities of just one institution. Constitution of state resource groups in all states ensured massive participation of teachers, district functionaries, NGOs and educationists. However the structure and form of SRGs varied from state to state. Some states like Kerala and Assam went in for a continuing and consistent SRG which met regularly to plan and implement various pedagogic activities. There were other states like Gujarat which would tap resource persons of their SRG as per need.

Similar resource groups were constituted at the district level (DRGs) too. The DRGs began to play an active role, especially during teacher training programmes. In some states like Assam, the DRG meets regularly every month to plan the academic activities to be implemented in the district. However, in most other states the DRGs have not yet played a role beyond training.

## *Resource Centres*

The most challenging and exciting aspect of the program, however, can be said to be the large scale operationalisation of grassroot academic resource centres i.e. **BRCs and CRCs**. These structures have supported the overall pedagogical reform that the program has triggered and have played a central role in helping the teachers in bringing about necessary changes in the classrooms processes. Regular school visits by CRC coordinators and monthly meetings of teachers have indeed made a very special contribution. Though these resource centres have been established in all DPEP districts, they are at different stages of development and there are significant variations in their activities. In some states steps have been taken for effective school visits, academic discussions in monthly meetings, documentation of folklore and its use in classrooms, establishment of maths lab, developing libraries etc. In some others, these structures have taken up roles that are more administrative and supervisory in nature. Similarly, the degree of community involvement in the functioning of these institutions varies, as does the level of their autonomy.

The resource centres vary considerably in their focus, structure, activities and their role in the system across states depends critically on the overall pedagogical vision of each state. Notably, though each state engaged itself in all the aspects of pedagogical renewal, including teacher training, textbook renewal, evaluation, TLM development etc., each state had a different focus determined by its context and vision which in turn influenced the evolution of its sub district institutions. Bihar and Karnataka for example gave special importance to teacher training. Not surprisingly, the block and cluster resource centres largely engaged in training teachers through training packages developed by the state resource groups. The structure also evolved and changed over time in response to the emerging roles of these centres. Both in Karnataka and Bihar 3-5 resource persons were located at the BRC to undertake continuous teacher training programmes for 20 days a month. Some states have constituted block and cluster resource groups to support the academic activity of BRCs and CRCs.

As these structures became functional and started performing their roles many issues were thrown up pertaining to capacity building, linkages with BEO and community etc. Factors like how speedily the posts were filled up, where and how the BRC & CRC staff were

expected to set up office, what funds they had at their disposal to function independently and what kind of standing they had with respect to the local school inspecting staff and what was their capacity to offer academic support to teachers also mattered a great deal. Efforts were then made to address these issues in national, state and district level workshops.

In the whole pedagogic reform process, the role to be played by the DIET particularly support to resource centres, is determined by the state, and in DPEP has varied from state to state. For instance, in Kerala one DIET faculty member got permanently located at the BRC. In some other states such as Haryana a cell (having 5-6 members) was created in the DIET to undertake DPEP activities. There were others where each faculty member was appointed as a liaison officer for 1 BRC. The programme has fostered these linkages and offers space to further strengthen them. However this does remains an area of concern.

To sum up, pedagogic reform has set in most DPEP states in the form of participatory teacher training, development of activity based child friendly books & materials, creation of forums for teachers to interact (BRCs & CRCs) and extension of onsite support. However these efforts need to be further strengthened and deepened to ensure sustainable qualitative changes. Also in most states linkages with DIETs and SCERT need to be established, fostered and strengthened.

### **National level interventions since last JRM**

In November 1999 the pedagogy unit completed case studies of four DIETs and sub-district resource centres in five states. These case studies brought out sharply the need to develop the capacities of these resource centres as well as the DIETs. Consequently, a major focus area for the pedagogy unit since the last JRM has been helping states articulate a clearer vision of resource centres and DIETs and mapping out a capacity building programme. At the same time, as has been clear from the studies, capacities are seen to be fostered through interaction with schools as well as with other resource persons and institutions. In other words, capacity building is not seen merely in the form of pre designed training courses conducted by resource institutions. It is rather seen as a continuous improvement in working as well as understanding of the personnel in these resource institutions. Consequently, school level work to feed into the process of capacity building is an important ingredient as is wider exposure. Thus on the one hand, the attempt is to build capacities of resource personnel and on the other to continue to focus on school based processes. Such as building school libraries, teacher training, planning for school improvement etc.

In the last few months the main focus of national level activities has been on:

#### *Strengthening of academic support system (Capacity building of resource centres)*

Activities were initiated as a follow up of the “national workshop on strategies for strengthening resource centres” held in October 1999 and the documentation “Glimpses from the grassroots” and “Meeting Challenges” brought out in November 1999. These documents was shared with all state project directors, state secretaries and other concerned functionaries. There are also plans to translate these in Hindi to ensure a wider circulation.

Secondly, state level workshops were organised in Karnataka and Orissa. Discussions have also been held with Andhra Pradesh and Maharashtra. The approach for doing these state level workshops has been to first of all assess the status of the BRCs and CRCs, their staffing and training levels, the work responsibilities assigned to them and their links with schools.

BEO, DPO and DIETs. This is done through detailed field visits, classroom observation and interaction with field functionaries at different levels. Based on field observations, these workshops were then planned jointly with the state level functionaries. In Orissa the CRC coordinators have been recently appointed and their first orientation training was to be conducted, for which input was provided to the core teacher training group (CTT). The state level workshop for the CTT group thus focussed on : sharing experiences of the first orientation programme for CRCs in other states, role of CRCs in the overall pedagogical intervention strategy of Orissa, the nature of school visits and monthly meetings to be conducted by them and on the areas where their capacity needs to be built. Based on these discussions the CTT developed the module for orienting CRC coordinators.

In the case of Karnataka field observations revealed many issues pertaining to resource centres. Some of these included : lack of role clarity & need for academic capacity building of CRCs and inadequate time available to BRCs for making school visits. The state level workshop thus had a two fold objective. Firstly to understand and clarify the possible role of resource centres in the pedagogical renewal processes initiated in Karnataka, secondly to build the capacity of the CRCs to extend onsite support to teachers in the schools. So in a five day workshops the participants for the first 3 days reflected mainly on the need, role & problems of resource centres. Specifically on nature of school visits and monthly meetings to be conducted by BRC and CRC coordinators. The remaining two days went in developing a better understanding of the nature of learning process and of an activity based classroom.

In Maharashtra and A.P. in stead of organising state level workshops the assessment is shared at the district and state level with concrete suggestions as to how they can further strengthen these efforts through possible reorganization at field level, capacity building, strengthening links between district, block, cluster and school, and so on.

We plan to continue this process in other states as well, and if necessary hold more workshops like these.

### *School Libraries*

Promotion of school libraries is another significant effort towards improvement of quality of learning in schools. National and state level activities have been initiated in this respect.

To popularise books amongst children on a large scale two states namely West Bengal & Maharashtra undertook mobile book exhibitions across DPEP districts. Maharashtra took up the Mobile Book Van Exhibition Tour through its nine DPEP districts. It lasted four months and came to an end in January 2000. A similar exercise was undertake in West Bengal in 1999. In both states the response has been extremely encouraging, West Bengal has moved ahead with starting readers clubs in its five phase I districts, and Maharashtra is planning for the same. Both in Maharashtra and West Bengal orientation programs were organised for the state, district, block and cluster personnel about the necessity for library books in schools, and how to use them to enrich the teaching learning process.

In February 2000 a 4-day **national level workshop** was held in New Delhi on '**Role of Libraries in Improvement of Learning in Schools**' in which 12 states participated. The objectives of the workshop were:

- To build an understanding about conceptual issues related to reading and learning, such as how children learn to read and the importance of books other than textbooks.

- To familiarise participants with a range of children's literature and to discuss how teachers can use library books to make the teaching learning process more effective.
- To share experiences of some of the significant rural/school library programs
- To discuss issues related to organisation and management of school libraries, such as, what type of books to be included, how to select books, how to distribute them to schools, how to organise classroom activities, how to orient and support teachers, how to monitor the libraries.
- Resource persons from academic institutions, NGOs and state project offices facilitated in developing this understanding.

After the workshop many more states have expressed that they would like to provide library books to schools and orient teachers and functionaries at various level on their importance and use.

### *School Improvement*

The pedagogy unit has been seriously concentrating on improvement of **the quality of learning in schools** and coming to grips with major issues by conducting school based programmes. Two concrete programs have been taken up in two states at the micro level one in Hardoi district of UP and the other in Chamba district of HP:

In Hardoi in UP, schools have been taken up in three clusters. Various types of basic inputs have been given, like, an initial survey of learning levels of children, condition of schools and discussion with community, appointment of more teachers to reach to a PTR of 1:40, appointment of appropriate CRCs, provision of some basic TLM, etc. After that a detailed week by week remedial program has been formulated for Language and Maths. A system has been put in place for regular monitoring of schools and meetings of teachers and resource persons. This is a 4-month action research project under the guidance of Prof. A.K. Jalaluddin which comes to end in May 2000. Its outcome may give us further directions as to what needs to be done on a larger scale in terms of quality improvement.

The effort in Chamba in HP has been of a different nature, and it is being carried out in collaboration with NIEPA and the Planning Unit of TSG. Here school teachers and CRCs of two clusters have been asked to prepare detailed profiles of their schools covering five broad issues: physical facilities, teachers and children, teaching learning process, school management and links with community. The idea behind this was to make teachers and field level functionaries realise the strengths, the weaknesses of their individual schools and to identify the needs in respect of the above areas which need to be addressed. The profiles are being followed up by preparation of school development plans. The plans would have to be executed over a certain period, therefore action points have been identified and prioritised, and the agency, whether local or external, which would be contacted for taking action in a time bound manner has been identified. In this way it is hoped that these schools would be put on a path towards improvement. In the past few months some of the needs that emerged in the profiling process have already been addressed.

### *Bringing out a newsletter*

The sixth issue of the newsletter is presently under print. It focusses on story telling. In this issue an effort has been made to bring to the readers experiences of professional story tellers, teachers and educationists. Use of storytelling in classrooms has been explored in depth. The circulation of our newsletter has increased to 2000. Special issues on mathematics learning and school libraries are in the pipeline.

### *Organising exposition of teaching learning materials*

An effort had been made to compile and catalogue teaching learning materials in the pedagogy unit. As per need this material is displayed and shared with states. Recently on request an exposition was organised in Assam.

### **Emerging Issues**

The task of pedagogical renewal is vast, and many states have undertaken various renewal processes with a fair amount of success. Consequently, the interventions at the national level need to be strategic, facilitating state level activity. The most major national level activity is seen as that of capacity building of resource persons. The emerging issues in this context are as follows:

- Though efforts have been made towards capacity building of state, district and sub district functionaries, there is a need to further strengthen these initiatives. A serious and planned effort may need to be made *to build the capacity of state resource groups themselves especially in phase II states on basic pedagogy issues*. In this context, effort will continue in terms of keeping a debate alive through workshops, newsletters and training programmes.
- The sustainability of pedagogic processes initiated under DPEP will depend to a great extent on how will they get integrated with institutions like DIETs & SCERTs which are to carry these functions beyond DPEP. It has been felt that the institutional link of BRC-CRC with DIET has either been absent in many cases or weak. In the coming year working with DIETs and SCERTs is going to be one of the important area of work in DPEP.
- Capacity building of BRCs & CRCs has also emerged as key issue that needs to be addressed at the earliest by the most of the states. State and district level workshops need to be organised to sort put administrative as well as academic problems being encountered by resource centres. In fact, each state needs to chalk out a long term capacity building plan for BRCs & CRCs. *The national intervention will continue to support these state level efforts to articulate and improve these structures.*

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

Coverage/Rounds/Cascade

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>All teachers in Phase I and Phase II have been trained through the 6 days training programme on resource materials in Dec- Jan 2000.</li> <li>In both phase I and II, teachers have undergone a 3 day training on the newly developed textbooks for class I. This training is ongoing.</li> </ul> <p><i>Phase I</i></p> <ul style="list-style-type: none"> <li>After the need assessment test district specific training modules were developed. 10537 teachers have been trained through this 7 day training programme (Oct-Dec'98.)</li> </ul> <p><i>Phase II</i></p> <ul style="list-style-type: none"> <li>1925 teachers have been trained for 7-9 days through the 'Whole School Approach' training (Oct-Dec'98.)</li> </ul> <p><i>Cascade</i></p>	<ul style="list-style-type: none"> <li>14202 teachers have been trained for 10 days on class I and class II textbooks (Tarang II).</li> <li>9000 teachers have been trained for 10 days on class III, IV, V textbooks.</li> <li>2 days Refresher training programmes of 4 days each have been organised for teachers of classes I and II.</li> <li>The state plans to conduct an annual 18 days long training programme to orient teachers. The programme will be bifurcated in 10 days, 4 days, 2 days, + 2 days.</li> </ul> <p><i>Cascade</i></p>	<ul style="list-style-type: none"> <li>4959 teachers in phase I and 3046 teachers in phase II have undergone 6 days of training in 98-99.</li> </ul> <p>Teacher training is an ongoing process at the BRC.</p> <ul style="list-style-type: none"> <li>Teachers in one block each of phase I districts have undergone a 12 day training by the SRG to implement the multigrade project for classes I and 2, as practiced in H.D. Kote.</li> <li>3 days training based on the 7 films developed on gender, VEC, pedagogy etc. has been initiated. This would cover all teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Revised the grading indices of terminal evaluation and trained all teachers through CRCs.</li> <li>Gave 5 day training to all the teachers of try out schools in SLAP in 6 districts.</li> <li>Conducted 5 day orientation to all heads of primary schools.</li> <li>Developed the report of Monitoring and the Evaluation of Kinginikkootam - 99</li> <li>All 28000 teachers were given training on revised grading indices at the time of terminal evaluation.</li> <li>Conducted 5 day teacher training for 28000 teachers for Kinginikkootam / Patanotsavam 1999 during April-May 1999.</li> <li>Trained 3500 HMs</li> </ul>	<ul style="list-style-type: none"> <li>52868 teachers received 5 days training on class V TLM.</li> <li>7335 teachers of SSKs and Jhoolaghars trained.</li> <li>Under Quality Watch, 27515 gurujis of EGS received 12 days training on the TLM.</li> <li>Based on the analysis of Baseline Evaluation results, every district developed their own training module to address district specific problems of classroom transaction.</li> <li>The cluster academic coordinators have been trained directly by the SRG for EGS.</li> <li>To address weaknesses that emerged during monitoring, 457 RPs trained at the district level for 3 days by the SAG. In the second phase, Jan Shikshaks from all districts were imparted training for three days at the block level.</li> <li>Under Quality Watch, an Action Research</li> </ul>	<ul style="list-style-type: none"> <li>4 day workshop on universalisation of Activity Based Learning conducted.</li> <li>4 day workshop for development of Content Enrichment Tests in Science, Maths and Language conducted.</li> <li>4 day workshop for launching of mother-parent Association in project districts was conducted.</li> <li>3 day workshop for RPs on strategies for remedial teaching.</li> <li>Meetings for development of training manual were organised.</li> <li>A meeting to finalise training programmes was organised by MPSP, MSCERT and DIET.</li> <li>Review meetings of subject experts from four districts.</li> <li>4 day workshop for RPs on developing activity bank was</li> </ul>	<ul style="list-style-type: none"> <li>5-day training to 5933 teachers in Phase I and 1460 teachers in Phase II districts for class V textbook.</li> <li>3 day booster training to 793 teachers in Phase I and 33 teachers of Phase II for IV std.</li> <li>3 day training to 4284 English teachers for Std. III.</li> <li>3 day training to 3428 English teachers for Std. IV.</li> <li>3 day training to 4036 English teachers for Std. V.</li> <li>An administrative training for 3 days to 2613 HMs.</li> <li>2897 newly appointed teachers given 5 day Refresher training.</li> <li>3 day training to 12087 teachers in joyful learning.</li> <li>1244 teachers given training for 2 days in activity based teaching.</li> <li>1849 teachers were provided training in SC/ST coaching classes.</li> <li>3 day training given to 12836 teachers for TLM.</li> </ul>



ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
State trains key resource persons who in turn trains district level team of trainers. It is this team which trains teachers.	<ul style="list-style-type: none"> <li>CRCs worked as Resource Persons and they were trained at State Level who in turn trained the teachers at their respective clusters.</li> </ul>	<p><i>Cascade</i></p> <ul style="list-style-type: none"> <li>Resource persons at the state level train the BRC faculty, which in turn trains the teachers. DIET faculty is nominated as nodal officers, one per block.</li> </ul>	<p>for educational leadership in pedagogic change (Sept. 99)</p> <ul style="list-style-type: none"> <li>1-day CRC level orientation for all 28,000 teachers (June '99)</li> <li>Identified training needs of teachers through IV Internal Academic Support – Mission</li> </ul> <p><i>Cascade</i></p> <ul style="list-style-type: none"> <li>SRG to BRC to teachers.</li> </ul>	<p>programme was initiated in four districts. The objective of the prog. Was to train the teachers with reflective practices in some of the educational activities, such as, TLM, Teachers trg., classroom transaction, achievement of children etc.</p> <p><i>Cascade</i></p> <p>For the training programme of EGS, the cluster academic coordinators are trained directly by the State Resource Group.</p>	<p>organised.</p> <ul style="list-style-type: none"> <li>Follow-up of SMART-PT program initiated by MSCERT</li> <li>Third round of SMART-PT organised in May-June 99 for 98104 teachers of class V (24336 from DPEP districts) for 12 days.</li> </ul> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> <li>Master trainers at the state level train the district level resource persons, who train the block resource persons, who in turn train the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>For large scale training DTERT trains the Key resource persons from DIETS who train the BRC faculty, who in turn train the teachers.</li> <li>For special training SPO trains BRCs who train teachers</li> </ul>

*Focus*

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase II</i></p> <ul style="list-style-type: none"> <li>The focus was on evolving strategies for teaching in multigrade situation and on approaches towards lang, maths and EVS teaching. Strategies and materials for initiating group and self-learning were also discussed in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Focus was on usage of textbooks for teachers of classes I and 2.</li> <li>Focus was on usage of textbooks for teachers of classes III, IV &amp; V.</li> <li>Focus was on hard spots for which videocassettes were used.</li> </ul>	<ul style="list-style-type: none"> <li>The focus was on activity based teaching practices.</li> <li>The training is based on the 7 films developed on gender issues, role of VEC, and pedagogical aspects. This would cover all teachers.</li> <li>The 12-day training for teachers of one block in DPEP I districts was focused on introducing the HD Kote block type (multilevel, self-learning material based) classroom methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Training on revised grading indices at the time of terminal evaluation.</li> <li>Orientation to all heads of primary schools on school management.</li> <li>Decentralisation of planning and implementation of academic activities, specially teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>The training focussed on teacher-learning materials of classes I-V.</li> <li>"Khoji Guruji" concept is being used to get better academic results in the schools, under Quality Watch Programme.</li> </ul>	<ul style="list-style-type: none"> <li>First 7-days of SMART-PT devoted to enrichment of teacher competencies, remaining 5 days for teaching learning process in English.</li> </ul>	<ul style="list-style-type: none"> <li>Booster training : reinforcing skills imparted in in-service training</li> <li>TLM activity based training.</li> </ul>

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• A 7-day training on class III English and Class I Maths workbooks and Class III &amp; IV Telugu readers held. 81309 teachers have been trained.</li> <li>• A 15 day module for VVs has been developed. Training will commence in May, 2000 (during vacation).</li> <li>• Induction training to HMs on management of primary schools has been conducted.</li> </ul> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> <li>• SRG trains DRG, which trains MRG, which trains teachers.</li> </ul>	<p><i>Textbook training</i></p> <ul style="list-style-type: none"> <li>• Mass teacher training planned for April-May 2000 on new class I text books.</li> <li>• More than 4000 teachers have been trained on class I textbooks in all the 3 DPEP districts.</li> <li>• 451 teachers of the trial schools have been trained on the newly developed class II textbooks.</li> </ul> <p><i>Training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> <li>• A six day orientation programme for 3200 newly appointed Vidya Sahayaks held.</li> </ul> <p><i>Multigrade training</i></p> <ul style="list-style-type: none"> <li>• 6 days orientation has been given to 60 teachers of pilot schools in Multigrade Project.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>• A seven day training was given to 3562 newly appointed teachers.</li> <li>• Training planned for English teachers of class V.</li> </ul> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> <li>• DIET prepared the module and trained the master trainers who in turn trained the teachers. The training was given at the cluster and block level.</li> </ul>	<ul style="list-style-type: none"> <li>• About 7500 teachers have undergone atleast 15 days of training.</li> <li>• Volunteer teachers(now regularised) were given a condensed course of 90 days.</li> <li>• Training of Teachers of 20 blocks (out of 33 in DPEP districts) on the maths class-I supplementary book is over.</li> <li>• Training on TLM</li> </ul> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> <li>• The training module was developed by the SRG. SRG then trained some of the faculty members from each DIET at state level. The DIET faculty tried out the module with a number of teachers. The module was modified. These resource teachers and DIET members then trained a resource team at block level which finally trained the teachers.</li> <li>• There are plans to train DIET faculty as resource persons in October to March period.</li> </ul>	<ul style="list-style-type: none"> <li>• 28030 teachers have been trained in the 3<sup>rd</sup> round of training.</li> <li>• 28243 teachers have been trained in the second round.</li> <li>• 265 Sub Inspectors have also been trained.</li> </ul> <p><i>Cascade:</i></p> <ul style="list-style-type: none"> <li>• The core training team (CTT) trains the BRG; the BRG trains the teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Total no. of teachers covered in the first round of motivational training is 51206, in 18 districts.</li> <li>• Second round of teacher training has been decentralised at block level. It is an 8 day nonresidential package with 2 day additional in-built input for BRC, NPRC coordinators for better follow up of training.</li> <li>• 32583 teachers out of 52377 have been trained so far.</li> </ul> <p><i>Cascade</i></p> <p>The SRG trains the Master Trainers at the district level, who train the teachers.</p>	<ul style="list-style-type: none"> <li>• 38102 teachers trained until now. Remaining to be trained within March.</li> <li>• Module and activity bank developed for teacher training.</li> <li>• TLM guide book developed.</li> <li>• Reading material developed.</li> <li>• A 3 year upgraded teacher training package being developed including in 8 day teacher training module for first year, 10 day module for second year and 12 day for third year.</li> </ul> <p><i>Cascade</i></p> <p>KRPs-RPs – Teachers</p>	<ul style="list-style-type: none"> <li>• 13433 teachers have been trained through the second round of 10 days training programme( Ujala II)</li> <li>• Till date 80000 teachers have been trained through the first round of 10-day training programme (Ujala I).</li> </ul> <p><i>Cascade</i></p> <ul style="list-style-type: none"> <li>• The SRG trains the BRG which in turn trains the teachers.</li> </ul>

## DPEP II &amp; III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>The 7-day content based training covers the content areas + gender and community mobilisation issues.</li> <li>The new VV module will have objectives of DPEP, classroom organisation, MGT, TLM, EVS, Language and Maths component, assessment techniques, child labour and Janmbhoomi issues.</li> </ul>	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> <li>The training focuses on the transaction of the newly developed competency based textbooks for class I and class II.</li> </ul> <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> <li>Preparation and use of TLM for classroom transaction.</li> </ul> <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> <li>Focuses on methods and techniques related to Multigrade Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Focus was on school readiness, activity based teaching and use of TLM.</li> <li>Focus on preparation and use of TLM.</li> </ul>	<ul style="list-style-type: none"> <li>The focus is to strengthen concept of Activity based teaching in classes 3-5. Gender, tribal and multigrade issues also included.</li> <li>The focus was on developing an understanding of activity based classroom. Specifically on activity based teaching in content areas of classes 1&amp;2. Issue of multigrade teaching and evaluation were also addressed.</li> </ul>	<ul style="list-style-type: none"> <li>The second round of training focuses on 'pedagogy'. The module 'Sabal' is based on 14 thematic papers has been prepared which focus on themes such as 'Activities', 'TLM', 'Subversive Messages in Class', 'Evaluation', 'School Development'. There is special focus on Maths because the new Maths textbooks for classes II &amp; III have been introduced.</li> <li>The module has been trialled in 4 districts.</li> </ul>	<ul style="list-style-type: none"> <li>Natural learning process of children, exploring how language is acquired by children, what mathematical and science concepts children already have when they come to school, and the basics of activity-based learning in Lang, EVS and Math.</li> </ul>	<ul style="list-style-type: none"> <li>In the second round special focus was on classes 3-5.</li> <li>The focus is on the following- motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</li> </ul>

## CURRICULUM, TEXTBOOKS AND TLM

Classes covered/Nature of material & Process

### DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• <b>New textbooks for class II introduced in Jan 2000.</b></li> <li>• Resource materials to supplement class I integrated textbooks (introduced in Feb 99) were developed and distributed to CRCs for trialling in the schools. Based on the feedback SCERT made the necessary revisions in the material. It is now ready for print.</li> <li>• Resource material for activity based teaching for all subjects in class III&amp;IV has been developed (in two parts) to supplement the existing textbooks. Part I has been trialled, printed &amp; distributed to teachers. Part II is under preparation.</li> <li>• <b>Workbooks for classes 3&amp;4 developed and under print.</b></li> <li>• <b>Process has been initiated to develop resource materials for class V.</b></li> <li>• <b>A state level workshop held to prepare TLMs for multigrade teaching.</b></li> </ul> <p><i>Emerging issues</i> The teacher training and textbook development processes have not been in tandem. There is too much focus on developing resource materials and workbooks. Need and efficacy for such material needs to be tested.</p>	<ul style="list-style-type: none"> <li>• Class I &amp; II textbooks &amp; teachers guide books reviewed and introduced in all schools of DPEP districts.</li> <li>• A newly developed class III integrated textbook has been introduced on trial in 850 schools.</li> <li>• Teacher's handbook for class III has been published.</li> <li>• <b>Curriculum for class IV developed. Processes initiated to develop class IV textbooks. (Manuscript in its final stages)</b></li> <li>• Three day's teleconferencing on use of textbooks was organised in collaboration with IGNOU and ISRO.</li> <li>• <b>As a follow up of the state level TLM workshop two books "Nanhe Kadam Vigyan ki Aur" and "Pitara Kholen Ank Bolen" respectively on science and maths circulated to all the teachers.</b></li> </ul> <p><i>Emerging issues</i> Though new integrated textbooks with a holistic approach have been introduced more efforts are needed to sustain it in the field.</p>	<ul style="list-style-type: none"> <li>• Activity based textbooks cum workbooks and teachers guides introduced for class I-IV in Kannada, Urdu and Marathi in DPEP districts earlier.</li> <li>• Similar draft books developed for class V and are being trialled in a block in Mandya district.</li> <li>• New books introduced for classes I &amp; II in Tamil &amp; Telugu.</li> <li>• Kali Nali bi-monthly teachers magazine and a monthly wall paper for children is being published by the SPO. Districts have initiated processes to develop similar materials.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPEP developed teachers handbooks and self learning materials for students as part of SLAP.</b></li> <li>• <b>Developed handbooks for parents.</b></li> <li>• <b>Developed handbooks for headmasters.</b></li> <li>• <b>Developed school visit diary.</b></li> <li>• <b>Decentralisation of Planning of teachers training undertaken.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Textbook for class V introduced in 1999-2000.</b></li> <li>• <b>Teacher's guide have been developed for class V.</b></li> <li>• <b>All textbooks and teacher handbooks have been translated into Urdu.</b></li> <li>• Revised textbooks of class I-IV were introduced in 1998 in the entire state.</li> <li>• Guides for I-IV have been introduced in schools along with text books</li> <li>• Supplementary reading material for tribal students in Jhabua district in the local language has been finalized.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Competency based Textbooks for Std. I to V have been supplied to SC/ST and girls.</b></li> <li>• <b>Teachers handbook on SLM in Language and Maths for Std. I developed by SCERT, Pune-being distributed to all DPEP districts.</b></li> <li>• <b>Work for Std. II SLM is completed by SCERT, Pune.</b></li> <li>• 'SARAS 200' is the programme undertaken by TBB to improve the textbooks and make them more effective, attractive, life and activity oriented.</li> <li>• Post publication revised edition of textbooks of Std. I. prepared</li> <li>• The textbooks for std. II and III being revised on the basis of feedback in the previous year.</li> <li>• First edition of textbooks for std IV and V has been published. Feedback being collected.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>New Textbooks for class V translated into Urdu, Telugu, Kannada and Malayalam, distributed.</b></li> <li>• <b>Text books for class I to be introduced state wide in 2000-01.</b></li> <li>• <b>Language textbooks in minority languages in Urdu, Kannada, Telugu and Malayalam have been prepared for Standard I by DPEP.</b></li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• Class V Telugu reader developed.</li> <li>• Class IV English book developed.</li> <li>• Class II Mathematics at completion stage.</li> <li>• All of the above 3 will be introduced in 2000-01.</li> <li>• Class III EVS-I is in development process.</li> </ul>	<ul style="list-style-type: none"> <li>• The new class I textbooks have been introduced in all DPEP districts. State wide introduction is planned in 2000-01.</li> <li>• New textbooks for class II trialled in 300 schools. State wide introduction planned in 2000-01. (Language and EVS will be integrated, while there will be a separate book for mathematics.</li> <li>• Awareness materials on MGT developed for the pilot project. Production of audio/video underway.</li> <li>• The new textbooks for std. III are under preparation.</li> <li>• Teleconferencin</li> </ul>	<ul style="list-style-type: none"> <li>• Trialling of new maths workbook containing supplementary (class I) material is over.</li> <li>• Class I textbook has been developed and is being printed.</li> <li>• Class H textbook being developed.</li> <li>• Supplementary reading material for class I &amp; II has been developed and is presently being edited.</li> <li>• Curriculum for classes III –V is being developed.</li> <li>• State level workshop on TLM held.</li> <li>• Supplementary reading material based on folk tales developed in Chamba.</li> <li>• Teachers guide book for class I, II, III developed by Chamba and shared with other districts.</li> </ul> <p><i>Emerging issues:</i></p> <ul style="list-style-type: none"> <li>• Close linkage needs to be established between the process of teacher training programs (activity based classroom practices) and the writing of textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• The state has decided to develop activity based textbooks for the first two grades.</li> <li>• Class I, II and III MLL based textbooks have been introduced state wide.</li> <li>• As a follow up of the state level workshop on teaching learning materials district, and block level TLM workshops were conducted.</li> <li>• Supplementary resource materials to facilitate transaction of textbooks of classes 3-5 have been developed. 8 booklets have been finalised and are under print.</li> <li>• A newsletter (half yearly) on classroom processes has been planned for teachers. The first issue is ready for printing.</li> </ul> <p><i>Emerging issues</i></p> <ul style="list-style-type: none"> <li>• The teacher training and textbook development processes have not been in tandem.</li> </ul> <p>The state needs to carefully review its past textbook development processes.</p>	<ul style="list-style-type: none"> <li>• Text books of Maths for classes II &amp; III have been introduced state wide.</li> <li>• Textbooks for classes I, II &amp; III for language &amp; EVS have been field trialled and finalised and submitted to Basic Shiksha Parishad for approval.</li> <li>• The handbooks for Math textbooks (classes 2,3) are ready.</li> <li>• TLMs melas have been held at cluster block and district level in all project districts.</li> <li>• Work undertaken to develop supplementary reading material in local dialects</li> </ul>	<ul style="list-style-type: none"> <li>• The class I textbooks for Language and Math revised by WBBPE. To be introduced from May 2000.</li> <li>• The Language textbook has been prepared in Bengali, Urdu &amp; Hindi; the Maths textbook has been prepared in Bengali.</li> <li>• Work on class II textbooks started by WBBPE.</li> </ul>	<ul style="list-style-type: none"> <li>• Six books introduced in the year 2000 include: <ul style="list-style-type: none"> <li>a. Mathematics book for classes 3&amp; 4 in Hindi</li> <li>b. EVS for class III (Life Science and Social Science)</li> <li>c. Language book for class II (Hindi &amp; Urdu)</li> </ul> </li> <li>• Processes have been initiated to bring out the following books (12 regional level workshops have already been held in this regard.) <ul style="list-style-type: none"> <li>a. EVS class IV (life science and social science in Hindi &amp; Urdu only)</li> <li>b. Language books in Hindi &amp; Urdu for classes III, IV, V</li> </ul> </li> <li>• Language textbooks for class III under print. ( Urdu, Hindi and Bangala)</li> <li>• DIET-Ranchi in collaboration with Ranchi Tribal Research Institute is developing books (classes I to V) in tribal languages (Santhali, Ho, Mundari, Uraon).</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
	<p>g on TLM held for over 1500 teachers, BRCs, CRCs. A similar exercise undertaken on use of flash cards and English workbooks of class V.</p>		<p>study the processes initiated in states like M.P, Kerala and U.P before once again initiating the process of developing textbooks.</p>			<ul style="list-style-type: none"> <li>• <b>A teachers guide book “Sikhana Aasan Hai”, on teaching learning materials has been distributed to all the teachers in the project districts.</b></li> <li>• 10 books have been introduced state wide from Jan 99. These books were introduced in old BEP districts (7) last year. These books include language books for class I (Hindi, Urdu and Bengali), mathematics books for class-I to II (in Hindi, Urdu and Bangla), and class II language book in Bengali.</li> </ul>

STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>Two state level resource groups formed for textbook development and teacher training at SCERT. District and block level resource groups have been formed.</li> <li>Cluster level resource groups constituted of volunteer teachers (2 from each VEC) to provide support to the teachers in TLM preparation. These volunteers have undergone a three day training on developing resource materials. These teachers are paid Rs. 30/- per day for 15-20 days in a month.</li> </ul> <p><i>Emerging issues</i> Though CLRGs and BRGs are functional, their capacity building to provide academic support to teachers remains an issue.</p>	<ul style="list-style-type: none"> <li>A state resource group was constituted for textbook development, includes teachers selected through a test, block and district personnel and NGO representatives.</li> <li>State resource group was constituted to facilitate the state level TLM workshop. There are plans to constitute district teams for the follow-up activities of this workshop.</li> </ul>	<ul style="list-style-type: none"> <li>As per need the state used to constitute a SRG. But now there are plans to have a consistent SRG. DRGs and BRGs will also be constituted.</li> </ul>	<ul style="list-style-type: none"> <li><b>SRG trained to train heads of primary schools.</b></li> <li><b>SRG trained to train teachers of try out schools in SLAP in 6 districts.</b></li> <li>A large and active SRG (more than 100) is involved in all aspects of quality improvement. It is constituted of teachers, BRC trainers, DIET faculty members and other state level resource persons.</li> <li>10 member core DRG has been formed in all districts consisting of DIET faculty, trainers and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>SCERT is supported by a Technical Support Group (TSG) which includes experts from across the country including NGOs</li> </ul>	<ul style="list-style-type: none"> <li>The textbook bureau has state resource groups called "Vidya Samiti" and "Vishay Samitee". These committees are involved in text book development and quality control through feedback on basis of which text book are revised</li> </ul>	<ul style="list-style-type: none"> <li>An SRG consisting of teachers, DIET faculty, members from DTER and SPO and BRC and CRC faculty had been formed for textbook development</li> <li>At the state level there is a resource group for multigrade teaching and district level resource groups have been formed for the same.</li> </ul>

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA.	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• <b>State Resource Group (SRG) comprising of 35 members from SPO, SCERT, SIET, IASE, CTE and experts.</b></li> <li>• <b>50 member DRGs constituted in each district. DRG members trained.</b></li> <li>• <b>MRGs constituted in every mandal comprising 8-members Team of 4 MRG and IMED imparted training.</b></li> <li>• <b>All the Resource Groups will provide training to all targetted groups such as teachers, school committee members, ECE instructors, vidya volunteers etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The SRG constituted for textbook renewal process consists of NGO representatives, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya.</li> <li>• District Resource Groups have been constituted for multigrade teaching and for providing academic support.</li> </ul>	<ul style="list-style-type: none"> <li>• An SRG for pedagogy exists but it is being redefined. It is proposed to include DIET and SCERT faculty members, representatives from NGOs, persons from outside the state.</li> <li>• <b>DRGs have been established</b></li> </ul>	<ul style="list-style-type: none"> <li>• SRG created for development teacher training programmes. A core team of the SRG has also been formed (CTT).</li> <li>• Expansion of core team undertaken by including 8 more members.</li> <li>• District resource group is constituted of BRC coordinators, DIET faculty, SIs, headmasters and teachers.(15-20 members). The DRGs in the two districts have been oriented on monitoring and academic support. They are presently engaged in monitoring teacher training programme.</li> <li>• Block Resource Groups exist, but presently the members function only as master trainers for teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>• The SRG has developed the second round teacher training module. A subgroup of SRG will work as 'Master Trainers' at state level.</li> <li>• Plan to strengthen BRGs. The BRGs comprise 2-3 members at present, who are MTs. Membership to be enlarged to 5.</li> <li>• SRG expanded by 10-12 members.</li> </ul>	<ul style="list-style-type: none"> <li>• A DRG of 150 members constituted for every district</li> <li>• DRG orientation is complete.</li> <li>• A subgroup of the SRG has prepared teacher training module, activity bank and TLM guidebook.</li> <li>• SRG comprises selected KRPs persons from WBBPE, SCERT, SPO, Directorates NGOs, academies.</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical Improvement unit at SPO is working in close association with SCERT.</li> <li>• Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit.</li> <li>• The DRG are functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc.</li> <li>• Block and cluster resource groups are being formed.</li> </ul>



**BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE**

Status and Staffing

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 27 BRC coordinators and 418 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 29 BRC coordinators and 562 CRC coordinators are in position.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 28 BRC Co-ordinators and 241 CRC Co-ordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 20 BRC( BEOs) &amp; 210 CRC Co-ordinators are in position.</li> </ul> <p>5 BRC position vacant &amp; 67 CRC position vacant.</p> <p><i>Emerging issue</i></p> <p>No separate full time person has been appointed as a BRC coordinator in Phase II due to which it becomes difficult to initiate academic activities in the block.</p>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 40 BRC co-ordinators, 238 BRC subject faculty and 334 CRC co-ordinators are in position. 2 positions are vacant for BRC subject faculty</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 72 BRC co-ordinators, 425 BRC faculty and 798 CRC co-ordinators are in position. 7 positions are vacant for BRC subject faculty</li> </ul> <p>40 BRCs were trained to orient the new faculty of Phase II.</p>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• <b>Out of 476 planned, 373 BRC staff in position.</b></li> <li>• <b>380 CRC secretaries are in position.</b></li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• <b>Out of 492 planned 471 BRC staff in position.</b></li> <li>• <b>384 CRC secretaries are in position.</b></li> </ul>	<p><i>In phase I</i></p> <p>Against 198 posts of BRC coordinators 193 are filled. 30 positions of BRC accountants vacant.</p> <p>All 3137 CRC coordinators are in position.</p> <p><i>In phase II</i></p> <p>Against 171 BRC coordinator positions, 129 are filled. 42 BRC accountant positions are vacant. All 3159 CRC coordinator are in position.</p>	<ul style="list-style-type: none"> <li>• <b>All BRCs are functional with coordinators in position in all districts.</b></li> <li>• <b>Appointment of BRC's subject experts in Phase II districts completed.</b></li> <li>• <b>The role of BRC coordinators has been defined.</b></li> <li>• <b>All 639 CRCs with coordinators are functional and monthly meetings held regularly.</b></li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• <b>70 BRC co-ordinators and 209 Teacher Educators (BRC subject faculty) are in position. 702 CRCC's and Asst. CRCCs have been nominated; there are 30 vacancies of teacher educators</b></li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• <b>34 BRC co-ordinators and 89 teacher educators are in position. 1023 CRC co-ordinators and Asst. CRCCs have been nominated.</b></li> </ul>

## Selection Procedure and Capacity Building

### DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Recruitment was done from among the primary school teachers through open selection process including tests and workshops</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Phase II BRC Co-ordinators have been given orientation training of 6 days at state level. CRC Co-ordinators were given 5 day orientation at state level and 5 day at district level</li> <li>All CRC coordinators and Headmasters of the identified model school underwent a five day training at the district level on the concept &amp; nature of activities that can be initiated in a model school.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Mostly, secondary school teachers have been appointed as BRC Co-ordinators in phase-I districts. In phase II, BEOs are working as BRC Co-ordinators.</li> <li>Selection of CRC Co-ordinators in phase-II was done through an open test cum workshop</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>All the CRCs of phase-I &amp; II recently underwent a 5 days training programme. The focus of the training programme was on the roles and functions of CRCs besides also orienting them on the new textbooks of classes I and II.</li> <li>The state plans to hold quarterly training programmes for the CRC coordinators on different pedagogical issues depending upon the emerging need.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>High School Head Masters appointed as coordinators for phase I &amp; II. In phase I, BRC faculty was mostly drawn from the High School teachers cadre. However, a large no. of resource person have had primary school teaching experience. In phase II, 50% of the BRC faculty is drawn from the primary school cadre. All CRC coordinators are from the primary school cadre.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation TLM in a series of workshops organised by SPO.</li> <li>Around 40 BRCCs from Phase I were identified and trained to orient the new faculty of phase II districts. They were also involved in developing a school observation tool used during school visit by the new faculty.</li> <li>A state level workshop on role of CRCs was held in Feb-March 2000. Along term capacity building plan for CRCs was evolved. The first step is to reorient the CRCs through a training programme.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>High school head masters as coordinators &amp; high school teachers as resource persons were appointed at the BRC.</li> <li>CRC coordinators identified with the help of BEOs.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Conducted orientation of Educational Officers &amp; BRC coordinators in two project districts.</li> <li>BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation of TLM in a series of workshops organised by SPO.</li> </ul> <p>6 CRC meetings were conducted in all project districts upto December, 1999.</p>	<p><i>Selection Procedure</i></p> <p>BRC coordinators selected from the education department. CRC coordinators are being identified as per approval of DIETs, from primary school teachers only.</p> <p><i>Capacity building</i></p> <p><b>Regular monthly meeting-cum-orientation of CACs held at block level.</b></p> <p><b>Block academic groups have been constituted and oriented on academic monitoring, learner evaluation, giving academic support to teachers to overcome hard spots. The BAG includes BRCC, BEO, 2-3 MTs and supervisors, 1-2 good teachers.</b></p> <p><b>Three days training-cum-orientation of Jan Shikshak (CACs) held in the month of Dec'99 on community mobilisation, new pedagogy and academic monitoring.</b></p> <p>One day training has been held. Focus of training was on DPEP concept and monitoring, academic coordination, CRC activities, VEC role.</p>	<p><i>Selection Procedure</i></p> <p>Coordinators and resource persons are recruited on seniority basis from graduate teachers.</p> <p><i>Capacity building</i></p> <p>BRC personnel has been trained on their job charts.</p>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>B.T. Assistants have been appointed as BRC coordinators on the basis of District education officers recommendation.</li> <li>Primary school have been appointed as Teacher Educators on the basis of the Assistant Educational Officer's recommendation.</li> <li>Senior most Headmaster of primary schools in that cluster have been nominated as CRC co-ordinators.</li> </ul> <p><i>Capacity building</i></p> <p>The BRC &amp; CRC staff has been oriented to DPEP, general administration and Supervision.</p> <p><b>Monthly meetings are regular. Attendance has increased substantially.</b></p>

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• Out of 508 posts of MRPs in 5 phase I districts 448 have been filled. In 14 phase – II districts, out of 1468 posts, 1441 have been filled.</li> <li>• 1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional</li> <li>• A grant of Rs.2000/- provided to all Teachers centres.</li> <li>• MRPs monitor functioning of TCs.</li> </ul>	<ul style="list-style-type: none"> <li>• 23 BRCs and 482 full-time CRCs are in position in all the DPEP districts.</li> <li>• 23 Additional BRCs (ABRCs) are in position (in all districts)</li> <li>• 32 CRCs are not working full-time in Banaskantha district; additional charge has been given to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• 30 BRC coordinators and 221 CRC coordinators are in position.</li> </ul> <p>3 BRC &amp; 178 CRC positions still vacant.</p>	<ul style="list-style-type: none"> <li>• 85 BRC coordinators are in position</li> <li>• <b>890 CRC coordinators are in position.</b></li> </ul> <p>242 positions are still vacant.</p>	<ul style="list-style-type: none"> <li>• 213 BRCs &amp; 208ABRCs are in position.</li> <li>• 1945 NPRCs are in position.</li> </ul>	<ul style="list-style-type: none"> <li>• The BRC concept has been dropped in West Bengal.</li> <li>• There will be CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up.</li> <li>• 3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. The appointments started from Oct./Nov. 1999 onwards (selection of RTs complete). CLRCs have started functioning with CPC and 3 RTs in position.</li> <li>• SI of schools of the concerned circle are the Circle Project Coordinator (CPC).</li> <li>• The CLRC office houses the office of the SI of schools (Circle Project Officer or (CPO).</li> <li>• CLRC staff appointed in all districts.</li> </ul>	<ul style="list-style-type: none"> <li>• 630 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Co-ordinator.</li> <li>• 2476 CRCs(not full time) in position.</li> </ul>

Selection Procedure

DPEP-II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>Experienced Primary/ Secondary teachers are recruited through a test followed by an interview at district level.</li> </ul> <p>Orientation</p> <ul style="list-style-type: none"> <li>All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc.</li> <li>These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>For ABRC, candidates were selected in response to an open advertisement; a merit list was prepared for each district, and personal interviews were held.</li> </ul> <p>Orientation:</p> <ul style="list-style-type: none"> <li>For ABRCs, there was a 3-4 day orientation training at the SPO</li> <li>For BRCs and CRCs, each district had conducted a 3-day workshop where a review of their work was undertaken; ideas regarding their strengthening were also discussed.</li> <li><b>One day workshop on quality achievement held for BRCs &amp; CRCs.</b></li> </ul>	<ul style="list-style-type: none"> <li>JBT teachers with five years of teaching experience were selected on the basis of BPEO (Block Primary Education officer) recommendation.</li> </ul> <p>Orientation</p> <ul style="list-style-type: none"> <li>All BRC coordinators have been orientated about tasks and for teacher training.</li> <li><b>No separate training for CRCs. However a teleconferencing on roles and functions of CRCs was done in Feb 2000.</b></li> <li>The BRC and CRC coordinators after receiving training from DIET are imparting training to the VEC members.</li> <li><b>Capacity building programme for CRC &amp; BRC coordinators to develop school improvement plans with teachers has been initiated in one block of Chamba.</b></li> </ul> <p>Emerging Issues</p> <ul style="list-style-type: none"> <li>There has been a large turn over of BRC and CRC personnel in the past six months.</li> <li>While CRCs are undertaking school visits the system of monthly meetings with teachers has not been operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>Primary school teachers were recruited as BRC coordinators through an open selection procedure. The participants underwent a written and situational test.</li> <li><b>Matriculate teachers with a minimum of 10 years of experience have been recruited as GRC coordinators.</b></li> </ul> <p>Orientation</p> <ul style="list-style-type: none"> <li>All BRCs have already received orientation. The focus was on roles and functions of BRCs sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc.</li> <li><b>Package for training newly appointed CRC coordinators has been developed and trialled.</b></li> </ul> <p>Emerging issues</p> <p>Though the CRC coordinators have been appointed their selection procedure has not been as rigorous as in the case of BRC coordinators. Proper orientation and a series of capacity building measures may need to be adopted.</p>	<ul style="list-style-type: none"> <li>In all districts primary school head teachers have been recruited as NPRC co-ordinators and BRCs coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy.</li> </ul> <p>Orientation</p> <ul style="list-style-type: none"> <li>5 day orientation programme for BRC &amp; NPRC coordinators has been organised.</li> <li>In order to strengthen DIET-BRC-CRC linkages, 3 day trainer's workshops are being organised for district team comprising of BRC, CRC coordinators and DIET faculty members.</li> <li>BRCCs are supposed to receive the 8-day training on pedagogy designed for teachers.</li> <li>A 2-day additional module has been prepared which will be transacted for BRCs in continuation with the 8 day teacher training.</li> </ul>	<ul style="list-style-type: none"> <li>Three primary teachers have been selected as resource teachers at CLRC. Total requirement for resource teachers is 588. The appointments will start from October onwards.</li> <li>The SI of schools will be Circle Project coordinator (CPC). CLRC office will house the office of SI also.</li> </ul>	<ul style="list-style-type: none"> <li>10-15 good primary school teachers were identified in each block, during the programmes of teacher training. Resource persons were short listed for appointment as BRC resource person or CRC Co-ordinators.</li> </ul> <p>Orientation</p> <p>1396 CRCs have already been trained.</p> <p>Emerging issues</p> <p>The CRC coordinator is not a full time person due to which regular onsite academic support to teachers becomes difficult.</p>

Staffing Position of DIETs, BRC & CRC

State	DIET			BRC resource persons / Co-ordinators			CRC		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	71+ 2	39	55	27	27	100	418	418	100
Haryana	55 + 21	43 + 15	78	28	25	89.2	266	241	91
<i>Karnataka</i>	108	84	77.7	280	278	99	339	334	96
Kerala	59	53	90	50	50	100	380	380	100
<b><i>Madhya Pradesh</i></b>	1157*	824*	71.2	198	193	97.4	3137	3137	100
Maharashtra	130	115	88.4	238	215	90.3	639	624	98
Tamil Nadu**	88	71	81	288	277	96	-	-	-

\* Figures are for both Phase-I & II district DIETs

\*\*CRC coordinator is not a full time person

Staffing Position of DIETs, BRC & CRC

State	DIET staff			BRC resource persons / Co-ordinators			CRC Staff		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	92	74	80.4	29	26	89.6	585	562	96
Haryana*****	86 + 18	70 + 15	83	25	20	80	277	210	76
Karnataka	189	162	85.7	504	497	98.6	798	798	100
Kerala	63	55	87	60	60	100	384	384	100
Madhya Pradesh	1157*	824*	71.2	171	129	75.4	3144	3144	100
Maharashtra	104	90	86.5	312	267	85.5	651	539	83
Tamil Nadu**	66	53	80	136	116	85	-	-	-
Andhra Pradesh –I II Expansion Districts	124 343	76 171	61 50	760 MRPs*** 2202 MRPs	565 MRPs 1609 MRPs	74 73	Listed under BRC		
Gujarat**	108	81	75	46	46	100	482	482	100
Himachal Pradesh	88 + 12	62 + 7	69.0	33	30	91	399	221	55.4
Orissa	125 + 10	91 + 10	83	85	85	100	1132	890	79
Uttar Pradesh	672	373	55.5	215	213	99	2109	1945	92.2
West Bengal	20	NIL	60	-	-	-	650 CLRCs****	-	-
Bihar**	-	-	-	630	630	100	2476	2476	100

\* Figures are for both phase-I & II districts

\*\* CRC coordinator is not a full time person.

32 CRCs are not full time in Gujarat

\*\*\* MRP= Mandal Resource Centre (2 MRPs for every Mandal Resource Centre at Mandal level; 40-50 schools)

\*\*\*\* CLRC = Circle Resource Centre (3 resource teachers for CLRC)

\*\*\*\*\* BEOs in phase II in Haryana are functioning as BRC co-ordinators

## Teachers Appointment (Phase- I)

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Assam	10229	10229	100.00	NIL	NIL	NIL
Haryana	8269	-	0.00	660	-	-
Tamil Nadu	43237	40925	94.65	3100	1026	33.10
Kerala	15526	4800	30.92	28	7	25.00
Maharashtra	62708*	58400*	93.13*	1899	1870	98.47
Karnataka	82815	78058	94.26	2270	2246	98.94
Madhya Pradesh	84650**	84650**	100.00**	-	-	-

\* Cumulative figures (Both for Phase I and Phase II)

\*\* Regular teachers + Para teachers

## Teachers Appointment (Phase II & III)

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Assam	16740	16740	100.00	NIL	NIL	NIL
Haryana	7596	7210	95	21	NIL	NIL
Tamil Nadu	NA	NA	NA	59	59	100
Kerala	NA	NA	NA	NIL	NIL	NIL
Maharashtra*	62708	58400	93.13	1487	672	45.19
Karnataka	67784	63533	93.73	2867	2245	78.30
Madhya Pradesh**	68065	68065	100.00	-	-	-
Orissa	NA	31872	NA	NIL	NIL	NIL
Himachal Pradesh	8495	7483	88.09	1616	1446	89.48
Gujarat	26308	21286	80.91	NIL	NIL	NIL
Andhra Pradesh Phase-I	3316	3019	88.94	NIL	NIL	NIL
Phase-II	3969	612	83.08			
Uttar Pradesh	58297	54750	93.92	2991	NIL	NIL
West Bengal	52134	47568	91.24	800***	NIL	NIL
Bihar	5690	NA	0	NIL	NIL	NIL

\* Cumulative figures (Both for Phase I and Phase II)

\*\* Regular teacher + para teacher

\*\*\* Proposed



## Para Teachers (Phase-I)

State	Number of para teachers (Non-DPEP fund)		
	Planned	In position	Percentage
Assam	85	85	100.00
Haryana	3	-	0.00
	1184*	0	0.00
Kerala	40	26	65.0
Madhya Pradesh	11869*	11746*	98.96*

\* Teachers appointed through DPEP funds

## Para Teachers (Phase II & III)

State	Number of para teachers (Non-DPEP fund)		
	* DPEP fund		
	Planned	In position	Percentage
Assam	89	89	100.00
Haryana	100	89	89.00
Madhya Pradesh	8722*	3521*	40.36
Himachal Pradesh	744	670	90.05
Gujarat	-	3391*	-
Andhra Pradesh Phase-I	3514		0.00
Phase-II	10021	8962	89.43
Uttar Pradesh	1777*	NA	NA

\* Teachers appointed through DPEP fund

# Distance Education Programme

## Activities, Issues and Concerns

### ACTIVITIES

Keeping in view the DPEP objectives and its support to the DEP, the project set the focus on "reviewing the ongoing training programmes and training plan in each state, identifying the types of distance education materials and inputs which will strengthen and enrich the ongoing efforts towards evolving on integrated, effective and sustainable training programme. The DEP activities have been initiated both at the National and State levels so as to:

- ➔ Provide technical support in designing, developing, producing and delivering Distance Learning (DL) inputs and materials.
- ➔ Build capacity among institutions and people in the States in various aspects of training through distance mode.
- ➔ Assist in reducing transmission loss by suitable distance learning interventions, thereby increasing consistency and quality of training efforts.
- ➔ Assist in augmenting the EMIS to incorporate data base related to training.
- ➔ Assist in assessing trainees' performance for providing credits leading to certification.

The project has been focussing on capacity building among primary education personnel in respect of developing knowledge and skills in preparing the print, audio, and video materials, and in producing materials for the use in training programmes as well as by the personnel in primary education sector. Efforts are directed towards developing multimedia package for training purposes. Teleconferencing mode has also been used for capacity building among various sections of the primary education personnel, like, teachers, teacher educators, non-formal education functionaries, village level committee members and parents of disabled children.

Till now DEP has been providing support to 14 states. The identification of the needs of a state is done by the respective State In-charge with the help of Teacher Training Coordinator and Distance Education Coordinator of the state. The cost of these programmes/materials is mainly borne by the centre but some states do share the cost. Some states have extended the facilities to non-DPEP districts also. In this particular case the States bear the cost in respect of non-DPEP districts. The project remains in constant touch with the DPEP Bureau particularly the officer in-charge of the DEP on one hand and State Project Directors on the other. At present, Distance Education Coordinators have been appointed in 14 states: 12 are in position and 2 will join soon.

In the initial stages (1996-97; 4 months) the project took some time in establishing itself - hiring the building, appointment of the Project Director and other staff at the centre and the state level and developing rapport with the states. A teleconference was conducted on February 26, 1997 which helped in identifying 24 activities/issues on which the states desired DEP's interventions.

During the year (1997-98) the DEP helped the States to develop five year comprehensive plans and the Annual Work Plan and Budget (1997-98). Two technical workshops at Mumbai (April 29-May 2, 1997) and Delhi (June 19-21, 1997) were conducted with a view to identify training areas for various functionaries engaged at primary level. Participants of these technical workshops were drawn from

SCERTs, DIETs, SIETs, and State DPEP. A 3-day orientation programme for DEC was organised on 2-4 December, 1998 at New Delhi.

Capacity Building activities were started during the year (1998-99). Content briefs were developed in Gujarat, Himachal Pradesh, Andhra Pradesh, Uttar Pradesh, and Bihar. During this year, most of the states showed keenness for development of self-instructional materials to support their ongoing Teacher Training Programmes. As a result the DEP provided necessary technical support for conducting the training programmes to the states of West-Bengal, Assam, Andhra Pradesh, Gujarat, Orissa, Himachal Pradesh, Uttar Pradesh, and about 120 draft self-instructional modules were developed. Later, editing workshop for these SIMs were held in Tamil Nadu, West Bengal, Assam, Gujarat, Orissa, Andhra Pradesh, and Himachal Pradesh. Field Tryouts were also carried out. As regards the capacity building in writing audio scripts, the States of Maharashtra, Madhya Pradesh, and Tamil Nadu organised workshops. Maharashtra and Tamil Nadu also organised workshops for video scriptwriting. During this year, the DEP also organised workshops for previewing the video programmes produced by State Institutes of Educational Technology and selected some video programmes for distribution. The video programmes selected for Gujarat were duplicated and distributed among BRCs of DPEP districts. Necessary orientation was also given to BRC and CRC personnel on how to use these selected programmes. Some materials on contextual issues like gender sensitisation (Ma Beti Mela and Girls' Education) and motivation (Perna Geet) were developed for Haryana.

Teleconferencing mode was used in organising programmes for primary school teachers of Tamil Nadu for addressing difficult spots in Mathematics. Also Mandal Resource Persons of Andhra Pradesh were addressed on issues like "Innate Abilities and Natural learning", and "MGT and Activity Based Teaching". Planning workshops for teleconference were also organised in Assam and Karnataka. For Gujarat, DEP provided technical support in organising teleconference and in training the resource persons and facilitators. A need assessment survey was also carried out in the State of Orissa on a sample of 280 teachers in 6 DPEP districts. The survey helped in delineating the hard spots in Maths, EVS, and Language. To address the difficulties of teachers, 32 draft modules in self-instructional style were also developed during 1998-99. The new Project Director joined the project in this financial year and appointments of some DECs also took place. A national level workshop was organised on the theme "*Professional Development of Primary Education Personnel through Distance Education*" at New Delhi with a view to elicit the action points in order to make the DEP's programmes effective and efficient.

Capacity Building activities continued in the year 1999-2000 in some states where it could not be started in the previous year. Besides developing scripts for SIM, Audio & Video, training in the use of video programmes were also organised. Orientation of field functionaries on the role of DEP and potentiality of distance education in training of primary education personnel was also taken up – these groups include District Resource Group members, BRC and CRC Coordinators, and Resource Persons and DIET faculty. For Orissa, 8 SIET programmes alongwith guidelines for their use were duplicated and distributed to DIETs and BRCs. For Maharashtra, 5 CASP-PLAN programmes were distributed to BRCs and DIETs and for Bihar 2 BEP programmes were duplicated and sent to the state for distribution among district and sub-district functionaries.

In this year, video documentation in the states of Assam, Gujarat, West Bengal, Uttar Pradesh, Bihar has been done. Lot of print material developed as a by-product of capacity building, and on states' demand, has been distributed. Teleconferences for the states of Tamil Nadu, Andhra Pradesh, Kerala, Karnataka, Haryana, Assam, Orissa and Himachal Pradesh were conducted. Recording of these teleconferences is under editing and shall be distributed among the relevant groups in respected states.

Though a teleconference was scheduled for Madhya Pradesh in the month of February, 2000 but due to the non-availability of the transponder, the programme was cancelled. The DEP utilized the presence the resource persons who had come to Delhi from Madhya Pradesh and video recorded all the sessions. These video recording will be used in training of teachers.

The DEP also organises meetings of DEC's and Teacher Training Coordinators at Delhi for meaningful interaction and sharing the success and seeking solutions for unresolved issues. During this year, a 3-day Interactive Workshop was organised at New Delhi in the month of September, 1999.

### **ISSUES AND CONCERNS**

The project envisages to support the States in their ongoing activities. The DEP is also responsible to fulfil the demands of the states in respect of capacity building, development and distribution of DL materials and conducting evaluative/feedback studies.

Distance learning materials may be the major tool of sustainability because these could be used as refresher material by the teachers and other personnel even if the outside aid is not available. In this context it is imperative that the district level institutions particularly DIETs should be strengthened with material and with adequate and empowered human resource. Given the role and structure of a DIET it is supposed to possess every thing that could be required by the primary education personnel: formal and non- formal sectors. The DEP on its part is directing its effort to build capacity of the DIET faculty and equipping the DIETs with print, audio and video material. This material is also reaching the teachers and other personnel in the states.

Though in the last two years considerable ground has been covered but still there is a long way to go in order to make an impact on the system of continuous updation of teachers ' capabilities. To meet this objective the states' appreciation for the need of DL material and their initiative would provide much needed impetus. Following actions may be worth considering:

- ➔ There is a need for regular system/means of assimilation of DEP activities with other areas like media, IED teacher training etc. The Distance Education Coordinator needs full and equal support of state DPEP for integrating DEP activities with the ongoing efforts of the state.
- ➔ Formation of State Resource Group for DEP will boost the activities of the DEP.
- ➔ The DEPs' capacity building efforts remained at State Level. The benefits are yet to percolate down to the district and sub-district levels. The DEC's need support and structural acceptance to help organise the activities at the district and sub-district level.
- ➔ Phase I districts would require vigorous efforts for sustaining the system while Phase II districts would still need inputs for building up the structure and hence bifurcation of the activities for DPEP Phase I and Phase II districts is desirable.
- ➔ The DEP developed material can only be distributed to a limited group; there is need for a commitment from the State for wider dissemination of the materials. The state may also utilise the trained personnel for developing additional materials as per the specific needs of different districts or even to modify/adopt the existing available material to cater to district wise variations.
- ➔ States' support is required in assessing the actual gains in quality of education due to the DL interventions.

- ➔ Feed back is also essential on the utility of DL material already supplied. This will also be helpful in adopting/adapting materials by the other states. DEP is encouraging sharing of material among states.
- ➔ It is important that the interventions should be related to the curriculum of the school, thus empowering the teacher to exploit the environment for developing desirable competencies.
- ➔ By and large the material is prepared in local language, its production at the state level is desirable and is thus economical too. Modalities for production of distance learning material particularly video programmes need to be made simpler. Presently considerable delay is being experienced at State level in this regard.
- ➔ If State DPEP owns DEP too, it should take necessary steps to allocate funds for Distance Learning interventions at the State as well as district levels. The Manual for District Functionaries for preparation of Annual Work Plan & Budget provide proforma to prepare the budget in respect of DL. Executing DEP activities in states become difficult if they demand advance each time and accounts are not submitted in time. This also delays the filing of claims for reimbursement from the World Bank.

As has been mentioned, DEP is focussing on capacity building, development and dissemination of print, audio and video materials. For this face to face and teleconferencing modes are being adopted. The DEP has already put up DRSs in some states which are in Analog System. We were about to initiate the process of putting up DRSs in the remaining state, bad news of non-availability of the extended C-Band transponder has been received. As per ISRO requirements, we will have to put up Digital DRSs and convert the present analog to digital. Configuration of such DRSs have been received from ISRO. Soon the process will start for procuring the required DRS.

Teleconferencing is a powerful mode and we would like to continue with it as it covers a much larger client group and save the dilution of transmission. This is an interactive mode where, presently, fax and STD facilities are being utilised. We also intend to utilise internet facilities for interaction. This calls for training of personnel in the use of computers at the level of DIET. Use of computer will also facilitate each centre to down load questions asked via e-mail from all other centres and may be useful for local discussion later on.

The capacity building activities will continue at the state level wherever they are still to culminate. In other states the focus will now be on districts and sub-district agencies. A lot of video material is being duplicated for distribution. Some print, audio and video materials have already been distributed. The DEP will strive to collect the evidences of its utility.

Major focus of the DEP has been teacher training though other areas like VEC, IED and alternative schooling, gender sensitisation have also been taken care of in some states. The DEP will also strive to address the contextual issues through DL interventions. Radio has a wider reach and is economical. This medium shall be utilised in a big way. Development of a sample module is on in Karnataka for district Gulbarga. The State Project Office, DPEP Karnataka has proposed as part of Distance Education Programme to utilize "Airtime" of AIR Gulberga for broadcasting 96 lessons for class IV children and teachers covering different identified hard spots in the curricular areas of Maths, EVS, and Teaching Language (Kannada). Audio scripts developed on hard spots identified by teachers and block resource persons will be given to AIR for production and broadcast. This will help in developing district specific radio programmes in future. This experience would be utilised to make the radio programmes for different client groups and efforts will be made to popularise them.

## DISTANCE EDUCATION PROGRAMME

Among the proposed DEP activities in the AWP&B of 1999-2000, many have been initiated, the details are provided in the enclosed table. Attempts have also been made to provide pedagogic inputs in the training programmes organised, developed and conducted by different states and in the documentation of good practices/success stories for wider circulation.

The following Table-1 refers to State Level initiated activities with the support of core faculty of DEP during the period from April, 1997 to March, 2000.<sup>a</sup> Activities organised from November, 1999 to March, 2000 are given in **bold letters**.

Table-1: Activities Initiated at the State Level

Activities	Progress
<p><b>Planning:</b></p> <p>a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> <li>• Development of Perspective Plan for DEP</li> <li>• Finalisation of activities for the current year</li> </ul> <p>b) Preparation of AWP&amp;B for 1999-2000.</p>	<p>Activity has been completed in all 14 DPEP states.</p> <p>Activity has been completed in all 14 DPEP states.</p> <p>Activity has been completed in all 14 DPEP states.</p>
<p><b>Capacity Building:</b></p> <ul style="list-style-type: none"> <li>• Development of content briefs for DL materials</li> <li>• Training and Development Workshop for Self-Instructional Materials</li> <li>• Editing of Self-Instructional Materials</li> </ul>	<p>Activity has been completed in 11 DPEP states except in Haryana, Kerala and Karnataka.</p> <p>Activity has been completed in the states of Assam, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Gujarat, Uttar Pradesh, Maharashtra Kerala and <b>Haryana</b>.</p> <p>Activity has been completed in the states of Assam, Gujarat, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Uttar Pradesh, Kerala and <b>Maharashtra</b>.</p>

<ul style="list-style-type: none"> <li>• Training-cum-Development Workshop for Audio Script Writing</li> <li>• Preparation of Production Script for Audio programmes</li> <li>• Training-cum-Development Workshop for Video Script Writing</li> <li>• Preparation of Production Script for Video Programmes</li> <li>• Training on use of Video Programmes in Teacher Training</li> </ul>	<p>Activity has been completed in the states of Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh and <b>West Bengal</b>.</p> <p>Activity has been completed in the States of Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh and <b>West Bengal</b>.</p> <p>Activity has been completed in the states of Maharashtra, Tamil Nadu, Assam, Andhra Pradesh and <b>Bihar</b>.</p> <p>Activity has been completed in the states of Maharashtra, Tamil Nadu, Assam and Andhra Pradesh.</p> <p>Activity has been completed in the states of Gujarat, Andhra Pradesh, Maharashtra, <b>Orissa</b> and Bihar</p>
<p><b>Production and Distribution of DL Materials:</b></p> <ul style="list-style-type: none"> <li>• Self-Instructional Materials(SIMs) /Print Materials</li> <li>• Audio Programmes</li> <li>• Video Programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Activity has been completed in the states of Tamil Nadu, Orissa, and Andhra Pradesh. SIMs are in the process of printing in the state of <b>Assam</b> and <b>Himachal Pradesh</b>. Produced a Folder of 'Maa Beti Mela' for Haryana and distributed among 900 teachers\teacher educators participated in teleconferencing programme on 'Gender Issues'. <b>Further, reading materials in the form of SIMs /Handouts were also prepared and distributed among the participants of the various teleconferencing programmes, particularly for the states of Andhra Pradesh, Karnataka, Assam, Orissa, Himachal Pradesh, Haryana, Kerela, and Tamil Nadu.</b></li> <li>• Production has been completed in the States of Maharashtra, Gujarat and <b>West Bengal</b>. Audio programmes are in the process of production in the state of Orissa. Two sets of audio programmes to support the manual on Joyful Learning have been developed and distributed in <b>Tamil Nadu</b>.</li> <li>• Five audio programmes (3 in M.P &amp; 2 in Gujarat) were produced on sample basis during the workshop organised for Training-cum-Development Workshop for Audio.</li> <li>• <b>A preparatory workshop was organised at Hyderabad to produce audio programmes for children on the Rhymes available in class III &amp; Class IV Telugu Readers. Seventeen programmes in draft form were recorded for review and finalisation.</b></li> <li>• Eight Video Programmes each of 15-18 minutes duration has been produced in the area of Mathematics such as Mathematics Teaching – A Scenario, Place Value (2 Programmes), Addition, Sub-raction, Multiplication, Division, and Fraction for Tamil Nadu and used in the Teleconferencing programme.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Produced four video programmes for teleconferencing in Assam. Five video clippings were produced in Orissa and used in the teleconferencing programme on the pedagogy of Activity Based Teaching and Learning. In Kerala, five video clippings were produced and used in the teleconferencing programmes.</b> Action has been initiated for the production of the following video programmes: Five Programmes to address contextual issues for Orissa, one programme on Pocket Board in West Bengal, six programmes on content and contextual issues in UP.</li> <li>• <b>Action has been initiated for duplication and distribution of five video programmes in Assamese to be used during training programmes in BRG/DIETs/DPOs.</b></li> </ul>
<p><b>Documentation:</b></p> <p>a) Documentation and selection of DL materials for distribution for immediate use in the teacher training programmes.</p> <p>b) Practices/Activities</p>	<ul style="list-style-type: none"> <li>• More than 100 Video Programmes have been identified from among the films developed/available at the State Institutes of Educational Technology at Bhubaneswar, Ahmedabad, Lucknow, Hyderabad, Pune and Bihar and other institutions. Video Programmes are on content enrichment, activity based teaching-learning, contextual issues. Films produced by GIET, Ahmedabad, and SIET, Orissa has been distributed to training centres (DIET/BRCs) along with user manuals. <b>In Maharashtra</b>, the video programmes produced by CASP-PLAN, Mumbai have been distributed to BRCs and DIETs. In <b>Bihar</b> 2 BEP programmes have been duplicated and sent for distribution up to the CRC level.</li> <li>• Video Documentation of the Training Workshop for Pre-Primary and Primary Education Personnel on developing educational materials for school readiness and activity based teaching was carried out in Gujarat.</li> <li>• Video Documentation of 'Multi-grade teaching' being practiced in Mysore district of Karnataka was under taken.</li> <li>• Produced two-video programme in the context of <b>MGT and preparation of Low-cost, No-cost Teaching Learning Materials</b> for the state of <b>Assam</b>. These programmes essentially focus on the documentation of good practices in the DPEP districts of the state.</li> <li>• Video documentation of 3 programmes; one on 'Koshish' and two on 'Activity Based Teaching' in UP and one programme on 'Mahila Shikshan Kendra' in Bihar have been completed.</li> <li>• <b>A video documentation of the events of Community Mobilisation and Awareness programme through Folkform was carried out in the state of West Bengal.</b></li> <li>• <b>Documentation of four video programmes on i) Civil Works, ii) Alternative School Systems, iii) Village Education Committees: Constitution and Functions, and iv) Teacher training &amp; Innovative Teaching Practices have been completed in Bihar.</b></li> </ul>



	<ul style="list-style-type: none"> <li>Action has been initiated by Distance Education Coordinators for documenting the existing Distance Education Materials.</li> </ul>
<b>Feedback on usefulness of Video Programmes</b>	<ul style="list-style-type: none"> <li>Feed back has been obtained from the teachers of Haryana, and Uttar Pradesh (On a sample basis) on the selected video programmes of SIET, Lucknow, and Maths' programme of ET&amp;T regarding the relevance and usefulness of the programme.</li> <li>Feed back has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.</li> </ul>
<b>Feedback on effectiveness SIMs distributed to Districts</b>	<ul style="list-style-type: none"> <li>Feedback on effectiveness of SIMs have been obtained from the BLRG members and teachers in Orissa. <b>Feedback on SIMs distributed in the field also been obtained from teachers and MRPs of 3 districts in Andra Pradesh</b></li> </ul>
<b>Training of Teachers and Teacher Educators through Teleconferencing mode.</b>	<ul style="list-style-type: none"> <li>i) In all, 17 programmes have been conducted (3 by DEP support) through teleconferencing mode.</li> <li>i) More than 9000 primary education personnel (including Village Education Committee members and some parents) of 9 states were oriented/trained on different themes/areas through teleconferencing.</li> <li>i) About 500 DIET faculty/BRC personnel were trained to act as facilitators in the training programme.</li> <li>i) More than 100 persons were oriented and trained to act as panelists in the training programme.</li> <li>i) Self-instructional Materials, Video programmes, Activity Sheets, and Evaluation Tools were developed for use in different teleconferencing programmes.</li> </ul> <ul style="list-style-type: none"> <li>A Teleconferencing Programme was held on 15-16 March, 1999, and oriented about 650 Mandal Resource Persons (MRPs) (40% coverage of the total number) of Andhra Pradesh regarding innate abilities and natural learning experiences, school committee and Vidya Volunteers Scheme, Multi-grade teaching and activities, and Role of MRPs in the utilisation of funds, teacher centres and organisation of teacher training programme.</li> <li>A teleconferencing programme for the Primary School Teachers was organised on 26-30 April '99 in difficult areas of Mathematics teaching. More than 1000 teachers of Tamil Nadu and Pondichery attended the programme. Materials(print/video) developed as a part of capacity building activities were used as inputs.</li> <li>A teleconferencing programme for DIET faculty (Elementary Teacher Educators) of Southern States on Action Research was conducted on 24-26 May '99. About 1400 participants from the states of Kerala, Karnataka, Tamil Nadu and Andhra Pradesh attended the programme. The material (print video) was</li> </ul>

developed and used as inputs.

- A two day teleconferencing programme for teachers of Haryana was organised on 28-29 June '99 for discussing the issues and problems associated with the two text-books 'Hast-Gaate' and 'Antharag' for Class I & II. About 750 primary school teachers participated in this programme. A set of SIMs were developed and used as inputs.
- One day teleconferencing programme on Alternative Schooling was organised on 30 June '99 for discussing various issues with Alternative Instructors and teachers of Haryana. About 250 participants benefited out of this programme. A set of modules were developed and distributed to all participants.
- An interaction with Village Level Committee members (about 400) of Tamil Nadu state on Community Mobilisation was conducted through a teleconferencing on 15-17 September '99. As inputs, print and video programmes were developed and used in the programme.
- An interaction with Primary Education Personnel (about 900) of the state of Haryana on Gender Issues was conducted through teleconferencing on 27-28 September '99. A booklet containing a set of modules was developed and distributed among participants. Video programmes were developed and used as inputs.
- **A two-day teleconferencing programme was organised on 14-15 December, 1999 for the BRC coordinators and DIET faculty (about 400) of the state of Kerala on multi-level activities, thematic integration, developing writing skills and teaching of mathematics.**
- **A two-day orientation programme for Key Resource Persons and Resource Persons in Assam (about 500) on Teachers Resource Materials was organised on 20-21 December, 1999 through teleconferencing mode.**
- **A two-day teleconferencing programme was organised for the BRGs and DIET faculty (about 400) of Orissa state on 14-15 January, 2000 on Pedagogy of activity based teaching learning process.**
- **One-day interaction with primary school teachers (about 600) of Haryana on new pedagogy and TLM through teleconferencing mode was organised on 29<sup>th</sup> January, 2000.**
- **One-day interaction with Village Education Committee members (about 350) of Haryana on their roles, functions and contribution to school development through teleconferencing mode was organised on 30<sup>th</sup> January, 2000.**
- **A two-day orientation programme through teleconferencing mode was organised for the CRCCs/BRCCs & DIET faculty (about 300) of Himachal Pradesh on their roles and functions for DPEP on 16-17 February, 2000.**

	<ul style="list-style-type: none"> <li>• <b>Three-day orientation programme was organised for primary school teachers and parents(one-day) (about 833) of Tamil Nadu on Integrated Education of Hearing impaired Children from 29<sup>th</sup> February to 2<sup>nd</sup> March, 2000.</b></li> </ul> <p><i>DEP Supported Programmes</i></p> <ul style="list-style-type: none"> <li>• DEP provided all support to the State Project Office in Orientation of BRC/CRC Coordinators and DIET faculty (128) on 'the Role of BRC/CRC Coordinators in the use of TLM' through teleconferencing held on 16 February, 1999, for the state of Gujarat. About 450 persons from DPEP and non-DPEP districts were benefited from this programme.</li> <li>• DEP also provided support to SCERT, Haryana for organising a one day teleconferencing on 5 May '99 for the primary school teachers (more than 500) on Action Research and issues related to the Competency Based and Committed oriented teacher education.</li> <li>• A teleconferencing programme was organised on 2-4 August '99 for primary School Teachers of Karnataka (about 600) on topics like mathematics, my school, syllabus, etc. Primary school teachers from eleven districts participated. The programme was initiated by the state DPEP, DEP provided all the technical support.</li> </ul>
<p><b>Need Survey for Content Upgradation</b></p>	<p>As per the requirement of the state of Orissa, a need survey for content up-gradation of Primary School Teachers was under taken. Deficient competencies in the areas of Maths, EVS, and Language (Oriya) were identified through administering diagnostic tests among the primary school teachers in 6 DPEP districts. The report has been prepared and hard sports have been identified and finalised through interacting with the state and district level personnel. About 30 SIMs have been developed to address these areas.</p>

# Alternative Schooling

## I. An overview

The first report on Alternative Schooling appeared in the 6<sup>th</sup> JRM held in March 1997. The AS programme under DPEP at that time was trying to define its scope in the context of UPE. The DPEP states were yet to fully realise the necessity of Alternative Schooling programme for ensuring universal physical access as well as universal enrolment. The DPEP states of Madhya Pradesh (MP), Maharashtra and Assam had started about 4,000 centres covering about 1,20,000 children. All these three programmes were largely within the framework of bringing improvement in the centrally sponsored NFE programme based on the assumption that the children who are to be covered can not attend full time schools as they may be working so the school timings should be organised in the way which suits their convenience. The framework has been one of accepting the social reality in which these children are placed without questioning the very basis of this understanding and the result was part time schools. While Assam and Maharashtra took help from IIE Pune and tried to emphasize on better training and honorarium for NFE teachers, the MP Alternative School programme placed emphasis on developing appropriate pedagogy also. Only two categories of children, those from the unserved habitations and those who were engaged in household chores were covered under these programme.

Within this period of three years since the 6<sup>th</sup> JRM (since March 1997) the programme has made impressive progress in its all dimensions. The coverage has increased almost fourteen folds within these years, from 1.2 lakhs till March 1997 to about 16 lakhs now, and the number of centres has increased from 4,000 to above 40,000. In addition there were about 20,000 bridge courses covering more than 4 lakhs children. After short duration bridge course, children were put into formal schools.

In terms of the coverage of the diverse groups under AS there has been significant progress. Some of the groups covered can be divided into the following broad categories:\*

- i) Children in habitations unserved by formal schools.
- ii) Children engaged in household chores.
- iii) Child labour in organised and unorganised sectors
- iv) Children who migrate seasonally with their families.
- v) Deprived urban children, specially street children and sex workers' children.
- vi) Children for whom access to education is restrained due to religious beliefs and traditional practices of the community to which they belong and
- vii) Adolescent girls.

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\* Under each of these above categories there are many groups which need to be identified and strategies need to be planned based on their specific nature.

## *1.1 The challenges*

The challenges before the AS programme during this period have been manifold. Some of the important challenges which AS programme had to encounter have been the following:-

To break out of the restrictive framework of the then existing NFE scheme and create a scheme with in-built flexibility which would be able to address the diverse needs of the different groups of out of school children.

To ensure quality of learning for children covered under AS which has implications for the teachers' qualification, the process of their selection, their honorarium, training, academic support etc. and also on the issues such as duration of school hours and quality of TLMs etc. Defining its place vis-à-vis formal school system, which has aspects, like,

Whether these (AS) are alternative specially in pedagogic terms to formal schools, because there is a strong opinion that formal schools have failed to establish joyful and learning oriented classroom processes.

Would the overall goal of AS be to ensure mainstreaming all children to the formal system at the earliest possible stage or would it provide a parallel stream through which children could complete even the elementary stage?

Will this weaken the formal system or can this be organised in a way that it can strengthen the formal system?

What needs to be strengthened in the formal system and what needs to be changed etc.?

## *1.2 The scope*

The AS programme during these years has been striving to outline its scope in the context of UPE. The programme is in the process of carving out a place for itself. There has been an effort to define the relationship vis-à-vis formal school which is delicate. The scope of AS programme under DPEP has been and is still evolving can be put as follows:

- ◆ Coverage of habitations where regular schools cannot be established as per state norms. These are full time alternative schools with local teachers.
- ◆ Mainstreaming of children into formal schools by organising residential camps and bridge course to bring children to an academic level appropriate to their age and then admitting them to formal schools.
- ◆ Certain groups of children who are in specially difficult circumstances and cannot possibly attend formal schools are covered through AS which is specifically formulated to cater to their needs.
- ◆ Most AS centres encourage children to join formal schools as soon as possible.

In addition to this there are issues relating to its relation with formal schools, like:

- ◆ This innovations in teaching methods of cater to the multilevel situation are essential. The specific situation of a young committed para teacher and a favourable pupil-teacher ratio (of 30:1 or 35:1) also make the implementation of alternative pedagogies feasible. Some of these innovations could be very useful for the formal system also.
- ◆ The clientele of AS is so diverse that no single strategy with routinised administrative back up can fulfil the requirements of these groups. It has to be innovative and flexible, to be able to respond to the local requirements. This has necessitated a decentralised & flexible management structure with emphasis on innovation and community ownership. Many of these aspects could usefully be incorporated with the formal system.

To be able to learn from the formal system as well as to influence it in certain respects the AS system has to work in close co-operation with the formal school system.<sup>14</sup> This is also necessary to achieve the goal of mainstreaming children into regular schools.

**From the above discussion one must not get an impression that the progress in the DPEP States has been uniform. The states are at different stages of development. Within a state also all districts are not at the same level. Diverse pictures of progress emerge across different DPEP states and districts.**

**An analytical overview of the Alternative Schooling Programme in DPEP states along certain selected parameters is presented below:**

## **2. Universal Access**

### **2.1 Physical Access**

The foremost task before DPEP has been to ensure access to primary education for all children in the 6-11 years age group. Thus, the provision of physical access i.e. setting up of schooling facility in habitations not covered by regular schools at the beginning of the project period has been an important activity. Regular government schools can be set up only in habitations, which qualify as per the state norms. The usual norm is of a population of 300 in the habitation and a minimum distance of 1-1.5 kilometer from the nearest primary school. For tribal and hilly areas the norm is relaxed somewhat. Opening of new schools in habitations that qualify to have a regular government school has been taken up on a priority basis in all DPEP states.

Habitations that do not qualify for a formal school due to the small population size have been covered through alternative schools, often called community schools. Strategies like Community Schools in Andhra Pradesh, Education Guarantee Scheme in Madhya Pradesh, Contract schools in Maharashtra, Rajiv Gandhi Pathshala in Rajasthan etc. fall in these categories. More than 30,000 alternative schools have been opened in such small un-served rural habitations covering little over 12 lakh children. **Of these approximately 5,000 full-**

time schools have been started during the last six months. The coverage of such small habitations is not complete in many states.

The earlier impasse of starting AS programme that existed in Orissa has been resolved and Alternative Schools in unserved habitations have been started in Orissa this year. The DPEP in Tamil Nadu has decided to convert all the part time AS centres which are located in unserved habitations, into full time community schools and all other such unserved habitations will also be covered by the full time Alternative Schools in the coming year. Rajasthan has setup 3,473 full time schools run by community teachers in unserved habitations in the 9 DPEP districts. These schools are called Rajiv Gandhi Pathshalas. The funding of these schools have come from the Panchayati Raj department of the Govt. of Rajasthan.

## *2.2 Access Restrained due to Factors other than Physical Access*

The problems in participation of out of school children are not only on account of lack of physical access. There is a large number of children who are out of school even in habitations where formal schools exist. These children are not able to participate in the schooling system on account of different reasons and variety of strategies for inclusion of these out of school children has been initiated in the DPEP states. The detailed write up on these strategies is available in the document titled *Every Child in School and Every Child Learning*. Thus, the alternative schooling programme under DPEP includes 2 clear strands :-

- i. Alternative schools in small un-served habitations that do not qualify for a formal school.
- ii. A variety of alternative schooling programmes for children who are not able to participate in the formal system due to socio-economic and cultural barriers.

## *2.3 Children in specially difficult circumstances*

It has been seen that there are many groups of children who are in specially difficult circumstances. These children can not be brought under the ambit of primary education unless specific focussed efforts are made for covering these groups. Working with these groups requires a different type of sensitivity, skill as well as preparedness. Keeping this in view during the last **National Co-ordinators Meet-cum-Workshop held at Bhopal**, the issue of covering these children was taken up. This workshop was held at Bhopal **between 18<sup>th</sup>-22<sup>nd</sup> January 2000**. On earlier occasions also (AS Co-ordinators Meet-cum-Workshop on "Child Labour and Street Children" 4-7<sup>th</sup> September, 1997 in CIET, New Delhi and AS Co-ordinators Meet-cum-Workshop on "Back to School" 6-9<sup>th</sup> June 1998 in NIRD, Hyderabad, Andhra Pradesh) coverage of child labour & street children had been discussed with the states. The main conclusions of the January 2000 workshop are given below.

## NATIONAL LEVEL CO-ORDINATORS MEET-CUM-WORKSHOP ON MAINSTREAMING AND THE COVERAGE OF CHILDREN WHO ARE IN SPECIALLY DIFFICULT CIRCUMSTANCES

It was felt that in the DPEP states where physical access has been ensured, there has been substantial increase in enrolment but after a point the enrolment has stopped increasing, because the groups which are left out are in very difficult circumstances and they require specific efforts. Keeping this in view, a 5 day. Co-ordinators meeting-cum-workshop on mainstreaming and coverage of children who are in specially difficult circumstances was organised at Bhopal between 18<sup>th</sup> -22<sup>nd</sup> January 2000. Some of the main groups identified during the workshop which require special attention are,

- a) Children of families which migrate seasonally.
- b) Children of nomadic communities like *Birhors* in Bihar, *Gahia Lobars* in Haryana etc.
- c) Children from communities like *Muslim, Naths, Rawaris, Thakins* where traditional beliefs and practices create obstacle for children's education.
- d) Deprived urban children which include slum children, street children, platform children, children of sex workers etc.
- e) Adolescent girls.
- f) Child labour of different hues-children working in; factories, carpet industries, tamarind processing and many small scale industries, dhabas, hotels, restaurants, repair shops, garages, plantations, on brick kiln sites and construction sites, and also those who are engaged in cattle grazing, agricultural activities, tendu let and other minor forest produce collection etc.

After a through deliberation in the workshop suitable strategies were identified. Some of the main conclusion of the workshop are following:

- 1) In DPEP states there is an awareness about the existence of these groups. However there is lack of clear understanding and information about the exact size of these groups and the nature of their problems. The DPEP states need to take steps to ascertain the extent as well as the nature of the problem. Some in-depth studies will be required for this purpose. This is an immediate task which has to be undertaken by different DPEP states.
- 2) It needs to be appreciated that the routine efforts will not bring any tangible results in case of these categories of children.
- 3) There has been very limited experience of government agencies taking up successful programmes for these categories of children. Contrary to this, there are many successful examples in the NGO sector for groups like child labour and street children. Keeping the specific requirements in mind wherever NGOs are available and working with such groups, our effort should be
  - a) to support such NGOs, to expand their work
  - b) build partnership with NGOs and take up programmes in this area.
- 4) Initially states can start such programmes on experimental basis and after a thorough evaluation, scaling up should be done.
- 5) Mobilisation of children their parents, employers, other stakeholders and community at large and ensuring their continuing support is very necessary. The strategies must incorporate provision in terms of finance, time and manpower for this kind of mobilisation and continuing support.
- 6) Convergence with different agencies to be able to utilise different schemes of government meant for these categories of children is necessary.
- 7) The strategies designed should ensure the basic rights of the child; this has to be kept in mind while designing strategies.

Sustainability of the initiatives was a major concern among the participants. The main question was after DPEP gets over how would these initiatives be sustained? After discussion in the workshop each state prepared action plans to cover children who are in specially difficult circumstances (for detail report of the workshop can be seen). Some initiatives have already been taken in DPEP states to cover these children but in the coming year special efforts will be required.



A two day workshop was organised at SIEMAT Allahabad by DPEP Uttar Pradesh on 11-12<sup>th</sup> January 2000 to discuss the education of child labour in six child labour endemic districts viz. Allahabad, Bhadoi, Jaunpur, Mirzapur, Sonebhadra, Varanasi. This workshop was an outcome of a meeting chaired by the National Human Rights Commission attended by the Education Secretary, Government of India. A commitment was made by the Department of Education to help preparation of action plans for the six districts to ensure universal coverage of working children in these districts.

The workshop was attended by representatives; from the Departments of Education and Labour of the Government of India, UNICEF, UNDP, State Project Office, DPEP Uttar Pradesh and a team from each district comprising the District Magistrate, Chief Development Officer, officials from the education and labour department and NGOs, faculty members of SIEMAT, Allahabad.

Action plan for all these districts were prepared during the workshop which included organising meetings in all the districts by the District Magistrate with concerned departments to finalise their respective action plans with time frames and responsibilities allocated.

It was decided to adopt a campaign approach involving the different stakeholders, for covering these children. It was also decided that the funding for the action plans can be sought from the revised centrally sponsored NFE scheme (AIE), DPEP and NCLP or other state government and centrally sponsored schemes.

However this is an area where much greater work needs to be done in the DPEP states. It is expected that during 2000-01 each state would take up experimental programmes for coverage of such very disadvantaged groups of children and also support NGOs who are already working for education of such children.

#### *2.4 Working through National Core Group for Deprived Urban Children (DUC)*

There has been significant progress in preparing Calcutta city plan to cover Deprived Urban Children. In Calcutta, using PRA techniques, a comprehensive assessment of out of school children was done. A large number of NGOs under CLPOA were involved in this exercise. More than 1.85 lakhs out of school children have been identified. **The State Resource Group**, supported by DPEP West Bengal, set up for this purpose, has prepared a plan to cover more than 70,000 children from 141 slums of Calcutta. This plan was placed before the experts, in the workshop held on 15-16<sup>th</sup> February 2000 in Calcutta. This plan is undergoing revisions, based on the suggestions in the workshop.

The workshop for Western region on Deprived Urban Children was held on 22-23<sup>rd</sup> October at Vadodara in which representatives from cities / towns of Gujarat, Rajasthan and Maharashtra participated. The Surat Municipal Corporation has already started planning exercise to cover Deprived Urban Children.

In Uttar Pradesh apart from Firozabad where an urban programme is operational, an initiative is being planned for Moradabad along with the labour department for universal coverage.

in Andhra Pradesh, after a house to house survey conducted in part of Warangal city (Warangal East) to identify out of school children and the available facilities, three camps were planned for the street children. Out of which one camp was started in the month of December which is running successfully. Two more camps will be started in the next year.

In this area also, i.e. coverage of deprived urban children including street children states are expected to take up some urban area for intensive work during 2000-01.

### 2.5 Coverage through Alternative Schooling

Almost 1,15,000 Alternative Schools of different types were planned in DPEP Phase I and Phase II districts, another 11,500 centres are proposed in Rajasthan, West Bengal and Uttar Pradesh under phase-III. Against this target, a total of 40,943 alternative schools (which include different type of strategies) have become operational covering more than 15,92,979 children. In addition more than 20,000 bridge courses (summer schools) were organised which covered more than 4 lacs children. **During the last six months more than 1,75,979 additional children were covered under the AS programme in different states.**

DPEP, Himachal Pradesh has been moving very slow in operationalising their alternative schooling strategies though the strategies and habitations for AS interventions have been identified.

The DPEP states of Haryana, Bihar, Karnataka and Madhya Pradesh need to diversify their strategies to cover special groups like child labour, children of migrating families etc. Though Andhra has made a beginning to cover street children and migrating children in a few pockets, there is a need for strategies for covering out of school children who are in the 8+age group in habitations where formal schools exist. Presently summer schools are the only strategy for out of school children in these habitations (apart from the NFE centres) to cover children of 6-8 years age only.

#### Enrolment under AS

State	Total	Boys	Girls
Assam	1,50,612	70,788	79,824 (53%)
Gujarat	23,648	N.A.	N.A.
Bihar	40,000	N.A.	N.A.
Haryana	11,400	N.A.	N.A.
Karnataka	15,836	7,037	8,799 (55.5%)
Kerala	2540	N.A.	N.A.
Madhya Pradesh	9,31,598	5,08,018	4,23,580 (45.5%)
Maharashtra	57,006	N.A.	N.A.
Tamil Nadu	31,161	14,717	16,444 (53%)
Uttar Pradesh	36,785	19,306	17,479 (47.51%)
Andhra Pradesh	1,03,213	N.A.	N.A.
West Bengal	36,880	N.A.	N.A.
Orissa	10,000	N.A.	N.A.
Rajasthan	1,42,300	N.A.	N.A.
<b>Total</b>	<b>15,92,979</b>		

\* About 4,12,000 children were covered through the 16,400 summer schools.

### 3. Quality Improvement

The quality of education provided to children through different strategies has remained the key issue for the AS programme. All efforts to reach out to the different groups of out of school children need to specially focus on various parameters related to quality. An important criticism that has been often made against Non Formal Education programmes designed for out of school children has been that these provide low cost and second rate, poor quality education. Therefore it has constantly been emphasised in DPEP to ensure that all aspects that contribute towards making an alternative schooling programme equivalent to formal school are addressed adequately, including the training and academic support for teachers, the text books and TLMs, the duration and daily hours of school, honorarium of teacher etc. There has been constant emphasis on quality of education provided under different strategies of AS in DPEP. The critical parameters which have been identified for initiating concrete steps to ensure quality are :

#### *3.1 Teacher qualification, selection process and their roles*

From the beginning there has been a concerted effort to ensure that teachers selected for AS centres must possess essential qualities. Academic competence which to a great extent corresponds to their qualification has been the important issue before the programme. In almost all strategies, minimum qualification for AS teachers is matriculation (with a few exceptions). In case suitable local candidates in backward areas are not available, a person with lower qualification is selected.

Apart from formal qualification there are many other qualities which make a good teacher. Comprehensive selection processes have been evolved under DPEP to ensure recruitment of dedicated local persons. Selection processes have been designed which are transparent and provide some safe guard against the pressure of local vested interests in the appointment. The process of selection of Uttar Pradesh DPEP has also been adopted in Haryana & Gujarat.

#### *3.2 Training of Teachers*

There has been continuous effort to improve training for teachers. A national level workshop of AS coordinators' was organised in 1999 at Jaipur to specially focus on the issue of training, academic support and TLMs in the AS programme. There has been significant improvement in the duration as well as content of training in various state programmes. But this is an area where much more work is still required. The DPEP states of Gujarat and Haryana have increased the duration of initial training of AS teachers to 30 days. The duration of initial training for EGS teachers in Madhya Pradesh has also been increased to 20 days. **Rajasthan has finalised the training module for AS instructors. The initial training is for a period of 45 days. Orissa has decided on a 21 day initial training for AS instructors.**

The induction training of AS teachers in Karnataka and Andhra Pradesh is of only 6 and 7 days duration respectively and needs to be strengthened.

Apart from the duration of training there has been stress to focus on aspects like allowing children to learn at their own pace, multigrade / multilevel situations, use of a variety of TLMs and so on.

Some of the states have organised tele-conferencing to provide necessary academic support to AS teachers.

States have collaborated with NGOs to benefit from the expertise available with them for academic inputs. Some of the prominent NGOs associated with training programmes of AS teachers in DPEP are M.V. Foundation (Hyderabad), Bodh Shiksha Samiti (Jaipur), Digantar (Jaipur), IIE (Pune), CREDA (Mirzapur), Rishi Valley Education Society (Andhra Pradesh), Gantar (Gujarat) etc.

### ***3.3 Duration of the programme***

While programmes initiated initially were of 2 years duration (except AS of Madhya Pradesh) but due to continuous emphasis to increase the duration of the programme, presently (except Prerana centres of Maharashtra, which is also likely to be reviewed and NFE centres in Karnataka), the duration of all the strategies have been increased to 5 years. Some of the programmes which were initially planned for two years have been extended to function as long as learners are available in sufficient numbers, Alternative Schools which have been opened in unserved habitations will be of permanent nature and many of them will become formal schools in future.

### ***3.4 Textbook and TLMs***

Formal school textbooks are being used in Alternative Schools in most of the states. Under some strategies special textbooks have been prepared (Assam, Bihar, Madhya Pradesh). Maharashtra has used materials prepared by IIE, Pune in its Prerana Centres. Karnataka has prepared textbooks based on Khushi-Khushi of Eklavya (an NGO in Madhya Pradesh). Many of the states like Kerala, AP and UP are using multigrade material kits adopted from the kits prepared by the Rishi Valley Education Society. The quality of textbooks developed for learners at the AS centres in Bihar require a relook.

Tamil Nadu has prepared a special set of supplementary materials, for the AS centres. Maharashtra has prepared an instructors' kit called "Sobti". Gujarat has also prepared set of cards for AS centres. **Orissa is in the process of preparing bridging material for children attending AS centres in different tribal areas.**

Tamil Nadu has supplied workbooks to all the learners in AS centres. Haryana has prepared separate workbooks for learners of alternative schools. Madhya Pradesh has decided to adopt textbooks, TLMs and the pedagogy of Alternative Schools for the EGS centres.

**A workshop was organised in Delhi between 8<sup>th</sup>-11<sup>th</sup> February 2000 to discuss use of school libraries in improving quality of learning. Decision to use many more books and variety of TLMs in an organised way as a part of curricular activities to enrich learning in the classrooms has been taken. Efforts this year will be to ensure supply of variety of books and TLMs to the AS centres and prepare teachers for its use.**

### ***3.5 TLM Grant of Rs. 500 per annum***

Most of the DPEP states, are providing TLM grants of Rs. 500 per annum to AS teachers. This has been done after the decision in this regard was taken at co-ordinators' meeting held

at Jaipur. This provision has already been used for creating variety of TLMs by the teachers in AS programme of Tamil Nadu. The decision will help in meeting the material requirement of alternative schools to a great extent. **DPEP states of Karnataka, Bihar and AP are yet to make these TLMs grants available for AS teachers.**

#### **4. Academic Support and Supervision**

Academic support for AS teachers on a regular basis is extremely crucial since their pre-service professional preparation is of a much shorter duration compared to formal school teacher. Supervisors have a major role in supporting the AS teachers academically. For this, training of supervisors is crucial. A supervisor needs to have regular contact with the teachers, as well as with the community. Supervisors must be fully equipped to help teachers academically. Training of supervisor therefore acquires important place in the AS programme.

The provision for regular visit by teacher co-ordinators (supervisors) with a purpose to provide on the site support to teachers as well as to make assessment of the training needs for teachers has proved very useful. The programme of monthly / fortnightly meeting of teachers have also proved fruitful. Academic support system is still weak in UP, Bihar, Karnataka and Haryana.

In most of the states a separate academic support system exists (1 teacher co-ordinator / supervisor for every 10 schools) for AS programme. However this system requires further strengthening. If a supervisor is part-time it would be difficult, for him to discharge his responsibilities effectively. A full-time supervisor for every 10-15 AS teachers is needed. However some of the states need to reflect on role, training, work content as well as salary of supervisors in the AS programme. States like Tamil Nadu, Madhya Pradesh and Assam have full time supervisors. Haryana has decided to go in for appointment of supervisors but this is yet operationalised. **In the revamped centrally sponsored scheme of NFE, now called Alternative and Innovative Education, provision of Rs 1,500 month has been kept for the honorarium of supervisors. This should facilitate states in appointing full time supervisors for AS.**

#### **5. Teachers' forum for Reflection and Upgradation of their Skills**

It has been envisaged that if the teachers need to establish new practices deviating from the established ones, they will require continuous sharing and reflections with their fellow teachers as well as with the experts. This has been one of the reason behind organising monthly meetings. These meetings of teachers along with the teacher co-ordinators apart from experience sharing and learning from each others' experiences, help teachers to work together as a team. It also provides them with a forum for collective action. In a situation where individual teachers have to start new practices (in a sense deviating from the normally accepted course) this collective forum plays a pivotal role in providing them confidence and support for innovations. This system of monthly meeting of teachers is in existence in most of the states. The frequency of this meeting varies from fortnightly in AS scheme of Madhya Pradesh, to monthly in Tamil Nadu and Assam. In some states, this monthly meeting has yet to become a regular feature. There is a need to strengthen this aspect of the programme. Supervisors role in facilitating this meeting is crucial. Teachers' self-esteem, academic competence, ability to take initiatives etc. will depend very much on how these meetings are

organised. Experts to share innovations can occasionally be invited to share various innovations in the field of education with the teachers. This practice is yet to be started in the states.

## **6. Mainstreaming**

Almost all the strategies under AS programme in different states envisage mainstreaming of children in formal schools either during the primary stage or at the upper primary stage. Under AS programme there has been conscious effort to mainstream children in different classes after they acquire corresponding levels of competence. DPEP states of Andhra Pradesh, Uttar Pradesh, Gujarat and Maharashtra have specific strategies for mainstreaming children from AS. In Madhya Pradesh since all EGS schools, are upto class V, the issue of mainstreaming will arise only in class VI.

In Andhra Pradesh the major strategy of the AS programme aims at mainstreaming in the formal schools. The alternative schools have been planned as feeder schools upto class II only. The need for bringing improvement in the formal schools to accommodate such children from class III becomes urgent. It also needs to be ensured that all children who complete class II actually enroll and continue in the nearby formal schools. Also in certain areas where physical access to a formal school is a problem, the alternative schools will have to provide education upto primary stage, this needs to be looked into,

To ensure effective mainstreaming there is a need for strengthening formal schools, formalising the system of certification in AS, bringing flexibility in admission rules which require attention of project functionaries and the state governments in many states.

## **7. Evaluation of the programmes**

Evaluation of the strategies with a view to further strengthening or before scaling up the programme is essential. Apart from this, for any effective programme it is necessary that it remains sensitive to the local needs and also continues to be flexible enough to incorporate changes. These changes can be introduced only after systematic evaluation. Programmes which have been operational for more than a year need to be evaluated with a view to strengthen them. Tamil Nadu, Madhya Pradesh and Assam have organised external evaluation of their strategies. Most of the other states are yet to initiate action in this regard.

## **8. Sustainability**

It has been noted earlier that the question of sustainability of various initiatives after completion of DPEP had been a constraining factor for expanding the AS programme, as well as for making better academic and financial inputs in the strategies necessary to ensure quality of education. Initiating suitable strategies for specific groups of children like, children of migrating families, wage earning child labour, and children of some other deprived groups has also been restricted to a large extent by the lack of flexibility in the centrally sponsored scheme of NFE. The NFE scheme has been revised and a new scheme called Alternative and Innovative Education (AIE) scheme is likely to be launched soon.

The revised scheme of Alternative and Innovative Education makes provision for diversified strategies and has flexible financial parameters. The new scheme is flexible enough to incorporate most of the strategies initiated under AS programme. It has provided a range of

options, such as EGS, Back to School camps, Balika Shivar, etc. Broad parameters have been laid down within which states will have freedom to design strategies suitable to their specific needs. Some of the salient features of the scheme are: a) per child cost ceiling of Rs. 845/- year for primary and about Rs. 1,200/- child/year for upper primary b) the instructors could be paid upto Rs. 1,000/- month and supervisors upto Rs. 1,500/- month c) provision of 30 days foundation training and about two weeks training, in the each of the subsequent years. This should help DPEP states to overcome the hesitation over the expansion and diversification of the AS strategies as well as making better investments to improve quality.

## 9. Looking ahead

The review of progress across the states presents an uneven picture. While there are some states which have made tremendous progress in providing access and are grappling with the challenge of ensuring quality, there are others which are yet to ensure universal physical access. Similarly, some states have designed a variety of strategies which can meet the requirement of different groups of children while a few still continue with a 2 or 3 hours night centres. Some of the issues that need to be pursued in the AS programme are as follows:

- The collective decision making forums like SRGs, DRGs, BRGs are yet to take roots in many states. In some states these are yet to be established or become functional. Institutionalising these forums, remains the challenge for DPEP in the coming years.
- Strengthening of the training of AS teachers and supervisors is an issue that should continue to receive attention in most states.
- Development of TLMs which are suitable in a multigrade / multilevel situation and training teachers for being able to prepare such material as well as its effective use is the another challenge before the programme in most of the states. Preparing bridging material to overcome the gap between home language and school language specially for children in tribal areas.
- Space provided to run AS centres in many cases is not suitable for organising teaching learning activities. A relook on this issue will go a long way to strengthen the AS programme. Some of the states have decided to use annual school improvement grants of Rs. 2,000 to provide suitable place for alternative schools. Temporary structures can also be created through convergence with other schemes, as has been the case in MP, Bihar and Rajasthan.
- Linkages with the formal system and the centrally sponsored NFE scheme (AIE) need to be strengthened.
- Coverage of some very deprived groups of children remains limited. This will require greater effort and preparation. This is also an area where the work of NGOs can be supported by DPEP.

Alternative Schooling

Statewise Progress Overview (upto March 2000)

DPEP Phase - I

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
<b>Coverage</b>							
Current status	i. AS 5112 ii. EGS 17733 All the schools have been merged with EGS and the new centres would come up as per the EGS norms	1,302	100 multi-grade centres	581	456 centres	i. NFE centres (Prerana centres 3,193) ii. Contract schools (172) iii. Sugar schools (3) iv. Mobile schools (Nil) v. Brick kiln school (Nil) vi. Condensed course (3). vii. Group residential school (Nil). viii. Seasonal Hostel (Nil)	i. NFE centres (708) ii. Intervention in Makhtabs (120).of these 114 are currently operational iii. AS Centres (2,297)
Total Children Covered Through AS	Enrolment for AS and EGS 9,31,598	31,161	2,540	15,836	11,400	i. 55,111 ii. 1,740 iii. 80 iv. - v. - vi. 75 vii. - viii.--	1,50,612
<b>ADMINISTRATIVE ARRANGEMENTS</b>							
Appointment of AS co-ordinator (State and district)	AS co-ordinator in place at state and district	State AS co-ordinator appointed, Consultants as co-ordinators at district level	AS co-ordinator appointed	Consultant microplanning is appointed incharge. He is supported by an Asst. Programme Officer.	State Co-ordinator appointed (Part-time)	Tribal co-ordinator looks after AS. State level coordinator not appointed, district co-ordinators are in place	State and District co-ordinators in place
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG, DRG formed	SRG, DRG formed; SRG meeting every alternate month.	SRG & DRG for AS not formed. May not be necessary.	SRG formed, DRG not constituted	SRG & DRG constituted	SRG & DRG have been constituted	SRG & DRG constituted.



State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
<b>CAPACITY BUILDING</b>							
SRG / DRG orientation & meetings	Done by Digantar, Jaipur	Orientation of SRG, completed. Orientation of DRG completed. DRG & SRG meetings - bimonthly.	--	Not oriented	Preliminary orientation conducted for SRGs & DRGs. SRG meetings - monthly.	Orientation of AS functionaries completed. SRG members attend DRG meetings. SRG & DRG meet regularly	6 days, orientation of all functionaries completed. SRG functional.
Exposure visit by SRG/ DRG	Visited Digantar, Jaipur	Exposure visits to Digantar, Bodh, Lok Jumbish, MV Foundation, DDS & Rishi Valley, Loreto Sealdah.	Exchange programme with Rishi Valley School	Visited Rishi Valley Schools.	Some members of SRG visited Digantar. Further exposure visits for entire SRG to Bodh, Digantar, Lok Jumbish, Maya, SKCV, MV Foundation & CWC.	Some AS functionaries visited IIE Pune. District level personnel visited MVE.	Some SRG & DRG members have visited IIE Pune.
Visioning and Strategy planning workshop	Workshop held at RIE, Bhopal and DIET Raisen	Completed	Completed	Completed in August 99	Completed	Completed	Completed
<b>ISSUE OF EQUIVALENCE</b>							
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>i. Schoolless habitations</li> <li>ii. Working children from rural as well as urban areas</li> <li>iii. Tribal children with special focus on girls</li> <li>iv. Children of migratory parents</li> <li>v. Children of workers on brick kiln sites</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters. Emphasis on covering child labourers.</li> <li>• Day schools for Children from schoolless habitations.</li> <li>• Girls doing domestic work.</li> <li>• Boys doing petty jobs.</li> <li>• Casual labour children.</li> <li>• Children helping their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• For children of schoolless tribal habitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children who are engaged in household chores in habitations where there are schools</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters.</li> </ul>	<ul style="list-style-type: none"> <li>i. Drop out &amp; non-enrolled children.(9-14)</li> <li>ii. Children of school less habitations.(6-9) std. I &amp; II.</li> <li>iii. Children of migratory labour.(6-11) at sugar factory.</li> <li>iv. Children of migratory labour. (6-11).</li> <li>v. Children of brick kiln workers. (6-11)</li> <li>vi. Children who migrate seasonally.(6-11)</li> <li>vii. Habitations where contract schools also cannot be started.</li> </ul>	<ul style="list-style-type: none"> <li>i. Out of school children.</li> <li>ii. Children belonging to minority groups.</li> <li>iii. Children of formal schools <ul style="list-style-type: none"> <li>• Single teacher where PTR is 60:1or</li> <li>• Multi teacher where PTR is 80:1</li> <li>• Urban deprived children</li> </ul> </li> </ul>

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
Duration of the programme	i. 5 years ii. 5 years	5 years	4 years	2 years	2 years (some of the centres which have completed 2 years duration have been given extension).	i. 2 years ii. 6 years iii. 6 months iv. 10 months in a year v. 10 months vi. 75-100 days in a year.	5 years
School Hours	i. Full time school ii. Full time school	2 hours (under review). Full time schools in school less habitations (decision taken yet to be operationalised)	Regular school hours	2 hours	3-4 hours	i. 2 hours ii. 4 hours iii. 6 hours iv. 4 hours v. 6 hours vi. 2 hours	3 hours in 2 shifts
No. of learners per centre	i. 35-50 ii. 25-40	20-30	25	15-30	20-30	i. 20 learners and 10 in case of girls ii. 10-20 iii. 40-45 iv. 35 v. 40 vi. 10	40
Teachers qualification	i. Matriculate ii. Matriculate	Matriculate (few instructors are trained graduates, 12 <sup>th</sup> pass. In the remote forest area instructors who have not completed matriculation have also been appointed.	Matriculate	SSLC	Matriculate	i. Matriculate ii. Matriculate iii. Regular school teacher iv. " v. " vi. Matriculate	Matriculate
Honorarium for Teachers Per Month (Rs.)	i. 1,000/- ii. 1,000/- =	500	2,000	1,000	800	i. Rs. 500/- ii. Rs. 500/- iii. Teacher on deputation. iv. " v. " vi. Rs. 30/- per day. vii. Not worked out.	900

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
Duration of training of teachers	i. 21 days initial training for AS instructors. 10 days of training in the following years. ii. 10 days initial training + 21 days in the current year	7 days initial training followed by 2 days of training every month.	Comprehensive training <ul style="list-style-type: none"> <li>District level workshop (3 days)</li> <li>10 day internship in schools</li> <li>Field exposure and training at Rishi Valley</li> <li>Onsite support by DIET staff</li> </ul>	6 days (along with formal school teachers)	<ul style="list-style-type: none"> <li>11 days initial + 10 days every 6 months</li> </ul>	i. 10 days of training in the first year & 2 days of training in the beginning of the 2 <sup>nd</sup> year.	3 day induction training. 21 day pre-service training. 7 day refresher training. 5 day additional training for supervisor.
Expenditure per school / per year	i. 30,200 ii. 14,860	7530	25,200	20,000	22,000	i. 10200 ii. 6,000 iii. Teacher on deputation iv. 6,000 v. Teacher on deputation vi. 4,000	25900
Expenditure/child/yr. (Rs)	i. 826 ii. 424	For stage I children Rs. 300/- for stage II children Rs. 560/-.	768	666	760	i. 340 ii. 600 iii. 750 (approximate) iv. 150 v. 750 (approximate) vi. 400	1036
Academic Support and Supervision	i. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and CRC coordinators are responsible	1 part-time supervisor for every 8-10 schools.	Supported by DIET	By BRC, BEO & CRC	Being supported by DIET, DRU, BRC, CRC supervisors being appointed	CRC	1 co-ordinator for every 10 centres. Monthly meeting of instructors at supervisor level and BRC level. DLRG & SLRG members visit centres and provide on site support.
Honorarium of Supervisor (Rs.)	i. 1500 ii. Not applicable	Part - time supervisor 600+100 (T.A.)	Not applicable	Not applicable	1,500+500 (T.A.)	Not applicable	1,500

State	Madhya Pradesh	Tamil Nadu	Kerala	Karnataka	Haryana	Maharashtra	Assam
Material being used	Prepared in collaboration with Digantar.	Formal school text books and workbooks. Libraries with around 10-15 books has been set up at the AS centres	Adapted self learning material of Rishi Valley School. Translation of MGLC material into Tamil. TLM for std. III being prepared.	Adaptation from Eklavya's Khushi Khushi material. Teachers handbook is prepared for AS instructors monthly meetings.	Formal school books (now) used in class 1 & 2. Workbooks have been prepared to be used along with these textbooks.	i. TLM prepared by IIE, Pune. ii. AS kit developed with district level teams.	New textbooks prepared largely based on NCERT material. Formal school textbook for AS centre 1 additional book on handwriting and 1 drawing book. Supplementary academic material for children also provided.
Collaboration with NGOs	Digantar, Rupantar, Abhivaykiti	Tamil Nadu Science Forum, SFRD, Myrada, Kalvi Kendra, Kalaimangel, Bless	Rishi Valley	Rishi Valley	Digantar, NSS	IIE Pune, Janan Prabodhini.	Srujonika, IIE Pune, Bodh, Assam Gyan Vigyan Samiti.

DPEP Phase - II

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal	Rajasthan
Coverage								
Current Status	Not operational ised	<ul style="list-style-type: none"> <li>380 AS centres opened in un-served habitations.</li> </ul>	<ul style="list-style-type: none"> <li>i. ALS Centres / Community Schools (2,214)</li> <li>ii. Child Labour Programme Centres (259)</li> <li>iii. Summer Schools (16,557)</li> <li>iv. Transitional schools (633)</li> <li>v. Residential camps for street children (1).</li> <li>vi. Residential camps for migrant children Nalgonda (3).</li> </ul>	<ul style="list-style-type: none"> <li>i. Vacational course (80)</li> <li>ii. 230 Additional seats in 23 Ashramshalas</li> <li>iii. Back to school - (870)</li> <li>iv. bridge courses(73)</li> <li>v. Tent school (3)</li> <li>vi. Urban Area (60)</li> <li>vii. Seasonal hostel (ground work being done).</li> </ul>	<ul style="list-style-type: none"> <li>i. Shikshaghar - 740</li> <li>ii. Balshala - 160</li> <li>iii. Prehar Pathshala - 91</li> <li>iv. Makhtabs / Madarasas - 13</li> <li>v. Rishi Valley - 58</li> <li>vi. Camp - 1 (90 days)</li> </ul>	<ul style="list-style-type: none"> <li>Apna Vidyalaya - 1431</li> <li>Angana Vidyalaya - 966</li> </ul>	<ul style="list-style-type: none"> <li>Child Education Centre - 922</li> </ul>	<ul style="list-style-type: none"> <li>Rajiv Gandhi pathshala - 3,473</li> </ul>
Total children covered through AS	None	10,000 (approx.)	<ul style="list-style-type: none"> <li>i. Alternative schools / community schools (75,500)</li> <li>ii. Child Labour Programmes / Centres (8,713)</li> <li>iii. Summer schools (4,22,166)</li> <li>iv. Transitional schools (9000)</li> <li>v. Camp for urban children (58)</li> <li>vi. Camp (300)</li> </ul>	<ul style="list-style-type: none"> <li>i. Vacational course (1600)</li> <li>ii. Addl. seats in Ashramshala (80)</li> <li>iii. Back to school (20,122)</li> <li>iv. Bridge course (1726)</li> <li>v. Urban Area Programme (1200)</li> </ul>	36,785	40,000	36,880	<ul style="list-style-type: none"> <li>1,42,300</li> </ul>

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal	Rajasthan
<b>ADMINISTRATIVE ARRANGEMENTS</b>								
Appointment of AS co-ordinator (State and district)	AS coordinator not in position	Addl. Director SPO incharge for AS. Tribal co-ordinators in districts incharge for AS.	AS coordinator at districts & state levels in place.	Tribal coordinator incharge of AS in districts as well as at state level.	State & district coordinators in place	AS coordinator at state level & district level in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	SRG/ DRG not constituted.	SRG constituted but does not meet regularly.	SRG & DRG constituted. Training for 10 days for SRG members by Rishi Valley Education Society, Chittoor A.P.	SRG constituted but does not meet regularly.	Functional SRG which meet regularly.	SRG & DRG constituted. Regular meetings of SRG held.	DRG in phase I districts, constituted. SRG to be shortly constituted.	SRG & DRG constituted.
Visioning & strategy building workshop	Conducted	Conducted	Orientation of functionaries by MVF	Initial 1 day orientation was done	Conducted a 6 day workshop to orient AS functionaries.	Completed.	A 2 day orientation was organised for district AS co-ordinators	Orientation workshop proposed.
<b>ISSUE OF EQUIVALENCE</b>								
Profile of the group	Children from very small habitations.  Children of migrating families.	Children of un-served habitations.	Children out of school : potential child labourers & child labourers	<ol style="list-style-type: none"> <li>i. Children migratory to sugar factories from Dangs (8-10 yrs.)</li> <li>ii. "</li> <li>iii. Children out of school some centre specifically for girls (7-14 yrs.)</li> <li>iv. Children at sugarcane farms - those who have migrated from Dangs (6-14 yrs.)</li> <li>v. Children of families migrating to salt farms.</li> <li>vi. Children of families migrating from Panchmahal district.</li> <li>vii. Children of slums in small towns such as Haripura &amp; Godhara (6-14 yrs.)</li> </ol>	<ol style="list-style-type: none"> <li>i. Children out of school 6-11 years.</li> <li>ii. Children from minority community age group 6-11 yrs.</li> <li>iii. For scattered population 3-11 yrs.</li> <li>iv. For girls 9+ age group</li> <li>v. For out of school children engaged in labour 9-14 yrs.</li> <li>vi. For out of school children 6-14 yrs.</li> </ol>	<ul style="list-style-type: none"> <li>• For 9+ girls.</li> <li>• Children of SC/ST children not going to school as school is more than 1 km. away.</li> <li>• Children helping their parents or engaged in child labour.</li> <li>• Dropouts &amp; highly marginalised children.</li> <li>• Children of schoolless habitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Children of school less habitations</li> <li>• Drop out and un-enrolled children in habitations where school exists</li> </ul>	<ul style="list-style-type: none"> <li>• For children living in schoolless habitations.</li> <li>• For working children</li> <li>• Children of migratory families</li> <li>• For children from minority communities.</li> </ul>

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal	Rajasthan
Duration of the programme	10 months	5 years	i. Same as formal schools. (5 years) ii. Same as above. iii. 60 days	i. 60 - 90 days ii. 5 yrs. iii. Flexible as per age of the child iv. 6-7 months per yr. v. 8 months per yr. vi. 6-7 months, per yr. vii. Move to make this a recognised FS (5 yrs.)	i - v 5 years	i. 2 yrs (for 9+ age group children) ii. 3 yrs (for 6-8 yrs. Age group children). iii. In four semester s.	Same as formal schools (4 years).	Same as formal schools
School hours	10 am to 4 pm in the geographically isolated areas	Full time (5 hours) schools.	i. Full time community schools. (same as formal schools). ii. Formal school timing iii. "	i. 3 hours ii. Full time iii. " iv. 3-4 hours v. 3-4 hours vi. Not worked out vii. Full time school	i-iii - 4 hours iv -- 4 hours (inclusive of the time for community contact). v -- Residential vi - 4 hours	i. 3 hours (Apna) ii. 3 hours (Angana) Maṭa Samiti to decide school timings.	3 hours daily & 200 days in a year.	i. 6 hours ii. 4 hours
No. of learners / centre	Minimum 5	Minimum of 25-30 learners	i. 40 (maximum) ii. 35 iii. 20	i. 10-15 per centres ii. 9-10 seats per school iii. 20-30 children iv. 10-20 children v. 120 per AS with 3-4 teachers	i. 25 ii. 25 iii. 25 iv. 25 v. 30 vi. 30	i. 15 - 25 ii. 15 - 25 (only girls)	Each CEC will have 100 children : 50 for class I & 50 for class II.	25-30
Teacher qualification	Matriculation	Matriculate with certified teacher training (if matriculate are not available than candidates with 8 <sup>th</sup> pass qualification will be engaged).	i. Senior school certificate (SSC). ii. SSC iii. " iv. " v. "	i. SSC ii. SSC iii. FS teacher iv. SSC v. SSC vi. Not worked out vii. 1 FS teacher on deputation + AS teachers - SSC.	Intermediate, for women candidates relaxed to std 10 <sup>th</sup> . 8 <sup>th</sup> pass women also after undergoing special training. (50% of instructor would be women).	i. Minimum 8 <sup>th</sup> pass women ii. Minimum 8 <sup>th</sup> pass women	Class 12 <sup>th</sup> pass women candidates of the minimum age of 40 years will be appointed.	Minimum qualifications will be 8 <sup>th</sup> passed, relaxed in case of female candidates upto 5 <sup>th</sup> class.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal	Rajasthan
Honorarium Per Month (Rs.)	Rs. 800/-	Rs. 800	i. 1,000 /- (Rs. 500/- from DPEP & 500/- from the community.) ii. 500/- iii. "	Rs. 1000 per month Payment in phases and is performance linked	i. 600/- ii. 600/- iii. 600 + 300 for additional child care worker. iv. 600 & additional 3 craft teachers @ 100/- per month. v. 1200/- for instructor & 600 for helper. vi. 600/-	i. 400/- ii. 400/-	For 1 <sup>st</sup> teacher Rs. 1,000/- for 11 <sup>nd</sup> teacher Rs. 800/-	i. 1600/- ii. 600/- (Rs. 100/- will be added in the following years.
Training Duration	30 days at the initiation	<b>Induction training of 21 days, this will be followed by refresher training every six months. The AS instructors will have a monthly meeting with the supervisor.</b>	i. 3 days initial orientation + 10 days every year. ii. Same as above. iii. 7 days iv. 7 days	30 days of induction training which will be followed by another 30 days of training after six months.	<ul style="list-style-type: none"> <li>30 days for instructors.</li> <li>30+10 days for teacher co-ordinator. Regular in-service for teachers alongwith monthly meeting at NPRC.</li> <li>A separate module for 15 days training was transacted with instructors working in Ferozabad district.</li> </ul>	<ul style="list-style-type: none"> <li>30 days foundation training + 3 days recurring training (residential) every 3 months + 10 days of refresher training in a year.</li> <li>1 day monthly meeting of ALS instructors.</li> <li>This amounts to total duration of 72 days (Apna Vidyalaya) 84 days (Angna Vidyalaya)</li> </ul>	i. A 7 day induction training for CEC teachers.	<ul style="list-style-type: none"> <li>45 days foundation training</li> <li>10 days refresher training</li> <li>10 days</li> </ul>
Expenditure Per School/Per Year (Rs)	Yet to be worked out	i. Rs. 15,725/- per centre.	i. Rs. 15,000/ ii. Rs. 9,000/ iii. Rs. 9,000/-	i. Not yet worked out ii. " iii. 16,625+ training cost.	i. 15,300 / centre ii. 15,300 / centre iii. 20,150 / centre iv. 18,450 / centre v. 43,000 / camp vi. Not yet worked out	i. 9,250 (in the first year), 7650 (in the following year). ii. "	Rs. 2,000/- grant to each CEC centre every year & Rs. 500/- to each instructor for production of TLM.	i. 620 ii. 1620



State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal	Rajasthan
Exp. / Child / Yr. (Rs.)	"	i. Rs. 629(if the centre has 25 children)	i. Rs. 375/- ii. Rs. 257/- iii. Rs. 1,921/-	i. Not yet worked out ii. " iii. 831	i. 614 ii. 614 iii. 1,430 iv. 1,230 v. 1,433 vi. Not yet worked out	i. 462 (in the first year). 382 (in the following year). ii. "	Not yet worked out	i. 1,187 ii. 720
Academic Support	By CRC and HT of nearest school	<b>CRC co-ordinator.</b> Inc case there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support. ii. Same as above. iii. " iv. "	i. - ii. - iii. One supervisor or over 10 centres.	NPRC Co-ordinator provides academic support.	By ASRG who are retired primary school teacher. One supervisor for four to ten centres supervisor.	Retired official who has worked above the level of school inspector or PTTI trainer.	Cluster incharge, BRC coordinator, District AS officer.
Honorarium of Supervisor (Rs.)	"	Rs.1500 incase an additional supervisor is appointed	Not applicable	Rs. 2000/7 and Rs 600 for travelling allowance	Not applicable	500/-	2,000+TA/DA	N.A.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh	Bihar	West Bengal	Rajasthan
Material used	None	Formal school textbooks will be used at AS centres. Additional teaching learning material will be prepared. For language teaching in tribal areas word cards on the same principles as the formal school textbooks will be prepared in three dialects.	<ol style="list-style-type: none"> <li>Multigrade self learning kits prepared with the help of Rishi Valley.</li> <li>Same as above.</li> <li>Formal textbooks.</li> <li>Manual on readiness &amp; introduction.</li> </ol>	<ol style="list-style-type: none"> <li>Condensed curriculum formulated by GCERT.</li> <li>Formal School textbooks.</li> <li>Material being developed by GCERT and SPO of DPEP.</li> <li>To be worked out</li> <li>"</li> <li>FS books</li> <li>"</li> </ol>	Formal school books	<ul style="list-style-type: none"> <li>Books developed for semester I &amp; semester II in language, mathematics &amp; EVS.</li> <li>Books developed for semester I have been revised after trialling.</li> <li>Books developed for semester III printing is in process.</li> <li>Additional reading, writing material developed for Angana schools.</li> </ul>	Formal school textbooks at CEC centres.	Formal school textbooks
Collaboration with NGOs	None	Aagragamee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan.	MVF, Rishi Valley, BGVS (AP), UNDP (Hyderabad) & 30 more NGOs are involved.	Gantar involved for schools in Rann area and seasonal community hostels.	Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, RVFC.	None	Not yet worked out	Collaboration proposed with Aravali, Bodh, Digantar.

# *Education of Tribal Children*

## **Andhra Pradesh**

### **Background**

- Programme officers of SPO sent to ITDA (Integrated Tribal Development Agency) areas and collected information on general, cultural and educational aspects in tribal areas.
- There are 6 ITDAs in 6 DPEP districts.

### **Access**

- The focus till recently (before DPEP) was on opening of single teacher primary schools in villages with more than 200 population and Ashram (residential) schools for groups of small, scattered habitations.
- A large number of habitations having a population of less than 100 do not have primary schooling facility.
- 'Maabadi' or community schools are proposed to be set up in habitations where more than 10 children are available. These schools will be opened in June/July 2000 on demand from the community after school mapping and the exercise of rationalisation and relocation of schools.
- GERs of ST children is high because of under age & overage children. GER for ST girls is much lower than for boys (122.73 and 98.71 for ST boys and ST girls respectively)
- Dropout rates of ST children is high (ST boys-68.91 and ST girls-75.59). More analysis will be undertaken to get more useful information. District specific activities are proposed for mandals with high dropout rates. The repetition rates in class-I are high. Children suffer from malnutrition & frequent illnesses.

### **Community Participation**

- Formation of School Education Committees (SECs) under AP School Education Act 1998. SECs are not very active in some tribal areas.
- Community mobilisation strategies would focus on bringing about attitudinal change among parents towards girls' education .
- Model village approach is proposed during 2000-01.

### Quality Improvement

- Telugu is spoken in most tribal areas. However the language issue has not been adequately addressed. In Warangal and Adilabad, bilingual charts and TLM are being used.

## **Assam**

### Background:

- At state level a coordinator looks after the tribal education component. In all the districts (except Morigaon), the District Programme Officer incharge Community participation looks after tribal education work.
- No separate Resource Groups have been formed for this component.

### Community involvement

- Awareness campaigns have been conducted in tribal languages.
- Special programme are organised during seasonal tribal festivals.
- Documentation of folklore, agricultural practices, cultural etc. in tribal villages has been undertaken by the villagers themselves.
- Acknowledgement, involvement and revival of certain traditional system of governance and community actions.
- Organisation of women's groups.

### Access

- 460 NFE centres are operational in tribal/tea garden areas in DPEP I districts
- 253 NFE centres are functional in DPEP II districts
- 480 Alternative Schooling centres are functional in such areas of DPEP I & II districts.
- A tribal dormitory called Terang in Morigaon district has been identified for an innovative intervention.

### Quality improvement

- In service teacher training programmes are being conducted in Garo and Bodo languages
- Supplementary materials and resource material have been translated / adapted in Bodo and Garo.
- Earlier, linguistic mapping of 3 DPEP I districts was carried out to address issues like medium of instruction, teaching learning material etc.
- Language textbooks for Korbi language developed for classes I and II.

## **Bihar**

### **Access**

- New schools are being opened in tribal schoolless habitations based on school mapping, microplanning exercises.
- Alternative Schooling Centres (ALS) have been provided in smaller tribal habitations where schools cannot be opened. However, children in specially difficult circumstances including children who migrate with their parents, child labour and children of primitive tribes living on hill tops would need special attention.

### **Community Mobilisation**

- Various community mobilisation activities like folk songs, street plays, Bal melas, nukkads, cultural meets, A-V material display and demonstration at haat/bazar, door to door campaigns are implemented throughout the year. Community/tribe leaders have been associated in the mobilisation activities.

### **Quality Improvement**

- Posting of non tribal teachers in tribal areas is a serious problem. Language is an issue in tribal areas. It has been addressed in DPEP tribal districts in the following manner:-
  - ⇒ Sensitizing all educational functionaries on tribal language issues.
  - ⇒ Training course on tribal life and culture for teacher trainers, CRCC and BRCC.
  - ⇒ Crash Course at CRC/BRC level for non-tribal teachers to sensitize them to tribal culture, values, language and tradition.
  - ⇒ Development of Bridge Language Inventory (BLIs) and practise session at DIET/BRC/CRC level.
- It is felt that the present curriculum is not relevant for tribal districts.
- The translation of textbooks developed under DPEP in tribal languages viz. Ho, Mundari, Kuduk and Santhali has been completed. Development of language textbooks in above four languages is underway. Supplementary reading material on tribal language is available with tribal institutions like Tribal Research Institute, Ranchi University (tribal education department) etc. With some modification, these materials can be very useful for schools. The DIETs in tribal districts are taking this task on priority and would make such material available to schools, CRCs, BRCs.
- Each BRC/CRC has a duplicating machine to prepare and circulate its own specific newsletters, leaflets, short stories, songs, case studies etc.

## Gujarat

### Background:

- Tribal coordinators have been appointed at state and district levels. They also coordinate the Alternative Schooling Programme.
- Resource Groups have been constituted for tribal education at state and district levels. The coordinators and Resource Group members have undergone several rounds at orientation. BRC and CRC coordinators have also been extensively involved and oriented on Tribal Education issues.
- The tribal unit of Gujarat SCERT, Tribal Welfare Department and the tribal department of Gujarat Vidyapith are actively involved.

### Community involvement

- With the help of NGOs the environmental building work was started in a few tribal villages in Dang, Banaskantha and Panchmahal. Blockwise inventory for each district were prepared containing necessary information regarding various aspects of tribal groups' life and the events that these groups celebrate. The time and place of celebration was also recorded. This information is very useful for environment building programmes.
- A one day mobilisation programme was conducted in Panchmahal. Another programme of 'Bame Takora' i.e., "knocking at the door", was conducted in the month of Jan-Feb 2000 in all the villages of the tribal areas in DPEP districts. The programme increased people's awareness and increased interaction-competition between villages for enrolment.

### Access

- Micro planning and school mapping exercise, have been started in all the tribal villages. Door to door survey has been carried out for understanding patterns of migration of tribal children.
- The following Alternative Schooling programmes have been initiated.

	No. of centres	No. of children
a) <b>Bridge Courses (Dang district)</b> (between April to June for children who migrate between Sept and March.	73	1726
b) <b>Back to School (all districts) Programme</b>	432	9745

### **Quality Improvement:**

- Data collection work for collecting data on teachers' knowledge of tribal languages and tribal children's knowledge of Gujarati language has been completed. The analysed information has been sent to all tribal schools.
- Tribal specific teaching learning material were developed in the district level workshops in three districts. An integrated workshop was organised for tribal/gender/IED for preparation of TLMs.
- From Sept. 1999 to Feb. 2000, district wise workshops were organised for preparing teaching learning materials with the help of teachers. This exercise was undertaken for preparation of materials and providing supplementary materials for lessons of class I to V textbooks to introduce contextuality and additional activities for tribal children. The material includes 200 flash cards which contain words in Gujarati and the local tribal language, a set of cards for counting and geometrical figures. These materials have been supplied to schools in tribal areas.
- A dictionary with tribal language words in Dang district is under preparation. This will be printed and distributed to all primary schools in Dang district by June, 2000.

## **Himachal Pradesh**

### **Background**

- The entire district of Lahaul-Spiti and 3 blocks of Chamba district are predominantly tribal.
- The position of GER/NER and girls' enrolment in tribal areas is satisfactory.
- Bhoti – a language spoken in Spiti Valley is taught as an additional subject.

### **Access**

- Formal Schools have been set up in all tribal habitations which did not have schools.
- Migratory Gujjar families require alternative arrangements which have not yet been operationalised.

### **Community mobilisation**

- Formation of community based groups like VECs, PTAs, MTAs.
- Kalajashta, Bal Melas, Ma Beti Melas have been used for environment building.

## **Karnataka**

### **Access**

- As per state norms new schools have been started in all habitations with a population of 200 or more.
- Non formal education centres are being set up in smaller habitations.

### **Quality Improvement**

- Soliga language is spoken by tribals in Mysore and Chamarajanagar districts. A special book for class-I has been prepared and introduced for Soliga language.
- A supplementary reading material detailing the cultural traits of different tribal groups and given to teachers. Teachers have been trained (for 2 days) to use this material.

## **Kerala**

### **Access**

- All tribal habitations where formal schools could not be opened have been provided with Multigrade Learning Centres (MGLCs).
- The state has also planned some alternative centres for other deprived groups.

### **Community Mobilisation**

- Holding of community mobilisation camps
- House to house survey of tribal volunteers
- Summer camps for tribal mothers
- Kalajathas and other folk art forms in tribal areas.
- Family meetings were also organised.

### **Quality Improvement**

- The MGLCs have local instructors so language is not an issue.
- MGLCs have adapted self-learning materials of Rishi Valley.

## **Madhya Pradesh**

### **Background**

- A high level coordination committee at state level ensures inter-sectoral and inter-departmental coordination between school education and tribal welfare departments.



### **Community Involvement**

- During July/August, 1999, a special enrolment drives called Mahila Shiksha Abhiyan (MSA) was organised in SC/ST areas. Approximately 5 lakh ST children (50% of them were girls) were enrolled as a result of MSA.

### **Access**

- Out of total 5528 New Primary Schools, 1777 are opened in tribal areas.
- 21 Ashram Shalas under DPEP-I and 73 under DPEP-II are currently functional.
- Out of 22845 EGS Schools, 12285 are opened in tribal areas.
- Problems of education of children of migrant families of Jhabua district have been studied. On the basis of local consultation, it is proposed to set up temporary Ashram schools for migrant children to be managed by the local community and remedial teaching courses to be organised on the return of families after migration.

### **Quality Improvement**

- A teachers' handbook called Bridge Language Inventory has been prepared in four tribal languages Gondi (Shahdol and Betul) Kudukh (Raigarh), Baigani (Shahdol) and Bhili (Dhar). Identified teachers have undergone special training programme using BLI for interaction and transactional purposes.
- A teaching package 'Dhum Dhama Dhum' has been translated in Gondi. 'Kopal' prepared by the SPO team is designed as supplementary reading material for tribal children.
- The Class-I textbook 'Bharti' has been translated into tribal languages.
- Supplementary Teaching Learning Material for children of Jhabua has been prepared. The District Project Office has published this material which has been introduced in the schools of Jobat and Udaigarh Tribal Development blocks. Teachers have been imparted training into the methodology of using this material.

## **Maharashtra**

### **Background**

- The following districts have tribal population:
  - ⇒ Nanded district (Keriwat block 29.68%) - phase I
  - ⇒ Dhule (40.88% ST) and Gadchiroli (39.24% ST) - phase IIDistricts
- Several tribal languages are spoken in these districts including Gondi, Nanjura, Dhulli, Pawari, Madiya, Hdabi, chatisgadi etc.

- There is a state level tribal coordinator. District level tribal coordinators have not yet been appointed in Dhule and Gadchiroli. A District Resource Group have been constituted in Dhule and Gadchiroli districts. However, these groups do not meet regularly.
- There have been several workshops and review meetings to review the progress on tribal education issues and orient educational administrators and teachers on tribal issues.

### **Access**

- 196 of the 200 regular schools prepared in tribal areas have been already opened. 214 schools in tribal areas have been upgraded to include class V (256 had been proposed).
- 15 Camp Residential Schools are proposed to be established in the 3 districts. These are yet to be set up.
- 701 teachers have been appointed under DPEP in tribal areas.
- A total of 541 NFE/Prerana centres are presently functioning in the tribal areas of these 3 districts with a total enrolment of 13,147.
- 88 contract schools for children in the age group 6-9 years (Class I & II) in schoolless habitations where new schools cannot be started as per state norms.

### **Community involvement:**

- Orientation of VEC members and other community leaders has been proposed in Gadchiroli.
- Bal Anand Melwa (children's fairs) have been held with the involvement of community members.
- Various competitions based on tribal culture and traditions, Kalajatha and Kalapathak enrolment drives have been held.

### **Quality Improvement:**

- Language Resource Group (LRGs) in tribal languages have been formulated and mobilised.
- Multigrade teaching (MGT) project was implemented in the 1998-99 in 3 selected blocks of these 3 districts with 50 schools in each district.
- Training of non tribal teachers in local language is being taken up.
- Development of glossary and hand books in tribal languages is being undertaken.
- Personality development camps for tribal students have been proposed.
- More work needs to be done on language issues and materials including the Alternative Schooling kit for tribal languages.

## Orissa

### Background

- Tribal Coordinators are in place both at state and district levels
- State Resource Group and District Resource group for tribal education are in place. There are 15 SRG members and 350 District Resource group members in 8 DPEP district distributed in 55 tribal dominated Blocks.
- The Tribal Coordinators and the District Resource Groups have received several rounds of orientation at State level and participated at National level.
- A number of NGOs like Sikhya Sandhan, Bharat Gyan Vigyan Samiti and Agramam are actively involved in almost all activities being undertaken for tribal education.
- Academy of Tribal Dialects and Culture (ATDC) Deptt. Of Welfare, Govt. of Orissa is a nodal agency at the state level on promotion of tribal Language, culture and education. The ATDC has been providing technical support to DPEP in promotion of tribal Education in many activities.

### Access

- 400AS centres have been opened in DPEP districts of Orissa in schoolless habitations. A majority of which are in tribal areas.

### Community Involvement

- Special guidelines for adoption of micro project areas to create awareness among tribal people has been developed by SPO and the Tribal coordinators/BRC coordinators/Kendra School Headmasters/VECs have undertaken awareness campaign in tribal areas.
- A video film on tribal education has been prepared by DPEP, Orissa.
- Meeting on traditional tribal leaders have been conducted to use the strength of the tribal community for primary education.
- Traditional singers meet is organised to use them as barefoot communicator for spread of educational awareness
- Collection of indigenous knowledge from the community has been initiated in 8 districts for eight tribal languages. After collection of language material, in May 2000, these will be transformed into language teaching-learning, materials.

### Quality Improvement

- Out of 87 Blocks in the 8 districts, 55 Blocks are with high tribal population. In these 55 Blocks, one round of training of teachers (including Ashram School teachers) on Attitudinal issues has been completed. About 20,000 teachers have been oriented in these blocks.
- The network of district resource group members consists of 350 persons and block resource group is working to ensure a strong follow-up of the initial training programme. Their activities would include:

- ⇒ There will be two DRG workshops at district level
  - ⇒ There will be two workshops at Block level to identify Block specific tribe specific issues and to formulate strategies identifying the priority areas.
  - ⇒ CRC coordinators role in addressing tribal issues has been defined. In the monthly meetings of the CRC coordinators with the teachers attitudinal issues would be discussed.
- Linguistics survey and mapping was completed by ATDC. 25 blocks with 60-80% tribal population have been surveyed and the gap of home language and school language was assessed.
  - Preparation of Tribal Language Training module in Saora language for training of non tribal teachers. The training module has been developed with the help of tribal teachers and national level resource persons. Similar language training modules will be prepared for Juang, Kuvi, and Santali this year.
  - A primer for class I has been developed in Saora language for children teachers hard book to use the saora primer.
  - Similar language training modules, language primers and self learning materials will be prepared for Juang. Kuvi and Santal languages. Documentation of folklore in Saora community has been undertaken on a small scale and the tales and songs have been utilised for self learning materials.
  - A booklet on communicative conversation in tribal languages have been prepared and distributed in the DPEP districts to print and disseminate these materials among the teachers to help them inter act with tribal children.
  - The CRC coordinators Training module addresses the tribal education issues, as out of 1132 CRCs more than 700 CRCs are with high tribal population.
  - Research and evaluation: Research and evaluation on SC/ST education is being undertaken DIETs Keonjhar, Kalahandi, Bolangir. Three independent researches have been commissioned in Gajapati to assess the status tribal education in Gajapati.

## **TAMIL NADU**

- Only 2 blocks have a concentrated ST population viz. Kalrayan hills (Villupuram district) and Javadu hills (Thiruvannamalai district).
- The GER/NER and repetition rates in these 2 blocks are better than the rates for non-ST areas. However, the dropout rates of ST children are higher.
- Awareness campaigns and enrolment drives have made a good impact in these blocks.

### **Access:**

- Alternative Schooling (AS) Centres have been set up for out of school children. The total ST enrolment in AS centres in the districts of Thiruvannamalai, Villupuram, Dharampuri, Perambalur, Pudukottai is 27684.

### **Quality Improvement:**

Not much work has been undertaken specifically for tribal areas. However, new material has been developed for the AS programme.

# Gender & Early Childhood Education

## Gender : Introductory Remarks

Educational statistics across the country have shown serious differences/ disparities in the educational status of boys and girls. Major indicators continue to be adverse for girls. There is ample evidence to show that girls remain educationally backward as compared to boys despite the fact that both are from similar socio-economic backgrounds. A girl suffers the consequences of her gender. And although changes in educational achievement of girls, since independence, have been significant, gender disparities still persist. Pockets of alarmingly low enrolment of girls and low literacy rates of women still exist in most districts. Another disturbing factor has been the low participation of girls belonging to the Scheduled Castes (SC) and Scheduled Tribes (ST) in primary education. This has been the background for the focus on girls in the District Primary Education Programme.

While DPEP targets educationally backward districts with female literacy below the national average, it stresses on education for girls and for socially disadvantaged groups (DPEP Guidelines, p.4).

In compliance with the programme's thrust on girls, its objectives have been emphatic about the need to specially focus on issues of girls' education to increase their level of participation in primary education and also address the existing gender disparities in enrolment, retention and achievement.

In DPEP, interventions have, consequently, sought to improve the overall access, retention and learning levels of all children with particular stress on the reduction of gender gaps in all these areas. Equity has been the guiding spirit of the programme.

The programme covers 214 districts spread over 15 States and of these 200 districts have female literacy rates below the national female literacy rate. Another 28 such districts in four States are in the pipeline.

## Strategy

The accumulated distortions of the past have largely been the result of the significant burden of work that the girl child faces, which precludes her being made available for regular studies. The care givers apathy to education for girls, in terms of its utility for their future life and also that education is a male prerogative, has inhibited access. Social factors like early age of marriage, threat perceptions to their security outside the family have further confined them to their homes.

Under the programme, the strategy for Gender/Girls' Education has been to address both the **generic** and the **specific** issues. While the generic is expected to cover/benefit all

girls in any district, the specific essentially counters the difficulties faced by girls of certain socio-economic groups, in particular pockets.

The Generic	The Specific
<p><i>Seeks to integrate the gender perspective in the activities of various functional areas such as community mobilisation, alternative schooling, special focus groups (Tribal, IED, SC Minorities, etc.), teacher training, textbooks, VEC training, civil works, research . . . . . etc</i></p>	<p><i>Targets the resistant and disadvantaged groups, often dispersed in remote and difficult areas. This has entailed</i></p> <ul style="list-style-type: none"> <li>• <i>intensive and innovative efforts at micro level for future upscaling</i></li> <li>• <i>structural reinforcement at sub district level for continued focus on girls' education</i></li> <li>• <i>mobilisation of village women/ women's groups to pursue issues of girls' education</i></li> </ul>

Thus, interventions for girls' education have either been linked and integrated or independent, with separate physical and financial targets against which their progress has been monitored.

A clear shift from the generic to the specific becomes necessary at a particular stage of programme implementation. Such a shift usually becomes visible around the third year. At this juncture the programme begins targeting specific groups of girls, typically minorities, and Scheduled Castes- Scheduled Tribes and adolescent girls in areas of low enrolment or high repeaters/drop out.

In the initial phases of the programme, therefore, the thrust is on generic issues. To counter the prevailing atmosphere against girls' education, those most closely concerned with the issue have been targeted. These include the care givers, the teachers and educational administrators and the overall community.

Further, the DPEP gender strategy has drawn upon the experience of the Mahila Samakhya programme, a women's education and empowerment programme. Mahila Samakhya has demonstrated that empowering poor women results in a clear articulated demand for educational opportunities for themselves and their children, especially girls.

- *In Bihar, MS was an integral component of the Bihar Education Project and continues to be so under DPEP. Though not routed through a separate registered society, MS in Bihar has adopted the structural features of the MS national scheme.*
- *In States such as Assam and Madhya Pradesh, DPEP has funded and set up autonomous Mahila Samakhya Societies along the lines of the National Mahila Samakhya Scheme and an MoU between both societies guide the operation linkages.*
- *In Karnataka, Gujarat and Andhra Pradesh, where autonomous Mahila Samakhya Societies were already in place prior to DPEP, the modalities of MS-DPEP interface convergence, are in the process of being concretised. MS, in all three states, has tried to select DPEP districts for its expansion to facilitate such synergy. In Karnataka, for instance, MS and DPEP expansion into Bellary district, at the same time, resulted in a mutual involvement of each other in the micro-planning process.*

The Planning process has specifically integrated the concerns brought out by the Gender and Social Assessment Studies. State as well as district plans have been structured to focus on gender issues both as a specific area of concern with independent interventions targeted at girls and as an integrated gender perspective in different programme components. An engendered process of planning, implementation and monitoring has been ensured in DPEP.

## **Interventions**

With this overview, we now take a look at the concrete steps taken in the programme to improve upon the enrolment, retention and achievement of girls.

Integration of the gender perspective has taken place in key areas like civil works, training of teachers, educational administrators, academic support functionaries and VEC members, text books and TLM, community mobilisation, alternative schooling, etc.

Large scale community mobilisation activities have been undertaken to build an environment in favour of girl's education. Various measures have been adopted to build community and peer pressure to enroll girls. To facilitate a gender focused approach to community mobilisation, states have developed print and audio video material, besides using existing material such as UNICEF's Meena package.

Different social groups in Gujarat have traditionally kept their girls out of school. DPEP Gujarat has identified some of the social groups who have traditionally resisted girls' education and strategised for bringing them into school. *Sammelaus* had been organised amongst the various groups which have successfully created a general awareness about girls' right to be educated.

A *Rabari Sammelan* was organised in Banaskantha district in which the community leaders took the charge of convincing the gathering at the *sammelan* about the importance and benefits of getting girls educated. In fact, during the *sammelan* itself, the community leaders announced the proposal for setting up of the Hostels for girls at Radhanpur. Today 465 girls and 340 boys are enrolled in these hostels (7).

In Himachal Pradesh the involvement of women in the support systems for the schools through the interventions of the MTAs has been significant. Women are able to spend more time on children's education as compared to the men who keep busy with outdoor activities. States have developed special training modules for the members of MTAs and other grassroots women's groups. Module development workshops have been organised in Himachal Pradesh, Maharashtra, Orissa and Uttar Pradesh.

Incentives like the mid day meal, uniforms, scholarships, book banks, textbooks provided by the Government of India, State Governments or DPEP have also persuaded families to send girls to school. Girls have been receiving free textbooks in all the States either as a part of State provided incentives or through DPEP. A few states have also provided other educational incentives such as note books/writing material, etc. DPEP has also initiated a

system of giving awards to schools with the best enrolment and retention of girls in the states of Orissa, Uttar Pradesh and West Bengal.

Apart from providing separate toilets for girls, special efforts have been made by most states to involve active participation of women in the management of construction work.

The process of textbook development and revision has entailed integration of gender sensitive content. States have developed gendered checklists and guidelines for this purpose. The teams have been sensitised and Resource teams for gender have sought to be integrated in the process of textbook revision to ensure gender sensitivity.

According to the mid term assessment studies gender gaps in achievement levels have narrowed considerably. This, however, remains an area of concern as there is scope for improving the overall achievement levels. Thus, the focus in the states is gradually making a shift from enrolment and retention to the learning situation in the classroom.. Efforts are being made through studies to identify factors that restrict the learning process of girls mainly on account of the way they are treated in the classroom by teachers and peers and the use of stereotypical impressions. Kerala and Uttar Pradesh have completed such studies and are well informed of the issues to address in the classroom and school. Kerala is designing a teacher training programme based on the findings of such a study.

Teacher sensitisation and training, text books revision, VEC training, micro planning have also been focus areas. Special gender training modules and handbooks have been developed for different training programmes. In the on going in service training of teachers, gender concerns have been integrated. The concerns sought to be addressed have included the need for the education of girls and the significant social and familial disadvantages that they face in the educational process. It is expected to enable different sections to accordingly address these issues and make concerted attempts to prevent discrimination against girls in the school in terms of access to facilities, opportunity to participate in the learning process and reinforcement of gender stereotyped perceptions.

*In building a gender perspective in education through sensitisation of teachers, DPEP Karnataka has included issues such as :*

- *What is gender ?*
- *What is women's status ?*
- *How is women's status assessed ?*
- *Institutional analysis*
- *Women's movement and development*
- *What is empowerment ?*
- *Education and empowerment*

*The objectives of the module in West Bengal is to help teachers*

- *understand the various dimensions of inequality between sexes in the Indian context*
- *understand and analyse their own biases and perceptions about gender roles in view of the changing requirements of a democratic, just, egalitarian, technological society*
- *develop and plan practical interventions in curriculum and develop a sense of self-respect in girls so that they grow up to be persons in their own right.*



Many such efforts have served to bring in larger numbers of girls to schools. This has often been supplemented by other programme interventions like the opening of new schools AS. But, pockets of resistance continue in almost all areas. The specific reasons for such pockets have varied considerably across States and include resistance of specific communities due to deep rooted social beliefs and practices as well as wage labour in the economically more disadvantaged sections of society.

States are encouraged to use the data generated through the EMIS as well as the household survey data for identification of the pockets with poor participation levels of girls in primary education. It is through the analysis of such micro level data that more specific problems are being identified and addressed.

A cluster approach has been initiated in AP, Assam, Orissa, UP, Gujarat, West Bengal. Areas of low enrolment of girls have been identified using the EMIS data, where plans are developed focusing on individual children to address specific issues and ensuring follow up. The key feature is community involvement and the target is UPE in these clusters.

#### **Model Cluster Development Approach in Uttar Pradesh**

*Specific pockets and population sections in the DPEP districts of Uttar Pradesh showed very low female literacy rates, especially among SCs and minorities. This was a concern. To tackle the severity of the problem in these pockets, DPEP began working intensively in two clusters of eight to ten villages each in all the programme districts. Efforts are made to provide all possible inputs, maintaining regular contact and closely monitoring the progress/impact using an operational mechanism designed for the purpose. Through this approach attempts are being made to improve girls' participation in primary education.*

*As activities intensify in these villages, various needs and priorities begin unfolding. Consequent efforts are directed at responding to the needs that emerge by providing necessary support either directly through the project or by affecting convergence with other programmes. In the initial phase the focus was on augmenting the levels of girls' access to primary education either by enrolling in the formal schools or by setting up alternative schooling centres. The next phase focuses on retention of the girls in school and their achievement levels. Every thrust area is worked upon in close association with the parents and the community. The programme triggers off the process and guides it for the community to take on and carry forward. Being a micro level initiative, what began as a concern for girls' participation levels in primary education, has transformed into a concern for every child. Consequent to initial efforts there has not only been a spurt in enrolment but universal enrolment has been achieved in 69% of the Gram Panchayats covered.*

*The positive experience in this phase has paved the way for upscaling the approach to additional clusters over the project period whereby 15 clusters in each district were taken up in 1999-2000.*

*Despite the initial success in 30 clusters by way of significant gains in enrolment, difficulty to retain the students in schools remained. At this stage, a retention strategy was evolved. The retention strategy envisages shared responsibilities of the community, teachers and the grassroots groups. Based on information of attendance registers, children's attendance is monitored. Monthly markings are given to the children-green, yellow, red. Obviously children are being motivated to achieve a green mark at the end of a month.*

*Thehrao Parikramas (retention march) have been organised in the villages by the school going children and teachers, VEC, MTA and Women Motivator Group members. Homes of children who have been irregular are targeted, and teachers meet the parents to motivate them while the children shout slogan etc..*

*In order to create a girl friendly environment in the school, special sensitisation programmes for teachers have been developed.*

Access of girls to primary education has been improved through specially designed alternative schooling models. These have been designed to address parental concerns of girls safety (all girls schools, especially for the 9+ girls) like the Angana Vidyalays in Bihar, the burden of work (flexible timings), using Madarsas to address the concerns of minorities (Assam, MP). AS in smaller habitations like the EGS in MP, UP and AP have provided community schools closer to habitations, saving girls from travelling large distances from their villages. Combined ECE and AS centers in UP and Gujarat to facilitate the attendance of girls with younger siblings.

#### **Angana Vidyalayas**

*Modelled along the lines of the Jagjagi centres initiated by the Mahila Samakhya programme under the Bihar Education Project, the Angana Vidyalayas in Bihar target out of school adolescent girls. They aim to motivate adolescent girls in rural areas to enroll and go through schooling up to Class V. The facts that the curriculum imparts life skills along with the regular primary education content, the instructors of the Angana Vidyalayas are women and that the management of these centres rests with the mata samitis, makes this an unique intervention.*

*The girls who have benefited most from this intervention are in the age group of 9 years and above, who are from the most underprivileged and marginalised groups in society. They usually live in unreached habitations or are unable to access schools as they work along with their parents or have been debarred from attending school on grounds of social and religious beliefs or are married/ engaged at a very young age.*

*By entrusting the responsibility of running the AS centres to the mata samitis, community involvement in the enrolment and retention of the children is ensured. It is also an empowering process for the women themselves as they take all decisions regarding the education of their children. The instructor of Angana Vidyalayas, the saheli (friend) is at least middle school pass and belongs to the same community as that of the children. She undergoes a 30 days foundation training which is followed by regular refresher trainings. The Angana Vidyalayas have covered more than 10,000 girls from 467 centres and more such centres are to be operationalised in the coming year.*

#### **Share of Girls' Enrolment in AS Centres of some States**

<b>State</b>	<b>Girls' Enrolment in AS Centres</b>
1. Assam	Out of 1,50,612 students enrolled in AS centres 79,824 are girls (53%)
2. Karnataka	Out of 15,836 children enrolled in AS centres 8799 (55.5%) are girls
3. Madhya Pradesh	Out of 9,31,598 students enrolled in AS centres/EGS, 4,23,580 (45.5%) are girls
4. Tamil Nadu	Out of 31,167 children, 16,444 children are girls, i.e. 53%
5. Uttar Pradesh	Out of 36,785 children enrolled in AS centres 17,479 are girls (48%)

The recruitment of female teachers in the formal primary schools and para teachers in alternative schools have alleviated concerns for safety among parents. States are gradually moving towards formal policy statements in this regard, particularly insofar as recruitment of para teachers is concerned.

However, the proportion of female teachers in the formal system in DPEP districts continues to be low. The growth rate of female teachers has not been significant. The representation of female teachers stands at 33% or more in Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala and Tamil Nadu. In the other states, the proportion of female teachers is as low as 17 % in West Bengal, 22% in Bihar, 23% in Orissa, 25 % in Madhya Pradesh, 26% in Assam and Uttar Pradesh and 27 % in Maharashtra.

An increase in the proportion of female teachers with respect to the teachers appointed under DPEP in Haryana, Karnataka and Tamil Nadu is seen. In Madhya Pradesh the increase is marginal with respect to the overall representation of female teachers in the state (27%), including DPEP districts. Some of the other states have either not furnished the information or have not yet recruited regular teachers in the formal schools and have tried to overcome teacher shortage by providing para teachers.

As compared to the formal schools, there are explicit state policies to recruit larger numbers of female teachers in the alternative schooling centres. For example, in Bihar the instructors of the *Apna* and *Angana Vidyalayas* are all women and so is the case in the *Shishu Shiksha Kendras* of West Bengal. Gujarat has recently introduced the policy to give overriding preference to women for the teachers' position in the alternative schooling centres. Similarly, Uttar Pradesh has also ensured increased representation of women teachers in the alternative schooling centres. According to the norm in Madhya Pradesh, if there is need for two teachers in the EGS schools, one of them is a woman. Further, one of the two teachers in the alternative schooling centres in the state is a woman. In Assam, nearly 50 per cent of the teachers in the AS centres are women. In Karnataka preference is given to appointment of female teachers belonging to SC/ST and other backward groups.

Among girls, SC/ST girls have invariably remained most backward. One of the reasons for their backwardness stems from the fact that they do not get requisite support in their educational pursuits at home. To make up for this, DPEP Tamil Nadu has provided special coaching classes to SC/ST girls in Cuddalore, Dharmapuri, Thiruvannamalai and Villupuram. The 1921 special coaching centres are spread over all the 72 blocks in these districts. A centre can be started with a minimum of 20 SC/ST girls from Classes III, IV and V.

The coaching classes are held on all working days for an hour and a half, immediately after school gets over. One of the teachers in the school, usually a resident of the locality, is made the teacher of the special coaching centre.

The teacher needs to be adequately equipped to manage multi-grade teaching situations which is an imperative of scheme. Evidently, the pedagogic challenge is immense. Hence teachers have been specially trained in multi-grade teaching to cope with girls of three different classes.

A specially prepared Teachers' Handbook has been developed and circulated to all the target teachers, wherein detailed guidelines on the different competencies in the major subject areas for the three classes, have been provided on a prioritised basis. A suggested month wise time frame for transacting the different units along with evaluation approaches has also been provided in the document.

### **Areas of Concern**

Since the programme started at different points in times and have different problems, the situation today varies considerably in the States. The interventions mentioned in the paper have been undertaken by various states under DPEP, but not all States have undertaken all the activities mentioned above. The results, though positive, are uneven across the States, districts and clusters.

1. The district plans now need to ensure specific strategies in areas of low enrolment/high dropout of girls – particularly SC and ST girls.
2. States which have not made the transition to specific strategies after three years, need to accelerate their transition.
3. It is important that all States have holistic plans to ensure that gender goals are met. Mainstreaming of concerns in all programmatic areas, addressing specific concerns of communities and adequate outlay/expenditure must all be integrated for comprehensive results.
4. Low proportion of female teachers, often despite supportive policy pronouncements, remains a concern. More so in the alternative schooling system.
5. Developing a clear understanding of classroom processes is a priority if achievement levels of girls are to show significant improvement. This is particularly true of the Phase I districts.

### **Early Childhood Education : Introductory Remarks**

In recognition of the expressed view of the National Policy on Education (1986/1992) view of ECCE as a support programme for universalisation of elementary education and women's development, ECE in DPEP is seen as a vital input towards preparing children, particularly first generation learners, for primary school through school readiness programmes and facilitating the participation of children, particularly girls, in primary school by relieving them of sibling care responsibilities. ECE assumes importance in the context of the latter as a major deterrent to girls attending school has been the burden of sibling care. ECE activities under DPEP have been designed to relieve them of this responsibility during school hours.

The guiding principles have been to :

- avoid duplication and support expansion of ECE in villages that are not covered by ICDS
- emphasise the pre-school aspect of ECCE and support development of pre-school material and training of functionaries and not provide nutritional inputs

- strengthen ties between anganwadis and primary schools through training of ICDS workers

### Strategy

The ICDS programme of the DWCD, has been the largest Government initiative on ECE. ICDS centers are opened in villages with a population of 1000 and above (750 in tribal areas). They provide a package of services including pre school component. The programme is currently seeking to cover all districts in the country.

DPEP has opted to strengthen the ICDS pre school component in areas where there are ICDS centers. However, in areas where there are no AWC, DPEP has opened new ECE centers. The programme's approach to ECE has broadly focused on the following :

- Experimentation with alternative, cost effective models for providing ECE
- Strengthening ECE in the existing ICDS programme or with other departments in the State, in a convergence mode, through training and other inputs
- Strengthening the pre-school component in the formal schools

The state wise details of the approach adopted are as given in the Table below :

State	Approach to ECE
Andhra Pradesh	Experiment with own ECE model and convergence with ICDS
Assam	Experiment with own ECE model and convergence with ICDS
Bihar	Experiment with own ECE model and convergence with ICDS
Gujarat	Experiment with own ECE model and convergence with ICDS
Haryana	Convergence with ICDS
Himachal Pradesh	Experiment with own model
Karnataka	Convergence with ICDS and experiment with own ECE model
Kerala	Convergence with ICDS
Maharashtra	Convergence with ICDS and setting up ECE centres
Madhya Pradesh	Experiment with own ECE model
Orissa	Experiment with own ECE model and convergence with ICDS
Tamil Nadu	Convergence with ICDS
Uttar Pradesh	Convergence with ICDS
West Bengal	Convergence with ICDS – yet to take off

### Interventions

DPEP has been training the ECE worker and Helper in both the centres started and those attached to the ICDS programme. Training modules along the lines of the NCERT model have been developed in consultation with ICDS functionaries with help from specialised organisations/institutions. Pre-school kits and teaching-learning material have also been developed through a similar consultative process. The centres started by DPEP and those Anganwadi Centres covered through convergence are being given education materials.

The new centres receive grants to meet operational costs. Some of the states are also provided annual grants to the Anganwadi Centres as contingency or even to replenish TLMs. Construction of ECE centres was taken up by a few states to ensure their location in the school premises. Community contributions such as material, labour and finance supplemented this move by the programme.

The cost of running the programme has been varied as the states have developed their own models and financial framework.

Community involvement is an integral element of the ECE programme in DPEP. Community based organisations such as the Village Education Committees, Mother Teacher Associations, Mothers' Groups, etc., have been closely involved in the entire process of establishment of the centres, running them and also in securing community support for early childhood education. This has resulted in some degree of community ownership, particularly in the case of the centres started by the programme. In a way this programme has provided a forum for the women in the village which has enabled them to discuss various issues pertaining to their lives and that of education of girls. Such coming together of women has often shaped into organised women's groups which are now assisting in regular monitoring, material development, providing nutritional support, organising events in the centre and so on. Apart from this, a certain focus on adolescent girls has also been generated and there are examples of specific interventions for this group of girls in some states.

#### *Strengthening of Anganwadi Centres*

Convergence with ICDS through strengthening the ECE component of Anganwadi Centres, has been attempted by way of co-ordination of timings between AW Centres and primary schools – honorarium paid to AW Worker & Helper, training of AW Workers & Helpers, provision of pre school kits, joint monitoring.

#### ECCE in DPEP States –Coverage through Convergence

State	Convergence		
	DPEP I	DPEP II	Total
Andhra Pradesh		Data not available	
Assam	402	645	1047
Bihar (DPEP III)			3849
Gujarat		5317	5317
Haryana	3701	4066	7767
Karnataka	743	1712	2455
Kerala		Data not available	
Maharashtra	8587	6852	15,439
Orissa		2400 (300 AW centres per district)	2400
Tamil Nadu	7176	2461	9637
Uttar Pradesh		2100	2100
		Total	50,011

### Honorarium Paid to ICDS Functionaries

State	ICDS Worker	ICDS Helper
	Honorarium	Honorarium
Assam	No payment	No payment
Gujarat	No payment	No payment
Haryana	200.00	
Karnataka	300.00	250.00
Orissa	200.00	75.00
Uttar Pradesh	150.00	75.00

### Opening of new centers

In non-ICDS areas, opening of ECE centres and providing for induction and refresher training of ECCE workers as well as teaching learning materials have been the main initiatives under DPEP.

### ECCE in DPEP States – Coverage in Unserved Areas

State	New Centres		
	DPEP I	DPEP II	Total
Andhra Pradesh	1950	485	2435
Assam	750	1470	2220
Bihar (DPEP III)			778
Gujarat		20 ECE cum AS centres in Banaskantha & Panchmahal District	20
Himachal Pradesh		158	158
Karnataka	38		38
Maharashtra	203	342	545
Madhya Pradesh	4008	287 (Jhoolaghars)	4295
Orissa		10	10
<b>Total</b>			<b>10,254</b>

### Personnel Attached to ECE Centres Started by DPEP & their Honorarium

State	ECE Worker		ECE Helper	
	Number	Honorarium	Number	Honorarium
Andhra Pradesh				
Assam*	One	700.00	One	500.00
Bihar	One	500.00		
Gujarat	One	600.00		
Karnataka **	One Nursery trained teacher	As per regular scale for teacher	One	400.00
Maharashtra	One	500.00	-	-
Madhya Pradesh	One	400.00	One	200.00
Orissa	One	400.00	One	200.00

\* A Supervisor is provided for every 10 Mukulika Centres and is paid Rs 1500.00 per month

\*\* Follows the pattern of the PPC run, by the Education Department, Government of Karnataka.

## **Convergence with DWCD : Some Issues**

Many issues pertaining to the question of sustaining DPEP's efforts have been discussed with the Department of Women & Child Development at the national level and certain joint decisions have been taken by both the Departments. The Department of Women & Child Development has issued a D.O. letter No.4-3/96-NT dated 26.3.98 addressed to all State Secretaries of the Department of WCD/ Social Welfare/Education (copy attached). This letter highlighted the following decisions that were jointly taken by the DWCD and the Department of Education, GOI.

1. Joint Planning, Mapping and Sharing of Resources
  - Location of the Centres
  - Timing of the Centres
2. Joint Community Mobilisation efforts
3. Fund allocations
4. Joint training and monitoring

This letter requested that a state level meeting of the Secretaries/Directors of WCD/Social Welfare and DPEP/Primary Education/Rural Development (for Panchayati Raj)/HRD be convened at the earliest, to finalise joint follow up action in the state, based on the above.

Follow up meetings have been held to review the progress and state specific experiences. Convergence has not always been possible in all the states. Convergence issues that persist and merit national level intervention are as follows :

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

Letters have been written to States by the Government of India to facilitate the process of convergence between departments in

### **Areas of concern**

ECE interventions have focussed largely on coordination with the ICDS programme. At this juncture, the phase I districts need to make plans to ensure sustainability of DPEP interventions in ECE, both in coordination with ICDS and where the programme has opened new centers.



## Gender & ECE

### STATES - DPEP I

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Staffing Position</b></p> <p><i>State Gender Co-ordinator</i></p> <p><i>District Gender Co-ordinator</i></p> <p><i>Sub District</i></p>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>SCERT – One each for gender &amp; ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place (Sr. P.O. for SFGs)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One each for Gender and ECE)</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>State Advisor in place at SPO</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One for Women Development and one Assistant WDO for Gender &amp; ECE)</li> </ul>
	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (APC in each district)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (Holding additional charge)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (28)</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>One WDO per district</li> </ul>
	<ul style="list-style-type: none"> <li>304 Sahyoginis at selected clusters</li> </ul>	<ul style="list-style-type: none"> <li>In place – 73 Taluka Sanchalikas</li> </ul>					
<p><b>Resource Groups (Gender &amp; ECE)</b></p>	<ul style="list-style-type: none"> <li>SRG (Gender &amp; ECE)</li> <li>DRG(Gender &amp; ECE) for all</li> </ul>	<ul style="list-style-type: none"> <li>State &amp; District Gender Resource groups constituted</li> </ul>	<ul style="list-style-type: none"> <li><b>Separate groups are not in place for Gender and ECE</b></li> </ul>	<ul style="list-style-type: none"> <li>SRG for gender and ECE constituted</li> <li>District Resource Groups have been setup in Trivandrum and Palakkad districts</li> </ul>	<ul style="list-style-type: none"> <li>State and District Resource Groups for gender and ECE in place.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Groups for Gender and ECE constituted at State and District levels</li> </ul>	<ul style="list-style-type: none"> <li>10 member State Resource Groups for Women's Development &amp; ECE in place meets, every six months.</li> <li>12 members District Resource Groups for Women's Development &amp; ECE constituted. Meets twice a year</li> </ul>
<p><b>Community mobilisation Material Development</b></p>	<ul style="list-style-type: none"> <li>Materials with gender focus - print, audio/video - developed in 2/3 languages &amp; widely distributed/used.</li> <li>Songs and Street plays on the need for educating girls and women prepared.</li> <li>Completion of</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitive material developed – Poster, Brochure, Folders</li> <li>3 Gender specific Brochures <ul style="list-style-type: none"> <li>Girls' education and women's empowerment through DPEP</li> <li>Laws for women</li> <li>Agencies working</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective integrated in all training modules &amp; materials developed for community mobilisation and awareness creation</li> <li>Rural folk tales &amp; stories by elders collected to emphasise need for parents &amp; community to interact</li> </ul>		<ul style="list-style-type: none"> <li>Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>Gender specific awareness material</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for Sahayogini, Taluka/zila Mahila Sanchalika and project personnel distributed upto school level. The handbook explains how to establish communication with parents, VEC members, Panchayat</li> </ul>	<ul style="list-style-type: none"> <li>Awareness campaigns at cluster level-1023</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Community mobilisation Material Development</i></p> <p><i>Interaction at Sub-district level</i></p>	<p>feature film on girls education &amp; community participation "Pakhi" by Jahnu Baruah</p> <ul style="list-style-type: none"> <li>Special campaigns for SFGs including religious leaders, tea gardens, tribal and riverine areas</li> <li>Meena campaign</li> <li>Women's awareness camps and follow up meetings</li> <li>Maa Beti mela at block level</li> <li>Micro planning in low female literacy villages and those villages with high concentration of SFGs.</li> <li>Capacity building of women's groups. They are now involved in school related activities</li> </ul>	<p>for women</p> <p>➤ Two folders for parents and teachers on the importance of educating girls</p> <ul style="list-style-type: none"> <li>Maa-Beti melas, cycle rallies, puppet shows, Kalajathas, etc. conducted</li> <li>Mahila sashakti Karan Saptah</li> <li>Massive enrolment drive organised with the help of mothers and women VEC members</li> </ul>	<p>with the growing girl child .</p> <ul style="list-style-type: none"> <li>A 7 module training film with in built gender focus produced for training of teachers and VEC members.</li> <li>Cultural troupes have performed kala jathas in all districts. In all, the troupes performed in 1380 villages during this financial year.</li> <li>233 and Shikshakara Melas conducted with girl child &amp; SC/ST children focus</li> <li>VEC melas - 164</li> <li>16 Ma Beti melas</li> <li>Micro Planning with gender focus completed in specific blocks</li> </ul>	<ul style="list-style-type: none"> <li>Special campaign in coastal and tribal areas</li> <li>Female volunteers posted in the Muslim areas of Kasargod and Wayanad</li> <li>District &amp; block meetings of religious leaders in Kasargod and Wayanad</li> <li>Grihasadas being conducted with involvement of VEC &amp; volunteers (10 -15 women per meeting)</li> <li>Conduct of melas, rallies, Kalajathas, etc.</li> </ul>	<p>&amp; scripts prepared</p> <ul style="list-style-type: none"> <li>Mahila Shiksha Abhiyan Phase II</li> <li>Shiksha Panchayat</li> <li>Conduct of melas, rallies, kalajathas, etc.</li> <li>Maa - Beti Melas organised in some districts</li> <li>Mahila Shiksha Abhiyans Phase III</li> <li>Shiksha Panchayats</li> <li>School Chalo abhiyans in all the districts</li> </ul>	<p>members and community. It also covers formation of MTA, their role in promoting girls' education</p> <ul style="list-style-type: none"> <li>Conduct of melas, rallies, Kalajathas targeted mainly at women and girls</li> <li>Celebration of International Women's Day</li> <li>Celebration of Balika Din on January 3, 1999</li> <li>Mahila and Kishori Mela was organised at the times of enrolment drives.</li> <li>Retention drives for girls held separately</li> </ul>	<ul style="list-style-type: none"> <li>Mobilisation of VECs and PTAs</li> <li>Block level awareness campaigns organised in all districts.</li> <li>Melas, Rallies, Kalajathas organised at Block level</li> <li>Special involvement of VECs in enrolment of girls</li> </ul>
<p><i>Community Participation</i></p>	<ul style="list-style-type: none"> <li>Self Help Groups formed. They are showing interest in girls' education and school issues . They go on school visits, ensure teacher attendance, monitor the village study hour</li> </ul>	<ul style="list-style-type: none"> <li>Door to door campaign for girls' enrolment by women members of Panchayat</li> <li>Elected women members pursuing girls' education</li> <li>Celebration of Special days are girls education like Duolak</li> </ul>	<ul style="list-style-type: none"> <li>In Bellary district children get the lamp from the village households for the evening classes as there is power breakdown.</li> <li>In Raichur district VEC members pooled in their TA/DA for</li> </ul>	<ul style="list-style-type: none"> <li>PTAs in all schools</li> <li>MPTAs in majority schools</li> <li>Support from the community is being arranged for helping poor children to pursue studies</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Shiksha Abhiyan, Shiksha Panchayat and formation of Mahila Samooths</li> </ul>	<ul style="list-style-type: none"> <li>12593 MTAs in place in 9 districts</li> <li>MTA has adopted 10 girls of migrant families in Bhokandhar village, Jalna district, provides them food etc. These girls have thus been retained in</li> </ul>	<ul style="list-style-type: none"> <li>Door to door campaign for girls' enrolment by women members of Panchayat.</li> <li>Community support for getting scholarship for SC/ST girls, providing toilets facilities and furniture</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
		Manjira etc.	purchasing a durri (carpet) for the BRC.			school.	to schools
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs involved in teacher sensitisation, home visits, awareness campaigns for girls' education</li> <li>• VECs, Mothers' Groups and other women's groups are working closely in some places for promoting girls' education</li> <li>• <b>Formation of 1020 Mothers' groups</b></li> <li>• <b>Women VEC members convention held</b></li> </ul>	<ul style="list-style-type: none"> <li>• VEC training addresses issues of girls' education &amp; women.</li> <li>• Both basic and refresher training of VEC members completed</li> <li>• <b>VECs involved in motivating parents to educate girls and re-examine the role of women in society</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>VECs are sensitising Mother and other community leaders</b></li> <li>• <b>VEC meetings, VEC melas and Chinnara melas are used to promote gender equity.</b></li> <li>• <b>Basic training to VECs has been given. Gender focus is inbuilt, special training is planned for 2000-2001 in view of panchayat elections</b></li> </ul>	<ul style="list-style-type: none"> <li>• MPTAs &amp; PTAs alongwith VECs are actively involved with education of the children</li> </ul>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooch Panchayat and MSA training, Shiksha Panchayat - special training for women members.</li> <li>• <b>Special training for newly elected women panchayat members</b></li> </ul>	<ul style="list-style-type: none"> <li>• One day orientation provided to MTA &amp; PTA members by MPP Co-ordinator and Block Mahila Sanchalika</li> <li>• Monthly meetings of MTAs are held for every class to follow up the progress of the children and their participation in school activities.</li> <li>• Pursue enrolment and retention of girl children</li> </ul>	<ul style="list-style-type: none"> <li>• Basic training imparted to VEC members at CRC level.</li> <li>• VLC and PTA constituted and are functioning in every Primary school. They are functioning as registered societies</li> </ul>
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation integrated in training for teachers, SIs, DIs, BEEOs, DIET personnel, principals &amp; Instructors of BTCs, BRCCs, CRCCs.</li> <li>• Classroom centred Teacher training</li> <li>• Completed basic teachers training in DPEP II and refresher training in DPEP I.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of JBT teachers, VEC members, Education Administrators &amp; DIET faculty completed, using the package Dasha and Disha</li> <li>• Gender training of district and sub district level functionaries, teachers &amp; grassroots level functionaries through tele-conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Gender concerns integrated in the in-service teachers training programme</li> <li>• <b>The 6 day teacher training module has an inbuilt component of gender</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>One day brainstorming session held to discuss ways to sensitise the teachers on gender issues</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> <li>• Gender sensitisation module integrated in teacher training programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender module included in the in-service teachers' training programme - SMARTPT.</li> <li>• Training of all teachers on Sankalp '98</li> </ul>	<ul style="list-style-type: none"> <li>• Module prepared and distributed all the schools.</li> <li>• Gender perspective integrated in training programmes for teachers, CRCC, BRCC, Educational Administrators, SCERT and DIET faculty and project personnel.</li> </ul>
<i>Material development</i>		<ul style="list-style-type: none"> <li>• Gender information kit gender bias in textbooks &amp; their alternatives by SCERT</li> <li>• <b>Mujhe Padna Hain (I Want to Study) – a</b></li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of gender issues (role play) for use in tele conferencing completed</li> <li>• <b>7 module video film</b></li> </ul>			<ul style="list-style-type: none"> <li>• Sankalp/Agenda 1998 – 10 commandments for the classroom to ensure girls' participation.</li> <li>• Teachers handbook</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
		gender module for the tele conferencing on girls' education	produced is used for 3 days film based training			on MPP covers ways of conducting MTA meetings	
<i>Teacher support material</i>	<ul style="list-style-type: none"> <li>2 booklets - on educating girls &amp; a compilation of stories of girl recipients of national bravery award</li> <li>Teacher Sensitisation material on how to reduce gender bias in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>Specific material to teachers on how to handle textbooks/ curriculum &amp; extra curricular activities without any gender bias</li> </ul>	<ul style="list-style-type: none"> <li>Chiguru : Resource Book for teachers.</li> <li>Manthana : Resource Book for Trainers of teachers.</li> <li>Seven module film – "Before we begin the lesson..." alongwith 3 days training designed for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts made to use 'she' wherever 'he' has been used in the teachers handbook</li> <li>Short stories invited to sensitise teachers on gender discrimination which will be screened by an expert committee.</li> </ul>	<ul style="list-style-type: none"> <li>Some material developed earlier is being used by the districts</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for Sahayogini, CRCs and teachers finalised after scrutiny by the MPP Advisory Committee.</li> <li>Handbook "Margdandhika" for Sahayoginis and project personnel.</li> <li>A booklet based on textbook focused gender issues "Samantechya whatever" ( on the way to equality)</li> </ul>	
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Textbook developers provided with checklist of 'dos' &amp; 'don'ts'</li> <li>Textbook for class III and IV and ECE are going to be reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks for classes I-V reviewed to eliminate gender bias</li> </ul>	<ul style="list-style-type: none"> <li>All text books of standards I to IV in Kannada, Urdu, Marathi, Telegu and Tamil reviewed for elimination of gender bias. A gender resource person, associated with Text Book Committee</li> </ul>	<ul style="list-style-type: none"> <li>Efforts made to use 'she' wherever 'he' has been used in the textbooks</li> <li>All textbooks for Classes I to IV reviewed for elimination of gender bias</li> </ul>	<ul style="list-style-type: none"> <li>SCERT has completed gender analysis of text books</li> </ul>	<ul style="list-style-type: none"> <li>Gender review of textbooks</li> <li>Gender perspective built into the process of textbook development</li> <li>The process has been completed for all text books for Classes I - V</li> </ul>	<ul style="list-style-type: none"> <li>Gender neutral textbooks upto Class V. – all subjects</li> </ul>
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>Use of gender analysis of EMIS data for planning strategies for girls' education</li> <li>Separate chapter in AWPB detailing girl-child specific interventions</li> </ul>	<ul style="list-style-type: none"> <li>Gender analysis of EMIS data and cohort studies used for planning</li> <li>Provision for educational incentives &amp; other support for girls in the AWPB.</li> </ul>	<ul style="list-style-type: none"> <li>On-going efforts to sensitise the planning process</li> <li>Interventions for girls integrated in the various activities proposed in the AWPB</li> </ul>	<ul style="list-style-type: none"> <li>Integration of the gender perspective being attempted</li> <li>Interventions for girls' education in the district plans</li> <li>Focused interventions for girls included in the AWPB 1999-2000</li> </ul>	<ul style="list-style-type: none"> <li>On going efforts to integrate the gender perspective</li> <li>Separate Chapter in AWPB spelling out interventions for women &amp; girls</li> </ul>	<ul style="list-style-type: none"> <li>Efforts being made to integrate the gender perspective.</li> <li>A chapter in the AWPB details strategies for girl children.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of gender concerns attempted</li> <li>AWPB includes a chapter on girl child specific interventions.</li> </ul>
<i>Capacity Building Preparation of gender training</i>	<ul style="list-style-type: none"> <li>Modules developed for teachers, Educational</li> </ul>	<ul style="list-style-type: none"> <li>Gender Training manual and package for educational</li> </ul>	<ul style="list-style-type: none"> <li>Gender training modules – Head Teachers, Teachers</li> </ul>		<ul style="list-style-type: none"> <li>Gender sensitisation built into the training programme for</li> </ul>	<ul style="list-style-type: none"> <li>Gender training module for DIET faculty &amp; Educatio-</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>module</i>	Administrators, VEC members. etc.	administrators	Educational Administrators & VECs		teachers and educational managers	nal Administrators	
<b>Capacity Building</b> <i>Preparation of gender training module</i>		<ul style="list-style-type: none"> <li>Section on girls' education and gender issues in the teacher training module <i>Tarang</i></li> </ul>	<ul style="list-style-type: none"> <li>Sessions on social mapping in the VEC training module have a gender and caste focus. Separate sessions on inequality in access &amp; participation in schools.</li> </ul>			<ul style="list-style-type: none"> <li>Gender Module incorporated in SMART PT.</li> <li>One day orientation of Sahayoginis.</li> <li><b>3 days gender sensitisation module for CRCC/BRCC developed at SPO</b></li> </ul>	
<i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> <li>Gender sensitisation built into the planning and introspection workshop for DPEP personnel</li> <li>Orientation of Gender SRG &amp; DRG</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation program for district and sub district project staff</li> <li>Training on girls' education of project personnel through tele conferencing</li> <li>Gender sensitisation of BRCCs, CRCCs and administrators through the package Dasha and Disha.</li> </ul>	<ul style="list-style-type: none"> <li>Gender training of teacher, Head teachers, BRCC, CRCC and VEC</li> <li>Repeated focus in all review workshops involving BRC and project personnel.</li> <li>BRCs, BEOs and CRCs trained to use MIS data from gender and ECE perspective.</li> <li><b>State level workshop on use of MIS data</b></li> </ul>		<ul style="list-style-type: none"> <li>Gender sensitisation of district gender coordinators</li> <li>Gender sensitisation of BRCCs</li> <li>Training for role clarification of Gender Co-ordinators.</li> <li>Sahayoginis undergone training on gender sensitisation</li> <li><b>Gender coordinators trained for thrift and credit groups</b></li> </ul>	<ul style="list-style-type: none"> <li>Three days gender training of personnel</li> <li>Training of Sahayoginis</li> <li>Training for implementation of Sankalp 1998</li> <li><b>About 85 district/Taluka Mahila Sanchalikas went on exposure visit to Nanded district and saw sugar school and met MTAs, in February 2000.</b></li> </ul>	
<b>Workshops</b>	<ul style="list-style-type: none"> <li>Workshops on planning activities and review of progress held regularly at the State level</li> <li><b>3 day State level Seminar on Gender Equity Issues</b></li> </ul>	<ul style="list-style-type: none"> <li>Material development workshop for teleconferencing on girls' education</li> </ul>	<ul style="list-style-type: none"> <li><b>Workshop with support from NIPCCD on strengthening collaboration between DWCD and Education Department of implementation for ECE.</b></li> </ul>	<ul style="list-style-type: none"> <li>State workshop on gender and women's empowerment.</li> <li>Five days workshop on strategising and planning for girls' education and ECCE ( including fields visits to Idduki district)</li> </ul>	<ul style="list-style-type: none"> <li><b>2 day SSK orientation programme for DRG in May 99</b></li> <li><b>2 day SRG workshop for preparation of Sahyogini evaluation format in December 99</b></li> <li><b>2 day orientation of gender coordinators for quality water.</b></li> </ul>	<ul style="list-style-type: none"> <li>Job chart for CRCCs to guide them to meet MPP objectives</li> <li><b>Review meeting of Zilla Mahila Sanchalika &amp; Media and Documentation Incharge</b></li> <li><b>Mahila Prabodhan Programme – Case Study workshop</b></li> <li><b>Mahila Prabodhan Programme – meeting</b></li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Networking</i>	<ul style="list-style-type: none"> <li>Networking with NGOs, NEIBM, MS, Women's Studies Centre, Gauhati University</li> <li>Convergence with Social Welfare department. for health</li> </ul>	<ul style="list-style-type: none"> <li>Resource Persons for gender programmes drawn from DWS, NCERT, TSG Ed.CIL, &amp; NGOs</li> <li>Womens' Education Cell in SCERT</li> </ul>	<ul style="list-style-type: none"> <li>MS, SRC, NIAS, CLR (Pune), CRY and BGVS have been involved in various activities</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with institutions of repute, Govt. Depts., experts of child development and child psychology</li> </ul>	<ul style="list-style-type: none"> <li>Linkages with Action Aid Eklavya, TISS, SNDT University, FRCH Pune &amp; other State agencies</li> <li>Networking being planned with NGOs</li> </ul>	<ul style="list-style-type: none"> <li>TISS, SPARC, BMC, CLR Pune, SNDT University.</li> <li>Life skill enrichment programme for adolescent girls developed with the help of vocational training department of Govt. of Maharashtra &amp; SNDT College, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with the Social Welfare Department and voluntary agencies attempted.</li> <li>DTERT and DIET faculty assist in training programmes.</li> </ul>
<i>MIS Availability of Gender desegregated data</i>	<ul style="list-style-type: none"> <li>From EMIS &amp; VEC survey</li> <li>Through house to house survey data</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through cohort study and house to house survey data</li> </ul>	<ul style="list-style-type: none"> <li>Through village mapping and EMIS</li> <li>Micro Planning data</li> <li><b>Gender disparity reports are generated for Districts, blocks and CRCS.</b></li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> </ul>	<ul style="list-style-type: none"> <li>EMIS and Lok Sampark Abhiyan data</li> <li>The IPMS has attempts to integrate gender concerns through LSA and MSA data</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through Micro-Planning and House to House survey</li> </ul>	<ul style="list-style-type: none"> <li>EMIS &amp; compulsory registration of children in school going age (micro-planning)</li> <li>Through cohort study</li> </ul>
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>Operational in one block in 3 DPEP I districts in one block</li> <li>Expanded to 2 DPEP II districts</li> <li>An integral part of DPEP's gender strategy.</li> </ul>		<ul style="list-style-type: none"> <li>MS working district resource persons on microplanning with DPEP</li> <li>MS resource book on gender, 'Kusuma' distributed to all BRCs and CRCS.</li> <li>MS representation in VEC being considered</li> </ul>	<ul style="list-style-type: none"> <li>MS operational 2 DPEP districts. Personnel at state and district level selected</li> </ul>	<ul style="list-style-type: none"> <li>MS operational in 3 DPEP districts</li> <li>MS support drawn upon for conducting Mahila Shiksha Abhiyan and Sahayogini training</li> <li>Formation and training of Mahila Samooths and Self Help Groups</li> </ul>	<ul style="list-style-type: none"> <li>MPP operationalised in line with MS</li> <li>The MPP has located functionaries at district, cluster and block level. Sahayogini Sahayoginis work at school level.</li> </ul>	
<i>Innovation</i>	<ul style="list-style-type: none"> <li>Shiksha Sevikas in 10 villages</li> <li>Moktaps as AS for girls' education</li> <li>SHGs pursuing girls' education</li> <li><b>Follow up action to ensure retention of girls enrolled. through the special enrolment drive.</b></li> </ul>	<ul style="list-style-type: none"> <li>Special coaching for girls' in urban slums</li> <li>Special interventions for girls working in brick kilns</li> </ul>		<ul style="list-style-type: none"> <li>Meetings with religious leaders, placement of volunteers in coastal &amp; muslim dominated areas in Kasargod, Malappuram and Wayanad., House Visits made regularly by volunteers to motivate dropout children &amp; parents towards primary education</li> </ul>	<ul style="list-style-type: none"> <li>Providing primary school facilities within Madarssas</li> <li>Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li>Ashram Shalas for girls in tribal pockets</li> </ul>	<ul style="list-style-type: none"> <li>Life skill enrichment programme for out of school girls.</li> <li>Pre-vocational training to out of school girls</li> <li>Gender specific inputs provided in clusters selected for UPE.</li> </ul>	<ul style="list-style-type: none"> <li>2846 Special Coaching Centres for SC/ST girls. 69255 girls covered by these centres. Teachers trained in multigrade teaching</li> <li>To prevent dropouts &amp; ensure regular attendance local escort system implemented on trial basis in 3 blocks in 75 schools.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Alternative Schooling</b>	<ul style="list-style-type: none"> <li>Drop out girl children and working girl children are benefiting</li> <li>Around 50% AS Instructors recruited are women</li> <li>53% of the children enrolled in AS Centres are girls</li> </ul>	<ul style="list-style-type: none"> <li>Working girls, girls engaged in sibling care/domestic chores, who are drop outs, who do not have access to schools are the main beneficiaries of AS</li> <li>66% of the children enrolled in AS Centres are girls</li> </ul>	<ul style="list-style-type: none"> <li>Dropout girls working girls &amp; girls engaged in sibling care/domestic chores and cattle grazing are the main beneficiaries of AS</li> <li>581 NFE centres are operational</li> <li>Out of 15,836 students in AS centres 8799 are girls</li> <li>Preference is given to appointment of female instructors belonging to SC/ST and other backward groups in AS</li> </ul>	<ul style="list-style-type: none"> <li>The multigrade centres in school-less habitations reach out to SC/ST and Other girls in the 8-12 years age group.</li> <li>46% of the children enrolled in the AS Centres are girls</li> </ul>	<ul style="list-style-type: none"> <li>Girls benefiting from 11,579 Shishu Kendras</li> <li>3647 girls admitted in 21 Ashramshalas</li> <li>46% of the children enrolled in the AS Centres/EGS are girls</li> <li>4,23,580 girls being educated in 22,845 EGS.</li> </ul>	<ul style="list-style-type: none"> <li>Girls in Prerna Centres and Contract, Summer Sugar, Mobile, Ashram Schools</li> <li>43% students enrolled in AS Centres are girls</li> </ul>	<ul style="list-style-type: none"> <li>Out of the total of 31,161 children, 16,444 children are girls, i.e. 53%</li> <li>The AS centre for muslim adolescent girls in Ramanathan Puram district</li> <li>One AS centre for girls engaged in beedi rolling in Dharma puri district</li> <li>131 AS centres being run exclusively for girls by lady instructors.</li> <li>62% teachers of AS centres are women.</li> </ul>
<b>Research and Evaluation</b>	<ul style="list-style-type: none"> <li>Survey on language and girl child issues</li> <li>Open evaluation of NFE centres</li> <li>Study on gender bias in classroom transaction</li> <li>In the sample monitoring conducted in the last 5 months emphasis has been given to analysis of attendance, enrollment and drop out of girls students</li> </ul>	<ul style="list-style-type: none"> <li>Study on ECCE by Santek Consultants Pvt. Ltd, N. Delhi</li> <li>Study on Gender Disparities in District Kaithal, Department of Women's Studies, NCERT</li> </ul>	<ul style="list-style-type: none"> <li>A study on observation of the use of new text book in Kolar district by Ms. Prema Clarke.</li> </ul>	<ul style="list-style-type: none"> <li>Studies proposed on the functioning of – <ul style="list-style-type: none"> <li>grihasadhas</li> <li>volunteers for Tribals and girls</li> <li>Anganwadi centres</li> <li>classroom environment vis-à-vis girls' learning.</li> </ul> </li> <li>Study being conducted in each district to find out the real class-room situation regarding gender bias</li> </ul>	<ul style="list-style-type: none"> <li>Effect of Bal Mela in bringing back children in school of village Dupada, Distt. Shajapur.</li> <li>Study on tribal girl child Distt. Sidhi.</li> <li>Impact of EGS, AS, NFE and SSK on girls' enrolment.</li> <li>Impact of SSK in Udaipura and Ohaidullaganj Blocks, Distt. Raisen</li> <li>Status of education of women and girls working in stone mines</li> <li>Contribution of Alternative schools in UPE in Mandsaur, with reference to girls' education</li> <li>Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Rural Girls entangled in the chain of social customs.</li> <li>School activities with reference to Gender.</li> <li>Role of female members in VECs.</li> <li>ST girls' participation in other activities in school.</li> <li>Education of retarded girl children.</li> <li>Factors contributing towards enhancement of girls' attendance.</li> <li>Action research on dropout and retention of girl students, Osmanabad district.</li> <li>Study on enrolment, attendance and retention</li> </ul>	<ul style="list-style-type: none"> <li>Study of Enrolment and retention of girls in primary schools in the coastal villages of Cuddalore.</li> <li>Comparative study of learning achievement of SC/ST girls of Thiruvannamalai</li> <li>Evaluation of the Local Escort System</li> <li>Study on functioning of special coaching centres for SC/ST girls</li> </ul>

STATES - DPEP - I

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>ECCE</b></p>	<ul style="list-style-type: none"> <li>• Mahila Pragati Manchis &amp; Balika Surobhi Manchis started in Dhubri</li> <li>• SRG members trained in NCERT</li> <li>• 2220 ECE centres established</li> <li>• 1047 AW Centres covered through convergence</li> <li>• Mothers' Groups taking keen interest in girls' education</li> <li>• Supervision and monitoring mechanism revised through a three day workshop which is uniformly adopted.</li> <li>• Training modules developed for :               <ul style="list-style-type: none"> <li>- Foundation Training of new ECE Workers</li> <li>- Refresher Training of old ECE Workers</li> <li>- In-service ECE Supervisors</li> <li>- 5 day training of ICDS workers</li> <li>- CRCC &amp; Kamaan teachers on ECE</li> </ul> </li> <li>• Mapping of ECE centres in all district is in progress</li> </ul>	<ul style="list-style-type: none"> <li>• 3701 Anganwadi Centres covered by DPEP to strengthen their ECE component</li> <li>• Five days Training of AW Workers completed. Helpers, Supervisors and CDPOs have also been trained</li> <li>• Rs 200/- being paid to AW Workers for extending the timings of Angan- wadi Centres</li> <li>• Play way material/ teaching aids, teaching kits provided to 3701 Anganwadi Centres</li> <li>• SCERT providing special training on material development in blocks adopted by it</li> <li>• Tat patis provided to 3867 AWCs.</li> <li>• TLM developed through workshops with AWW</li> <li>• Permission granted to open AWC in Primary Schools</li> <li>• Filmshows and puppet shows being organised at AWCs</li> </ul>	<ul style="list-style-type: none"> <li>• The 45 ECE Centres established, 38 sustained.</li> <li>• Under convergence with ICDS, 2455 AW Centres supported by DPEP as follows :               <ul style="list-style-type: none"> <li>➤ Provision of monthly honorarium to AWW (Rs.300/-) &amp; Helper (Rs.250/-) for 10 months for extending the timing of AW Centres to match school timings</li> <li>➤ Rs 2000.00 provided for material purchase (one time)</li> </ul> </li> <li>• Collaborating with CRY, CLR, Pune, DSERT &amp; NIPCCD in formulating ECE training module</li> <li>• ECE unit at DTERT is the resource centre for ECE</li> <li>• Refresher course in arranged for AWW and AWH. They also attend monthly interactive meeting at CRC level.</li> </ul>	<ul style="list-style-type: none"> <li>• Manual developed for the use of Anganwadi/ Balwadi teachers</li> <li>• Training of ICDS Supervisors from DPEP I districts</li> <li>• Training module for AW Workers developed</li> <li>• Involved in Government of Kerala's efforts to develop the pre-primary curriculum</li> <li>• TLM developed for pre-school centres</li> <li>• A monitoring tool, for periodic assessment of the pre-school component of AWC developed.</li> </ul>	<ul style="list-style-type: none"> <li>• 4008 ECE Centres (SSKs) set up and run by DPEP in phase I with 137910 girls</li> <li>• Training of SSK Teacher and Sahayika               <ul style="list-style-type: none"> <li>▪ 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> </ul> </li> <li>• Books and educational material provided to SSKs</li> <li>• Around 287 Jhoolaghars being run as child care centres with 4201 girls in Phase II</li> </ul>	<ul style="list-style-type: none"> <li>• ECE centres started in DPEP districts - 545</li> <li>• Balwadi Tais paid Rs 350/- per month - to be increased to Rs 500/- per month from June '99.</li> <li>• Rs 500/- provided for toys and other contingent expenditure.</li> <li>• Training provided to anganwadi workers twice in a year.</li> <li>• Toys are provided to AW Centres.</li> <li>• Convergence with ICDS in 15,439 AW centres</li> <li>• MTAs in some places providing nutritional inputs to children at ECE centres</li> <li>• DPEP starts ECE centres to meet the gap in need after ICDS and Zila Panchyat divides on their share. Subsequently, these are taken over by either the ICDS or Zila Panchayat</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, posters printed and stickers on ECE prepared for encouraging the enrolment of girls children.</li> <li>• Audio and Video cassettes on ECE were bought &amp; supplied to the District Programme Co-ordinators. Propose to supply the same to the BRCs and ECE centres.</li> <li>• 9637 Anganwadi centres being covered for strengthening.</li> <li>• Training to ECE and Balwadi workers completed in Phase I and II districts.</li> <li>• Training module for ECE developed by DPEP and DTERT.</li> <li>• Revised module on the basis of 'themes' under preparation by DPEP &amp; DTERT. Monitoring and supervision being undertaken by DPEP functionaries.</li> <li>• Steps taken to supply play materials worth Rs.1000/- to all the 2461 ECE centres of Phase II districts.</li> </ul>



DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Staffing Position</i> <i>State Gender Co-ordinator</i></p> <p><i>District Gender Co-ordinator</i></p>	<ul style="list-style-type: none"> <li>• In Place – Three co-ordinators for Gender and ECE</li> <li>• In Place – one co-ordinator for Gender and ECE</li> <li>• Three Mandal Resource Persons are positioned for monitoring all activities of DPEP. girls' education &amp; ECE are priorities</li> </ul>	<ul style="list-style-type: none"> <li>• In Place</li> <li>• Separate ECE Co-ordinators in place</li> <li>• ECE /Gender Co-ordinators in place</li> </ul>	<ul style="list-style-type: none"> <li>• In Place</li> <li>• In Place</li> </ul>	<ul style="list-style-type: none"> <li>• In place</li> <li>• In place in 2 districts (One being looked after by DIET lecturer)</li> </ul>	<ul style="list-style-type: none"> <li>• In Place State Co-ordinator for Girls' Education and Programme Assistant for ECE. Overall co-ordination by Addl. Director (General)</li> <li>• In Place</li> </ul>	<ul style="list-style-type: none"> <li>• In Place</li> <li>• In Place</li> </ul>	<ul style="list-style-type: none"> <li>• In Place Senior Professional - 1 Consultant - 1</li> <li>• In place</li> </ul>
<p><i>Resource Groups (Gender &amp; ECE)</i></p>	<ul style="list-style-type: none"> <li>• Four member SRG constituted which meets once every month.</li> <li>• Five member DRG constituted which meets once every month.</li> <li>• Eight member MRG constituted which meets once every month.</li> <li>(The resource groups are common for Gender and ECE)</li> </ul>	<ul style="list-style-type: none"> <li>▪ State Resource Group and District Resource group under Mahila Samakhya (MS) formed.</li> <li>▪ State and district Core Teams of MS in place</li> <li>▪ SRG and DRG for ECE constituted</li> </ul>	<ul style="list-style-type: none"> <li>• SRG – Gender</li> <li>• DRG – Gender</li> </ul>	<ul style="list-style-type: none"> <li>• SRG for gender or ECE in place</li> </ul>	<ul style="list-style-type: none"> <li>• SRG (gender) meets twice a year. Facilitate implementation, monitoring &amp; development of training modules</li> <li>• SRG(ECE) meets every quarter. Helps in planning, training and monitoring.</li> <li>• Gender DRG in place –8 members</li> <li>• Gender BRG in place –7 members</li> <li>• BRG assists in VEC &amp; teacher training, orientation of MTA/PTA, Mahila Samitis. Helps in enrolment drive s &amp; girl child</li> </ul>	<ul style="list-style-type: none"> <li>• 16 member SRG constituted – quarterly meetings .</li> <li>• SRG actively involved in programme planning and development of gender training modules</li> <li>• 11 member DRG in place – monthly meetings</li> <li>• 15 member BRG formed – monthly meeting</li> </ul>	<ul style="list-style-type: none"> <li>• 25 member SRG for Gender &amp; ECCE constituted Members oriented.</li> <li>• Members assist in conducting community mobilisation campaigns, material development, review progress and planning , training ECCE workers, VEC members, women's motivator groups. Quarterly meetings are held.</li> <li>• DRGs meet once a month</li> <li>• 215 BRGs formed –meet every month</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Resource Groups (Gender &amp; ECE</i>					week. Visits schools to ensure attendance of girls. • DRG attends district level programmes and co-ordinates between BRG and Gender Coordinator.		
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> <li>Gender aware material developed</li> <li>Chapter on girls' education included in handbook for school committees</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti' audio cassettes &amp; calendars</li> <li>'Akansha' - Audio &amp; video cassettes</li> <li>Quarterly news letter being published</li> <li>Audio-Video cassettes on gender developed/ disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Some gender aware communication material developed</li> </ul>	<ul style="list-style-type: none"> <li>Slogans highlighting importance of girls' education developed &amp; used</li> <li>Calendars focussing on girls' education developed by Chamba and Sirmour district</li> <li>Audio Cassettes with songs on gender issues developed and used by Kullu district</li> </ul>	<ul style="list-style-type: none"> <li>Printed materials produced and distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week and local festivals</li> <li>Organisation of Meena campaigns during celebration of 'Girl Child Week'</li> </ul>	<ul style="list-style-type: none"> <li>Posters &amp; audio cassettes developed for community mobilisation</li> <li>Meena audio video material given to districts</li> <li>Meena shows held in all 16 GPs of Bankura, 14/16 in Birbhum, 16/25 in Cooch Behar, 8/19 in Murshidabad, 9/19 in South 24 Parganas.</li> </ul>	<ul style="list-style-type: none"> <li>Posters, Audio Cassettes, Abhiyan Geet</li> <li>Meena Video Cassettes</li> <li>Mahila Samakhya Bulletins and magazines made available to teachers</li> </ul>
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>Balika Melas, Rallies, Meena Campaigns and enrolment drives conducted in 18 districts.</li> <li>Meetings held with villagers, school committee chairpersons and teachers. Parents interviewed to elicit their attitude towards girls' education. Reasons identified for girls lagging behind in education</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti' Campaign in SC, ST OBC and minority areas</li> <li>Prabhat Pheris, Padyatras Bal Melas and Ma-Beti melas at block and district level.</li> <li>1983 Mahila Samoohs under MS functional at the village level.</li> <li>Jagjagi/Bal Jagjagi centres</li> <li>Mahila Shikshan Kendra at 8 places</li> </ul>	<ul style="list-style-type: none"> <li>Rallies, Prabhat Pherias, Publicity in Haats, Tamasha Party, Meena Campaign, awareness campaigns &amp; Rangla- Rangli programme</li> <li>Congregations among -Rabari, Thakore, Machi, etc.</li> <li>Chaudhari congregations in Dhakha, district Banaskantha, focussing on retention of girls. utilised for improving the school in Dhakha. Need for AS centre.</li> </ul>	<ul style="list-style-type: none"> <li>Meena week celebrated in Sirmour</li> <li>Cluster level Ma-beti Melas organised</li> <li>Block level Mahila Sammelans.</li> <li>International Women's Day</li> <li>District &amp; block level Bal Melas</li> <li>Girl Child Week</li> <li>Village rallies by school children with focus on girls education</li> <li>Bal Parvesh Melas to ensure enrolment of girls.</li> <li>Block level Women</li> </ul>	<ul style="list-style-type: none"> <li>Community mobilisation with gender focus</li> <li>Ma-Jheea (Mother daughter) Melas in tribal areas</li> <li>Women's conventions, Pada Yatra &amp; rallies at block and cluster level with help of Mahila Mandal, NGOs, ICDS functionaries</li> <li>Special enrolment drive for girl children in July</li> </ul>	<ul style="list-style-type: none"> <li>Regular community meetings in focus blocks of Bankura and Bribhum</li> <li>Block level Ma o Meye melas in 1 focus block (all districts) &amp; 48 GPs of Cooch Behar</li> <li>In Murshidabad, awareness camps for parents &amp; community and door to door campaign for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Public meeting, film shows, rallies &amp; village meetings to create awareness about DPEP and gender issues</li> <li>Meena Campaigns - 357 villages</li> <li>Conduct of Melas (350 villages), rallies, Kalajathas (194 villages).</li> <li>Ma beti melas Women's parliament - 222 villages</li> <li>Enrolment drives - 215 blocks</li> <li>619 retention drives</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Interaction at Sub District level</i>				Conference at Sirmour district • 12 Mahila Mandal Camps and teacher sensitisation for 1823 teachers in Chamba district		• Block/municipality level meetings held regularly in Cooch Behar • GP meeting held in South 24 Parganas. • DPEP stalls on girls' education put up in fairs/exhibitions	
<b>Community Participation</b>	<ul style="list-style-type: none"> <li>• There are many examples of community donating land, cash and other building material</li> <li>• <b>There are 2180 Mothers' Associations in 12 districts. They support the effective functioning of ECE centres.</b></li> <li>• <b>Balika Melas organised by the community in Kurnool and Srikakulam districts. The community took upon itself to enroll and mainstream girls in primary schools</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Mata Samiti members run the Angna and Apna Vidyalas.</li> <li>▪ ECE centres established and managed by Mata Samitis.</li> <li>▪ There are examples of community providing waste materials for preparing play materials, learning kits and aids for the centre.</li> <li>▪ <b>Management of ECE centres opened by DPEP rest with Mothers' Committee.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ MTAs getting involved in issues concerning girls' education – ensure regular attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Mandals are enrolling students and keeping watch on their retention</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs and community contributing funds for school repair, boundaries, etc.</li> <li>• Women have trying to create awareness on ill effects of alcoholism and the importance of girls' education</li> <li>• <b>In Dhenkanal, a lady VEC member provides 3 hours coaching to children of her village. She watches their attendance to prevent drop outs.</b></li> <li>• VECs engage lady teachers by paying a honorarium of Rs.400/- per month.</li> <li>• <b>Qualified girls are taking classes voluntarily in the nearest primary schools.</b></li> <li>• <b>MTA members collected wood from nearby forest to a fence their school.</b></li> <li>• <b>100% enrolment of girls achieved in certain villages/schools.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Community coming forward to support preparatory classes for the out of school children and providing escorts to girls and child care facilities in villages where the model cluster approach is being implemented.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>VEC</i>	<ul style="list-style-type: none"> <li>Statutory School Committees constituted with 50% women</li> <li><b>School committee formed and members trained. Girls' education was discussed separately in their training</b></li> <li><b>School committee members are responsible for enrollment and retention of girl children.</b></li> </ul>	<ul style="list-style-type: none"> <li>Active participation of MS in VEC meetings and activities.</li> <li>Women constitute one third of VEC members (5/15 to 7/21)</li> <li>One post of chairperson/Vice Chairperson of VECs earmarked for women</li> <li>At least two women members from each VEC being imparted professional training.</li> <li><b>VEC women members take active part in orientation trainings</b></li> </ul>	<ul style="list-style-type: none"> <li>VEC, MTAs, PTAs formed</li> <li>MS representative in MTAs</li> <li>Weekly village visits by MS and DPEP personnel in Banaskantha and Panchmahal and work with women's groups for awareness creation on girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Women VEC members sensitised</li> <li>MTAs &amp; PTAs formed</li> <li>Training module for MTAs developed</li> <li><b>VEC members given second round of training and inputs included gender specific issues</b></li> <li><b>Monthly VEC meetings held in Kullu with active women's participation</b></li> <li><b>With women's representation in PRIs as pradhans / up-pradhans and members, they hold the position of Chairperson of VECs</b></li> </ul>	<ul style="list-style-type: none"> <li>Issues of girls' education built into VEC training package.</li> <li>MTAs for all primary schools. Around 11,000 MTAs are in place</li> <li>MTAs motivate parents to enrol their children, look into school development issues. They meet once a month.</li> <li>VECs pursue enrolment of girl children – often through campaigns in local markets, melas and jattras.</li> <li><b>Inputs being given for change of attitude of parents towards education of their daughters.</b></li> <li>Teachers meeting organised</li> <li>Joint training of MTA and ICDS Mahila Mandal</li> <li>VECs monitor attendance of girls and cases of girls likely to drop out are taken up on priority</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation incorporated in the VEC training module.</li> <li>Gender module developed for VEC in Birbhum</li> <li><b>MTAs formed in Cooch behar. Have regular meetings</b></li> <li><b>VECs given topics such as enrolling girls, planning retention, community role, problems girls face, reasons for girls not coming to school for discussion with public</b></li> <li><b>Meetings with teachers to discuss: irregular attendance of girls, motivating girls</b></li> <li><b>VEC members trained in Coochbehar</b></li> <li><b>Committee formed at GP level in Birbhum One member from each GramSansad invited to work on gender issues.</b></li> </ul>	<ul style="list-style-type: none"> <li>A full session of the VEC training module focuses on girls' education. 13856 VECs out of 14,659 given basic training.</li> <li>VECs help increase enrolment and retention of girls, ensures participation of women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women catalyst groups.</li> <li>2180 MTAs formed</li> <li>362 women motivator groups formed &amp; trained and 30 core teams formed and trained.</li> </ul>
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>The integrated module for teacher training which includes a gender</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training imparted to teachers/ programme</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitization package for teachers drafted</li> <li>Gender sensitization</li> </ul>	<ul style="list-style-type: none"> <li>Teachers motivated against gender bias Also given inputs on the importance of</li> </ul>	<ul style="list-style-type: none"> <li>Draft teacher training package &amp; handbook</li> <li>In attitudinal training of teacher in tribal</li> </ul>	<ul style="list-style-type: none"> <li>Teacher training module with gender focus drafted.</li> </ul>	<ul style="list-style-type: none"> <li>Shikshodaya, a 10 days module for teachers, provides one full day for girls' education</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Pedagogy Training of academic staff</i>	<p>component distributed to all teachers.</p> <ul style="list-style-type: none"> <li>Two days training of MEOs – covered ECE &amp; girls' education</li> <li>All DGCDOs, SRGs given 2 days orientation on gender issues</li> <li><b>Training module Amma Nannu Badiki Pamppave developed for training MRPs, Head teachers and teachers. Same module used for SRG and DRG members.</b></li> </ul>	<p>personnel.</p> <ul style="list-style-type: none"> <li>Gender sensitisation forms part of all training modules.</li> <li>758 Jagjagi teachers trained</li> <li><b>1220 female ALS instructors/220 ECE instructors trained.</b></li> </ul>	<p>module for BRCCs &amp; CRCCs developed &amp; integrated in the training programme.</p> <ul style="list-style-type: none"> <li>District &amp; Block level meetings on gender issues – for planning and implementation</li> </ul>	<p>girls' retention</p> <ul style="list-style-type: none"> <li>Draft module on gender sensitisation of teachers has been prepared. This will be finalised in a workshop scheduled for 30-31 March.</li> <li>One day out of the 10 days teacher training package devoted to gender sensitisation and girls' education</li> <li><b>District level orientation of teachers on gender sensitisation were conducted in all the four DPEP districts for District Resource Groups.</b></li> </ul>	<p>areas one day devoted to gender issues</p> <ul style="list-style-type: none"> <li>Orientation of BRCCs included one day for gender issues</li> </ul>	<ul style="list-style-type: none"> <li>Trialling of module over at a workshop</li> <li><b>Gender training module for teachers finalised along with handbook</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Sabal, a 8 days module for teachers includes a chapter on inadvertent messages.</b></li> </ul>
<i>Teacher Support Material</i>		<ul style="list-style-type: none"> <li><b>Book on TLM, 'Shikhane Asha Hai' developed with focus on gender issues</b></li> <li><b>Book on TLM "Shikhana Asan Hai" address gender issues</b></li> </ul>	<ul style="list-style-type: none"> <li>Some handouts prepared</li> </ul>		<ul style="list-style-type: none"> <li>Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Stories of bravery of girls under compilation</b></li> </ul>	<ul style="list-style-type: none"> <li>Handbook developed by USAID being trialled in one cluster in Sitapur</li> <li>Teacher training material of all clusters (Model Cluster Approach) developed</li> </ul>
<i>Textbooks</i>	<ul style="list-style-type: none"> <li><b>Class V Telegu and Class II Mathematics textbooks reviewed for elimination of gender bias</b></li> </ul>	<ul style="list-style-type: none"> <li>Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres</li> </ul>	<ul style="list-style-type: none"> <li>Existing Class I textbooks reviewed &amp; changes suggested. Changes &amp; supplementary material to be made available to teachers</li> <li>Class I textbooks &amp; Teacher hand-books being trialled in few blocks</li> </ul>	<ul style="list-style-type: none"> <li>Gender focus and elimination of bias ensured</li> <li><b>The teams working on curriculum and text book renewal were sensitised towards gender sensitive issues and they were motivated to</b></li> </ul>	<ul style="list-style-type: none"> <li>Review of textbooks for elimination of gender bias undertaken by SCERT</li> </ul>	<ul style="list-style-type: none"> <li><b>Class I mathematics and language text book has been reviewed</b></li> </ul>	<ul style="list-style-type: none"> <li>Checklist of 'dos' and 'don'ts' developed for authors of textbooks to ensure gender neutrality</li> <li>All textbooks developed for classes I, II and III have been reviewed for elimination of gender bias</li> <li>2 district gender coordinators are members of the SRG for textbook</li> </ul>

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<i>Textbooks</i>				perform their tasks in such a manner so that the end products are bias free			• Textbooks for Classes IV and V under preparation reviewed for elimination of gender bias.
<b>Management Planning</b> <i>Integration of gender perspective in plan formulation</i> <i>Design and budget for specific activities to enhance girl child participation rules</i>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the planning process</li> <li>• Separate chapter on girls' education in AWPB</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the planning process</li> <li>• AWPB makes separate provisions for girls' education and MS</li> </ul>	<ul style="list-style-type: none"> <li>• Separate provision for girls' education made in AWPB along with integrated activities</li> <li>• Efforts on to sensitise the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the planning process</li> <li>• AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the planning process</li> <li>• AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>• Specific activities and allocations included in the AWPB 1999-2000 and the Perspective Plans of the expansion districts</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts are on to sensitise the planning process</li> <li>• AWPB makes separate provisions for girls' education</li> </ul>
<b>Capacity building</b> <i>Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>• Gender strategy paper modified</li> <li>• Teachers' training included gender sensitisation – modules developed</li> <li>• Three days Gender sensitisation of SRG and DRG using the module <i>Amma Nannu Badiki Pampave</i></li> </ul>	<ul style="list-style-type: none"> <li>• Training Modules of BRC Resource persons, teachers, VECs Educational Administrators and CRC Co-ordinators include orientation on gender.–</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and handbooks developed</li> <li>• Gender sensitisation of teachers started. Selected female teachers trained as MTs who have completed training of female teachers in all three districts. Male teachers will be trained in April 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for personnel have a gender focus</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training Modules for teachers developed</li> <li>• Gender component integrated in training module for BRCCs &amp; CRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation module for teachers finalised</li> <li>• Workshops on enrolment and retention of girls conducted in districts among women members of VEC/WEC</li> <li>• women members of panchayats Trained on girls education</li> <li>• Instruction manual for teacher trainers and reading material for teachers developed</li> <li>• Comprehensive handbook on gender being developed</li> </ul>	<ul style="list-style-type: none"> <li>• School placement of SRG –Pedagogy – to observe girls' participation in classrooms alongwith other issues</li> <li>• Two days gender sensitisation of Educational Administrators, DBET &amp; project personnel by MS</li> <li>• 1 day orientation to district coordinators in AS, Community Participation &amp; Gender</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>• District GCDOs imparted 8 days training &amp; went on exposure visit to Kerala.</li> <li>• Refresher training to SRG on gender in January 1999</li> <li>• DRG trained at state level, who in turn trained MGCDOs and ECE instructors</li> <li>• Training of ECE instructors and MGCDOs conducted between January and March 1999</li> </ul>	<ul style="list-style-type: none"> <li>• All SPO, DPO and programme personnel imparted professional training in which gender sensitisation is an integral part.</li> <li>• <b>Training modules developed for Mata Samitis Jagjagi teachers Sahyoginis</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitization workshop for project personnel</li> <li>• 7 days conceptual workshop on integrating gender in DPEP</li> <li>• Gender sensitization of all BRCCs &amp; CRCCs</li> <li>• One day DRG training</li> <li>• Second round of DRG training also completed</li> <li>• <b>Personnel in the programme received 3 days gender training</b></li> <li>• <b>Mahila Sarpanch and Panchayat members of Panch mahyal gender sensitised</b></li> </ul>	<ul style="list-style-type: none"> <li>• Dy. Project Officer in-charge of teachers training, RPs &amp; DIET personnel oriented to ECE</li> </ul>			<ul style="list-style-type: none"> <li>• Sensitisation for universalisation by SIEMAT for Educational Administrators, SCERT and DIET faculty and project personnel</li> <li>• Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra</li> <li>• Two days workshop on community convergent action to introduce concept of convergence &amp; relevance of PRA in working with communities in Firozabad, Hardoi, Sonbhadra</li> <li>• <b>1983 PTAs formed, oriented n girls' education</b></li> </ul>
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• <b>Workshop on development of village profile.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>National Seminar on UPE where special emphasis was given to gender issues</b></li> <li>• <b>Special women issue of-SPO quarterly magazine BEP Ahwan addressing girls education and women empowerment issues brought out.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>A two days workshop on 15<sup>th</sup> – 16<sup>th</sup> November, 1999 to train Master Trainers in MTA training was organised at Sarahan block of district Sirmour where all stay and food arrangements for the participants were made by community. Nearly 30 participants along with 16 local community</b></li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop to evolve gender strategy</li> <li>• District &amp; Sub-district personnel oriented on gender issues in Gajapati</li> <li>• State level workshop to develop gender strategy &amp; plan of action for integrating gender perspective in the implementation of DPEP</li> <li>• Workshop to develop training &amp; sensitisation material for MTA and PTA and</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day state level work-shop on girls' education</li> <li>• State level workshop on gender issues for DPOs, Dy. DPOs and district Gender Co-ordinators.</li> <li>• 2 days planning workshop on girls' education for state &amp; district Co-ordinators and Resource Group members</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day planning work-shop by MS for district Gender Coordinators</li> <li>• 3 days State level gender orientation workshop for district Gender Co-ordinators and SRG members</li> <li>• State level workshop to develop training and sensitisation material for BRCC, CRCC, Women Forum, MTA, PTA and other motivator groups.</li> <li>• Workshop to finalise training &amp; sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other</li> </ul>

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				<p>members deliberated for two days on different issues related to girl child, their upbringing and their proper schooling.</p> <ul style="list-style-type: none"> <li>• To build up the capacity of CRCCs, BRCCs, DIET faculties and Project Personnel, three district level workshops were held which targeted as proper functioning of MTAs, involving community in girl child issues, and involving more and more female resource persons in different orientation/ trainings and workshops as detailed below:</li> <li>• Workshop on Role, Function and Responsibilities of MTA in school development at BRC Sarahan on 15.11.1999</li> <li>• Workshop cum Re-orientation Programme for BRCC's at DIET Shamlaghat on 26<sup>th</sup> to 27<sup>th</sup> November, 1999</li> </ul>	<p>strategise for model cluster approach through field visit and interactions</p> <ul style="list-style-type: none"> <li>▪ Seminar on women's empowerment in the context of DPEP</li> <li>▪ Conceptual workshop on role and functions of Gender resource groups etc.</li> </ul>	<ul style="list-style-type: none"> <li>• One day orientation workshop of Gender Co-ordinator key functionaries of DPO and SPO .</li> <li>• Workshop on strategies held in Birbhum.</li> <li>• 3 day workshop for trial of module for primary teachers.</li> </ul>	<p>motivator groups and strategise for model cluster approach through field visit and interactions.</p> <ul style="list-style-type: none"> <li>• Module finalisation workshop for WMG, MTA, teachers, BRCC/CRCC</li> </ul>



GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<b>Networking</b>	<ul style="list-style-type: none"> <li>• Seva Bharti Nellore</li> <li>• HRESS and UNDP, Kurnool</li> <li>• <b>Initial support taken from SRC, Andhra Mahila Sabha.</b></li> <li>• <b>Representatives of Mahila Samakhya participated in induction training programme on gender strategies and ECE .</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Linkages with MS, AWTC and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with MS, NGOs, Academic Institutions etc.</li> <li>• State level integration meeting between DPEP and MS involving District functionaries from 3 districts.</li> <li>• Collaborating with Early Child Development Learning Resource Centre, MS University Baroda</li> </ul>	<ul style="list-style-type: none"> <li>• Working through existing structures such as Mahila &amp; Yuvak Mandals &amp; Saksharta Samittis</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established with existing Mahila Samitis</li> <li>• Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies, &amp; Psychology, Utkal University, SRC for Adult Education, SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's B.Ed. College, CAS in Psychology, Lutheran World Service.</li> <li>• <b>Experts from the field of social science</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University, UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support drawn from SIE , SIEMAT, SCERT, NGOs, Mahila Samakhya, TSG, Ed.CIL, BETI, NYK, Departments of Social Welfare, Health, Labour, etc.</li> </ul>
<b>MIS</b> <i>Availability of Gender desaggregated data and use of MIS data for implementation</i>		<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data in selected areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Available from the EMIS data</li> <li>▪ <b>Gender analysis of EMIS data carried out to identify 5 schools in each block where girls' participation in Class HI is negligible.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Available from the monthly / annual returns of Department of School Education, GOWB</li> <li>▪ Data from house to house surveys in selected blocks</li> <li>▪ <b>Data used for selection of blocks and activity areas in AWP&amp;B 2000-2001</b></li> </ul>	<ul style="list-style-type: none"> <li>• Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUP</li> <li>• House to house survey data</li> </ul>
<b>Mahila Samakhya</b>	<ul style="list-style-type: none"> <li>• <b>Linkages being strengthened</b></li> </ul>	<ul style="list-style-type: none"> <li>• MSKs running in 8 places</li> <li>• MS actively involved in meetings &amp; activities of VEC's</li> <li>• Jagjagi and Bal Jagjagi Kendras run by MS</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established</li> </ul>				<ul style="list-style-type: none"> <li>• Close operational linkages <ul style="list-style-type: none"> <li>- MS is represented in the Gender SRG</li> <li>- <b>MS provides support in of material development and training modules</b></li> </ul> </li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Innovation</i></p>	<ul style="list-style-type: none"> <li>• Positioning GCDO at MRC</li> <li>• Monitoring GCDO training programmes with support of SRC, AMS, Hyderabad</li> <li>• <b>Village/area/girl specific strategies are being implemented cent per cent enrolment and retention achieved in some. Efforts are or to improve achievement levels. Convergence being worked out with Health department to tackle problems faced by girls.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ 'Friendship Camp' organ-ised at State level for the adolescent girls of Urban Schools and rural Jagjaggi.</li> <li>▪ State level Maa-Beti Mela organised.</li> <li>▪ One block in each district selected for focused gender interventions</li> <li>▪ Mahila Shikshan Kendra for girls</li> <li>▪ <b>Mahila diwas organised in all project districts</b></li> <li>▪ <b>Text book distribution among girl children monitored through revised PMIS format.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Special mobilisation efforts through meetings among Rabaris, Thakores, Machis &amp; tribals to enrol children and regularise their attendance</b></li> <li>▪ <b>Mahila sangam programme : educated girls are mobilising families in Dangs to ensure enrolment and regular attendance of girls. Has led to 100% enrolment in 45 villages, opening of 7 AS centres, enrolment of 144 girls, re-enrolment of 20 children and ensuring regular attendance.</b></li> <li>▪ Adopted the Focus Area approach covering 218 villages – achieved universal enrolment in all</li> <li>▪ <b>75 AS centres set up in the Focus area villages. 67% children enrolled are girls</b></li> <li>▪ <b>In the Focus Area, schools upgraded to Class V. This has benefited many drop out children.</b></li> <li>▪ <b>14 Mahila Jagriti Sammellans held in Focus Area villages of Panchmahal.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives in one backward block to inculcate a scientific temperament among girls</li> <li>• <b>By consistent efforts lady teachers were mobilised to come forward to accept the responsibility of working as BRCC and CRCC. 29 CRCC are now female teachers.</b></li> <li>• <b>Number of female resource persons indifferent trainings workshops have increased manifolds.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Initiated activities to run the Model Village/School Development Approach for Girls' Education around five schools in all DPEP districts (435 schools). It is targeted to achieve 100% enrolment and retention in these schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Working intensively in two blocks in each district to cover ST, SC, minority girls</li> <li>• Block Committees have been constituted. Meetings of DRG and Block Committee members held regularly. Monthly meetings also held with District co-ordinators.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiated activities to run the Model Cluster Approach for Girls Education in two clusters in all DPEP &amp; BEP districts (64 clusters)</li> <li>• Flexible timings have been introduced in 17 schools.</li> <li>• <b>Enrolment has been universalised in 69% of gram panchayats covered</b></li> <li>• <b>Escorts being provided</b></li> <li>• <b>Retention marches started</b></li> <li>• <b>Community based attendance monitoring system being used</b></li> <li>• <b>The strategy now extended to 15 clusters in each district - Basic activities in Progress – selection of clusters, 720 MTAs and 83 WMG formed. Village meetings held. Core teams formed. Active Schedule worked out.</b></li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> <li>• 45% students enrolled in AS centres</li> </ul>	<ul style="list-style-type: none"> <li>• Special modules for Angana Vidyalaya for 9+ girls – modelled after Jagjagi of MS</li> <li>• 590 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate</li> <li>• Apna &amp; Angana Vidyalayas have female instructors only &amp; are under the management of MTAs</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative School for 9+ girls set up in selected villages</li> <li>• To encourage better enrolment of girls in Alternative Schools incentive to Instructors have been proposed</li> <li>• Out of 2637 student enrolled in AS centres 1442 are girls (55%)</li> </ul>			<ul style="list-style-type: none"> <li>• All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days workshop to develop AS module for working girls in Firozabad and Moradabad</li> <li>• Prahar Pathshalas (9 – 14 years girls) , Balshala (3-11 years), Maktabs specially address girls in different age groups</li> <li>• Muslim girls are being reached through Moktabs &amp; Madarssas</li> </ul>
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>• A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha</li> </ul> <p>Following studies are in progress :</p> <ul style="list-style-type: none"> <li>• Convergence of activities of DPEP and Child Welfare Department with special reference to ECE.</li> <li>• Long term qualitative study on ECE centres.</li> <li>• Quick mini qualitative study on the placement of under and over aged children</li> <li>• Class I pupil in ECE and bridge course centres respectively improve the</li> </ul>	<ul style="list-style-type: none"> <li>• Study of problems in the education of Mulsim girls completed</li> </ul>	<ul style="list-style-type: none"> <li>• Study on Problems of Girls' Enrolment in Panchmahal by DIET &amp; Gujarat Vidayapeeth completed</li> </ul>	<p>Studies in progress or planned.</p> <ul style="list-style-type: none"> <li>• Absenteeism in girl students particularly in agreecultural and labour class families in Sirmour.</li> <li>• Educational problems of girls among Gujjars.</li> <li>• Educational problem of the children with special reference to Girl Child in rural areas of Kullu.</li> <li>• Gender sensitisation in primary schools in Himachal Pradesh : Towards a new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of strategy for improving enrolment and retention of girl child. (distt Bolangir)</li> <li>• Analysis of problems in the enrolment and retention of girls from weaker sections.(DIET Kalahandi)</li> <li>• Effectiveness of strategies for improving enrolment and retention of girls (DIET Sambalpur)</li> <li>• As study of effectiveness of parent-teacher association in achieving universalisation of Elementary education in primary schools. (DIET, Keonjhar)</li> <li>• Causes of low enrolment and</li> </ul>	<ul style="list-style-type: none"> <li>• Study on low participation of girls in Primary Education by ISI</li> <li>• Indepth study to ascertain reasons for low enrolment and high drop out rates of girls and other issues effecting girls' education, has been under taken in the selected blocks for focused intervention for girls.</li> <li>• Study on impact of WBDPEP activities on girls retention/drop out done in Birbhum.</li> </ul>	<ul style="list-style-type: none"> <li>• The comparison between formal and non-formal education in Relation to Girls' Education SCERT</li> <li>• A study on repetition and Dropout among minority students</li> <li>• Job Involvement and Problem of female teacher</li> <li>• A study of environmental awareness among primary grade girls students &amp; their parents in Varanasi</li> <li>• A study of socio-cultural context of female school dropouts in Etawah district, UP</li> <li>• Role of community and other factors in promoting primary education among muslim girls in the district of saharanpur</li> <li>• Improving effectiveness of Early Childhood Care and Education in UP</li> <li>• A study of enrolment, attendance and Retention in Primary Schools in</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
	quality of primary education				retention of the SC and ST children with special reference to girls and suggestions on the strategies to be taken for their improvement . (DIET Keonjhar)		relation to incentive schemes <ul style="list-style-type: none"> <li>▪ Sample study of dropout in six BEP districts of UP</li> <li>▪ A study of classroom processes in EFA supported and non-EFA districts of UP.</li> <li>▪ Making a Difference – Document on the experiences of UPBEP and DPEP in the area of girls' education revised and updated.</li> </ul>

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>ECE</i>	<ul style="list-style-type: none"> <li>• Training of ECE instructors and class I teacher</li> <li>• Mothers' Association members trained</li> <li>• ECE instructor training packages containing manual, activity bank and calendar developed</li> <li>• Timings of ECE Centres synchronise with FPS timings</li> <li>• Formats used for monitoring ECE. Visits by MRPs &amp; GCDs are channels of feedback</li> <li>• 2180 ECE centres established by DPEP</li> <li>• Rs.400.00 and Rs.200.00 paid as honorarium to ECE instructor and Aya respectively</li> <li>• Propose to strengthen Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>▪ Induction &amp; recurrent training of ECE &amp; Anganwadi workers.</li> <li>▪ Training of ICDS Supervisors, AWTC Instructors.</li> <li>▪ Supply of Playing kit to AW centres (Non-World Bank) and ECE centres.</li> <li>▪ 778 ECE centres set up in districts</li> <li>▪ Convergence in 3849 Anganwadi Centres</li> <li>▪ Rs.8100.00 given to each Mata Samiti for purchasing necessary equipment for the centres.</li> <li>▪ The trainers, team of ECE, with specific training on monitoring of ECE centres, work as ASRG. A format is being used for the same.</li> <li>▪ District level training of Helpers &amp; State level training of ICDS Supervisors proposed during 1999-2000</li> <li>▪ Training module developed for ECE/AW workers/ AWTC/ICDS/ECE personnel</li> </ul>	<ul style="list-style-type: none"> <li>• ECE Training module developed in collaboration with Early Child Development Learning Resource Centre, MS University Baroda</li> <li>• Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed</li> <li>• One kit per AW Centre provided at a cost of Rs 310.00</li> <li>• Monthly ECE Newsletter being published</li> <li>• 20 ECE cum AS centres set up in Banaskantha (5) and Panchmahal (15) districts.</li> <li>• Training of ECE and AS teachers for these centres completed. ECE kit and Rs.1000.00 per centre provided for educational toys, charts, picture story books etc. Material provided to AS centres as per norms.</li> <li>• 600 children enrolled in ECE section and 296 girls enrolled in AS section.</li> </ul>		<ul style="list-style-type: none"> <li>• Training module for ECE workers</li> <li>• State representatives participated in national workshop on ECE at NCERT</li> <li>• 2400 AW centres covered for strengthening ECE</li> <li>• AW workers given 10 days training on pre school education</li> <li>• Handbook for pre school education provided to all AW workers</li> <li>• All Play and TLM developed during training has been taken by AW workers for use in her centres</li> <li>• For extended training of AW Centres worker and Helper are paid Rs. 200 and Rs.75 per month respectively</li> </ul>	<ul style="list-style-type: none"> <li>• Strategy for convergence with the Department of Social Welfare is being finalised</li> <li>• AW workers have been trained in Bribhum and Coochbehar districts using own modules.</li> </ul>	<ul style="list-style-type: none"> <li>• Rs.5000/-provided for educational toys and other TLM+ annual contingency of Rs.1500/-</li> <li>• Rs.250/- prorata honorarium paid to Anganwadi Worker and Rs. 125 to Helpers</li> <li>• 2100 Anganwadi centre covered for strengthening the ECE component</li> <li>• 1006 AW Workers given orientation training. Training of 1094 AW workers is in progress.</li> </ul>

## DPEP IV STATE

GENDER INTERVENTIONS	RAJASTHAN
<p><b>Staffing Position</b></p> <p><i>State Gender Co-ordinator</i></p> <p><i>District Gender Co-ordinator</i></p>	<ul style="list-style-type: none"> <li>▪ <b>In place</b></li> <li>▪ <b>In place</b></li> </ul>
<p><b>Resource Groups</b></p> <p><i>(Gender and ECE)</i></p>	<ul style="list-style-type: none"> <li>▪ <b>SRG for ECCE and Gender constituted. SRG has 10 – 12 members and meets thrise a year. DRG has 8-10 members and meets twice a year.</b></li> </ul>
<p><b>Community Mobilisation</b></p> <p><b>Material Development</b></p>	<ul style="list-style-type: none"> <li>▪ <b>In the process of development Material from various states being collected for the purpose.</b></li> </ul>
<p><b>Capacity Building</b></p> <p><i>Sensitisation programmes for DPEP personnel</i></p> <p><i>Workshop</i></p>	<ul style="list-style-type: none"> <li>▪ <b>Gender workshop organised for state district level personnel in September, 1999.</b></li> <li>▪ <b>One day meeting of gender experts for preparation of gender awareness material</b></li> <li>▪ <b>Three days workshop for preparation of village approach module.</b></li> </ul>

# **Integrated Education for the Disabled**

## **Introduction**

Although DPEP was initiated in India in 1994, Integrated Education for the Disabled was formally added as a programme component in 1997. To begin with, states were provided assistance in preparation of action plans. By 1998, many states had initiated surveys and formal assessment camps and evolved strategies to provide resource support to children with special needs.

Different surveys on disabled children in the country give different estimates. The study of the National Sample Survey Organization in 1991 estimated the blind population at 4 million. The same study also estimated that 3% children in India have delayed milestones, due to which they are likely to suffer from mental retardation. On the other hand, the study of Dr. Madan Mohan, now accepted by the Ministry of Health estimates the number of blind persons at 12 million. A study in 6 districts in Kerala conducted by the Government of Kerala (1997) says that the 10% of the school going children have learning disabilities. A similar study conducted in Bangalore puts the estimate at 6%. A study conducted by Indian Council of Medical Research (1983), estimated that 6.8% of population in the urban areas and 10.8% of population in the rural areas have significant hearing loss.

India has 300 million children between 0-14 years of age. If we go by the UN estimate, that about 10% of the child population has some impairment, we have to consider 30 million children with special needs.

## **Rationale of IED under DPEP**

DPEP is a centrally sponsored scheme that aims at Universalization of Primary Education (UPE) and one of its component is Integrated Education of the Disabled. UPE cannot be achieved until and unless 10% of children with special needs are integrated in the education system.

## **IED guidelines under DPEP**

“To provide for the Integrated Education of the Disabled Children, DPEP will fund interventions for the Integrated Education of primary school going children with integrable and mild of moderate disabilities. Towards this end DPEP will support:

### **1. Community Mobilization and Early Detection**

- (i) Interventions for the community mobilisation and parent contact to identify type, degree and extent of disabilities amongst the primary level age group.
- (ii) Early detection of disabilities amongst pre-scholars and provision for necessary skill building for the parents and the children of ECCE and

school readiness programmes started under DPEP.

2. **In-Service Teacher Training**

- (iii) Development of skills and competencies for early detection of disabilities, functional assessment, use of aids and appliances, implementation of individualized education plans and monitoring of progress in all primary school teachers through in-service teacher training programmes.

3. **Resource Support**

- (iv) Garnering resource support for integrated education at block/district level through arrangements with NGOs and other organisations having expertise in this field.
- (v) Strengthening of DIETs in the field of Integrated Education to facilitate development of suitable in-service training modules, providing training to master trainers and continuous resource support to BRCs and CRCs for integrated education.
- (vi) A Programme Officer for Integrated Education at the DPEP district project office.
- (vii) The setting up of an advisory State Resource Group for integrated education in DPEP with at least three experts in this field.
- (viii) An apex level resource group at the national level to provide guidance, technical and academic support to Integrated Education under DPEP.

4. **Educational Aids and Appliances**

- (ix) Provision of essential rehabilitation and educational aids and appliances to primary school children, as per an approved list. Such items may be purchased through DPEP funds subject to first assessing available aids and appliances under existing schemes.

5. **Architectural Designs**

- (x) Development of innovative designs for primary schools and removal of architectural barriers in schools to provide an enabling environment for children with disabilities”.

**National level interventions**

- A number of workshops conducted to discuss major issues on IED like supply of aids and appliances, education of children with special needs, curriculum transaction, resource support, IED in MIS and pre- integration skills
- School Readiness manual prepared by National Institute of the Mentally Handicapped
- A study conducted on Integrated Studies for Moderately Hearing Impaired Children
- A study conducted on the status of Integrated Education in 78 schools of 8 districts in Tamil- Nadu
- A booklet on pre- integration training prepared by the IED unit
- A handbook on learning disabilities prepared by the IED unit
- A handbook for resource teachers prepared by the IED unit



- Technical support provided to different states.

### Steps taken up by the states

- Infrastructure (consultants, SRG, DRG, IED coordinators at the SPO, DPO) for IED is in place in all the states.
- Surveys have been conducted in all the states.
- Convergence to provide aids and appliances to disabled children is in process.
- Resource support being provided to disabled children either through resource teachers or through NGOs.
- Training module being developed by all the states.
- Teachers have been oriented in nearly all the states.
- Convergence has been sought with RCI to conduct bridge courses where no resource support is available.
- Awareness programme have been conducted in all the states, with focus on community mobilisation and parental counselling

### DPEP approach

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. **Table no. I shows the initial catchment area, expansion plans and approach adopted in IED by various states.**

**Table I: DPEP coverage and approach adopted by the states for IED**

State	Initial catchment area	Expansion plans	Approach
1. Assam	1 cluster in 3 districts of Sonitpur, Darrang and Goalpara. Then 5 clusters in 2 blocks in each of the 3 districts were chosen	2 blocks and 10 clusters in each district	Training of the key resource persons and convergence with the different departments /NGOs, Agencies/ RCI.
2. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, arimnagar and Kurnool. 1 more mandal in these 3 districts chosen	1 mandal in each of the 19 districts	Resource support with the help of a team at the mandal level to reach out to children with special needs.
3. Bihar	1 cluster in each of the 17 districts	1 block in each of the 17 districts	Linkages with different departments and resource support to disabled children being provided by training the CRCCs.

4. Gujarat	1 block in each of the 3 districts of Dang, Panchamahar and Banaskantha. Then 5 more blocks chosen in each of these 3 districts	All the blocks in the 3 districts of Dang, Panchamahar and Banaskantha	Linkages with different departments and resource support to disabled children by recruitment of three resource teachers at the block level.
5. Haryana	Initially 2 blocks were chosen in the 3 districts of Gurgaon, Mahindergarh and Hissar. Then the programme was expanded to 15 blocks in 7 districts	All the blocks in all the districts	Convergence with different NGOs and resource support to the children with special needs being provided by resource teachers who are in the process of being appointed.
6. Himachal Pradesh	33 educational blocks in the 4 districts of Kullu, Sirmour, Chamba and Lahaul-Spiti		Convergence with the IEDC schemes and other departments. Resource support to children being provided by conduction of bridge courses through RCI and national institutes.
7. Karnataka	1 block in Bangalore Rural district	1 block in each district	Convergence with NGOs, which is also imparting training and resource to disabled children.
8. Kerala	1 block in Mallapuram district. Now the programme has been launched in 30 more blocks. 25 blocks in DPEP- I districts and 1 block each in each of the 5 DPEP- II districts		Convergence with different agencies and training of key resource persons to impart support to disabled children.
9. Madhya Pradesh	1 block each in each of the 19 districts		Convergence with NGOs and the ongoing IEDC scheme.
10. Maharashtra	1 cluster in each of the 9 DPEP districts were chosen. Now the programme has been expanded to 1 block each in these 9 districts		Convergence with various departments/agencies. Resource teachers being appointed to provide support.
11. Orissa	1 block in each of the 8 districts	Under the Operation Empowerment	Convergence with the social welfare departments and the other agencies, besides the

		scheme, all the blocks in all the districts will be taken up	recruitment of resource teachers at block level.
12. Rajasthan	2 blocks in 2 districts		Convergence with the IEDC scheme.
13. Tamil Nadu	1 block in each of the 7 districts.	2 more blocks in each of the 7 districts	Entire implementation of the IED programme to the NGOs appointed for the chosen block in the district.
14. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly and Sonbhadra	Expansion plans to cover 17 more districts	Convergence with the ICDS officials to integrate children the special needs in the age group 0-5 in the Anganwadi centres. Convergence with different agencies in process. Majority of the work in this area is being done by the chosen NGOs.
15. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas	4 more blocks in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas	District Level Resource Group being formed by convergence with NGOs who are providing resource support to children with special needs.

### State specific progress and issues:

#### Assam

- About 1082 children have been identified through survey, out of which 1000 have been enrolled in schools.
- Teacher training not yet started
- 3 Key resource persons have been trained in each of these three districts. Readiness centers also opened to impart pre-integration training to disabled children. Bridge courses will be conducted with the help of RCI soon.
- Convergence through local agencies/ NGOs/ national institutes to give aids and appliances to disabled children.

## **Issues**

- Non- availability of master trainers and medical experts at the state and district level. A strategy to be chalked out for this.

## **Andhra Pradesh**

- About 1597 children have been identified through survey, out of which 679 have been enrolled.
- All the general teachers in phase I mandals given orientation.
- 3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children.
- Aids and appliances being provided through Janam Bhumi Scheme.

## **Bihar**

- 744 children identified in 17 clusters. Survey going on in the chosen blocks.
- 595 CRCCs trained.
- Resource support will be provided through three CRCCs in the chosen block who have been trained on disability management with the help of a manual.
- Convergence with NGOs/ local agencies established to provide aids and appliances.

## **Issues**

- The state should chalk out a strategy to provide aids to disabled children
- The modality of the functioning of the CRCC's to be made clear.

## **Gujarat**

- 19143 children identified in the pilot block, out of which around 17231 enrolled
- General teacher training will be started soon.
- Resource teachers appointed in five blocks of the 3 districts.
- Convergence with IEDC cell, GCERT and NGOs to provide aids and appliances.

## **Issues**

- The state should plan on giving aids to the disabled children soon
- Teacher training should start soon as the module has already been prepared

## **Haryana**

- Around 5520 children identified, out of which 3109 enrolled
- 19000 general teachers trained and 225 CRCC's given a 5 day orientation
- 18 resource teachers appointed, but only 3 are functional. Recruitment of more resource teachers in progress.

- 997 aids and appliances provided with the help of local Red Cross and other NGOs.

### **Himachal Pradesh**

- 2047 children identified, out of which 1849 enrolled
- 10000 general teachers trained.
- Bridge course conducted with the help of RCI. 26 teachers have been given training in the area of MR and 21 teachers in the area of locomotor impairment.
- Aids and appliances already provided to some children with the assistance of NGOs and rotary club. Convergence is going on for the same.

### **Issues**

- The district coordinators for IED should be appointed, as they can help in better planning and management of the programme at the district level.

### **Karnataka**

- 777 in the school children identified in the pilot block.
- 400 teachers trained in the Magadi block
- Resource teachers will be provided by Seva- in Action, a NGO assisting in the IED programme. Interviews for resource teachers in the newly chosen block conducted..
- Convergence with NGOs, local agencies and national institutes for aids and appliances.

### **Issues**

- The modality by which these resource teachers will function to be specified. In DPEP, the resource teachers will operate in an itinerant mode, being mobile and going to every school in the block giving their inputs. If these resource teachers are already working in general schools, their mobility will be restricted
- Resource teachers should be in place as soon as possible in other blocks, where competent NGO's are not available. Posts have been created for the resource teachers. The plan of expansion highly depends on them.
- Seva- in- Action can be hired as an agency at the state level for material development and for the purpose of training.

### **Kerala**

- 1358 children identified in the pilot block, out of which 472 enrolled in the schools. Survey going on in the other blocks
- 13848 teachers trained in 30 blocks.
- 125 key resource persons, who will provide resource support have been trained.
- 19 aids and appliances given out to children in the pilot block. But convergence is going on with NGOs local agencies and other institutes for more equipment..

## **Issues**

- The state should have shown successful integration of disabled children in the one block chosen by now.
- More effective convergence needs to be done with the local bodies and NGO's. The state has a good network of NGO's that needs to be tapped.
- More modification of pedagogical strategies to make them more disabled friendly
- Placement of sufficient and competent staff in SPO and DPO
- Convergence with National level institutions needs to be done.

## **Madhya Pradesh**

- Information not available on teacher training, provision of aids and appliances to the disabled children.
- Survey conducted.
- Resource support will be provided through NGOs.

## **Issues**

- The state so far has no plan of action. The state should chalk out a plan by selecting the catchment area, conducting survey, converging with various departments and by recruiting resource teachers.
- The state also has a very good network of NGO's and resource teachers should not be a problem. The state also has 62 trained teachers under IEDC who should be made use of.

## **Maharashtra**

- 15200 children identified through survey in all the districts, out of which 10496 enrolled
- All the cluster heads and CRCC's in all the districts being provided a 3 day orientation. 2420 have been trained so far
- Resource teachers being appointed in the chosen blocks to provide resource support.
- Convergence being sought out with Ministry of Social Welfare for aids and appliances.

## **Issues**

- Constant monitoring in terms of whether or not integration has been achieved in the classrooms and schools after disabled children have been resource support.

## Orissa

- In the pilot block, 6449 children identified and 2052 children enrolled
- Around 2000 general teachers have been trained in the chosen pilot blocks.
- 24 resource teachers have been appointed in these blocks (*at* 3 per block).
- Convergence is being sought out with the Social Welfare Department, training centers for the teachers of the Deaf for hearing aids and other appliances.

## Issues

- An impact study needs to be done on the effectiveness of the IED programmed.

## Rajasthan

- Survey in progress.

## Tamil Nadu

- All the general teachers in all the districts have been given a two day orientation.
- Resource support is being provided through agencies: NGOs appointed in all the seven blocks for implementation of the IED programme.
- Aids and appliances being given in convergence with the NGOs/ agencies appointed for IED.
- 9575 children found totally enrolled in all the districts
- **Tamil- Nadu is considered to be a model as far as the implementation of the IED programme is concerned.**

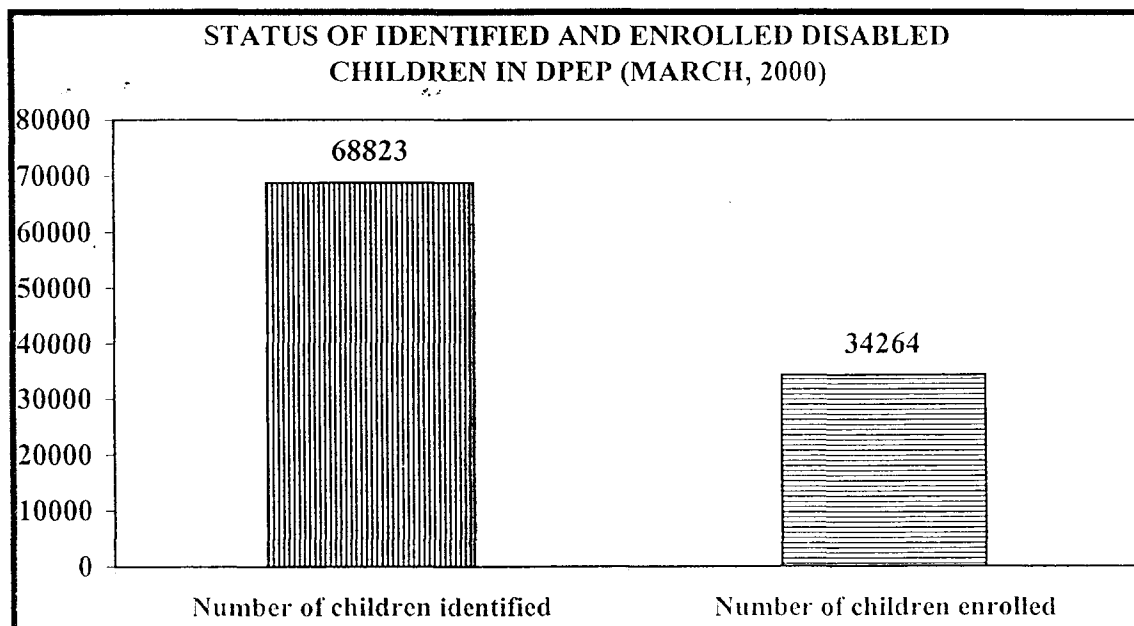
## Uttar Pradesh

- Around 18773 children identified in these blocks, out of which 1681 enrolled in three districts in three districts of Basti, Siddharth Nagar and Bareilly.
- 555 general teachers and 41 master trainers trained in the chosen five districts.
- Resource support being provided with the help of NGOs being appointed for every district.
- Aids and appliances will be sought with the assistance of these NGOs.

## West Bengal

- In the pilot block, 8375 children were identified, out of which 4525 were assessed, and 2572 were found suitable for integration.
- One day orientation programme on disability for the primary school teachers ongoing in Murshidabad district (311 primary school teachers) and Birbhum district (400 primary school teachers).
- Resource support will be provided by selected NGOs, which will act as the district level resource organization.

- Convergence is going on with the ADIP scheme of Ministry of Welfare to provide aids and appliances to disabled children. Around 66 aids and appliances have been distributed with the help of NGOs.



- 477 children have been enrolled and 2095 more are expected to be enrolled this year.

**Achievements:**

- In some schools, parental and teacher observation has been that because of the enrollment of disabled children, the enrollment of non- disabled children has also increased. But this cannot be generalized.
- The total enrollment indicates that more orthopaedically handicapped children have been enrolled than other disabled children
- Wherever, teacher training has been conducted so far, there is a good amount of awareness about education of the disabled children among general classroom teachers
- Heads of the schools are generally more supportive of the integrated education for the disabled children, wherever oriented
- Parents of the disabled children have more acceptance and expectations of their disabled children, wherever parental counselling has taken place
- Community awareness programmes have been conducted in all the states. Haryana, W. Bengal and Tamil- Nadu can be considered model states in this respect
- The interaction between the disabled children and non- disabled children is generally good in those schools, where disabled children have been enrolled
- DPEP has also increased multi- sectoral convergence with other departments like health, welfare, ICDS.



- The NGO involvement has started in DPEP for the implementation of the IED programme, but it needs to be strengthened

### **Concerns/ Challenges**

- Adequate resource support is not available for disabled children. The general teacher in a multigrade setting with no resource teacher and a five day orientation cannot be expected to provide quality education to children with special needs.
- Under the law, every teacher teaching children with special needs must like a medical doctor have a recognized qualification and also be registered with RCI. A large number of teachers in DPEP have received only short sensitization courses. Therefore, short term courses or other strategies need to be looked into in collaboration with RCI, if quality education is to be imparted to disabled children.
- Progress of the IED programme as far as expansion or upscaling goes has been very slow in nearly all the states
- Number of disabled children actually placed in schools is less.
- No impact study has been done in those states where resource support has been provided to children with special needs. A study needs to be done to assess the effectiveness of the programme.
- No effective monitoring mechanism has been developed.
- The role of community in the implementation of IED programme needs to be strengthened.
- School and home visits for effective parental counselling needs to be made by resource teachers, wherever they are available.

### **Action points for future**

- The two nodal ministries of Education and Social Justice and Empowerment need to converge on the issues of provision of aids and appliances to disabled children and placement of non-integrable children in special schools.
- Enrollment of children who are found to be integrable after the identification and survey should be followed up
- The expansion of the IED programme to the other blocks / districts should be vigorously taken up
- Convergence has also to be established with organizations like National Open School, which has started marginal programme for children with special needs.
- Convergence of IED programme with all the other functional areas within DPEP should be considered and also followed up thoroughly
- More emphasis needs to be placed on the classroom management of children with special needs.
- Integrated education can only be successful with the help of resource teachers. Hence, adequate number of posts of resource teachers and itinerant teachers should be created. This issue needs to be forcibly taken up
- Man power development needs to be emphasized for improving the quality of education to children with special needs.

- An evaluation study should be done to see the operational value of five day orientation given to general teachers.
- The use of ECCE centers should be extended to impart pre-integration training to children with special needs.
- Alternative schools should also be used to reach out to disabled children.
- The utility of pedagogical experimentation being carried out in DPEP should also be evaluated for children with special needs.
- A research study should be taken up by those states where children with special needs have already been placed in DPEP schools
- Wherever resource support has been provided to children with special needs, an impact study should be done to assess the effectiveness of the IED programme
- Action research should be undertaken with experienced NGOs/experts in the area of special education.
- An effective monitoring system should be developed at the DPO, BRC, CRC and school level and strengthened by gradual capacity building exercises
- The programme should be constantly monitored to give it a continuing thrust

### **Conclusion**

Considering that IED has been actually in operation for a little over two years, the development seems consistent with prevailing attitudes. However, progress in upscaling the IED programme has been slow. Vigorous steps are needed to upscale the programme and greatly extend coverage. No country can afford to overlook the latent potential of 10% of the child population that is expected to suffer from some impairment likely to lead to a disability. This calls for consideration, adaptation of new techniques and technologies to educate students with disabilities. Intensification of research designed to develop new approaches should be of higher priority area.

## Integrated Education of the Disabled

### PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP-1 STATES

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• DRG in place</li> <li>• IED consultant at SPO exits</li> <li>• District coordinators for IED in place</li> <li>• 5 clusters chosen in 3 districts to launch the programme</li> <li>• A state level orientation workshop for resource persons conducted</li> <li>• Exposure visit of IED coordinator to Hyderabad arranged</li> <li>• <b>Survey of disabled children completed in the catchment area. 1085 children identified, out of which</b></li> </ul>	<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• Has IED co-ordinator in all the districts</li> <li>• Survey has been done all the districts. Around 5520 children with special needs identified.</li> <li>• Formal assessment of identified children done</li> <li>• Aids and appliances provided to 450 identified disabled children.</li> <li>• About 22 visual aids, 60 hearing aids and 230 orthotic aids distributed</li> <li>• Convergence is being sought with various</li> </ul>	<ul style="list-style-type: none"> <li>• DIET has started in-service teacher training</li> <li>• 1 block chosen in 1 district of the state for IED.</li> <li>• Formation of block consultative committee and core group completed</li> <li>• Detailed survey conducted in the chosen block. <b>777 children identified in school</b></li> <li>• Training material prepared by Seva in Action. a NGO hired to assist the IED programme</li> <li>• Prototype posters for Inclusive Education prepared</li> <li>• Assessment kit for resource teachers prepared.</li> <li>• Preparation of list of material for resource center at</li> </ul>	<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• IED Co-ordinator at SPO in place</li> <li>• DRG in place</li> <li>• District co-ordinators for IED in place</li> <li>• 1 block chosen in Malappuram district for IED</li> <li>• Village volunteers trained to give assistance in conducting the survey</li> <li>• Survey conducted in the chosen block. 1221 children identified</li> <li>• Medical detection camp has been conducted in Edappal Block in Malappuram district. 427 children, who need aids and appliances identified</li> <li>• Parent in VEC exists</li> <li>• Resource support from NGOs in IED activities is being solicited</li> <li>• Expansion of IED interventions in other</li> </ul>	<ul style="list-style-type: none"> <li>• The state has selected one block each in 19 districts</li> <li>• SRG formed</li> <li>• A cell for handicapped children has been established at all the BRCs. The main purpose aim behind establishment of this cell is to collect database of the handicapped children attending the school and monitor the progress of these children</li> </ul>	<ul style="list-style-type: none"> <li>• An Integrated Education Cell for the Disabled exists in MSCERT</li> <li>• State Resource Group formed.</li> <li>• District Resource Group formed.</li> <li>• A pilot study done in Osmanabad district for integration and identification of educational needs</li> <li>• Guidelines on IED received from GOI and circulated to districts after translation</li> <li>• 1 cluster chosen in 9 districts for IED programme. IED programme is being upscale to one block in every district.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibilities of State Project Director, District Project Co-ordinator, DIET personnel and BRC/CRC personnel detailed out</li> <li>• SRG in place</li> <li>• District coordinators for IED in place</li> <li>• An IED Coordinator at SPO in place</li> <li>• 1 block chosen in all the districts for IED</li> <li>• Survey has been done to identify children with mild and moderate disability in schools in all the districts</li> <li>• 9353 children with disabilities who are enrolled in school, identified in all the districts. Out of this 1318 children identified in the</li> </ul>

**DPEP - I STATES**

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>approximately 487 are enrolled in schools</p> <ul style="list-style-type: none"> <li>Formal assessment of the disabled children completed in the catchment area</li> <li>Creation of disabled friendly schools being taken into account</li> <li>3-day orientation programme for key resource persons completed. These resource persons would assist teachers in handling children with special needs.</li> <li>Development of module for training of VEC members/CRCC. BRCC completed</li> <li>One day orientation on IED for all AS workers completed.</li> <li>Community awareness programmes</li> </ul>	<p>NGOs/ existing schemes for the provision of aids and appliances</p> <ul style="list-style-type: none"> <li>Post of resource teachers approved. Interviews in progress</li> <li>General teacher training module prepared.</li> <li>Teacher training conducted.</li> <li>Two day orientation programme has been organised for VEC's and parents of disabled children at Gurgaon</li> <li>VEC has parent of a disabled child</li> <li>A national level TLM exhibition was conducted in Gurgaon in</li> </ul>	<p>DIETs &amp; BRCs completed.</p> <ul style="list-style-type: none"> <li>Rendering textbooks to audio medium for visually handicapped children done</li> <li>Several rounds of intense interaction with BRC and CRC coordinators for identifying committed teachers to function as resource teachers.</li> <li>Informal interaction with teachers identified by BRC and CRC coordinators + administering of a simple test to assess their aptitude/ interest for functioning as resource teachers on a voluntary basis without compromising regular teaching work in school</li> <li>2 month training on the basis of the</li> </ul>	<p>blocks has been finalised</p> <ul style="list-style-type: none"> <li>Materials for IED survey and interventions in the regional language medium have been completed</li> <li>Teachers training for IED at the state level during vacation planned for all the 6 districts</li> <li>Orientation for DPEP functionaries and officials has been conducted</li> <li>Second spell of community mobilisation programme conducted</li> <li>Setting up of Resource Center in Edappal Block is in progress</li> <li>Posting of resource teachers under progress.</li> <li>Survey and formal assessment of children with special needs completed in all districts</li> <li>A module based on the needs and the problems of children with special needs for general teachers has been planned.</li> <li>State level workshop for</li> </ul>	<p>throughout their schooling tenure.</p> <ul style="list-style-type: none"> <li>Identification of the disabled children in the age group 5 to 14 years is completed</li> <li>The out of school children with special needs have also been identified so that they can be brought into regular schools</li> <li>Identification of the in the school going disabled children has also been done with the held of school</li> </ul>	<ul style="list-style-type: none"> <li>Survey completed on all the 9 districts. Around 14749 children identified in all the districts. Out of these, 10068 children are enrolled in school and 4681 are out of school</li> <li>Formal assessment for disabled children in all district planned for November, 1999.</li> <li>Aids and appliances provided to disabled children in school in the Yevati cluster of the Osmanabad district</li> <li>Convergence is being sought for aids and appliances for other clusters with Ministry of Social Welfare</li> </ul>	<p>chosen blocks already enrolled in schools</p> <ul style="list-style-type: none"> <li>Two week training programme for master trainer has been done</li> <li>Orientation programme for state and district officers completed</li> <li>Some medical assessment camps also conducted</li> <li>Supply of aids and appliances to the disabled children in progress</li> <li>Campaign and Metric Mela at block level has been done</li> <li>IED made an important part of the on-going community mobilization programmes, with extensive use of media</li> <li>Training module on IED prepared and distributed to all</li> </ul>

**DPEP - I STATES**

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>conducted. VEC members have been oriented on various disabilities and need of special attention towards disabled children</p> <ul style="list-style-type: none"> <li>The inclusion of at least one parent of a child with disability in the VEC has been taken up with the govt. of Assam and instructions to that effect have been issued</li> <li>Folders on each area of disability to be included in DPEP prepared for general teachers.</li> <li>General information booklet on disability for general awareness prepared.</li> <li>Convergence to procure aids and appliances with available agencies has been done.</li> </ul>	<p>May 1999. A special stall for TLM for disabled children was displayed to acquaint the teachers for preparing TLM for disabled children.</p> <ul style="list-style-type: none"> <li>The state is also conducting different competitions for disabled children in Dance, Drama, Poetry, Hand Writing and games.</li> </ul> <p>To provide a barrier free environment to children with special needs. 243 ramps have been constructed. 45 resource centers have also been made.</p> <ul style="list-style-type: none"> <li>Action plan for identification.</li> </ul>	<p>training package prepared by Seva-in-Action underway</p> <ul style="list-style-type: none"> <li>The state is taking up a special programme for training 400 teachers in Magadi block with the help of Seva in Action.</li> <li>Parent in VEC exists</li> <li>Full inclusion of children with special needs in general classroom along with the resource support in the chosen blocks expected by November, 1999</li> <li>The state plans to upscale IED activities to one block in each district; create posts for 3 resource teacher per block and to have close coordination with the Dept. of Disabled Welfare for the timely</li> </ul>	<p>developing strategies on quality improvement of disabled children completed in September, 99.</p> <ul style="list-style-type: none"> <li>Two day interaction camp of state core team for curriculum with the SRG conducted in September, 99.</li> <li>Residential workshops on modification of strategies for curriculum transaction and material development on special education conducted</li> <li>The state also plans preparation and trialling of Activity Bank for disabled children in November, 99.</li> <li>A camp for developing for Term Evaluation Materials also planned.</li> <li>The state also plans to upscale the IED programme to 30 more blocks – all the blocks in DPEP-I districts and one each from 3 DPEP-II districts of Thiruvananthapuram, Idukki and Palakkad</li> </ul>	<p>teachers along with the VECs/Panchayat members of the concerned village</p> <ul style="list-style-type: none"> <li>The Mission has identified 5 NGOs working in the field of disability to work in 10 districts. The NGOs have been assigned the task of preparing a contextual teacher's training programme on IEDC based on which they will provide training to 25 selected teachers in a</li> </ul>	<ul style="list-style-type: none"> <li>Workshop conducted to plan strategy for IED</li> <li>Sensitization training of district officials undertaken in Feb. 98.</li> <li>Planning assistance meeting with the SRG conducted in April, 99</li> <li>Post for resource teachers sanctioned.</li> <li>Process for appointing resource teachers and district coordinators in progress. Recruitment rules circulated to all districts</li> <li>Through design renewal, access facilities to children with disabilities are being taken into account</li> <li>Through</li> </ul>	<p>teachers. A 2 day orientation to all general teachers for all the districts completed</p> <ul style="list-style-type: none"> <li>Agencies appointed in all the 7 blocks chosen for effective implementation of the IED programme. These agencies are providing all resource support to disabled children including support from resource teachers. IEPs are being prepared by resource teachers for individual records.</li> <li>Ramps have been constructed in 6 schools to provide barrier free access.</li> <li>Parent in VEC.</li> <li>The state has also developed a monitoring mechanism with the help of SRG/DRG members to assess the implementation</li> </ul>

**DPEP - I STATES**

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• Early detection centers ( 5 in each districts) opened for imparting pre-integration skills to identified disabled children.</li> <li>• Home visits (190 in Darrang, 130 in Goalpara and 109 in Sonitpur) completed.</li> <li>• School visits (42 in Darrang, 47 in Goalpara and 56 in Sonitpur) completed.</li> <li>• All the selected BRCCs, around 50 and CRCCs, 151 in number have been oriented on IED</li> <li>• The state has upsealed the programme to 1 block in each of these 3 districts</li> <li>• Workshop on chalking out a strategy to converge with RCI for resource support</li> </ul>	<p>assessment and placement of disabled children in DPEP-I &amp; II districts prepared.</p> <ul style="list-style-type: none"> <li>• 506 more aids and appliances have been given to the disabled children, thus bringing the total to 956</li> <li>• Interviews for resource teachers conducted, but only 3 are functional so far</li> <li>• CRCC's given a 5 day orientation</li> <li>• 2 day orientation programme for all general teachers in DPEP I and II districts conducted.</li> </ul>	<p>support of aids and appliances. To begin with, focus will be on 2-3 contiguous clusters of the identified block</p> <ul style="list-style-type: none"> <li>• Idea of specially qualified teachers has been dropped in view of the paucity of qualified candidates. Now it is proposed to re-orient teachers who have undergone a 42 day training. For this purpose, each district is to identify suitable NGO for conducting various programmes in IED.</li> </ul>	<ul style="list-style-type: none"> <li>• Community awareness programmes, setting up of block level organising committee, survey and data collection, convergence with other agencies, conduction of medical detection camps, procurement and supply of aids and appliances, orientation programmes for teachers, headmasters and parents, setting up of DRG and placement of resource teachers will be completed by November, 99 in newly chosen blocks</li> <li>• Updated survey report in the pilot block show that 1358 children have been identified in all, out of which 472 children are enrolled in schools. 19 aids and appliances have also been given out.</li> <li>• Selection or Resource Teachers in each BRC by giving 10 days Intensive Training during March 99. Now</li> </ul>	<p><b>block.</b> These teachers would act as a Resource Group for giving training to other teachers in future. The field visits are currently being done and the training would be taken up in June-July 2000.</p>	<p>innovation fund, prototype schools constructed in Jalna district</p> <ul style="list-style-type: none"> <li>• Training manuals prepared.</li> <li>• A 3-tier academic structure to provide resource support to children with special needs has been planned. This will include support to disabled children through resource teachers, cluster resource center coordinator and general teachers.</li> <li>• General teacher training planned in November, 99.</li> <li>• Updated survey report has identified 15200 children, out of which 10496 enrolled in schools and 4074 out of school. More</li> </ul>	<p>of IED in 7 DPEP districts</p> <ul style="list-style-type: none"> <li>• In the pilot blocks, 1588 disabled children enrolled in schools</li> <li>• A 3 day Distance Education Programme conducted on IED for 200 parents and 700 teachers on hearing impairment</li> <li>• 10888 general teachers are given training at the BRCs in handling and teaching disabled children</li> <li>• Monthly magazine distributed to all the 7 DPEP districts</li> <li>• The state plans to select another 2 blocks for expansion in each of the DPEP districts with the help of the same agencies already assisting in the</li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>conducted in February, 2000</p> <ul style="list-style-type: none"> <li>• With the help of readiness centers, interventions have been initiated in 57 schools of Darrang, 50 schools of Goalpara and 57 schools of Sonitpur district</li> <li>• In the module for Mass Teachers Training, component of IED has been included for general awareness of teachers on IED</li> <li>• 4 day general teacher training completed</li> <li>• 160 aids and appliances given out</li> <li>• World Disabled Day observed</li> <li>• Enrollment week observed with community</li> </ul>	<ul style="list-style-type: none"> <li>• So far, 4585 disabled children have been assessed. 997 have been provided aids and appliances and 630 out of school disabled children have been enrolled</li> <li>• Photo Identity Card Scheme launched in all the DPEP districts</li> <li>• A tournament for disabled children organized at the state, district and block level in December, 99</li> </ul>		<p>90 teachers have been identified from 30 BRCs.</p> <ul style="list-style-type: none"> <li>• Planning workshop for Module Development of Master Trainers Training</li> <li>• State Level Workshop on Module Development of IEDC Master Trainers Training Programme organised. 20 National Experts have presented their papers on various disabilities.</li> <li>• Workshop for scrutiny and finalisation of MTT modules-conducted on October 1999</li> <li>• State Level MTT Programme-conducted on November 1999 in two cycles DPEP-I &amp; II districts respectively.</li> <li>• IEDC Teacher Training Materials printed and supplied in three languages.</li> <li>• Placement of Resource Teachers in 30 Blocks</li> </ul>		<p>information being collected through micro-planning exercises</p> <ul style="list-style-type: none"> <li>• All the cluster heads and CRCC's being given a 3 day orientation on IED in all the districts. 2420 oriented so far</li> <li>• Recruitment of 27 resource teachers at the rate of 3 per block ( 1 block in 9 districts) expected to be completed by March, 2000</li> <li>• Further state level planning through SRG arranged</li> </ul>	<p>implementation of the IED programme.</p>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>participation</p> <ul style="list-style-type: none"> <li>The state plans to upscale the programme to 2 blocks and 10 clusters in each district. This will be facilitated by opening of readiness centers, disbursement of aids and appliances and training of 150 school teachers.</li> </ul>			<p>was partially completed.</p> <ul style="list-style-type: none"> <li>Setting up of Research Centres on in function in 30 BRCs in order to provide additional infrastructure facilities in those BRCs steps have been taken from the State Project Office to complete them by the end of March 2000. Task Analysis Camp, in order to uplift the academic achievements of disabled children in general schooling. A state level 3 day camp has been designed to impact training on monitoring and evaluation on IEDC. State evaluation team has been set up under the control of IEDC unit in the State Project Office. It is proposed to conduct on Impact Assessment of IEDC Activities with the help of an External Expert, for necessary expansion during 2000-2001.</li> </ul>			



PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP- II, III & IV STATES

DPEP II, III & IV STATES							
Andhra Pradesh	West Bengal	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	Bihar	Rajasthan
<ul style="list-style-type: none"> <li>• Advisory Committee has been set up at the state level</li> <li>• SRG in place</li> <li>• DRG in place</li> <li>• Mandal level advisory committee in place</li> <li>• Survey in 1 mandal of all the 3 districts conducted. 787 children identified in the chosen mandals, out of which 7429 are enrolled in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 workshops conducted on IED regarding the methodology and the categories that can be included under integration of children with special needs</li> <li>• SRG in place</li> <li>• DRG in place</li> <li>• Identification and assessment in one block in every district completed</li> <li>• 5703 disabled children identified, out of which 2106 are enrolled in school</li> <li>• Convergence has been sought with National Institutes and leading NGOs for procurement</li> </ul>	<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• IED coordinators at the district level in place</li> <li>• Structure from village level to state level formed and their functions also prescribed</li> <li>• Workshops conducted to plan a strategy for IED</li> <li>• <b>5 more blocks chosen in all the 3 districts for IED</b></li> <li>• Survey completed in the chosen area</li> <li>• Around</li> </ul>	<ul style="list-style-type: none"> <li>• IED coordinator at SPO in place</li> <li>• House to house survey on IED in 33 blocks of 4 districts in progress</li> <li>• 28 blocks of Sirmur, Chamba &amp; Kullu chosen for implementing IED</li> <li>• 765 children with disabilities identified so far, out of which a large number are already in school</li> <li>• Formal assessment of all identified disabled children in progress in the entire state</li> <li>• Convergence with IEDC scheme has been sought to make use of provisions available under this scheme for disabled children</li> <li>• Convergence has</li> </ul>	<ul style="list-style-type: none"> <li>• SRG exists</li> <li>• DRG in place in all the 8 districts</li> <li>• IED coordinator at SPO in place</li> <li>• Recruitment of district level IED co-ordinators completed</li> <li>• Recruitment of 3 resource teachers in every chosen blocks completed</li> <li>• State resource directory has been formed. District and block level directory is under preparation.</li> <li>• 1 block chosen in 1 district of all the 8 districts</li> <li>• Survey for disabled children, both in and out of school is completed. 6449 children have been identified.</li> <li>• Formal assessment of children with</li> </ul>	<ul style="list-style-type: none"> <li>• Core group at the state level exist</li> <li>• BRG is being planned for effective implementation of the IED programme</li> <li>• Approach paper for integrating children with mild and moderate disabilities has been prepared</li> <li>• 2 blocks chosen in 5 districts for the IED programme</li> <li>• District coordinator in Bareilly in place</li> <li>• Survey formats for identification developed</li> <li>• Survey in the</li> </ul>	<ul style="list-style-type: none"> <li>• District coordinators in place</li> <li>• Linkages established with NGOs to form SRG. Expected to be completed soon.</li> <li>• 1 cluster chosen in each of the 17 districts</li> <li>• Survey completed in each of the 17 clusters. 744 children identified in 16 clusters. Formal assessment camps for the identified</li> </ul>	<ul style="list-style-type: none"> <li>• IED implementation started since October, 1999</li> <li>• <b>Programme officer for PFE is looking after the IED programme, who is in position</b></li> <li>• <b>Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC</b></li> <li>• <b>SRG in place</b></li> </ul>

**DPEP II,III & IV STATES**

Andhra Pradesh	West Bengal	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	Bihar	Rajasthan
<p>116 are out of school and 242 are in the age-range of 0-6 years.</p> <ul style="list-style-type: none"> <li>• 3 day orientation of general teachers done</li> <li>• A child development clinic was opened at MGM Govt. Hospital, Warrangal for early intervention in identification and assessment of disabled children</li> <li>• Parental counselling programmes conducted</li> </ul>	<p>of aids and appliances.</p> <ul style="list-style-type: none"> <li>• Sensitization module for different target groups prepared</li> <li>• A module for general teacher training has been prepared</li> <li>• Teachers orientation in progress to enable total acceptance of such children in school. So far 311 teachers have been trained in Murshidabad district and 400 in Birbhum.</li> <li>• Sensitization of different target groups: Panchayat, VEC, DPEP personnel, Aaganwadi worker, teachers planned and</li> </ul>	<p>10,000 disabled children already found enrolled in schools from the 3 districts of Dang, Panchamaha I and Banaskantha</p> <ul style="list-style-type: none"> <li>• Recruitment for resource teachers, three each for VI, HI, MR disability for each five blocks for Panchamaha I and Banaskantha are completed</li> <li>• Resource teachers for remaining twenty blocks will be selected and will be</li> </ul>	<p>also been sought with the scheme to make use of available resource teachers for the purpose of training</p> <ul style="list-style-type: none"> <li>• Convergence is being sought with the Health Department, Social Welfare Department &amp; NGOs to procure aids and appliances</li> <li>• Hitaishee club has agreed to provide spectacles and magnifying glasses to partially sighted children</li> <li>• Rotary club has agreed to provide prosthetic and orthotic aids to disabled children. This process has also started</li> <li>• Convergence is going on with Ali Yavar Jung National Institute for Hearing Handicapped to</li> </ul>	<p>special needs is going on and 2052 children, already enrolled in schools have been assessed</p> <ul style="list-style-type: none"> <li>• Convergence is being sought with the Social Welfare Department, Training Center for the teachers of the Deaf and R.R.T.C. have been contacted for supply of individual hearing aids to the hearing impaired children and wheel chairs to children with OI.</li> <li>• Educational aids and TLM for special children is being prepared by the resource teachers</li> <li>• Training module for master trainers prepared</li> <li>• Master trainers identified to impart training to general teachers</li> </ul>	<p>chosen blocks completed. 18,167 children identified.</p> <ul style="list-style-type: none"> <li>• Hand book to sensitize classroom teachers developed. This will be distributed to all the teachers in the 5-day training programme.</li> <li>• Folders on various disabilities developed</li> <li>• Component of IED added in Aaganwadi training module</li> <li>• The ICDS officials are being contacted to integrate children with special needs in 0-5 age-</li> </ul>	<p>children conducted in 3 clusters</p> <ul style="list-style-type: none"> <li>• Draft of the module to train Cluster Resource Center Coordinator, who will act as resource teacher prepared</li> <li>• Parent of a disabled child exists in all VEC's</li> <li>• Component of IED added in the VEC training module</li> <li>• Posts for recruitment of 3 resource teachers per block</li> </ul>	

**DPEP II,III & IV STATES**

Andhra Pradesh	West Bengal	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	Bihar	Rajasthan
<ul style="list-style-type: none"> <li>• Second phase of teacher training completed in Warrangal &amp; Kurnool districts</li> <li>• Supply of aids and appliances through Janam Bhoomi in the 3 districts of Kurnool, Karimnagar and Warrangal. 60 hearing aids and 64 orthotic aids given out.</li> <li>• Successful integration of disabled children in schools in the catchment area</li> </ul>	<p>being implemented</p> <ul style="list-style-type: none"> <li>• Development of module and resource materials done</li> <li>• A booklet on disability management for Aaganwadi and grass root level workers prepared</li> <li>• Information booklet on the facilities for the disabled prepared</li> <li>• District level resource organisation have been engaged in each block to provide all the resource support.</li> <li>• 4 new blocks selected for expanding the IED, thus making a total</li> </ul>	<p>in position soon.</p> <p>Procedure for sanctioning of posts is undergoing.</p> <ul style="list-style-type: none"> <li>• Decision to receive pedagogical support from IEDC Cell, GCERT, Gandhinagar. A technical person will be appointed in DPEP cell to assist IEDC Cell.</li> <li>• Formal assessment going on</li> <li>• Aids and appliances to be provided to the identified disabled children by</li> </ul>	<p>procure hearing aids for hearing impaired children</p> <ul style="list-style-type: none"> <li>• 4 day module for resource persons being prepared</li> <li>• Training of master trainers conducted in October, 1998</li> <li>• 2 day module for general teachers being prepared</li> <li>• Guidelines for orienting community on IED developed</li> <li>• Resource persons identified from the mainstream of general teachers, who will act as master trainers</li> <li>• With the help of RCI, one month bridge courses are being conducted for these resource persons.</li> <li>• Training has already been conducted in the area of mental retardation and</li> </ul>	<ul style="list-style-type: none"> <li>• General teacher training module under preparation.</li> <li>• 5-day general teacher training planned in October-November, 99.</li> <li>• One day training of parents of disabled children is being conducted in different blocks with the help of resource teachers to facilitate parents of the disabled children on home management of disabled children.</li> <li>• Community mobilisation programmes are conducted on an on-going process alongwith other DPEP intervention DRC, IED and Special Teachers. IED are directly associated in explaining the role of VEC members</li> </ul>	<p>group in the Aaganwadi center. The training will be imparted to the Aaganwadi workers to deal with such children.</p> <ul style="list-style-type: none"> <li>• Sensitization on IED given to 4757 VEC's</li> <li>• Formal assessment of disabled children completed in the catchment area</li> <li>• Convergence is going on with different agencies to procure aids and appliances.</li> <li>• Training of Master Trainers on IED completed. 41 Master trainers trained</li> </ul>	<p>sanctioned</p> <ul style="list-style-type: none"> <li>• The program has been expanded to 1 block</li> <li>• Survey and assessment initiated in this new block</li> <li>• Component of IED added in the CRCC training module. 1300 CRCCs oriented so far</li> <li>• Final draft of the CRCC training module prepared 3</li> </ul>	

**DPEP II,III & IV STATES**

Andhra Pradesh	West Bengal	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	Bihar	Rajasthan
<p>achieved</p> <ul style="list-style-type: none"> <li>• Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken</li> <li>• Appointment of consultant to plan and execute the activities for education of children with special educational needs</li> <li>• A team of</li> </ul>	<p>of 5 blocks programme</p> <ul style="list-style-type: none"> <li>• Survey in these new blocks initiated</li> <li>• New school buildings being constructed under WBDPEP are free from physical barriers</li> <li>• Parent in VEC exists</li> <li>• In the pilot block, updated survey report shows that 8375 children have been identified</li> <li>• The screening report from all the districts shows that 4525 children were assessed and 2572 were found suitable for integration</li> <li>• 477 children have been</li> </ul>	<p>March, 99 through convergence</p> <ul style="list-style-type: none"> <li>• Component of IED incorporated in the ICDS training module</li> <li>• Provision of ramps in new schools</li> <li>• Parent in VEC</li> <li>• So far, 19143 disabled children identified in the 3 districts through survey, out of which 17231 enrolled in schools</li> <li>• The module for general teacher training has been prepared</li> </ul>	<p>locomotor impairment. 26 teachers have been given training on MR and 21 teachers on OH.</p> <ul style="list-style-type: none"> <li>• 3-day training of DIET lecturers, BRC's and CRC's has been done. From each DIET, two lecturers have been trained on IED.</li> <li>• The state also plans 10-day training for master trainers on IED in November-December, 99. Around 10,000 general teachers shall be given training on IED in January 2000.</li> <li>• All the CRCCs shall be trained on IED in January-February, 2000.</li> <li>• SRG and DRG have been formed for effective planning and</li> </ul>	<p>and community members on IED for their appraisal and better cooperation. The parents of disabled children has been taken as one of the members of the VEC. IED is also a component under the VEC members 3-day training programme.</p> <ul style="list-style-type: none"> <li>• Posters and slogans have been prepared and distributed in the public in local language. IED component has been explained in the district level melas, exhibitions, World Disabled day and district level Utsavs. Publication are made in local news papers on the IED activities of the districts concerned.</li> <li>• Workshop of SRG organized</li> </ul>	<ul style="list-style-type: none"> <li>• 5-day general teacher training completed in October</li> <li>• Resource support from NGOs being sought for children with special needs</li> <li>• Till now in DPEP 798 children with special children have been integrated in DPEP schools</li> <li>• NGOs that will provide resource support have been identified in the districts of Hardoi &amp; Bareilly.</li> <li>• Ramps have been constructed in prototype buildings, which will be</li> </ul>	<p><b>CRCC's have been chosen from every block, who have been given training on the basis of this module and these CRCC's will act as resource teachers, till some policy decision is made on the recruitment of these teachers</b></p> <ul style="list-style-type: none"> <li>• 10 days Ujala II training module also provides</li> </ul>	

DPEP II, III & IV STATES							
Andhra Pradesh	West Bengal	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	Bihar	Rajasthan
<p>3 resource teachers and 1 psychologist will be recruited at every mandal to provide resource support</p> <ul style="list-style-type: none"> <li>• Survey was conducted in three additional mandals of Karimnagar, Kurnool and Warangal. 1597 children identified through survey and 679 children enrolled so far. Survey still going</li> </ul>	<p>enrolled in the primary schools and 2095 are expected to be enrolled this year</p> <ul style="list-style-type: none"> <li>• children with mild and moderate disabilities have already been enrolled in primary schools (Bankura- 64 disabled children enrolled. 142 in Birbhum, 56 in Cooch- Behar, 145 in Murshidabad and 70 in South 24 Parganas</li> <li>• Pre-integration skills is being imparted to the disabled children at home</li> <li>• So far through</li> </ul>	<p>and printing and distribution of this module to the schools will be done soon</p> <ul style="list-style-type: none"> <li>• The state has planned to upscale the programme to all the blocks of the 3 districts</li> <li>• The posts for resource teachers for all the 23 blocks for Panchmahal and Banaskantha sanctioned. Appointment will be made in the month of April, 2000</li> </ul>	<p>implementation of the IED programme</p> <ul style="list-style-type: none"> <li>• A detailed survey report shows that 2047 children have been identified, out of which 128 are severely disabled and are out of school and 70 are pre-school disabled children</li> <li>• Orientation given to engineering staff on barrier free environment</li> <li>• 10 day training of master trainers conducted. who will also act as resource teachers</li> <li>• Two days training module prepared for orientation of general teachers in the state. Sirmour district completed the first round of orientation of general teachers.</li> </ul>	<p>for further planning</p> <ul style="list-style-type: none"> <li>• Orientation of DPCs, DPOs, BRC, SI of schools, ICDS supervisors, CDPOs on IED component clubbed with other interventions</li> <li>• General teacher training started. In all the districts, the general teachers of the pilot block have been given a 5 day orientation on disability management. So far, 2000 general teachers have been imparted this training</li> <li>• The state has launched the Operation Empowerment programme in 16 districts. Under this, all the children who are</li> </ul>	<p>replicated in all school buildings.</p> <ul style="list-style-type: none"> <li>• Component of IED has been added in class III books.</li> <li>• Expansion plans to cover 17 more districts</li> <li>• A detailed survey report shows that 18773 children have been identified in the districts of Sonbhadra, Barcilly, Basti and Siddharth Nagar</li> <li>• 1861 have been enrolled in schools in the districts of Basti, Siddharth Nagar and Barcilly.</li> </ul>	<p>adequate discussion on IED</p>	

DPEP II,III & IV STATES							
Andhra Pradesh	West Bengal	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	Bihar	Rajasthan
<ul style="list-style-type: none"> <li>on</li> <li>Handbook to teachers on children with special needs developed</li> <li>Module on special educational needs for teleconference is developed</li> <li>Plans to extend IED to other mandals is in pipeline.</li> </ul>	<ul style="list-style-type: none"> <li>convergence. 25 more hearing aids, 24 crutches and callipers and 17 wheelchairs/ tricycles have been distributed</li> <li>A detailed monitoring and evaluation system for IED for all the levels has been developed at a workshop conducted in February, 2000</li> </ul>	<ul style="list-style-type: none"> <li>1 day orientation workshop on learning disability conducted in February, 2000 for teachers, principals and educational administrators.</li> </ul>	<ul style="list-style-type: none"> <li>The state has visualised to establish resource room each at 114 education blocks headquarter</li> <li>The IED component shall be implemented in 4 DPEP district by taking up one block in each district for intensive implementation. For this convergence with IEDC has been sought for resource teachers</li> </ul>	<ul style="list-style-type: none"> <li>integrable will be brought to schools and provided resource support.</li> <li>Convergence with the IEDC scheme has been sought.</li> </ul>	<ul style="list-style-type: none"> <li>912 general teachers have been trained so far</li> <li>Till now, 892 children with special needs have been integrated in DPEP schools</li> <li>13856 VECs given orientation on IED so far</li> </ul>		

## Media

Communication and media strategy of DPEP is designed to sensitise, mobilise and motivate the stakeholders, community, opinion leaders and the public for achieving the goals of the programme. The media strategy and plan have been designed to address the following objectives:

- Sharing and disseminating information about the programme for increasing public awareness.
- Using the media as a platform for advocacy and developing media packages in support of DPEP.
- Encourage and support effective participation of all in achieving the goal of Universalisation of Primary Education (UPE).
- Increase visibility of the programme, project achievement of programme and highlight issues and challenges in primary education.
- Mobilise opinion makers, legislators and policy makers
- Motivate the community, NGOs, local bodies, implementing agencies and all stakeholders.
- Capacity building of the state and other decentralised levels in effective use of media.

These objectives have been focussed in media plans at the village, block, district, state and national levels. This comprehensive communication process around the DPEP has witnessed the emergence of many successful media campaigns at various levels.

DPEP adopts multi-media campaign approach with strong media advocacy, employing a wide range of vehicles of communication from folk and traditional media to electronic media, outdoor publicity and print media. At grassroot level, emphasis is on effective use of folk, traditional media and local art forms to spread the message of primary education.

**A massive multi-media campaign for DPEP is planned under the proposed Sarva Siksha Abhayan with additional funds available in the Department of Elementary Education, Government of India for Media Advocacy.**

**Print Media:** At national level and also in states, efforts have been made to get coverage in dailies and periodicals through press releases and features, press tours and press conferences. Of late, there is great media interest in elementary education. This emphasis on developmental communication, especially in education, has helped the programme to highlight some of the success stories and also challenges and concerns in primary education.

**Newsletters:** At national level two monthly newsletters are published – ‘DPEP Calling’ (English) and ‘Chunouti’ (Hindi) – with total print order of over 10,000. **“DPEP Calling” is now available on Internet.** Most of the states and many districts publish monthly DPEP newsletters. In some states, there are regular newsletters and magazines

on functional areas like civil works, alternative schooling, gender and pedagogy. Some states bring out special magazines for stakeholders. For example DPEP Karnataka publish 'Kalinali' magazine for teachers and a wallpaper for children.

**Publications and Brochures:** Over the last 6 years, DPEP has brought out 15 publications. These are

1. DPEP Moves on...;
2. Three Years of DPEP: Assessment and Challenges;
3. Access and Retention: Impact of DPEP;
4. Three Years of DPEP and Learners' Achievements – A Overview (NCERT)
5. A Mid-Term Assessment Survey – An Appraisal of Students' Achievement (NCERT)
6. Reaching Out Further – Para Teachers in Primary Education: An Overview;
7. Civil Works under DPEP – An Overview;
8. Access and Retention under DPEP – A Trend Analysis (NIEPA);
9. Building Rural Primary Schools - Towards Improved Designs.
10. Reaching Out Further - Para Teachers in Primary Education: An In-depth study of Selected Schemes.
11. Meeting Challenges: Documentation of Positive Practices in four DIETs.
12. Trends in Access and Retention – a study of Primary Schools in DPEP Districts (NIEPA)
13. Glimpses from the Grassroots: A Synthesis – Based on Case Studies of Successful Practices at Local Resource Centres.
14. Option for Change: Innovations and Experiments in DPEP
15. Every Child in School and Every Child Learning

All the DPEP states have published a number of publications. Example: 'Ratna Pakshi' and 'Chiou-Chiou' (Karnataka), 'Badhte Kadam' and 'Astha Ke Ayam' (Haryana), 'Dharanakal Vasthuthakal' (Kerala), 'Karadeepika' (Andhra Pradesh).

**Publicity material:** DPEP states have brought out a range of publicity material including brochures, leaflets, booklets, handbills, posters, folders and pamphlets for creating awareness about primary education.

**Electronic media:** At national level, DPEP has produced a number TV spots which had been telecast on Doordarshan. **Discussions are on with Prasar Bharati Corporation to telecast/broadcast TV/Radio spots on DPEP in Doordarshan/AIR at concessional rate on yearly contract. Efforts have been initiated to telecast these TV slots in Satellite Channels free of cost, under social cause advertisement.**

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



**Audio-Video Material:** DPEP now has rich depository of audio-video material in states on various subjects for various stakeholders. Most of the states have developed and produced a number of audio-video cassettes and distributed to BRC/CRC centres. These are used for training and for creating awareness. Example: 'Ahban'r Surere' video (Haryana), 'Baa Thengi Kaliyoke' – audio (Karnataka), 'Patanotsavam' – video (Kerala), 'Bal Geet' – audio (M.P.), 'Anpadh Nahi Rehena' – video (M.P.), 'Anand Dai Shikkshā' (Maharashtra), 'Meena' – video (Andhra Pradesh & Gujarat), 'Shiksha Geet', 'Abhiyan Geet' and 'Munia Beti' – audio (Bihar), 'Diwas Swapna' – audio (Gujarat).

**Films:** States have developed and produced films on DPEP. Example: 'Towards Better Tomorrow' (Haryana), 'Malka' and 'Once Upon a Time' (Karnataka), 'Koshish' (U.P.), 'Pokhi' (Assam). Some states have even produced feature films on DPEP. At national level, films on girl child, civil works, pedagogy and good schools have been produced and shared with states.

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

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

**Traditional Media:** Apart from using print media and electronic media, folk and traditional media and local art forms are widely used in all states for community mobilisation. Puppet shows, nukkad natak, melas, kalajathas, are among the other vehicles used for creating awareness. Other examples are: chinara mela (Karnataka), shiksha paati (M.P.), folk festival (A.P. & West Bengal) khel utsav and mushairas (Bihar) and haat (Gujarat).

In Maharashtra, personnel testimony of illiterate village women as against girls who study was found to be very effective in motivating girls' education. In Karnataka, DPEP districts in the state brought together theatre activists to create some highly effective street theatre. Plays and songs were developed in a series of workshops with reputed theatre persons, writers, artists and teachers. Dalit writer K Ramiah was commissioned to collect stories and poems in workshops with traditional village storytellers.

**DPEP on Internet:** A Website on DPEP has been developed and sufficient information has been posted on the site. The site can be reached at [www.education.nic.in/htmlweb/eledu4.ht](http://www.education.nic.in/htmlweb/eledu4.ht)

**Government Media Agencies:** Various government media agencies have been extending their co-operation in putting the DPEP across the media. For example, Ministry of Information and Broadcasting has assured media support of all units of the

Ministry including Doordarshan, AIR, Song and Drama division, DAVP and Field Publicity to DPEP. Press Information Bureau (PIB), Government of India conducted press tours to Assam and Karnataka in January-February, 1999 to highlight achievements of project. SPDs were co-opted as members in the Inter-Media Publicity Co-ordination Committee (IMPCC) constituted by the Ministry of Information and Broadcasting to co-ordinate media activities and to launch multi-media campaign in states in thrust areas.

**Challenges Ahead:** DPEP is one of the largest programmes of its kind in the world and also one of the most successful schemes in the country. But it has not received the kind of media attention, it should get, at national and international level. The visibility of the programme has to be increased to motivate the project functionaries, besides creating a positive environment for achieving the elusive goal of Universalisation of primary education. Therefore the level, degree and depth of media projection have to increase. DPEP is a success story in primary education and media should generate the success stories of the programme.

## DPEP 1 STATES

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
Administrative Arrangement	Media co-ordinator at SPO in place	MC at SPO in place	MC at SPO in place	MC at SPO in place. Apart from the Media Officer, a Media Assistant has also been appointed	Media Co-ordinator at SPO in place	Media co-ordinator at SPO in place. Media incharge in all districts	Media Co-ordinator at SPO in place. Also in place in all 7 districts
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• <i>DPEP Overview</i>, a booklet produced in English, Assamese and Bodo</li> <li>• <i>Ahban</i>, a newsletter in Assamese and Bodo is published and distributed to BRC &amp; CRC Co-ordinators, teachers, VEC members</li> <li>• Posters and banners were also distributed.</li> <li>• <b>Posters relating to Community Participation, Girls Education, ECE, AS, IED are under printing.</b></li> <li>• <b>Table calender and Activity calendar have been developed, printed and distributed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Diaries, calendars, posters, slogans, pamphlets, monthly newsletter <i>Nanhe Kadam</i> at district and cluster level</li> <li>• Set of posters under production</li> <li>• Translations of DPEP publications in Hindi under production</li> <li>• DPEP guidelines JIPRASHIKA has been published</li> <li>• Three years of Jiprashika Ki Udaan, Astha Ke Ayam, Badhte Kadam have been developed and published</li> <li>• Five types of books on DPEP and Civil Works in Haryana have been prepared, printed and circulated.</li> <li>• Two newsletters 'Utkarsh' 'Sangi Sathi' are published</li> <li>• Many posters, brochures and fact folios have been developed and printed and distributed by the districts.</li> <li>• Quarterly magazines are also being published at district, CRC and DIET levels.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Kali Nali</i>, magazine for teachers, bimonthly wallpaper for children; pictorial modules to monitor civil works for VEC's produced</li> <li>• <i>Ratna Pakshi</i>, collection of folk stories produced</li> <li>• '<i>Chiou-Chiou</i>' a booklet based on children's paintings has been brought out.</li> <li>• '<b>Hadi Badi Ranganataka galu</b>' produced by Rangayana published.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Karuka</i>, a newsletter registered and being brought out</li> <li>• Multi-colour posters, brochures, leaflets and booklets produced</li> <li>• A booklet on new pedagogy targeting parents, public and opinion makers was published and distributed.</li> <li>• The matter for another booklet on new pedagogy was developed</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, booklets and brochures published and distributed.</li> <li>• "Panchayat gazette" is a newsletter published by SPO; also published by some districts.</li> <li>• Success stories and contribution of the districts, Panchayats &amp; community are also given in this gazette. It is mailed to all villages.</li> <li>• Publication of Mission activities in the SCERI magazine "Shaikshik Palash".</li> <li>• Various publications and brochures being developed at block/cluster levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, calendars and planners, slogans created</li> <li>• Monthly-Quarterly magazine published by DPEP-I districts.</li> <li>• Booklet on How to conduct "Bal Anand Melawa" -ready for distribution - SPO.</li> <li>• Greetings on DPEP for elected representatives during winter assembly - SPO.</li> <li>• <b>Media Advocacy workshop held for district RPs in November.</b></li> <li>• <b>Teacher's handbook on Bal Anand Melawa produced.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, handbills in Tamil and English</li> <li>• State newsletter <i>Sudar</i> is published by the SPO on a quarterly basis</li> <li>• <b>Monthly magazine published in all seven DPEP districts</b></li> <li>• Set of 2 posters developed and distributed</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
Audio Video material	<ul style="list-style-type: none"> <li>Abhinar Surere, educational video cassette, produced and distributed among the CRC, BRC, teachers</li> <li>Educational films on ECE, NFE, Tribal Education, Char. Community Participation and one documentary on education is currently under production.</li> <li>The film "Towards a Better Tomorrow" was used during an awareness programme.</li> <li>A film "Pokhi" by noted filmmaker Shri Jhann Boruah completed.</li> </ul>	<ul style="list-style-type: none"> <li>Film to eliminate gender bias is under production</li> <li>audio cassettes developed</li> <li>Video films and radio jingles produced</li> <li>Quarterly video newsmagazine on DPEP activities produced</li> <li>An audio cassette of jingles is being circulated about primary education.</li> <li>Short films and clippings in the field of pedagogy, girls education and VECs have been developed and shown to keep the people in touch with the educational activities.</li> </ul>	<ul style="list-style-type: none"> <li><i>Malka</i>, film on the girl child was made by M S Sathyu and telecast on DD 1 and DD 9</li> <li>Audio cassettes for children were produced, and songs were collected in a workshop by K Ramiah</li> <li><i>Baa Thengi Kaliyoke</i>, audio cassette of songs produced</li> <li>A film <i>Once Upon A Time</i> was produced by NDTV</li> <li>7 module films for training of teachers and VEC members produced</li> <li>'Kathe Kathe Karanda' &amp; huyyo Huyyo Maleraya' audio cassette for children produced.</li> </ul>	<ul style="list-style-type: none"> <li>Radio programmes to support teacher training; 10 episodes to support in-service teacher training based on teacher handbooks under production</li> <li>Video films on teacher training strategies produced, video documentation of textbook developing process done.</li> <li>'Patanotsavam' 1999-2000 a programme involving the teachers, parents and students covered in the print as well as the visual media.</li> <li>'Patanotasavam' was also video documented. Arrangements are made to telecast the documentary on Doordarshan, Asianet and Soorya T.V.</li> <li>Talks and interviews were broadcast in AIR and Visual Media.</li> </ul>	<ul style="list-style-type: none"> <li><i>Bal Geet</i>, audio tape of songs distributed to schools; video film <i>Anpadh Nahi Rehena</i>, (training film on VEC telecast on Doordarshan</li> <li>Radio Jingles in local dialects are being aired on AIR.</li> <li>Talks on primary education In T.V.</li> <li>Educational cassettes on joyful learning, prepared by NCERT were distributed in all the DPEP districts for showing teachers and children.</li> <li>Preparation of audio cassette on classroom transaction and teaching of Maths, Language and Environmental study for teachers and students.</li> <li>A Short introductory film 'Neev' made by Madhyam on EGS schools.</li> <li>Formation and distribution of audio cassettes of educational songs to the districts and block headquarters on Republic day.</li> <li>Production of five educational films on the basis of teleconferencing held in the month of January 2000.</li> <li>Production of other 14 short educational films.</li> </ul>	<ul style="list-style-type: none"> <li>Audio cassettes developed</li> <li>Anand Dai Shiksha, audio cassette for teachers distributed to all schools</li> <li>Film on DPEP produced.</li> <li>Multigrade teaching video film completed.</li> </ul>	<ul style="list-style-type: none"> <li>Motivatio nal films and slides</li> <li>Multi-media programm e on DPEP in English</li> <li>Audio-cassette of songs for Joyful Learning</li> </ul>

Media Activity	ASSAM	HARYANA	KAR.	KERALA	M.P.	MAH.	T.N.
Advertising	<ul style="list-style-type: none"> <li>• Illustrated slides to be used in Cinema halls</li> <li>• Hoardings with DPEP messages</li> <li>• Radio jingles.</li> </ul>	<ul style="list-style-type: none"> <li>• Hoardings placed</li> <li>• Series of radio jingles produced</li> </ul>		<ul style="list-style-type: none"> <li>• TV spots on DPEP initiatives telecast on Asianet, soon to be telecast on Doordarshan.</li> <li>• Radio spots also produced</li> <li>• Steps have been taken to bring out materials targeting the opinion makers and public entitled 'DPEP-Samsayangalum Utharangalum' (DPEP-Doubts and Answers).</li> </ul>	<ul style="list-style-type: none"> <li>• Radio jingles in local dialects. TV spots:</li> <li>• Ad campaign to mark 4 years of Rajiv Gandhi Prathamik Shiksha Mission in national newspapers</li> </ul>	<ul style="list-style-type: none"> <li>• Radio jingles and TV spots on Doordarshan and city cable</li> <li>• Slogans developed and published</li> </ul>	<ul style="list-style-type: none"> <li>• Ad on AIR on prime time slots</li> <li>• Sponsored pages in Tamil dailies, floating balloons with DPEP logo installed for 10 days</li> <li>• T.M. and Awareness material displayed at Annual Pongal Tourist Trade Fair</li> <li>• Sun TV used for spots</li> <li>• Metal posters nailed to trees</li> </ul>
Trainings and workshops		<ul style="list-style-type: none"> <li>• 5-day workshop on material development with special emphasis on girls' education</li> <li>• A state level workshop was organised on the art of making puppets and their presentation in April 1999, to make the teachers proficient in preparing teaching aids.</li> </ul>		<ul style="list-style-type: none"> <li>• Media advisory board at SPO formed</li> <li>• 3-day workshop during February 1999 to develop publicity materials.</li> <li>• Media Advisory Board Meetings are organised in districts to ensure the support of media.</li> <li>• A National Seminar on Primary Education is planned in April in Association with the Press Club of Trivandrum.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Four days workshop on 'Education for All' in the month of March 2000.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Media Advocacy training conducted for District Media In-charge-in Dec. 1998</li> <li>• Workshop for developing Media Advocacy Plan conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Review meetings and orientation programmes for district media officers held</li> <li>• Capacity building workshops organised for district Media Officers</li> <li>• Four day community mobilisation and use of media workshop organised at state level; training for mounting special campaign for IED undertaken</li> </ul>

	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
	<ul style="list-style-type: none"> <li>Interviews, talks, documentaries on subjects related to DPEP schemes were telecast on Guwahati Doordarshan</li> <li>A film shot in Morigaon by filmmaker Chandra Narayan Baruah</li> <li>Spot films made by DPEP have been telecast on GDD</li> <li>Talks and discussion organised on radio</li> <li>Articles and features published in English and Assamese newspapers</li> <li>Convergence with Directorate of Information &amp; Broadcasting, Field Publicity DAVP.</li> <li>Radio talks</li> </ul>	<ul style="list-style-type: none"> <li>Tarang, teacher training programme covered by Star News</li> <li>Panel discussions and interviews organised on electronic media</li> <li>State level function for the handicapped children was covered and relayed by the ZEE, STAR, JAIN and DD-I TV channels.</li> <li>Jhankies have been organised in all the DPEP districts on the Republic day.</li> <li>Meetings of State Level Media Resource Group were held DMRG and DARG have been merged into single multipurpose Block Mobilisation Resource Group (BMRG) to look after the educational needs.</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary material process of incorporating folk stories covered by Star News</li> <li><i>Malka</i>, a film on girl child telecast on Doordarshan</li> <li>Play on DPEP objectives broadcast on AIR</li> <li>All India Radio, Gulbarga broadcast 13 episodes from <i>Baa Bale Shalege</i> in March 1999</li> </ul>	<ul style="list-style-type: none"> <li>Interviews/articles in newspapers on teacher training, revision of textbooks, radio and television broadcasts, regular newspaper articles and syndicated columns in newspapers</li> <li>Pedagogical reforms widely written about in newspapers</li> <li>Wide publicity given to training programme on Doordarshan; Asianet, AIR and print media</li> <li>Press meet arranged</li> <li>TV spots produced and telecast</li> <li>Articles on DPEP published in <i>Kerala Calling</i>, <i>Vanitha</i>, <i>India Today</i></li> </ul>	<ul style="list-style-type: none"> <li>AIR and Doordarshan used for programme publicity through spots.</li> <li>Telecast of films;</li> <li>Newspaper campaign carried by 65 papers at State level; also at district level</li> <li>A programme 'Shiksha Patti' started to establish direct contact with clusters and schools. For this, a separate post box number has been given to all the teachers and Gurujis to write about their achievements direct to SPO direct mailing to select teachers every week on specific theme to elicit their response</li> </ul>	<ul style="list-style-type: none"> <li>Akashwani and Pradakshi news harnessed to disseminate information about DPEP</li> <li>Syndicated columns in newspapers, radio programmes that deal with issues like multi-teaching and gender produced and telecast on prime time slots. 26 episodes of radio programmes broadcast.</li> <li>Docudramas produced</li> </ul>	<ul style="list-style-type: none"> <li>Talks and interviews on Doordarshan</li> <li>Art festival in conjunction with AIR, Pondicherry</li> <li>News features on DPEP broadcast on AIR Chennai</li> <li>Phone in programmes on radio organised</li> <li>Advertisement on AIR to address specific issues like child labour</li> <li>Coverage of all important events in print media in the State &amp; Districts.</li> </ul>
King	Asom Sahitya Sabha, IMPCC, PIB	Local NGOs: Sanjivini in Mahendar-garh mobilised	Myrada Vikasana, Samuha, BGVS, Suvidya CRY, CLR, ISEC, NUAS, Mahila Samakhya, VGKK and NGOs.		DPRO, Govt of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Parishad, NGOs, Vigyan Jathas and SRC.	Local AIR stations and newspapers	Anganwadis, health department, state resource centre for NFE

## DPEP II &amp; III STATES

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.
Admn. Arrangement	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place. Gender Coordinator at District Level to look after media activities.	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place at SLO/DPO	MC in place
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• Publicity material with focus on girl child</li> <li>• Posters dealing with issues like enrolment and retention</li> <li>• Desk calendar, diaries and brochures</li> <li>• State DPEP Newsletter "Chadavu" published every month</li> <li>• Comprehensive handbook on school education committees; Hand book on activities by SEC</li> <li>• Eight types of posters on various themes and issues</li> <li>• Booklet on civil works</li> <li>• Printed a manual 'Karadeepika' for the training of school committee members. Also book highlighting success story of one school committee as narrated by PTA President was given to all school committee members.</li> <li>• Purchased and supplied 4 books to all MRCs.</li> <li>• Printed and distributed a folder on suggestions for Service Improvement and on National Textbooks to all School Committee Chairpersons and teachers.</li> <li>• A handbook for school committees on UEE was printed and supplied to all school committee chairpersons.</li> <li>• Academic calendar for school committees was prepared, printed and supplied to all school committee chairpersons.</li> <li>• Self appraisal proforma for School Committee members was printed and supplied to all School Committees</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings</li> <li>• The monthly issues of Prathamik Shikshan Sarvani, the magazine for DPEP functionaries regularly published from State Project Office. The circulation of the magazine has crossed 10,000 copies. An English magazine to be published soon.</li> <li>• The document on community mobilisation in district Banaskantha was published in Gujarati and English.</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook on DPEP in H.P. was developed, printed and circulated</li> <li>• Calendars, posters, cards/folders and stickers depicting DPEP aims &amp; objectives and achievements prepared and printed and distributed to all primary schools, education offices and PRIs.</li> <li>• Kullu displayed glow sign boards at all bus stands and important public places.</li> <li>• Sirmour, Chamba &amp; Lahaul-Spiti prepared hoardings and displayed on the road side and public places</li> <li>• Kullu and Sirmour also made badges for DPEP Personnel.</li> <li>• Sirmour district developed slogans on DPEP aims &amp; objectives. Selected slogans have been painted on the road side walls.</li> <li>• The Newsletter "Hamara School" published.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, pamphlets, hand-outs, diaries and calendars</li> <li>• Newsletter published</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, leaflets, brochures, folders, rural newspaper</li> <li>• Mobile book exhibition organised combining activities like awareness generation, community mobilisation, preparation &amp; use of TLM etc.</li> <li>• 2 booklets on IED and 1 on TLM published</li> <li>• 1 poster of IED, 3 of Community Mobilisation and 1 poster on Gender developed and distributed to districts.</li> <li>• 2 books titled 'Janaganer Angshagrahan' and Training module of VEC printed.</li> <li>• TLM guide-book published and distributed.</li> <li>• 2 books titled 'Kajer Madhyame Shiksha Sahayika' Module - I and selected readings module - I published and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlet s, folders, posters, newsletter, calender published.</li> <li>• Quarterly magazine "BEP Awahan" is being published.</li> <li>• Newsletter at West Singhbhum, Bhojpur, Munger, Muzaffarpur, Gaya, Rohtas, East Singhbhum, Dumka and Ranchi being brought out.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets folders, posters, greeting cards; National-level poster competition organised</li> </ul>

	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.
leo	<ul style="list-style-type: none"> <li>• Film on VEC produced: Short training films and jingles under production</li> <li>• Duplicated a video cassettes on Girl Child "Meena" and supplied to the districts for wide use in awareness campaigns and training, etc.</li> <li>• A video film to bring awareness among parents is under process of making.</li> <li>• Audio cassettes on DPEP activities and on Girl Child were developed by 2 districts - Kurnool and Warangal.</li> <li>• Multimedia package of DPEP activities and best practices was developed.</li> <li>• Video documentation of TLM process and field testing of TLM in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Meena campaign used; cassettes of joyful learning recorded in local dialects by districts: <i>Divas Swapna</i>, audio cassette on child centred activities being produced; Video films on community mobilisation prepared.</li> <li>• Prepared a video-film on Rajpur-Mahila Sammelan and Rabari Mahila Sammelan organised in Banaskantha.</li> <li>• Audio cassettes of Garbas and plays are under preparation and those will be distributed to all the BRC and CRC coordinators.</li> <li>• Video films on community mobilisation and gender education prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Kullu district developed two audio cassettes, one in Hindi and one in local dialect Kullvi, for mobilisation</li> <li>• Video cassettes highlighting the various progress under DPEP have been prepared by all the districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Two audio and video cassettes - one each on Girl Child and Tribal Education developed</li> </ul>	<ul style="list-style-type: none"> <li>• One video film of Book Exhibition has been produced.</li> <li>• Audio cassette of 9 folk songs by folk artists of repute on DPEP messages has been produced.</li> <li>• Documentation through video medium on World Disabled Day completed</li> <li>• 'Meena' cassettes duplicated and campaigns is on in different districts.</li> <li>• One video film on activity based teaching learning produced, duplicated and distributed to districts.</li> <li>• 2 audio-cassettes produced. One comprising 22 songs on identification of 18 districts of W.B. and the other comprising one Radio play and one talk show on different aspects of pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio cassettes of songs in local dialects developed</li> <li>• Production of films in process.</li> <li>• A set of 6 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign and <b>women empowerment</b> developed and being used in mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Video spots of one minute on girls education are ready for telecaste by doordarshan during Prime Live.</li> <li>• Good practices of using BRG to prepare TLM and simultaneously provide training to teachers video documented.</li> <li>• 11 minute film with the 'Koshish' ready.</li> </ul>



Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.
Trainings and workshops		<ul style="list-style-type: none"> <li>Workshop on material development for drawing teachers from primary schools, the best drawing was developed into a poster</li> </ul>	<ul style="list-style-type: none"> <li>One-day slogan writing workshop organised by the Sirmour district and 200 slogans were developed.</li> <li>Kullu district also developed songs related to DPEP to mobilise community.</li> </ul>	<ul style="list-style-type: none"> <li>3-day workshop on Community Mobilisation and Participation and Use of Media conducted. State level workshops to develop scripts for plays and Kalajathas</li> </ul>	<ul style="list-style-type: none"> <li>Use of media and development of documents discussed in two state level workshops</li> <li>2-day workshop with folk artists in August and festival for days with folk artists held in Sept. participated by 160 artists in collaboration with the Folk and Tribal Cultural Centre</li> <li>A 4-day workshop on audio script writing held in December.</li> </ul>	<ul style="list-style-type: none"> <li>Theatre and music workshops for development of scripts organised. Regional Theatre workshops being organised for capacity building of cultural groups at level of linguistic zones.</li> <li>Four plays printed and disseminated for impromptue performances by local cultural groups in Vajjica, Angika, Bhojpuri and Magahi. Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed.</li> </ul>	<ul style="list-style-type: none"> <li>04 days workshop on community mobilisation and participation and use of media conducted</li> </ul>

Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.
Media	<ul style="list-style-type: none"> <li>Organised state-level press tours to Warangal and Karim Nagar districts; radio interviews of VEC members organised; exhibitions organised for publicity</li> <li>Published the progress of DPEP activities of some districts in reputed local and national newspapers.</li> <li>A press tour is being organised with state media personnel.</li> <li>Newspapers clippings from districts was collected, compiled and analysed. Action was taken by concerned sectoral officers accordingly towards adverse comments.</li> </ul>	<ul style="list-style-type: none"> <li>Major events, seminars and workshops were projected through newspapers and Doordarshan.</li> <li>Major events published in English and Gujarati dailies through news release.</li> <li>To provide support to ICDS, and social welfare Balwadis, a monthly Gujarati periodical "Balmandir" is brought out since Oct.1999.</li> </ul>	<ul style="list-style-type: none"> <li>Doordarshan mobilised to telecast DPEP films.</li> <li>Hindi press in Chandigarh, Jalandhar and Dharamshala along with AIR Shimla being used to disseminate information about DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Radio and local newspapers mobilised to support the enrolment drive.</li> </ul>	<ul style="list-style-type: none"> <li>DPEP activities covered in print and electronic media.</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers, radio and Doordarshan harnessed for media advocacy.</li> <li>Success stories on BEP activities published in newspapers.</li> <li>The private TV channel, - Patna city news, has covered events organised under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Reports on project interventions sent to news papers.</li> <li>Publication of Shekshik Prekshak</li> </ul>

Media Activity	A.P.	GUJARAT	H.P.	ORISSA	W.B.	BIHAR	U.P.
Networking	<ul style="list-style-type: none"> <li>Govt Depts like Health, Education, Women and Child Welfare, Social Welfare, Tribal Welfare, local NGOs, Mahila Mandals and youth organisations; MVF Foundation Hyderabad, NGOs, Department of Adult Education.</li> <li>Programme managers of UNICEF, UNDP and MVF are involved in planning the strategies for community mobilisation</li> <li><b>Networking with UNDP for development and improving the self-appraisal forms for school committees.</b></li> </ul>	<ul style="list-style-type: none"> <li>Gujarat SCERT, Ravi Mathai Centre for Educational Innovation, local NGOs like Avaj;</li> </ul>	<ul style="list-style-type: none"> <li>Public Relations Department, Youth services and Sports department, TLC, PRI, NGOs, teacher unions etc.</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, youth clubs</li> <li>Convergence meeting with Natya Academy</li> </ul>	<ul style="list-style-type: none"> <li>Political parties</li> <li>Trade unions, NGOs</li> <li>Teachers Associations Youth Clubs, NYKs established</li> </ul>	SIET, Lucknow, Labour Department GOUP to address problem of child labour in 05 districts of U.P.
RAJASTHAN	Administrative arrangement:	No separate media co-ordinator is in position. D.D. project is looking after the programme.					
	Publicity Material:	Brochure containing information about DPEP is published					
	Advertisement:	Advertisements in local and national newspaper published.					
	Press and Mass Media	<b>DPEP launched on 2<sup>nd</sup> October, 1999 by Chief Minister of Rajasthan in which 10-15 thousand villagers participated.</b>					



# RESEARCH AND EVALUATION

## 1. BACKGROUND

The research and evaluation agenda in the DPEP works within a three-pronged focus. First, it attempts to encourage use research based inputs in both planning and implementation processes within the programme frame for better targeting and monitoring of intervention. Second, it seeks to promote the capacity of stakeholders in developing methodological skills in evaluation and action researches as well as promote institutional development through training. Thirdly, it also seeks to encourage and widen the base of research in primary education through institutional development, by networking with institutions.

The national level strategy for R&E has been to (a) promote and conduct qualitative research programmes / need-based studies, (b) provide support to DPEP states and districts in institutional development and capacity building in research & evaluation, (c) dissemination of research findings and networking with institutions, (d) provide forums for interaction to promote cross-state sharing through national workshops / seminars.

## 2. TRENDS IN RESEARCH IN DPEP : AN OVERVIEW

Considerable expansion of the research base has been witnessed as is evident from the range of multitude of studies conducted under DPEP. A recent compilation of researches conducted under DPEP during the period 1994-1999 showed the following scenario.

**DISTRIBUTION OF DPEP-SPONSORED RESEARCH STUDIES & ACTION RESEARCH DURING 1994-99**

S. No.	State/Institution	A National-level (NCERT, NIEPA & Ed.CIL)	B State-level (SCERT, RIE, SIE, SIEMAT etc)	C NGOs/ Research Institutions/ Individuals	D District-level (DIET, BRC/CRC)	E University/ college	Total Research studies	Action research
1.	Andhra Pradesh	--	02	--	--	--	02	--
2.	Assam	--	02	15	09	08	34	14
3.	Bihar	--	03	25	--	--	28	--
4.	Gujarat	--	--	--	--	--	--	18
5.	Haryana	--	24	06	--	01	31	149
6.	Himachal Pradesh	--	--	--	--	--	--	51
7.	Karnataka	--	01	--	01	02	04	16
8.	Kerala	--	--	04	--	03	07	23
9.	Madhya Pradesh	--	05	03	--	03	11	--
10.	Maharashtra	--	03	03	--	01	07	01
11.	Orissa	--	06	--	21	--	27	--
12.	Tamil Nadu	--	05	--	--	--	05	108
13.	Uttar Pradesh	--	--	08	01	03	12	20
14.	West Bengal	--	--	02	--	--	02	--
15.	Ed.CIL	15	--	--	--	--	15	--
16.	NCERT	27	--	--	--	--	27	--
17.	NIEPA	02	--	--	--	--	02	--
	Total	44	51	66	32	21	214	400



**DISTRIBUTION OF DPEP-SPONSORED RESEARCH STUDIES CONDUCTED DURING 1994-99,  
ACCORDING TO THE FIELD OF STUDY**

Sl. No.	State/Institution	A Planning & management in elementary education	B Society, economics & education in elementary education	C Teacher education & training	D Pedagogy: curriculum, textbook & other materials	E Others (BAS/MAS, civil works, alternative schooling/schools etc)*	Total Research studies
1	Madhya Pradesh	---	---	---	02	----	02
2	Assam	03	08	03	08	(b, c, d - 4)	06
3	Bihar	29	17	---	01	(d)	01
4	Haryana	08	07	09	01	(a, b, d - 3, e)	06
5	Karnataka	---	---	---	04	----	04
6	Kerala	02	01	01	01	(d)	02
7	Madhya Pradesh	---	---	01	03	(c - 5, d - 2)	07
8	Madhya Pradesh	03	02	---	---	(a, d)	02
9	Chhatis	02	07	03	12	(b, d - 4)	04
10	Tamil Nadu	---	01	01	---	(c, d - 2)	03
11	Uttar Pradesh	03	03	03	02	(b)	01
12	West Bengal	---	01	---	---	(d)	01
13	EdCIL	04	04	04	02	----	15
14	NCFE	02	01	09	13	(d)	01
15	NIEPA	02	---	---	---	----	02
	<b>Total</b>	<b>44</b>	<b>52</b>	<b>34</b>	<b>49</b>	<b>34</b>	<b>213</b>

\* a - civil works; b - ICDS/ECCF; c - alternative schools schooling; d - Baseline assessment survey (BAS), Mid-term assessment survey (MAS); e - literature review.

Several pointers to the directions that the Research and Evaluation agenda has taken show the following :

- There appears a definitive shift over the past years in the base of research being triggered and generated from the national level to the state, district and sub-district level. The number of studies carried out by the states together with the swell in action researches being conducted point to the.
- There is growing number of studies / researches in areas on planning and pedagogy, which highlights the priority areas that states have felt the need to focus on.
- The research agenda from the national level has stressed on various thematic areas. For instance, listed below are the topics of the R&E Coordinators Meeting.

R&E Coordinators Meeting	Theme	Date
1 <sup>st</sup> Meeting	"Inter-state Sharing Meet"	June-July'97
2 <sup>nd</sup> Meeting	"Researches on Girl Child Education"	October'97
3 <sup>rd</sup> Meeting	"Monitoring & Evaluation"	March'98
4 <sup>th</sup> Meeting	"Capacity Building Efforts for Impact Assessment in DPEP"	September'98
5 <sup>th</sup> Meeting	"Developing Guidelines for Pupil Evaluation at Primary Level"	May'99
6 <sup>th</sup> Meeting	"Utilisation of Research Findings in Policy Making, Implementation of DPEP activities and institutional development"	Feb.'2000

- A number of states have initiated Pupil Evaluation (particularly CCE) as a follow-up of the 5<sup>th</sup> Research & Evaluation Coordinators Meeting on "Developing Guidelines for Pupil Evaluation at Primary Level". These are
  - Uttar Pradesh
  - Himachal Pradesh
  - Andhra Pradesh
  - Tamil Nadu
  - Bihar
- Action Research has been promoted with the help of national apex institutes and a number of action research have been initiated. NCERT, SIEMT and SCERT have initiated and undertaken decentralised training for grassroot level practitioners in action research.

### 3. DEVELOPMENTS IN THE LAST SIX MONTHS

- Documentation of researches conducted under DPEP (Research Abstracts in Primary Education : 1994-99)
- Sixth meeting of R&E Coordinators in the Utilisation and Dissemination of Research Findings, held at Aurangabad in February 2000
- SCERT stepped up their training in research methodology and action research
- RESU helped in screening research proposals and formulating design of studies
- Training of DIET level functionaries in research methodology has taken place in Tamil Nadu
- Assisting states in use of BAS & MAS findings (Andhra Pradesh)
- Workshops organised in Uttar Pradesh to draw up scheme of CCE
- Start up of activities in Rajasthan
- Most states have stepped up training and conduct of sharing workshops on action research.

### 4. ISSUES AND CONCERNS

- States' need to systematically document and disseminate researches carried out
- Forums / workshops required on the use of researches
- Step up required in training in research methodology.
- Increasingly, a need has been felt to follow-up on a major area :
  - A more focussed approach towards the need for dissemination and discussion of research at sub-district centres / BRC / CRC.



## Research & Evaluation

<b>Introduction</b>	<p>Cardinal objectives for national component of research and evaluation are (i) promotion of qualitative research projects, (ii) promotion of action research by teachers and other practitioners, (iii) conduct need-based evaluations and special studies, (iv) support participating DPEP states and districts in institutional development &amp; capacity building and (v) dissemination of research findings and networking. An overview of various strategies developed and employed with by inventories and their outcomes are discussed in the text given below.</p> <p>In the DPEP Bureau, MHRD, a Director looks after Research, Evaluation and Studies activities under the JS(DPEP). Research, Evaluation and Studies Unit (RESU) functional from March, 1995 in Ed.CIL's TSG with consultants and other required support. DPEP CRG in NCERT is involved in conduct of researches in pedagogic areas, training state and district level personal in action research, research methodology, conduct of learner achievement surveys; and conducting annual regional, national and international Seminars on Researches in School Effectiveness. NIEPA also has a research component under DPEP resource support.</p>
<b>Action Research</b>	<p>DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC/BRC and DIET level through training programmes by NCERT from 1995-96 onwards. NCERT has developed a module on Action Research Technology. This module is widely disseminated as an NCERT publication. Various efforts made for promoting action research are bearing results and a spurt of researches on issues which are very close to actual teaching-learning conditions and processes can be observed in most of the states. Different states are adopting different strategies for the actual conduct of research.</p> <p>NCERT has been offering training in action research for DPEP states. SIEMAT-Allahabad and SCERT-Lucknow, Uttar Pradesh have emphasised decentralised training for grassroot level practitioners and teachers in action research. There has been a spurt in the number of action researches in many states e.g. Assam – 14, Gujarat – 18, Haryana – 149, Himachal Pradesh – 51, Karnataka – 16, Kerala – 23 and Tamil Nadu – 108.</p>
<b>Promotion of Qualitative Research</b>	<p>DPEP first addressed the issue of promoting qualitative research in elementary education through a national seminar on priority areas for research in January '96. As resulted strategy, two schemes <b>PROMOTE</b> and <b>INSPIRE</b> were announced for supporting researches by established researchers and mainstream educational and research institutions. The schemes could attract the attention of universities, public and private research institutions and NGOs. 15 studies were commissioned after a three-tier scrutiny and evaluation procedure. The list of studies commissioned reflect the wide spectrum of concerns in programme implementation from pedagogy, curricula and teacher education, society economics and education as well as educational planning</p>

and management. Simultaneously, NCERT is also involved in conducting research activities through the DPEP component. A recent compilation of 214 researches done at National level showed the break-up of DPEP studies in the following priority areas.

- **Planning & Management in elementary education : 44**
- **Society, Economics & Education in elementary education : 52**
- **Teacher Education & Training : 34**
- **Pedagogy : Curriculum, Textbook & Other Materials : 50**
- **Others (BAS/MAS, Civil Works, Alternative Schooling/Schools etc.) : 34**

**The following research studies were completed at the national level by 1999 :**

1. Study on lateral entry of children in primary schools in Haryana conducted by RESU
2. Study on Double Shift Schools in Assam and Madhya Pradesh by CEAR, New Delhi.
3. Study on role of Panchayati Raj in teacher accountability by MPISRR, Ujjain, Madhya Pradesh.
4. Study for developing an effective communication strategy for DPEP by Centre for Media Advocacy, New Delhi.
5. A Report for District Primary Education Programme Integrated Studies for Moderately Hearing Impaired Children.
6. Study on effectiveness of Mini teachers in Multigrade classrooms by M. J. Phule Institute, Kolhapur, Maharashtra
7. Study on Costliness of Primary Education : An Enquiry into the Private and Social Cost of Primary Education by Centre for Multi-disciplinary Development Research, Dharwad, Karnataka
8. Study on Home and School Interactions for Optimizing Integrated Development of Primary School Child by Department of Education, Panjab University, Chandigarh
9. Evaluation of MLL in two districts of Gujarat conducted by HDFSS, Faculty of Home Science, MS University, Baroda, Gujarat
10. Assessment of teacher knowledge of content area and pedagogy in mathematics at the primary school stage conducted by Institute for Development and Communication, Chandigarh
11. On-the-job support required for elementary teacher educators conducted by Vidya Bhawan G.S. Teacher's College, IASE, Udaipur, Rajasthan
12. A Study on School Efficiency, Prof. Nallagounden, University of Madras, Chennai
13. Teacher absenteeism in primary schools: A field study in select districts of MP and UP conducted by Development & Research Services, New Delhi
14. Internal Efficiency of Primary Education in Phase I DPEP districts by RESU, New Delhi
15. Study of Participation of Children in Primary Education in two districts of Uttar Pradesh by DRS, New

Delhi.

NCERT has conducted a study on classroom processes in DPEP-I states. In addition, as part of the international seminar, this year's topic was "Indicators of Quality Education at Elementary Stage". At the national level, NIEPA and TSG are also associated with a study on participation of children in primary schooling in selected states. NIEPA is also involved in a study of content analysis of VEC training modules for DPEP states.

**Two major studies were undertaken and completed in 1999-2000 :**

- (1) Study of Support Systems and Processes which Underpin DPEP's Pedagogical Strategy in 6 States (Assam, Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh and Uttar Pradesh)**
- (2) Study of Community Mobilisation and Empowerment for Universalisation of Primary Education in 6 States (Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka and Uttar Pradesh).**

***Monitoring and Evaluation***

As a part of the IDR, several studies were conducted.

- 1. Expenditure Analysis of DPEP Phase-I**
- 2. Trends in Access and Retention : A Study of Primary Schools in DPEP Districts**
- 3. Internal Efficiency and Cohort Drop-out Rates at Primary Level of Education in Phase-I DPEP Districts for 1996 & 1997**
- 4. Students' Achievement under MAS : Appraisal in Phase-II States**
- 5. A Study on Community Mobilisation and Empowerment for Universalisation of Primary Education : A Synthesis Report**
- 6. Para Teachers in Primary Education : An In-depth Study of Selected Schemes**
- 7. Every Child in School and Every Child Learning : Diverse Strategies for Universalising Access to Schooling**
- 8. Research Abstracts in Primary Education (1994 - 1999)**
- 9. Options for Change : Innovations and Experiments in DPEP**
- 10. Glimpses from the Grassroots : A Synthesis Baseline Case Studies of Successful Practices at Local Resource Centres in Assam, Bihar, Kerala, Karnataka and Madhya Pradesh**
- 11. Bringing Girls Centre Stage : Strategies and Inventions for Girls' Education in DPEP**
- 12. Study of the Support Systems and Processes which Underpin DPEP's Pedagogical Strategy in Six States : A Synthesis Report**
- 13. Status and Processes of Textbook Renewal in DPEP**
- 14. Meeting Challenges : Documentation of Positive Practices in Four DIETs**

<p><i>Using the Outcomes of Research</i></p>	<p>In the current year, all national level activities have had thrust for sharing of experiences across the states and creating resource base across the country through effective networking. In research and evaluation, many significant publications and reports were made public during this period. These include a module on Action Research Technology by NCERT, compendium paper presented in the 3<sup>rd</sup> International Seminar, 1997. NCERT, compendium of paper and Report of Seminar on Innovative Practices in Pupil Evaluation May, 1998 by M.S. University of Baroda, Report on Training programmes for Action Research by NCERT, Status cum Trend reports on Research in Elementary Education from 8 DPEP states and a national overview, workshop on Research and Evaluation Priorities in Primary Education by DPEP Tamil Nadu, Print and Video reports of Sample Monitoring and Evaluation (SAME) 1998 by DPEP Kerala, Action Research Approach by DPEP Karnataka etc. . NCERT has also brought a list of 'hard spots' observed in DPEP I MAS results for further dissemination.</p> <p><u>Pupil Evaluation</u> : Report of the proceedings and papers presented in the national seminar on Innovative practices in pupil evaluation, May 1998 was published by M.S. University of Baroda (host of the seminar) and the same was disseminated to national and state level institutions and selected DIETs in the last quarter of 1998. RESU has also reviewed the current practices of pupil evaluation in all DPEP states with information collected from respective state Education Departments, DPEP SPOs and SCERTs. A report of the same was prepared and presented in a meeting of SPDs organised by DPEP Bureau. Reports were also circulated to various state level institutions</p> <p>States have also initiated efforts for developing appropriate pupil evaluation strategies, which are suitable to the pedagogic renewal undertaken by the states. Kerala has changed the pupil evaluation mechanism at the primary level to activity based evaluation. Andhra Pradesh conducted a seminar cum workshop where new strategies were explored. Assam (SIE, Jorhat) held a state level seminar in March, 1999 on pupil evaluation. Uttar Pradesh had initiated preparation for reorganising the pupil evaluation system also as part of the pedagogic renewal.</p> <p><b>In Uttar Pradesh, two workshops have been organised by SCERT to draw up a scheme of CCE at primary level for implementation in all schools, starting with a few schools on experimental basis in 2000-01.</b></p>
<p><i>Networking</i></p>	<p>From the national level concerted efforts are made for developing alternate strategies in selected theme areas. Seminars and workshops are conducted at national as well as state level. State DPEP offices have also initiated efforts for effective linkages with the university system. DPEP Tamil Nadu has organised two such interactive seminar cum workshops the most recent being in September, 1999, wherein university faculty members have assembled to conduct researches as per the emerging research priority in the project which need immediate</p>

attention. Universities - SPO meetings have resulted in a spurt of research activities & projects as priority areas are now being explored for in-depth research by institutions. Efforts to network with the Universities have also borne fruit with the presentation of DPEP Research Agenda at the Annual Meeting of Vice Chancellor's in 1998. SIE Jorhat, Assam, SCERT Bhopal, MSERT, Maharashtra, SCERT, Lucknow, and SCERT, Haryana and Himachal Pradesh-DPEP also have organised meetings with the universities and other leading social science and educational research institutions.

### *Seminars*

Under the aegis of DPEP, NCERT organises international research seminars every year on selected themes related to school effectiveness. The fifth seminar in this series was held in the month of July, 1999 in New Delhi and the focus of the seminar was Researches on issues related to school effectiveness. Under the national component of research, DPEP sponsored seminars to reputed institutions in different parts of the country. A national seminar on Researches and Innovations on Problems of Home and School Language at primary level was conducted by Central Institute of Indian Languages (CIIL), Mysore in December, 1998.

A seminar on Cost and Wastage in Primary Education was held. Institute of Economic and Social Change (ISEC), Bangalore hosted seminar in August, 1999. It was attended by economists, social scientists, DPEP project functionaries. More than 20 papers were presented. The meeting provided an opportunity for academics, projects stakeholders and policy makers to exchange views on conceptual issues in costs, dropouts.

**Sixth Meeting of Research & Evaluation Coordinators was held from February 17 to 19, 2000 at Aurangabad. Apart from reviewing the research work done in the different states, the meeting had focussed discussion on the theme 'Utilisation and Dissemination of Research Findings'.**

### *Capacity Building*

Capacity building has been central to the DPEP processes. The component of research and evaluation is also developed from the very beginning to augment the existing skills in the institutions and individuals for undertaking qualitative and useful research activities. All DPEP states have recognised the need for concentrated efforts for skill development of personnel in action research, research methodology and impact assessment. A review of the current status reveals that most of the states have directed their efforts, so far, for capacity building for assisting the teachers to undertake action research programmes. The other area of focus being research methodology and evaluation techniques. The states have been drawing the expertise of NCERT, RIEs, local universities, research and educational institutions and individual experts for the capacity building efforts. NCERT has an 8 day orientation programme on action research and research methodology, offered to all DPEP states. **Various SCERTs have stepped up their training in research methodology and action research training. RESU helped in screening research proposals and formulating research designs for studies undertaken by SIEMAT (U.P.), in training of DIET level staff in Research Methodology in Tamil Nadu and assisting Andhra Pradesh in workshop on use of MAS and BAS findings.**

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	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<i>1. Organisation &amp; Management</i>							
<i>(i) Staffing</i>	- R&E officer in SPO and DPOs in place.	- Programme officer (R&E) in SPO.	- R&E an additional charge to the AO in SPO.	- Programme officer (R&E) in place in SPO and DPOs.	- Consultant (R&E) in place in SPO.		- EREM wing established in SPO with Consultants.
<i>(ii) Other Institutions Role</i>	- SIE Jorhat has a separate component for R&E.	- SIEMT in SCERT hub of R&E activities. Consultant for R&E.	- Each functional area in SPO addresses R&E issues individually. - A separate unit for R&E set up in DSCERT	- In SPO level, internal and external monitoring and evaluation looked after by each unit.	- Each functional area addresses R&E issues individually.	- SCERT is the nodal agency in promoting research.	- DTERT & each DIET has coordinators for R&E.
<i>(iii) Advisory Group</i>	- Steering Group for Research at SPO.  - Research Advisory Group set up by SIE Jorhat.	- State Resource Group in Research set up by SPO.  - District Research Groups set up.	- Research Resource Group set up by SPO.  - RIE Mysore identified as supporting institute.	- Research Advisory Committee set up by SPO.  - Internal Academic Support Missions focusing on Monitoring & Evaluation of pedagogic issues.		- Research Advisory Committee set up at SCERT & SPO.	- Research Advisory Committee set up by SPO.  - District Research Group set up.
<i>2. Action Research Programmes</i>							
<i>(i) Operational Levels Institutions</i>	- SIE, DIETs, BRCs and practising teachers.	- SCERT, DIETs, BRCs teachers.	- SCERT, DIETs and practising teachers.	- SPO, DIETs, BRCs, CRCs and selected teachers.	SCERT, SPO, DIETs, DPO, CRCs and teachers.	- DIETs, BRCs / CRCs teachers.	- SPO, BRCs & CRCs and selected teachers.
<i>(ii) Activities conducted</i>	- SIE currently providing district-	- 149 action research studies completed.	- SPO unit for R&E provided training to 5 each DIET	- 38 studies with teams constituted by teachers.	- <b>Under Quality Watch, an Action Research</b>	- 72 action research studies, initiated by 5 districts, 42	- SPO R&E wing conducted training workshops in all

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>wise training.</p> <ul style="list-style-type: none"> <li>- 14 action research studies completed in various districts in the current year.</li> <li>- BTC instructors of all 19 BTCs of Assam oriented on Action research methodology.</li> <li>- In the Training, Action Research Proposals have been developed by the instructors, DIET Faculties and BRC coordinators.</li> <li>- Four Research studies completed on the low enrolment of students in three DPEP phase-I districts of Assam.</li> </ul>	<ul style="list-style-type: none"> <li>- Selected DIET faculty members of all 8 districts trained in action research by SIEMAT, Allahabad.</li> <li>- <b>SIEMT Bhiwani</b> undertook and completed the following studies :               <ol style="list-style-type: none"> <li>1. Study of incidence of drop-outs among girl students in village Haroli of district Fatehabad.</li> <li>2. An evaluation study of the incentive scheme 'teacher grant of Rs.500/-.</li> </ol> </li> <li>- The following studies are being conducted by SIEMT :               <ol style="list-style-type: none"> <li>1. Availability &amp; utilisation of infrastructural facilities in primary schools.</li> <li>Study of incidence of</li> </ol> </li> </ul>	<p>personnel with the help of RIE Mysore in action research.</p> <ul style="list-style-type: none"> <li>- A report on action research published and disseminated upto BRC level. 14 studies on at present.</li> <li>- <b>Collaboration with RIE Mysore on action research Report has been disseminated</b></li> <li>- <b>Kannada version of Action Research reports has been disseminated through Kali Nalli teachers Magazine.</b></li> <li>- An observational study on the use of new textbooks in Kolar district (by Prema Clarke).</li> </ul>	<p>CRC/BRC personnel and one DIET faculty completed.</p> <ul style="list-style-type: none"> <li>- Fresh training conducted in February '99 by SPO.</li> <li>- 21 studies initiated. Districts also conducted one round of training for teachers.</li> <li>- 23 action research studies were at various stages of completion during 1999.</li> <li>- <b>Action undertaken to revamp Research &amp; Evaluation activities with close emphasis and empowering of Teachers and Trainers.</b></li> </ul>	<p>programme was initiated in four districts, namely, <b>Betul, Raisen, Rajgarh and Shahdol. Thirty schools in one of the blocks of each district comprising of ten primary schools, ten alternative schools and ten education guarantee schools were taken for action research programme.</b></p> <ul style="list-style-type: none"> <li>- Draft report of Impact Evaluation of DPEP prepared.</li> <li>- Survey to collect data for Learner Evaluation &amp; Impact of Classroom processes &amp; practices completed.</li> <li>- Data on attendance monitoring in sample districts ongoing.</li> <li>- More than 30 studies conducted by independent agencies to evaluate primary</li> </ul>	<p>has been completed.</p> <ul style="list-style-type: none"> <li>- SCERT has taken over the training and monitoring responsibility.</li> </ul>	<p>districts. All BRC coordinators trained in the action research training. 108 completed. Training given to BRC/ CRC and Teacher educators for training teachers in action research.</p> <ul style="list-style-type: none"> <li>- 108 action research studies completed. Another 32 Action Research projects under way.</li> <li>- Brief abstracts of completed 'Action Research' projects under way.</li> <li>- Eight action research projects on gender related themes were undertaken.</li> <li>- 157 action research proposals have been completed. Brief abstract of action research project has been prepared by way of</li> </ul>

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	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
		<p>drop-outs among girls students in village Ramphul Khera of Sirsa district.</p> <p>- 125 primary teachers / head-teachers / CRC coordinators were trained in action research. About 150 action research studies were undertaken by them and DIET lecturers. These studies are almost complete and their reports would be available by March, 2000. It is proposed to extend the programme next year when 350 teachers are proposed to be trained in action research.</p>			<p>schooling &amp; AS.</p> <p>- Districts have also conducted 20 studies in the area of gender ECE &amp; Tribal Education.</p>		<p>documentation.</p> <p>- 5 action research papers were presented in the National R&amp;E coordinators meeting.</p> <p>- A screening committee has shortlisted 8 proposals out of which five have been launched.</p> <p>- Training is imparted to BRC functionaries in the EMIS data analysis.</p> <p>- A general report and special report on gender perspective have been brought out.</p> <p>- Item bank developed for all the subjects for Std. I to V.</p> <p>- During 1997-98, a cohort study was conducted in 9 blocks of 3 DPEP districts to assess the efficiency of the schools and the achievement</p>



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	Assam	Haryana ✓	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
							levels of the children. Since the model cohort study conducted clearly depicted the status of the schools, the study was extended to all the 106 blocks during 1999-2000 by collecting data from all the primary schools.
3. Promotion of Research in Primary Education							
(i) Strategy	<ul style="list-style-type: none"> <li>- SPO, through a workshop identified priority areas for research. Each year major and minor studies planned and budgeted by SPO R&amp;E unit.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT and SIEMAT prioritised areas for research in 1998. From SPO, activities are primarily based on suggestions offered by JSMs and experts in various functional areas.</li> <li>- Researchers are also invited to submit proposals on important issues.</li> </ul>	<ul style="list-style-type: none"> <li>- A state level Resource Group guides in identifying areas for research and engaging institutions.</li> <li>- Emerging research needs during programme implementation addressed with priority.</li> </ul>	<ul style="list-style-type: none"> <li>- A recent meeting in SPO identified 12 areas of priority for research. External and internal institutions will be involved in the conduct of these research studies.</li> </ul>	<ul style="list-style-type: none"> <li>- Emerging research needs addressed on priority.</li> <li>- SCERT pursuing own research agenda under DPEP.</li> <li>- Each functional unit in SPO plans for research studies in the AWP&amp;B.</li> <li>- Districts have also conducted studies in the area of Gender, SSK, Tribal Education.</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops were conducted at district and state level for prioritising areas.</li> <li>- Reputed institutions involved at state level. In district level, mostly done by system functionaries.</li> <li>- A state level review of activities conducted in January, 1998.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E wing identified areas for research and pursued the same till 1997.</li> <li>- Research Advisory Committee set up. Strategy being developed and areas identified.</li> </ul>
	- 34 total research studies done. 14	- 31 total research studies done. 149	- 4 total research studies done. 16	- 7 total research studies done. 23	- 11 total research	- Workshop on development of	- 5 total research studies done. 108

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	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	<p>action researches completed.</p> <p>- Four research studies on L.P. schools with enrolment below 40 and schools having extremely poor girls enrolment have been completed.</p>	<p>action researches completed.</p>	<p>action researches completed.</p>	<p>action researches completed.</p>	<p>studies done.</p> <p>- One research study was conducted in 1999. Two research studies were in progress. In total, 11 research studies have been completed so far.</p>	<p>content test for held in May 1999.</p> <p>- Content enrichment test was administered and hard spots shared with field functionaries.</p> <p>- One day meeting of Research Assistant held in Feb.2000.</p>	<p>action researches completed.</p> <p>- Seven research studies completed in the districts on each and undertaken by DPEP as a team.</p> <p>- One research study conducted in 1999. Nine research studies were in progress. Three research studies were to launched during 1999-2000. In total, five research studies have been completed so far and presented in the National R&amp;E Coordinators Meeting.</p> <p>- Five formal research programmes shortlisted to be undertaken by university research scholars and professors of education.</p>
(iii) Areas in Focus for the	- Enrolment.	- Schooling process	- MLL, use of	- Studies on HEDC,	- School	- Disabled children	- New researches

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<i>Current Year</i>	retention, community participation, teacher motivation, socio-cultural influence, NFE, classroom transaction processes, early childhood education etc.	and effect on learning, gender bias in material, role and function of DPEOs, TNA of teachers, TNA of disabled children, development of tests in Hindi, institutional development, role of VECs, change in attitude of teachers, absenteeism, vocabulary enrichment, delegation of powers, oral arithmetic, use of the material, co-curricular activities etc. - <b>School and teachers' grants</b>	blackboard, use of support material, tribal education, achievement of competencies, classroom practices etc. - <b>Gender and Equity issues in universalisation</b>	Women empowerment, ECCE and Tribal Education programme under DPEP. - <b>Teaching of Malayalam &amp; maths, teacher education, classroom processes, functioning of CRC and school resource groups</b>	effectiveness, classroom processes, successful alternate education programmes etc. - <b>Baseline evaluation study</b>	education, migratory pattern, access and retention, learning needs of tribal children, workload, introduction of textbooks etc. - Migration pattern, school efficiency, state finance etc.	in Chennai on Research & Evaluation Priorities in Primary Education (Dec. '98) identified 22 areas under enrolment, retention and equity concerns; pedagogical renewal and school infrastructure and school community linkages them. - Local escort system, dropout phenomenon, enrolment and retention, functioning of VLCs etc. - <b>Proposals shortlisted by screening committee, eight studies are to be launched shortly</b>
<i>4. Academic Monitoring Modes and Methods</i>	- General review meetings at all levels of management structure.	- Monitoring review meetings at district/state, SCERT levels. - SCERT and DIET	- Monitoring review meetings at district/state SCERT levels. - Resource groups	- Monthly review meeting at block, DPO and SPO level. Calendar of activities drawn at	- Monthly review meeting at block, DPO, SCERT and SPO level. - EMIS for	- Monthly review meeting at block, DPO, SPO and SCERT level. - SCERT and	- Monthly review meeting at block, DPO and SPO level. - DIETs and BRCs

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Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>- CRC meeting in every month.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- Monitor of civil works by Engineering Wing of DPEP.</li> <li>- Also involved in Sample Monitoring in districts.</li> <li>- 2<sup>nd</sup> national workshop on Sample Monitoring and Evaluation (SAME) was conducted in Guwahati in January '99.</li> </ul>	<ul style="list-style-type: none"> <li>personnel also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- Specific studies also conducted in districts by DIETs, DPO and BRCs on enrolment etc.</li> </ul>	<ul style="list-style-type: none"> <li>undertakes academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- <b>Research studies are discussed at BRC/CRC level to aid academic monitoring.</b></li> </ul>	<ul style="list-style-type: none"> <li>each level.</li> <li>- Monitoring visits by district and state resource group members, visits by nodal officers from SPO.</li> <li>- Report (print &amp; video) of the workshop on sample Monitoring and Evaluation (SAME) organised in August, 1998 by Kerala SPO released.</li> <li>- <b>Evaluation Committee set-up at State, District &amp; Block levels representatives of teachers, educators and PRI representatives for achieving.</b></li> </ul>	<ul style="list-style-type: none"> <li>monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- DPOs involved in academic and physical targets monitoring through BRCs/CRCs and schools.</li> <li>- Also involved in Sample Monitoring in districts.</li> <li>- Attendance Monitoring data is collected at present from sample districts.</li> </ul>	<ul style="list-style-type: none"> <li>DIETs also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- Model cluster approach adopted for the monitoring. Presently, Strategy developed in a workshop and by implement.</li> <li>- Competency based question banks. Cluster level bank available at each cluster.</li> </ul>	<ul style="list-style-type: none"> <li>involved in school monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- BRCs involved in monitoring access, retention and academic issues.</li> <li>- Special series on gender and other equity concerns prepared and training imparted in the EMIS data analysis.</li> <li>- To test the students' achievement, it has been planned to conduct a test for the Std. V students in all schools in seven DPEP districts.</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
							- For conducting the test, a model question paper has been prepared and is being sent to schools for guidelines. Based on the model question papers, a test will be conducted in the month of April 2000.
<b>5. Impact Assessment</b>							
<i>(ii) Evaluations Undertaken</i>	- Functioning of SCERT, DIETs, BRCs, CRCs, Community Mobilisation and functioning of VEC, impact of new teaching learning practices, enrolment and retention, teaching mathematics and language.	- Teacher Training, Civil Works, DIETs, CRCs, BRCs, Anganwadi worker training, Competency skills in maths and language, Learner Achievement, School and Teacher Grant.  - Evaluation of ongoing training programmes conducted to improve competency of primary school teachers	-MLL Competencies and textbooks, classrooms processes, Access Enrolment and Learning Achievement, School and Teacher Grants.	-MLL based textbooks, Changed pedagogy, School & Teacher Grants, VECs, Learning Achievement, Classroom Processes, Teacher Training, Management Processes.	-On all interventions in Gender, Media, Tribal, Alternative Education and Civil Works by respective units in SPO. Classroom Processes by external institutions.	-Access, Enrolment and Retention. Utilisation of infrastructure grant Baseline test for Multigrade schools, cohort study on attendance, field testing of textbooks.	- Learner Achievement, Access, Retention; School and Teacher Grants, NFE, Study on Local Escorts.
<b>6. Networking</b>	- A Resource	- 14 institutions	- A state level	- SPO has identified	- Resource Inventory	- SPO R&E unit has	- A state level

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	Inventory of institutions developed by SPO from within States and outside. This expertise is used for R&E activities. SPO utilised series of post-graduate students of all universities for various research needs. Study on VEC completed in 1998.	identified as part of state level capacity building programme. Networking established with national level institutions also. Regular interface organised with the institutions and universities. SCERT & SIEMAT are also undertaking activities for enhancing the limited resource base in the state by cross interaction between national and state level institutions.	Resource Group Meet in Research organised by SPO R&E wing. RIE identified for associating in R&E activities and involving in capacity building programmes.  <b>- RIE has been actively collaborated guiding of DPEP researchers.</b>	institutions, universities and experts for various R&E activities. On action research, working closely with university departments of education. 24 national and state level resource centres tapped for various capacity building and implementation needs in R&E.	of research institutions developed by SPO. External institutions are mainly used for evaluation. Presently, networking is also established with Education. Departments of leading universities in the state for assistance in R&E activities.	a resource panel of 16 institutions which is utilised for R&E activities as well as capacity building. SCERT also has undertaken an initiative for interface with universities. SCERT organised a meeting with universities and other leading institutions for exploring of collaboration.	workshop organised with the participants of all leading universities in the state in December '98. Priority areas identified for further action. Second workshop held in March '99.
7. <i>Dissemination and use of outcomes</i>	- Research outcomes are published in the journal published by DPEP Assam. Findings are used in developing strategies for area specific interventions by districts.  - Dissemination of the researches conducted was	- SCERT conducted dissemination workshops on all major evaluations. Evaluations on teacher training used for refining the programmes. Findings published in in-house journals.	- Most of the evaluations are conducted concurrently and the results are used for mid course corrections and changes in methodology.  - On action research, a report is published by the SPO with RIE Mysore and widely	- Results from the action researches undertaken by teacher and BRCs shared in CRC Meet with teachers. Concurrent and external evaluations conducted during teacher training programmes helped in revising	- Concurrent evaluations used for mid-course corrections and changes in approach.  - In-house journals are carrying the major outcomes for further use.	- SCERT organised dissemination workshops on learners achievement and social assessment studies and findings used during AWP preparation.  - Districts have organised dissemination workshops for	- Sharing workshop on the findings of MAS organised at the BRC level.  - Sharing workshops planned for LES study. EMIS data analysis, study on 'hard spots' and completed district based research studies.

DPEP – I STATES

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	organised in the second SAME workshop.		disseminated. SPO also published some of the study reports  -Karnataka has disseminated research studies which were published.	the planning and conduct of the programme. Outcomes of major studies are disseminated through print media also.		sharing action research outcomes.  -State level workshop on MAS sharing held.	

DPEP – II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<b>1. Organisation &amp; Management</b>								
<i>(i) Staffing</i>	<ul style="list-style-type: none"> <li>- SPO : Research &amp; Evaluation Cell was established at SPO. Two Lecturers are working in this cell.</li> <li>- DPO : At district level, one DIET Lecturer was identified as Research &amp; Evaluation Coordinator and all are in position.</li> </ul>	<ul style="list-style-type: none"> <li>- State Resource Persons in place in SPO.</li> <li>- Selection process for Research Associates initiated.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Asstt. in place. SPO set up SRG for R&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Cell in SPO and DPO, one Evaluation Coordinator in SPO and one in each DPO working.</li> </ul>		<ul style="list-style-type: none"> <li>- Research and Evaluation Officer at SPO is in process.</li> <li>- At State level, SIERT having separate wing for Research and Evaluation Office and other supporting staff is in position.</li> <li>- At District level - "District Education Research Forum" is working under the guidance of principal DIET and DEO.</li> <li>- It is planned to sponsor innovative and Action Research Studies at Micro level.</li> </ul>	<ul style="list-style-type: none"> <li>- A Joint Director looks after R&amp;E component in the SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Cell consisting of fellows &amp; one Guide at SPO looks after the R&amp;E.</li> </ul>
<i>(ii) Other Institutions Role</i>	<ul style="list-style-type: none"> <li>- R&amp;E units have been formed in the SCERT and DIETs. SCERT continues to lead the R&amp;E programmes in coordination with DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>- SIEMAT, SCERT Universities and Research Institutions are being involved in evaluation.</li> <li>- State Evaluation Team constituted and trained. The NIRD, Hyderabad, provided resource support for the training of SET members.</li> </ul>	<ul style="list-style-type: none"> <li>- State Research and Advisory Committee set up by SCERT in coordination with SPO.</li> <li>- State Resource Group formed.</li> </ul>	<ul style="list-style-type: none"> <li>- NCERT and H.P. University.</li> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- DIETs are actively participating in the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Dy. Director for R&amp;E in SCERT.</li> </ul>		<ul style="list-style-type: none"> <li>- SIEMAT implements and monitors the R&amp;E programmes. Core Resource Groups set up in all DIETs.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with HMC, ISI, School of Women Studies, Jadavpur University &amp; School of Women Studies, Calcutta University, Presidency College.</li> </ul>
<i>(iii) Advisory Group</i>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>- SPO : State Level Research Advisory</li> </ul>	<ul style="list-style-type: none"> <li>- State Resource Group in place.</li> </ul>		<ul style="list-style-type: none"> <li>- Research Advisory Committee set up at state level.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee</li> </ul>			<ul style="list-style-type: none"> <li>- districts notified to set up RAGs at district levels also.</li> </ul>



DPEP – II, III AND IV STATES

<p>Andhra Pradesh Committee was formed.</p> <ul style="list-style-type: none"> <li>- DPO : At District Level Advisory Committees with 5 members constituted under the Chairmanship of the District Collector.</li> </ul> <p><u>Evaluation</u></p> <ul style="list-style-type: none"> <li>- SPO : State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO.</li> <li>- DPO : At District level, District Evaluation Core Teams (DECT) were formed with 22 members (2 DIE Lecturers and 20 MRPs).</li> <li>- District Evaluation Teams (DET) with 20 members were constituted for Collection of Research and Evaluation Data (Teachers of primary schools).</li> </ul>	<p>Bihar</p>	<p>Gujarat</p>	<p>Himachal Pradesh</p>	<p>Orissa <i>setup.</i></p>	<p>Rajasthan</p>	<p>Uttar Pradesh Separate committee exists for SCERT &amp; SIEMAT</p>	<p>West Bengal - Regular meetings of RAG held.</p>
<ul style="list-style-type: none"> <li>- SCERT, DIET, MRPs and Teachers.</li> <li>- In the training programmes organised to the Districts Evaluation Teams, during August '98 to Oct '99.</li> </ul>	<ul style="list-style-type: none"> <li>- Action research training conducted for district and programme for sub-district planned. 3 more courses being offered in the current year.</li> </ul>	<ul style="list-style-type: none"> <li>- Till date, 20 Action Researches have been already completed. 100 more action researches are to be carried out.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Capacity building in action research taken up with the help of NCERT and HPU.</b></li> <li>- <b>Workshops on action research</b> have been</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT oriented primary school head-teachers and DIET faculty for action research. 23</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Core Resource Groups in DIETs are orienting BRC/CRC level people and conducting action research.</li> <li>- SCERT &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Action researches planned at CLRC level. Areas are good practices in classroom, enrolment and drop-out etc.</li> </ul>

DPEP – II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>the participants of the five districts were oriented on Action Research Methodology in addition to evaluation strategies.</p> <ul style="list-style-type: none"> <li>- A five-day training-cum-workshop on Action Research was organised from 9.11.98 to 13.11.98 in collaboration with NCERT to SPO, SCERT, DIET functionaries and MRPs and Teachers. 26 Action Research Projects were developed in this programme.</li> <li>- A pre-launching session for the Action Researchers was organised at SPO on 3.2.99 to 4.2.99.</li> <li>- Reports of 7 action research projects were received and the other 19 projects are being carried out for which reports are awaited.</li> <li>- Proposed to organise a three day training programme in Action Research for teachers under capacity building, in all the DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>- 38 Action Research Studies underway in districts.</li> <li>- State level Action Research Group formed and trained.</li> <li>- District level Action Research Group formed and trained.</li> </ul>		<p>conducted.</p> <ul style="list-style-type: none"> <li>- 273 teachers / BRC / CRC / DIET lecturers trained in the field of action research.</li> <li>- 120 action research synopses developed and research working in progress.</li> <li>- 9 action research were launched out of which, 6 have been completed.</li> </ul>	<p>action research projects completed. Two workshops held.</p>		<p>SIEMAT conduct programme for action research every year. 200 studies completed in current year.</p> <ul style="list-style-type: none"> <li>- SIEMAT organised workshop on conduct of priority need based researches with institutes/NGO's in May 1999.</li> <li>Workshop on Research Methodology in February 2000.</li> </ul>	
(ii) Activities conducted	<ul style="list-style-type: none"> <li>- Sharing Workshop held in March 1999 to disseminate findings of</li> </ul>		<ul style="list-style-type: none"> <li>- Tele-conferencing on action research</li> </ul>	<ul style="list-style-type: none"> <li>- State level workshop with collaboration of NCERT at Kullu</li> </ul>	<ul style="list-style-type: none"> <li>- 20 minor researches completed</li> </ul>		<ul style="list-style-type: none"> <li>- Seven research projects have been completed during</li> </ul>	<ul style="list-style-type: none"> <li>- Act</li> <li>- Stat</li> <li>- Eq.</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>the study on District level support to DPEP.</p> <ul style="list-style-type: none"> <li>- Training at NIRD Hyderabad on data analysis techniques for DIET lecturers, SPO &amp; SCERT staff.</li> <li>- Conducted a two day seminar on strategies for pupil evaluation at primary stage in the context of DPEP on 28.1.99 and 29.1.99.</li> <li>- A workshop for the capacity building of the state and district level functionaries was conducted at NIRD, Hyderabad from 8.3.99 to 13.3.99 on data analysis of SPS.</li> </ul>		<p>held.</p>	<p>in Sept.'99.</p> <ul style="list-style-type: none"> <li>- Two district level workshops were conducted at Kullu and Nahan in July'99 and Jan.'2000 respectively.</li> <li>- Block level workshop was organised at Anni (Kullu) in Dec.'99.</li> </ul>	<p>and shared.</p> <ul style="list-style-type: none"> <li>- To build capacity at institutional level in Action Research, a module on Action Research Methodology was developed and reviewed. The module is again field -tested before a group of participants drawn from the DIET /ST schools. Printing of the module is being done.</li> <li>- To promote capacity to undertake Action Research among the practitioners and the primary school teachers, a module on "Action Research Methodology" was</li> </ul>		<p>Dec. to Jan.'2000. Screening of the received proposals on the advertised subjects completed for the approval of PRAC.</p>	<p>new teachers in the post recruitment and drop out etc.</p> <ul style="list-style-type: none"> <li>- Research teams were identified at state level and district level.</li> <li>- Some individual researchers have been identified, who have given research proposals.</li> <li>- Mid-term Assessment Survey completed.</li> <li>- The following studies were initiated: <ul style="list-style-type: none"> <li>1. Role of panchayat in primary education by HMC at state project office.</li> <li>2. Study on gender issues at Baidam.</li> </ul> </li> </ul>

DPEP – II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
					Orissa developed. It has been reviewed twice and field tested during a workshop. After printing of the module, District level Master trainers will be oriented on the module.			
<p>3. Promotion of Research / Studies in Primary Education</p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- Networking with different institutions at State and National Level for undertaking Research on DPEP activities.</li> <li>- Funding external and in house researches on the felt needs of DPEP.</li> <li>- Encouraging Action Research at institutional level by building capacities.</li> <li>- Draw experiences of APPEP Research Programmes in designing, financing and guiding the Research activities.</li> <li>- Prioritising the areas of research and undertaking quick and short term</li> </ul>	<ul style="list-style-type: none"> <li>- Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.</li> <li>- <b>Training in methodology in research in education is being organised.</b></li> </ul>		<ul style="list-style-type: none"> <li>- Research Advisory Committee set up to prioritise the area.</li> </ul>	<ul style="list-style-type: none"> <li>- To promote research studies and built capacity of district and sub-districts institutes.</li> </ul>	<ul style="list-style-type: none"> <li>- In total, 13 research studies conducted by SIEMAT are available.</li> </ul>	<ul style="list-style-type: none"> <li>- Through workshops and RAG meetings, priorities being identified.</li> <li>- Identification and needs of special focus groups, role of VEC for providing effective intervention.</li> <li>- 46 areas finalised for research.</li> <li>- One research study completed in 1999. Two research studies were in progress while one was slated to start in October 1999.</li> <li>- Till date three</li> </ul>	

DPEP – II, III AND IV STATES

	Andhra Pradesh researchers.	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>Utilising the findings of the researches in the preparation of AWP&amp;B as a feedback for mid-course correction.</p> <p>Periodical review of the quality of researches being done by a team of experts.</p>							research studies have been conducted
(ii) Studies Completed at State Level	<ul style="list-style-type: none"> <li>Of the 10 studies cleared by the State Level Research Committee during 1997-98, 8 were taken up by different networking institutions. Later, two studies were dropped. Of the 8 studies taken up, 7 were completed and reports received. The report of one study is awaited from SCERT.</li> <li>Out of the 15 studies (7 external and 8 inhouse) for which proposals were received, the State level Research Committee cleared 7 studies (3 external and 3 inhouse) and they were taken up during 1998-99. These studies are at different stages of progress.</li> <li>At the district level, 7 research studies in Warangal and 8 studies in Vizianagaram are in progress. Reports of 4</li> </ul>	<ul style="list-style-type: none"> <li>6 studies (including baseline) completed. 12 studies planned in current year of which, three completed.</li> <li>Study on education of minority girl children and culture of marginalised communities completed.</li> </ul>	<ul style="list-style-type: none"> <li>Draft Report of Baseline Assessment Survey has been prepared. Observation of MHRD, Ed.CIL and NCERT has been received. Final report to be ready by March 2000.</li> <li>Mid-Term Assessment Survey (MAS) initiated by GCERT and DPEP on September 1, 1999 and has been completed and report has come out.</li> <li>State level 14; district level 125; BRC/CRC level 100; 200 researches in the pipeline.</li> </ul>	<ul style="list-style-type: none"> <li>9 studies commissioned out of which, 3 completed (one of which being 'Utilisation of non human resources at primary stage of education').</li> </ul>	<ul style="list-style-type: none"> <li>23 short-term research projects are conducted through the faculty members of DIET/ST schools. Research abstracts are prepared and will be printed and shared by the district and state level functionaries.</li> <li>District-wise meetings on monitoring of the R&amp;E activities were held at the SPO to evaluate the research proposals and preparatory activities to be done at</li> </ul>		<ul style="list-style-type: none"> <li>Sharing workshop of Research findings held in January 1999.</li> <li>Following studies have been completed : <ol style="list-style-type: none"> <li>Making a difference document on the experiences of UP BEP and DPEP in the area of girls' education revised and updated.</li> <li>Social cultural context of female school dropouts of Etawah</li> <li>Improving effectiveness of early childhood care and education in U.P.</li> <li>Evaluation of Pilot Project of Work Experience for</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>BLS of existing districts done by ISI.</li> <li>Study on Gender on existing districts done by ISI.</li> <li>Mid-term assessment survey in existing districts by SPO.</li> <li>Studies on-going to start : <ol style="list-style-type: none"> <li>Research Pamphlets on Primary Education by UNICEF</li> <li>Critical analysis of DHS data by Prof. T.K. Chandra, Presidency College</li> <li>Study on Infrastructural facilities in primary</li> </ol> </li> </ul>

**DPEP – II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	studies completed in Warangal district were received.				<p>the district level.</p> <ul style="list-style-type: none"> <li>- Four studies were finalised to be commissioned through the DIET faculty members of Keonjhar district.</li> <li>- A study on "Causes of Low Enrolment and Retention of SC Children" will be undertaken by the R&amp;E wing of SIEMAT</li> </ul>		<p>girls of upper primary schools in U.P.</p> <ol style="list-style-type: none"> <li>5. Problems and prospects of double shift schools.</li> <li>6. Documentation of the Model Cluster Approach in Begumganj Cluster. Hardoi</li> <li>7. Documentation of the Model Cluster Approach in four districts.</li> </ol>	education by NGO, Sampark.
<i>Key Areas in Focus for the Current Year</i>	<ul style="list-style-type: none"> <li>- Teacher Motivation, Classroom Practices, Teaching Environment, Textbook Evaluation, Community Participation in school development, education of girls, child labour, children with special education needs and cohort analysis of dropouts.</li> </ul>	<ul style="list-style-type: none"> <li>- Community Participation in schools.</li> <li>- Type of Management (Pvt. and Govt.) of schools.</li> <li>- Evaluation of programmes and pupil's evaluation is trained in the current year.</li> <li>- The training of SET completed. Internal and external evaluation planned.</li> <li>- SIEMAT has separate agenda for</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching-Learning Processes &amp; Pupil Achievement, Gender, Wastage, Multigrade Teaching, Community related issues.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of all the 9 studies and implementation of the research findings to improve the learning achievement of the students.</li> <li>- Documentation of all the action researches and implementation of findings/results.</li> <li>- Implementation of MAS findings/results.</li> <li>- Continuous Comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>- Girls child education : 5 projects</li> <li>- Tribal child education : 4 projects</li> <li>- Disabled children : 1 project</li> <li>- Teacher training : 8 projects</li> <li>- Alternative schooling : 2 projects</li> <li>- Community mobilisation :</li> </ul>		<ul style="list-style-type: none"> <li>- District based sample studies on enrolment trends, dropout and transition rates in class I-V and VI-VIII conducted.</li> <li>- The role and contribution of Village Education Committee in the development of Primary education and their relationship with the Panchayati Raj System.</li> <li>- Community Participation in</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative study of drop-outs, special needs of minority girls.</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
		<p>research.</p> <ul style="list-style-type: none"> <li>- Research based on the findings of EMIS data.</li> </ul>		Evaluation to be taken up.	<p>1 project</p> <ul style="list-style-type: none"> <li>- Institutional development : 2 projects.</li> </ul>		<ul style="list-style-type: none"> <li>- Construction and maintenance of school buildings and the benefits from training in semi-urban construction.</li> <li>- Impact of innovative teacher training, teacher competencies, motivation, attendance and community school relationship.</li> <li>- Study on utilisation of school improvement grants by the Village Education Committees.</li> <li>- Use of teaching learning materials, utilisation of teacher grants.</li> <li>- Study of the establishment and development of school libraries.</li> </ul>	
<p><b>4. Impact Assessment</b></p> <p>(ii) Strategy</p>	<ul style="list-style-type: none"> <li>- Longitudinal Surveys to evaluate the progress in the implementation of DPEP, in terms of its goals under quantitative strand.</li> <li>- Long term and short term qualitative evaluation studies for impact assessment of</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation Teams formed.</li> </ul>	<ul style="list-style-type: none"> <li>- Field visit by SRG members.</li> <li>- Conduct of appraisal studies.</li> <li>- Feedback from BRCCRCs.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of teacher training programmes.</li> <li>- Evaluation of textbooks.</li> <li>- Evaluation of workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Four research proposals are identified and agencies to conduct the research projects are being finalised to conduct evaluation</li> </ul>		<ul style="list-style-type: none"> <li>- SPO plan and evaluate interventions</li> </ul>	

**DPEP – II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	DPEP interventions under qualitative strand.  - Capacity building of State and district level functionaries on evaluation techniques.				impact studies.			
<i>(ii) Evaluations Planned / being Undertaken</i>	<ul style="list-style-type: none"> <li>- School &amp; Pupils Survey (SPS) to study the progress of enrolment and retention by using four tools, viz., Schools Questionnaire, Classroom Observation Schedule, VEC Survey Schedule and Household Survey Schedule. This is a longitudinal study. First survey was conducted during 1998-99.</li> <li>- Prepared learning achievement tests for classes I to V in Language, Maths, EVS I and II in a workshop organised from 24.2.99 to 27.2.99. The tests are to be administered in sample schools for field testing.</li> <li>- Three long term qualitative studies on the impact of teacher training, new schools and ECE centres have been taken up by the SCERT, Hyderabad.</li> <li>- Five short term qualitative studies were</li> </ul>	<ul style="list-style-type: none"> <li>- MLL evaluation (1998) completed.</li> <li>- MLL evaluation (1999) completed.</li> <li>- External evaluation of MS complete.</li> <li>- Programme evaluation by external agencies initiated.</li> <li>- Pupil's evaluation plan in various stages of implementation in the district.</li> <li>- Internal evaluation of MS completed.</li> <li>- Evaluation of Programmes by State Evaluation team initiated.</li> <li>- Mid-Term Assessment Study is being undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training, ECCE centres, Teacher Grant, Community Mobilisation, Areas Enrolment, Pupil Achievement, Classroom Processes.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training .</li> <li>- Continuous Comprehensive Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- To monitor the research activities at the district level, a state level meeting was held where the district project teams, which include on faculty member from the DIET/ST school concerned and District Tribal Coordinator, were invited for identification of district based research projects.</li> <li>- Keonjhar district has already taken up six studies and Gajapati taken up 2 studies. Most of the studies</li> </ul>		<ul style="list-style-type: none"> <li>- Classroom process, sustainability, teacher training.</li> <li>- Community library, ECCE &amp; Shikshaghar</li> </ul>	



DPEP – II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>taken up by the District Evaluation and they are in progress personnel.</p> <ul style="list-style-type: none"> <li>- Evaluation activities being carried out / proposed :</li> </ul> <ol style="list-style-type: none"> <li>1. Identification of action points on the findings of the evaluation impact assessment studies as a feedback for planning and implementation.</li> <li>2. Dissemination of outcomes of Mid-term Assessment Survey (MAS) conducted in DPEP phase-I district to all the DPEP districts in the state.</li> </ol>				<p>identified to be undertaken at the district are based on EMIS data analysis Synopses of District level research studies are evaluated at the SPO.</p> <ul style="list-style-type: none"> <li>- Initiative is also being taken for analysis of DISE data to provide various indicators on enrolment, retention, dropout etc.</li> </ul>			
5. <i>Networking</i>	<ul style="list-style-type: none"> <li>- Resource Inventory of individuals and invitations was developed and furnished.</li> <li>- NGOs, professional organisations at state and national levels are involved in R&amp;E programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Has a network with R&amp;E institutions. Efforts made for widening the same.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking is established with universities. Other areas being explored.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking established with HPU, NCERT, RIE- Ajmer and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>- Two day workshop on developing areas for institutional linkage has been organised and recommendations are also placed before the Govt. for appraisal.</li> <li>- Abstract of the Mid-Term Assessment</li> </ul>		<ul style="list-style-type: none"> <li>- Has developed a resource inventory. Invitations sent to researchers and institutions for participation in R&amp;E activities.</li> <li>- SIEMT actively in collaboration with UP SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO is taking help of some renowned statistician and scholars in this regard. collaborating with IIMC, ISI etc.</li> </ul>

**DPEP – II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
					<p>Survey of five phase-I districts has been developed and disseminated to all quarters for necessary strategy formulation for remedying the gaps in the students' achievement level.</p> <p>- Initiatives are also being taken to commission research studies through external agencies like Universities, Xavier Institute etc.</p>			

# Civil Works

## Introduction

The construction programme under DPEP, apart from being the single largest component, has a distinct role to play in furthering the objectives of the programme. This is also a component, which has shown steady progress (both in physical and financial terms) across all districts in the programme. *About 35 thousand new school buildings, 39 thousand additional classrooms, and 15 thousand resource centres (BRCs, CRCs, MRCs, CIRC)s are planned to be constructed under DPEP* in addition to other smaller constructions like toilets, water supply facilities, repairs, ECCE centres, boundary walls etc. Of this 20 thousand new school buildings, 20 thousand additional classrooms and 7 thousand resource centres are already complete or in progress.

### Progress of various civil works components

Physical Progress															
Item	DPEP-I			DPEP-II			DPEP-III			DPEP-IV Raj	UP (Exp)	WB (Exp)	DPEP I,II,III,IV & Exp.districts (UP&WB)		
	Tar	Com	IP	Tar	Com	IP	Tar	Com	IP	Tar	Tar	Tar	Tar	Com	IP
BRCs/MRCs/ CLRCs	424	370	40	1932	844	597	189	39	150	84	456	129	3214	1253	787
CRCs/NPRCs	987	924	63	4658	2777	793	1581	40	358	1041	4023	0	12290	3741	1214
New School Buildings	4598	4326	309	10759	5189	3327	2283	10	0	993	2795	497	21925	9525	3636
Buildingless schools	729	508	216	7978	2807	3285	533	11	25	178	3256	385	13059	3326	3526
Addl. Class Rooms	6766	6397	327	14577	7490	5404	3080	30	188	1057	12271	1081	38832	13917	5919
Toilets	7107	6379	453	22310	6933	7384	6881	75	132	6000	15589	0	57887	13387	7969
Drinking Water	4731	3785	806	13413	3260	2214	6813	97	120	1911	5770	0	32638	7142	3140
Repairs	4053	2990	101	25213	2219	1023	0	0	0	0	0	0	29266	5209	1124
Financial Progress (Rs. in lacs)															
Allocation	30847			72729			14718			8597	25311	4578	156780		
Expenditure	26696			39759			2723			0	0	0	69177		

Note: as per progress reports from states as on 31.12.99 & perspective plan

*However, the contribution of DPEP is not limited to the sheer number of infrastructure facilities provided. The programme has been able to go beyond numbers and concentrate on processes that lead to a qualitative improvement of the school infrastructure - improvements which are in tune with the new pedagogy and at the same time sustainable. Attempts have been made under the programme to critically examine various issues related to construction such as aesthetics, functionality, cost-effectiveness in design as well as modalities and agencies for construction.*

The focus of the civil works programme has shifted over the years. In the initial one or two years, the priority was to arrive at the most appropriate implementation arrangements. Thereafter design issues were taken up seriously and in the past one year there has been a lot of stress on issues of cost-effectiveness and sustainability. Each of these processes - be it, the involvement of community in construction or the efforts towards reducing cost of construction - also followed a development curve.

*The Cross State Sharing Workshops, organised at the National level once a year provided an important opportunity to the states to learn from one another and finetune their own systems. These workshops have responded to the priorities expressed by the state civil works personnel.*

#### Overview of National Workshops

<p>The first Cross State Sharing Workshop on Civil Works was held in Thiruvananthapuram, Kerala in August 1997. It was the first time when engineers and consultants from state, district and block levels had the opportunity of interacting on a common platform. <b>Basic implementation issues</b> like the following were the focus of the workshop.</p> <ul style="list-style-type: none"> <li>• Procurement Procedures with special emphasis on community participation.</li> <li>• Supervision procedures and requirements.</li> <li>• Planning and phasing of civil works.</li> </ul>	<p>The second National workshop was organised in July 1998 at Patna. Having addressed the basic implementation issues in the first workshop, this workshop looked at broader aspects of design development and cost-effective constructions. Experiences of the design renewal exercise undertaken by the various states were shared and the participants were exposed to various cost-effective construction technologies. The workshop discussions focused on the following issues:</p> <ul style="list-style-type: none"> <li>• Repairs</li> <li>• Engineers Training</li> <li>• Innovation fund</li> </ul>	<p>The third Cross State Sharing Workshop was held in Chandigarh in August 1999. This was held at a time when most of the initial Phase I districts had completed their construction activities and the rest were midway through their constructions. Therefore this workshop, while still emphasising on issues like cost-effectiveness, focused the discussions towards the topics of Child-friendly schools, Maintenance and Sustainability - topics which would influence mainstreaming of the DPEP initiatives and carrying them forward beyond the project period</p>
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#### Community Participation

School construction in rural areas is usually managed by various government and panchayat engineering departments like the PWD, RES, ZPED, PRED etc. However, prior to DPEP, the villagers who are the real beneficiaries and stakeholders of the building had very little say in the construction process and were not effectively involved. Ownership was therefore lacking with the school building viewed as a 'sarkari' property by the villagers.

*DPEP sought to bring about a change in this approach. Construction of schools in most DPEP states was given to the village education committees.* It was not a new idea as similar efforts had earlier been made in the Bihar Education Project and the Lok Jumbish project. But this was the first time the concept was tried out in a project of such a large scale. About 63% of the total amount of DPEP construction were done through the community viz. VEC/VCC/PTA/BNS. An immense trust was placed on them: there was initially some scepticism in a few states, but the experience proved to be very encouraging, both in terms of the quality of construction and the feeling of ownership generated among the community. In many states community has contributed in terms of land, labour and materials. More than the improved quality, the sense of pride and ownership is clearly visible - it is no longer a 'sarkari' property but 'hamara (our) school'.

## Community contribution in DPEP

**Andhra Pradesh:** Community is contributing a minimum amount of Rs. 25000 per class room. This is through cash or shramdan. The first installment of the funds from the programme is released after the community contribution amount has been deposited into the account of District/ additional project co-ordinator. This contribution amount is transferred into the account of VEC after submission of accounts for the fund released by the DPEP. In some places contribution is not in cash but through shramdan. The community constructs the building upto plinth level under the supervision of DPEP engineers with prior written information to the APC. In such cases, money is released after completion of the building upto plinth level.

**West Bengal :** A lot of community contribution is being available for construction of additional classrooms. There are some instances where DPEP provided Rs. 1 lakh for construction of one additional classroom and the community contributed Rs 30,000 to construct an additional verandah.

**Rajasthan:** the State Plans to collect 50 per cent of the total cost for constructing AS centres from the community. In tribal and Mewat regions the community share is envisaged to be 20 per cent with DPEP contributing 80 per cent of the cost.

While the basic idea of community participation has definitely proved its worth, two factors have clearly emerged as determinants of the success of the system.

### Actual representation of the community

The quality and progress of construction in such a community-based system depends a great deal on the efficiency of the VEC (or its sub committee responsible for construction). Effective mobilisation of the VEC and adequate training to them on constructional aspects is therefore very important.

It is also important that the members of the VEC be truly representative of the village of work. If the people associated with the construction are not from the village or school concerned, the sense of ownership generated is much lower – this has been observed in Maharashtra where the Gram Panchayat (who are the implementing agency), in spite of being a community body, is not truly representative of the village. On the other hand Haryana and many other states seems to have benefited from the system of having a local lady as the head of the Village Construction Committee (VCC).

Similarly, in cases where the village sarpanch is the head of the construction sub-committee, the involvement of the 'real' village committee in day to day decision making is greatly reduced. In many states, this problem has been resolved by involving the Sarpanch in a ceremonial fashion but retaining the financial powers with the head teacher and another member of the VEC.

### Provision of technical support

VEC works also depend a great deal on the provision of proper technical supervision. Where adequate technical staff are able to provide regular supervision for the works, the results have been quite remarkable. The system of in-house engineers for site

supervision, mostly on a contract basis, has proved to be the most effective system and is being followed by most states. These engineers function as technical resource persons to guide the community. The most common pattern has been to provide one Junior Engineer/ TRP (or an engineering personnel of the same level) per block for supervision in addition to one Assistant engineer at the district level for monitoring.

States like Karnataka, Tamil Nadu, Madhya Pradesh and Uttar Pradesh however do not have in-house engineers. In Karnataka and Tamil Nadu constructions are being done by regular government departments (ZPED and PWD respectively) and not through the community. While it has been possible to ensure reasonable quality of construction in these states through proper monitoring, the cost of construction has been more and there has been much lower community involvement. This was proved in Tamil Nadu, where on taking up 33 works through the community on an experimental basis, a savings between 12% to 13% was achieved, maintaining similar if not better quality of construction.

#### **The Tamil Nadu experience of Community Participation**

All constructions in DPEP I was done through the Public Works Department (PWD). A traditional rectangular design was adopted and conventional construction systems were used. The quality of construction was reasonably good. The cost of a school building varied from Rs. 4.5 lacs to Rs. 5.5 lacs which, with the area provided, worked out to be Rs. 403 to Rs. 422 per Sq.ft.

However, in DPEP II, 33 schools were taken up for construction through the community on an experimental basis. The cost of these constructions varied from Rs. 3.8 lacs to Rs. 5.0 lacs, which works out to be Rs. 357 to Rs. 367 per Sq.ft, a savings of around 12-13%. The quality of construction was as good as, if not better than the PWD works.

In Madhya Pradesh and Uttar Pradesh while constructions are being done through the VECs, technical supervision rests with the Rural Engineering Service or other government departments. These engineers are expected to undertake the DPEP works in addition to their own departmental work - the community in such cases does not receive adequate technical support. While the situation is better in MP with an effective monitoring system, *the implementation - supervision - monitoring arrangement in UP is a point of concern.*

Apart from the technical support, VEC/VCCs are provided with construction manuals in the local language and training during the work. All states have developed their community construction manuals, based on a draft manual prepared at the National level. States, which have in-house engineers, have also provided training to them on how to work with the community. A training film on the role and responsibility of engineers was also developed at the National level to help in such training.

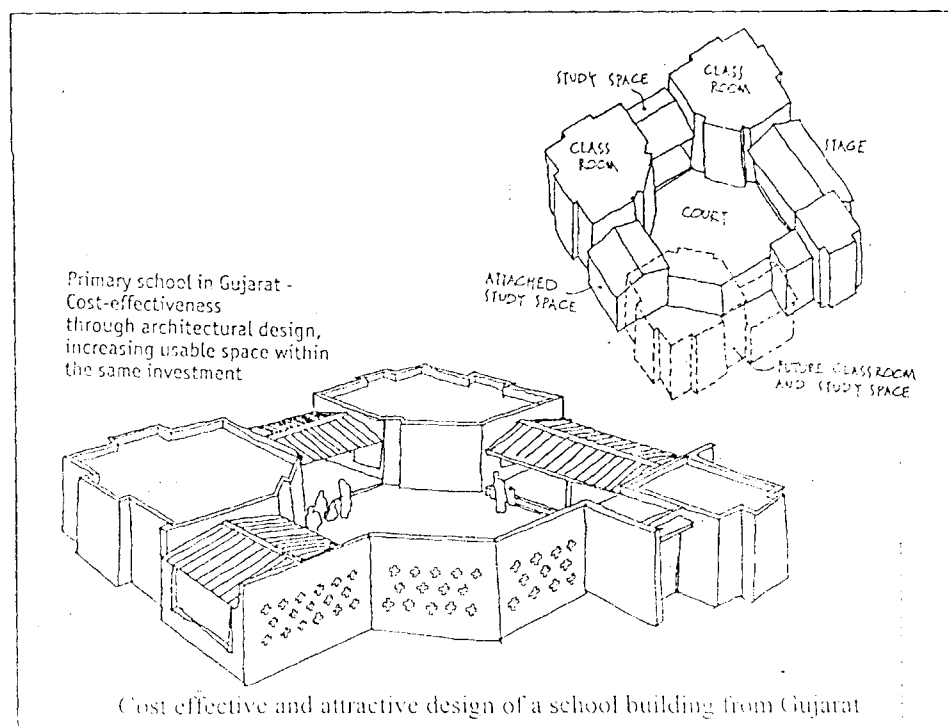
#### **Designs**

A major contribution of DPEP has been in the area of school designs. Conventional school designs across the country have two or three rectangular classrooms with a narrow verandah in the front. *DPEP has been able to make a shift from this traditional 'box type' building to a more functional and child friendly school.* These schools with wide

verandahs, big windows, children's chalkboards, display and storage shelves etc. has a positive impact on the learning environment of the school. These schools are definitely more attractive to the children.

A school building is the most significant, lasting and fundamental teaching resource - the concern under DPEP, therefore, has been to provide a built environment for the child to learn and the teacher to teach. In terms of design this would mean:

- The school should be designed to the size and scale of the child. It should provide spaces for individual groups of children to read, write, display and store materials comfortably.
- The learning space must be designed with consideration for multi-grade situations, large or small class sizes etc.
- The design should respond to furnitureless situations (which are common in rural areas) by examining the chalkboard height, provision of in-built sitting spaces, quality of floor etc.
- The school should incorporate necessary features to facilitate both access and learning for the disabled child.
- To provide for adequate learning spaces within limited resources, schools may include a combination of covered, semi-covered and open spaces.
- Emphasis to be laid to the design of external spaces also which can be developed to be used as teaching spaces or student activity spaces.



**Design Renewal facts:**

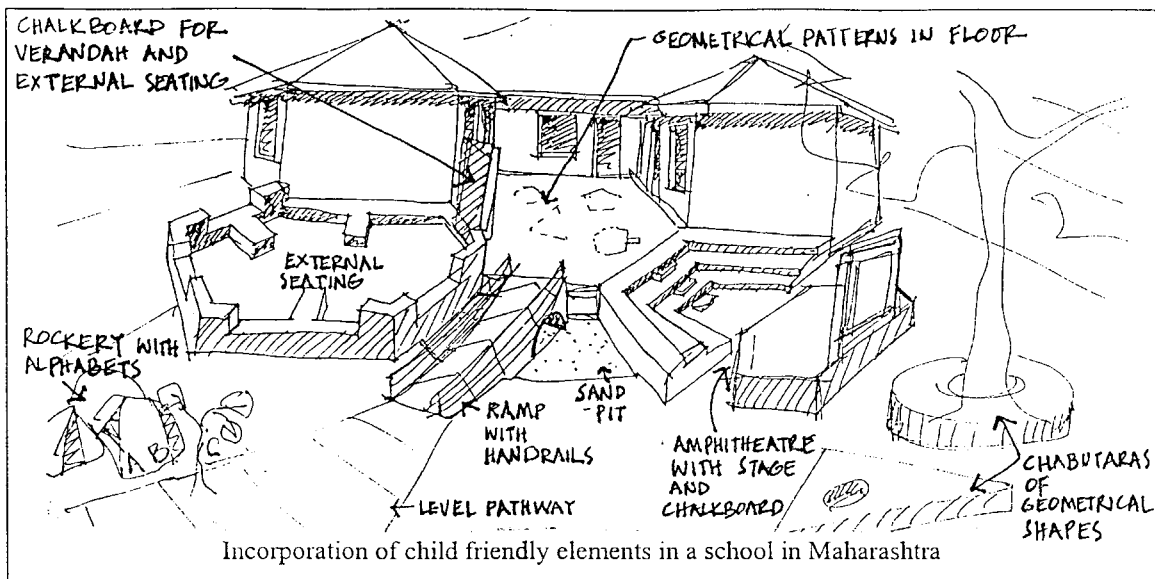
- About a hundred new designs have been developed.
- Around 50 consultants were involved in the process.
- In Tamil Nadu, Maharashtra and Haryana the office of the Chief Architect (PWD) were involved in the preparation of designs.
- Madhya Pradesh developed district specific designs.
- Himachal Pradesh developed site specific designs.
- Most states developed a number of design options to choose from.
- A manual giving broad guidelines for school designs was developed at the National level.
- Design Workshops were held in Kerala, Madhya Pradesh, Karnataka and West Bengal and Bihar.
- A workshop was held with children in Uttar Pradesh to find out how a child likes his/her school to be.

Most of these issues have been addressed by the designs developed under DPEP. These designs have been developed through architects appointed by the states, who in turn, have taken into consideration district and regional variations, local conditions and requirements. Design workshops were held in Kerala, Madhya Pradesh, West Bengal and Karnataka to discuss various design options. The whole process has thrown up a number of interesting designs, each suited to a different condition and requirement. *Details of the design process, the designs developed and the various issues addressed have all been documented at the National level in a book titled 'Building Rural Primary Schools'. This documentation is the first of its kind, which specifically deals with designs of rural primary schools.*

Yet, the most interesting aspect of this experience has been the fact that *these child sensitive, functional and attractive buildings do not necessarily have a huge cost implication. The buildings under DPEP, with the new designs, have been constructed within a cost varying from Rs.200 to Rs.250/sqft*, which compares well with any other rural/panchayat Raj construction. In most cases, these buildings have been constructed by the local community with only technical support from Junior Engineers. This bears testimony to the fact that these designs are neither 'fancy' nor difficult to construct.

*While the designs for the new schools being constructed under DPEP have changed from the traditional box type, the challenge now is to make the huge number of existing school buildings child friendly.* This is possible by addition of small child friendly elements to the existing schools - elements that are not very costly but can significantly contribute to enhance the school environment. A few such elements like external chalkboards, amphitheatre, *chabutras* and play elements (slides, swings, play walls, sand pits etc.) were demonstrated in three sites in the **Kaithal district of Haryana** as part of the National Workshop (1999) on Civil Works. States were advised to put up similar demonstration sites, at least one school per block by utilising the civil works Innovation fund at the state and district levels. Such elements can be incorporated in a much larger number of buildings using other sources of funds.





Incorporation of child friendly elements, as the next step towards design development, has been taken up by most states, albeit on an experimental basis. **Madhya Pradesh** has taken a lead in broadbasing such elements by providing activity centres which would be an open area enclosing the school, with plantation and playing aids, encouraging activity based learning. **Orissa and Maharashtra** have decided to incorporate such elements in their school designs so that all schools constructed under DPEP are provided with such elements.

A handbook/ manual for engineers on child friendly elements has also been prepared (in both English and Hindi languages). This manual is a combination of photographs, technical details (mostly graphical) and brief information about the elements. A brochure and a CD-ROM on such elements have already been shared with State Project Directors and State Education Secretaries.

### Cost Effectiveness

Cost-effectiveness in construction is another area where a lot of innovative ideas have been tried out under DPEP. As the ceiling for civil work activities is fixed in a district, any savings generated helps the district to construct more out of the same amount of funds. Reducing cost of constructions has therefore been a conscious strategy in all DPEP states - quite an achievement considering the fact that construction activities in government programmes usually tend to be expensive. Various steps have been taken across states to reduce the cost of construction through a variety of measures including modifications in architectural designs, rationalisation of structural designs, use of local materials and cost-effective technologies. Community construction has also resulted in cost savings.

Architectural designs have been modified to ensure maximum usable space within the same investment. Many of the new designs developed are a combination of closed and open learning areas like classrooms, verandahs, pavilions and courts. The funds, which would have been used to construct two classrooms accommodating 80 students, have rather been used to construct a classroom, a wide verandah and a pavilion accommodating 120 students.

Structural designs have been rationalised in **Orissa, Haryana, Tamil Nadu and Maharashtra**. The oversized structures have been simplified to rationalise the use of cement and steel, which are the most expensive materials. Savings to the tune of 25% have been possible in one particular design of Orissa (about 47% reduction in the cost of structural elements). In Haryana and Tamil Nadu savings in the range of 5 to 7 % have been achieved while in Maharashtra it is about 15%. A similar exercise is presently being undertaken to rationalise the BRC designs of Uttar Pradesh and Orissa.

Use of locally available materials is being encouraged as a means of cost reduction. Stones are being used in stone intensive areas of Maharashtra, Karnataka, Andhra Pradesh, Haryana and Madhya Pradesh replacing RCC and thereby reducing cost. **In Himachal Pradesh**, mud is being used in Lahul & Spiti, stone and wood in Kullu, dry stones in Chamba and bricks in Sirmour. Bamboocrete walls have replaced brick walls and CGI sheets replaced RCC roof in **Assam**. Use of these local materials has helped in significant cost reduction.

District level studies i.e. resource mapping to identify locally available materials & technologies have been conducted by **UP, Karnataka, Assam and MP**. The same exercise is being planned in **Bihar and Rajasthan**.

Use of Cost-effective construction technologies is being seen as a significant area of cost reduction. The initial hurdles in adopting cost-effective technologies have been overcome and with extensive orientation and training, many states are now in a position to take up large-scale construction through such technologies. Large scale constructions using alternate technologies is already on in **Bihar**. **Kerala, West Bengal, Haryana and Orissa** have already started taking up works through such technologies – use of cost effective technology on a large scale is expected in the 38 districts of UP under DPEP III. Individual efforts by the field engineers in using such technologies to reduce costs are also noticed in **Andhra Pradesh, Haryana, Himachal, Madhya Pradesh, Tamil Nadu and Karnataka**.

#### Use of cost effective technologies under DPEP

- In Bihar, all constructions are being done with cost-effective technologies. All the 192 BRCs have stub foundation, rat-trap bond walls and filler slabs. Around 46 school buildings and 200 CRCs which are in progress now also have stub foundations and rat-trap walls. This is apart from the large number of cost-effective constructions done under BEP.
- In Andhra Pradesh, a number of technologies have been used in the school constructions to reduce costs. Under foundation, stub foundations have been used in 150 sites and arch-foundation in 25 sites. In superstructure, fly-ash bricks have been used in 35 schools while rat-trap brick work has been adopted in 25-30 schools in Warangal district. Filler slabs have been used for roofing in 50 schools.

- In Kerala, cost-effective technologies like rat-trap bond walls and filler slabs were used in the school constructions of Mallapuram district (around 100 schools). In the expansion districts also, similar technologies are being used in the constructions of Pallakad and Trivandrum (around 300 schools, additional rooms and BRCs).
- 19 out of the 30 constructions taken up in Tamil Nadu through the community have used cost-effective technologies of stub foundation, rat-trap bond walls and filler-slabs.
- About 20% of the 429 school buildings presently under construction in the expansion districts of Karnataka are using filler slab roofs and arched openings. This is apart from the 4 buildings constructed as prototypes for cost-effective technologies.
- All the 123 school buildings in progress in Maharashtra expansion districts are using stub foundations to reduce cost.
- In Uttar Pradesh, 5 prototype buildings have been constructed using various technologies like rat-trap bond walls (both in stone and brick), filler slab roof, stone patti roof and brick corbelled roof. It is expected that around 7000 schools would be constructed using these technologies in the near future.
- In West Bengal all CLRCs and school buildings targetted in 1999-2000 are being constructed (around 250) with rat-trap walls and filler slab roofs. 5 prototype buildings using these technologies are being constructed in each of the districts.
- Orissa is also expected to take up construction of around 300 school buildings using cost-effective technologies.

While a number of steps have been taken by states to reduce the cost of construction, a lot more still needs to be done. Most states are still experimenting with alternative technologies and upscaling will take some more time. Many states are facing problems because engineers and decision-makers are still skeptical in absence of proper codes and standards on many of these technologies. Earnest efforts are also being made at the national level towards popularising cost-effective constructions. States are provided with resource support for training of engineers in alternative technologies. Reference materials in terms of documents, publications, manuals, photographs of actual works and films have been shared with the states. *Recently an initiative has also been taken for codifying some of these technologies - networking has been established with the Bureau of Indian Standards and other National level Institutions working in this field.*

### Convergence

The number of school buildings and additional classrooms make a significant impact on the overall physical access situation - the access of students to basic infrastructural facilities. *However, the extent to which DPEP has been able to make an impact depends on the infrastructural situation existing before DPEP and the kind of investments made through other schemes over and above DPEP. Thus in some States (Tamil Nadu, Gujarat) it has been possible to reduce the gap substantially through the programme interventions while in other cases (Assam, Orissa), the existing gap was so huge that the DPEP contribution could make only a limited impact.*

DPEP has therefore initiated steps to converge with other government schemes in order to narrow the infrastructure gap. In many districts, water supply and sanitary works are being taken up through existing government schemes. Convergence has also been established with the Departments of Tribal Welfare and Women and Child Development to avoid duplication of efforts.

U.P is executing all the School Buildings through convergence with JRY. 40% of the amount is DPEP contribution and remaining 60% is from JRY funds.

**Andhra Pradesh** has proposed to undertake all the repair works through the other schemes like Janmabhoomi. But a clear strategy for the identification and implementation of these works needs to be worked out.

In **West Bengal**, funds for construction are also being provided through the State plan including the BMS (Basic Minimum Scheme) scheme.

However definite data on how much fund is being provided under the various schemes for school/ classroom construction is not available in most cases. *In some states it is possible that availability of funds for school infrastructure through other schemes may have reduced in the DPEP districts.*

### **Infrastructure gap & Civil Works ceiling**

*One specific area, which has not been given adequate attention and importance, is a proper assessment of the infrastructure available in a district and consequently the gap that exists even after the DPEP interventions.* The EMIS data available at the district level provides information on the infrastructure situation but such information is not adequately analysed. Though the general feedback from the field is that a huge gap still exists in most districts, the same is not backed up by data or studies.

A study in this direction was however commissioned at the National level a couple of years back which looked into eight sample districts in detail. The study concluded that substantial gap in infrastructure would still remain after DPEP and recommended an enhancement of the 24% ceiling prescribed in the project guidelines.

Based on this study and a demand from most states to enhance the ceiling, *the Department of Education has proposed for a revision of the ceiling for Civil works from 24% to 33.33% of the project cost.* However any such enhancement would be with the following *conditionalities*:

- each district has to draw up a detailed primary infrastructure plan with clear identification of needs and the contribution of additional DPEP allocation and other sources towards achieving this plan.
- The district should have spent at least 50% of its non civil works-project management allocations (i.e. out of the 70% project cost) of the total project cost.
- All additional works should be undertaken through community/ Panchayat construction.
- Repairs and maintenance would be given a high priority
- cost-effective technologies would be used for all new works
- appropriate child friendly elements to be incorporated in all new works constructed through the additional funds.

At this point of time, when the civil works programme is on its way to completion in most districts, *the focus has shifted to more systemic issues of maintenance and sustainability.*

## Repairs & Maintenance

Assam and Gujarat have developed a comprehensive repairs management system. This involves a survey of repair requirements, an accurate estimation of costs for these, prioritisation, implementation and monitoring including pre and post repairs photographs. However, repairs remain an area, which has not received adequate priority in most states. States like Madhya Pradesh and Karnataka discontinued with repairs in the expansion districts in spite of having a fairly large repairs programme in the Phase I. Some states, which have proposed repairs in their work plans, have not worked out a proper system for implementation. *It is specially an area of concern for Uttar Pradesh which, inspite of having a large number of repairs, is yet to work out a proper strategy.*

**Maintenance** of created assets is extremely important, specially when the asset is a primary school building which is supposed to last for a considerable period of time. However, a large number of school buildings become dilapidated due to lack of proper and regular maintenance. The most common reason cited for this is lack of adequate funds, which is true to a large extent. However, a more important reason is the lack of responsibility and ownership of the stakeholders towards the school.

Maintenance has been an area in which adequate thinking has not been done by any of the states. This was, therefore, taken as a focus area for discussion at the third Cross State Sharing Workshop. The thrust was on the one hand to look for options of buildings requiring less maintenance and on the other hand to look for alternate funding and implementation systems. The major recommendations were as follows:

- A maintenance (Annual/Bi-annual) fund is mandatory with every new construction. It can be built within the estimate itself or allocated separately.
- Existing buildings also needs adequate provision for maintenance.
- Funds for maintenance have to be generated from within the community - innovative ideas need to be thought of for the same.
- All maintenance works are to be implemented through VEC/VCC.
- A maintenance manual needs to be developed with all design details and given to the community at the time of hand-over of the building.
- Design and construction (materials, technologies) should be done in such a way that it requires less maintenance.

## Sustainability

A number of innovative ideas have been explored and significant efforts made in the area of civil works and many of these efforts have yielded very positive results. The whole approach of looking at civil works as a means of achieving the programme objectives, and not merely as a certain number of buildings to be constructed, is itself quite significant. *It is time now, therefore, to look at ways and means to sustain and replicate the gains accumulated.* Unless steps are taken in this direction, these initiatives would remain as one-time achievements. This issue was also discussed in the National Workshop and the following recommendations were arrived at regarding sustaining the various DPEP initiatives of child-friendly and functional designs, cost effective constructions and community involvement in construction.

- Dissemination of information - the achievements, specially in the field of designs and cost-effective constructions, are to be documented and shared with all agencies/ departments/ individuals concerned with primary school construction.
- Sensitisation - administrators at all levels, engineers, Panchayat bodies and end users are to be sensitised on the merits of the new designs and the advantages of cost-effective constructions through documents, exhibitions, seminars, workshops and training programmes.
- A set of guidelines is to be drawn up for school design, which will take into account all such issues addressed by the DPEP designs.
- All similar Centrally Sponsored Schemes should be influenced to allow design flexibility, follow a proper design development process and build on the DPEP achievements.
- Steps should be taken to empower the VEC/ VCC/ PTA/ School committees and recognise them as a legal body to take up construction and maintenance work of schools under the overall control of the Panchayat.
- Efforts are to be made to validate and codify the various cost-effective technologies being used under DPEP, so that these become acceptable to the Govt. Engineering departments. This will also ensure such technologies getting included in the curriculum of engineering schools. National level organisations, working in this field, can also be roped in for this purpose

### **Where we stand now**

The development and diversification of the civil works programme as described above has been followed by all the states but to various extents and with varying degree of success. The Phase I districts could not take advantage of the design renewal while some of the DPEP II states have come up with very interesting designs. Tamil Nadu has understood the benefits of community participation in construction only recently while Karnataka still continues construction through the government departments. States are also at various levels in their efforts towards cost-effectiveness with states like Bihar way ahead of states like Uttar Pradesh. There are also new districts entering into the programme.

*The major activities that have been initiated in the past six months of the programme are as follows;*

At the National Level:

- Manual for engineers developed on **Child-friendly elements**.
- Initiatives taken towards codification of cost effective technologies. Network established with other related Institutions working in this field.
- Co-ordinated action with Ministry of Rural Development to look into the possibility of influencing the design of primary schools constructed through schemes under Rural Development.

At the State level:

- **Assam:** New set of designs being developed for small one-room school buildings to be constructed in villages where the likely enrolment is low.

- **Haryana:** Prototype construction demonstrating cost-effective technologies started. More technology works being taken up in Mahendragarh and Bhiwani district. Child friendly elements being constructed in Gurgaon district.
- **Karnataka:** Three-day training of engineers conducted on cost-effective technologies and child friendly elements.
- **Kerala:** One day workshop with architects, engineers and PTA members conducted on making schools more child friendly.
- **Maharashtra:** Rationalisation done of existing school design. The savings thus generated to be used to provide child friendly elements. The rationalised design and the proposals for child friendly elements discussed at a state level meeting of engineers.
- **Madhya Pradesh:** A series of regional district level workshops held with villagers to demonstrate child friendly elements in 'activity centres'. A number of such centres started.
- **Himachal Pradesh:** New designs developed by INTACH for Chamba and Kullu districts - the designs are child centered and keeping with local materials and traditions. Prototypes based on these designs started.
- **Orissa:** Two five-day hands-on training programme conducted for engineers on cost-effective technologies and child friendly elements. Rationalisation of BRC design being done.
- **West Bengal:** Prototype constructions along with on-site training for engineers started in all the five districts.
- **Uttar Pradesh:** Prototypes constructed to demonstrate designs and technologies completed and evaluated by an expert committee. The same were accepted with minor modifications to be replicated in a large scale. The BRC design being rationalised at the National level to look into possibilities of reducing cost.
- **Bihar:** Evaluation of Community constructions (i.e. BRCs) above US\$20,000 has been done and report forwarded to World Bank.
- **Rajasthan:** Consultants appointed for resource mapping and design development.

The main areas of concern at this point of the programme are as follows:

- *Slow progress of BRC constructions in almost all Phase II districts.*
- *The dispute over BRC constructions in Maharashtra still remains unresolved.*
- *Progress of state level construction activities like SIEMAT & SCERT is very slow in many of the states.*
- *Start-up activities have been very slow in Rajasthan.*
- *Overall progress is very slow in Bihar.*
- *UP yet to develop an appropriate supervision and monitoring strategy.*
- *Many schools in Andhra Pradesh and West Bengal have been found to be constructed without toilet and water supply facilities.*
- *Convergence continues to be a weak area in DPEP civil works in most states.*
- *No proper strategy on maintenance of infrastructure formulated by any state. Repairs continue to receive least priority amongst DPEP activities.*
- *The strategy on sustaining the efforts in design renewal and cost reduction needs to be pursued more actively at the National and State level.*

## DPEP Progress Overview - Physical and Financial Status

DPEP-I	Assam				Haryana				Karnataka				Kerala			
	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.
BRCs	20	8	11	55.00	28	0	28	100.00	40	5	35	87.50	25	0	25	100.00
CRCs	320	55	265	82.81	266	0	266	100.00	234	8	226	96.58	167	0	167	100.00
Addl. Classrooms	117	30	87	74.36	805	29	754	93.66	16	0	16	100.00	684	31	572	83.63
New Schools/ Buildingless schools	522	206	312	59.77	169	1	167	98.82	461	25	435	94.36	212	21	173	81.60
Toilets	684	218	374	56.33	1990	43	1902	95.58	798	38	754	94.49	107	6	101	94.39
Drinking Water	Provided in all schools&CRCs				755	1	744	98.54	798	38	754	94.49	78	9	60	76.92
Repairs	193	97	82	42.49	608	0	410	67.43	212	4	199	93.87	49	0	1	2.04
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.12.99	3076.21		2181.61	70.92	3225.54		3024.2	93.76	2944.823		2756.55	93.61	1788.19		1570.1	87.80
DPEP-I	Madhya Pradesh				Maharashtra				Tamil Nadu							
	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.	Planned upto 1998-99	IP	Comp.	% of comp.				
BRCs	198	0	198	100.00	42	0	2	4.76	71	0	71	100.00				
CRCs																
Addl. Classrooms	3365	163	3185	94.65	1017	69	947	93.12	842	1	841	99.88				
New Schools/ Buildingless schools	3505	170	3383	96.49	441	86	355	80.50					Source of Information: State Progress Reports as on 31.12.99 received by TSG (Civil Works)			
Toilets					2485	119	2224	89.50	1063	19	1044	98.21				
Drinking Water					1105	125	959	86.79	1063	685	378	35.56	Shaded figures are areas of concern			
Repairs	2106	0	1485	70.51	933	0	814	87.25								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp				
As on 31.12.99	11896.44		11105.4	93.35	4462.17		3023.4	67.76	3058.00		3052	99.80				



## DPEP Progress Overview - Physical and Financial Status

EXPANSION DISTRICTS	Assam				Haryana				Karnataka				Kerala			
	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP
BRCs	29	14	0	48.28	25	8	0	32.00	59	21	9	50.85	30	7	23	100.00
CRCs					217	154	36	87.56	308	154	90	79.22	270	30	120	55.56
Addl. Classrooms	420	390	6	94.29	301	155	26	60.13	139	32	101	95.68	299	25	145	50.66
New Schools/ Buildingless schools	139	111	0	79.86	69	12	0	17.39	622	301	166	75.08	44	4	8	27.27
Toilets	411	294	72	89.05	1530	585	321	59.22	622	Provided for all school buildings.			235	38	72	46.81
Drinking Water	561	87	355	78.79	835	248	116	43.59	622				297	23	80	34.69
Repairs	828	577	185	92.03	1000	71	129	20.00	7	0	2	28.57	449	97	152	55.46
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.12.99	3468.60		897.65	25.88	2098.56		630.91	30.06	5658.8		1609.85	28.45	1846.8		1309.8	70.92
EXPANSION DISTRICTS	Madhya Pradesh				Maharashtra				Tamil Nadu							
	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP	Planned upto 1998-99	IP	Comp.	% of comp. & IP				
BRCs	171	43	128	100.00	39	0	0	0.00	34	21	13	100.00	Expenditures booked by Karnataka is based on the utilisation certificates received from implementing agencies.			
CRCs																
Addl. Classrooms	1765	568	1197	100.00	490	193	10	41.43	407	169	238	100.00	Source of information: State Progress Reports as on 31.12.99 received by			
New Schools/ Buildingless schools	2466	1186	1280	100.00	420	169	2	40.71								
Toilets					1650	220	121	20.67	441	190	251	100.00	Shaded figures are areas of concern			
Drinking Water					1490	521	279	53.69	441	398	43	100.00				
Repairs					550	0	0	0.00								
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp				
As on 31.12.99	9635.55		6765.73	70.22	3509.10		733.7	20.91	2101.00		1350	64.26				

### DPEP Progress Overview - Physical and Financial Status

DPEP-II	Andhra Pradesh				Gujarat				Himachal Pradesh				Orissa			
	Planned upto 1998-99	IP	Comp.	% of comp.& IP	Planned upto 1998-99	IP	Comp.	% of comp.& IP	Planned upto 1998-99	IP	Comp.	% of comp.& IP	Planned upto 1998-99	IP	Comp.	% of comp.& IP
BRCs/MRCs	990	304	657	97.07	14	4	5	64.29	15	3	2	33.33	86	67	0	77.91
CRCs									183	84	44	69.95	903	136	606	82.17
Addl. Classrooms	4165	826	3313	99.38	114	43	71	100.00	81	26	5	38.27	534	422	45	87.45
New Schools/ Buildingless schools	7371	2127	5083	97.82	168	102	64	98.81	425	255	132	91.06	969	118	1	12.28
Toilets	1349	299	463	56.49	553	103	450	100.00	461	103	237	73.75	1235	810	425	100.00
Drinking Water	1192	275	575	71.31	348	258	90	100.00	504	96	179	54.56	342	46	54	29.24
Repairs					513	190	343	103.90	372	52	158	56.45	1285	845	64	70.74
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.12.99	17661.11		13456.1	76.19	1790.3		904	50.49	2953.36		1071.9	36.29	4789.42		1816.3	37.92
DPEP-II	Uttar Pradesh				West Bengal				Bihar (DPEP-III)				Source of Information: State Progress Reports as on 31.12.99 received by TSG (Civil Works)			
	Planned upto 1998-99	IP	Comp.	% of comp.& IP	Planned upto 1998-99	IP	Comp.	% of comp.& IP	Planned upto 1998-99	IP	Comp.	% of comp.& IP				
BRCs/ CIRC	215	0	0	0.00	196	98	17	58.67	189	150	39	100.00				
CRCs/NPRCs	2116	212	1904	100.00					1012	358	40	39.33				
Addl. Classrooms	4473	2020	2300	96.58	1241	474	98	46.09	780	188	30	27.95				
New Schools/ Buildingless schools	3627	1952	1231	87.76	478	147	24	35.77	1068	25	21	4.31				
Toilets	12738	4469	4368	69.38					1385	132	75	14.95				
Drinking Water	3260	210	1111	40.52					2140	120	97	10.14				
Repairs					522	0	449	86.02								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
As on 31.12.99	12683.25		8252.31	65.06	4294.90		1611.3	37.52	14717.80		2722.7	18.50				

Shaded figures are areas of concern

Expenditures booked by Bihar is based on the utilisation certificates not against advances given for construction.

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh
<p>Number of works in DPEP I still remains incomplete. In DPEP II construction of all components are in progress. However progress is slow and expenditure is very low. Progress has been hampered by shortage of funds at State level. Frequent transfer of Deputy Commissioners and District Project Co-ordinators also delay approval of construction targets. Construction of SIEMT in progress. Little efforts have been made towards convergence.</p>	<p>DPEP I works are nearly complete. While the works being executed through the community in DPEP II are picking up, progress of BRCs and school buildings are very slow. Overall expenditure level for DPEP II is low. Progress and quality of construction of the SIEMAT building is good. . Prototype constructions through the Innovation fund has started.</p>	<p>DPEP I works are almost through. Progress of schools, addl. class rooms and CRCs in DPEP II is satisfactory while BRC progress is slow. The implementing agencies have been slow in submitting utilisation certificates thereby reflecting a very low expenditure figure. Construction of DSERT is in progress.</p>	<p>A number of repair works proposed in Phase I is yet to start. Progress in DPEP II is picking up. The works in these districts are being undertaken with design and supervision from consultant agencies. Construction of SCERT/ SIEMT has not started.</p>	<p>Progress of works in both DPEP I &amp; II districts is good, this being one of the states showing satisfactory expenditure under DPEP II. RES continues to be the supervision agent, but their performance has improved due to a very effective monitoring system.</p>
Maharashtra	Tamil Nadu	Andhra Pradesh	Gujarat	Himachal Pradesh
<p>The dispute over the DPEP I BRC construction is still unresolved and work held up in spite of the very strong recommendation of the 2nd IDR Mission. Progress is also slow in DPEP II. Construction of schools have started but BRCs are still in the bidding stage. The state shows one of the lowest expenditures both in DPEP I &amp; II. Tendering process for proposed 'renovation of MIEPA &amp; construction of quarters', have started.</p>	<p>DPEP I works are nearly complete. Progress of DPEP II works is satisfactory. Community participation is planned in a small way - 30 works using appropriate cost-effective technologies have been taken up. The results have been very encouraging and the state should look into the possibility of taking up more such cost effective works through the community. Repairs is one area neglected in DPEP II that should be given priority.</p>	<p>Overall progress of work is satisfactory with most of the works complete or in progress. Schools in DPEP-II are however being constructed with out toilet &amp; drinking water provision. Internal class room elements like adequate storage, display &amp; children's chalk board are also missing in many class rooms. Cost effective technologies are being used in a number of works.</p>	<p>Construction of schools, CRCs and other smaller works have started while progress of BRCs is slow. Districts have been surveyed for repair and additional classroom requirements so that the gap remaining after DPEP can be met from the state funds.</p>	<p>Overall progress of civil works has improved, though expenditure remains low. Progress of BRC construction is a concern. Use of locally available materials (stone, mud, wood) has been a positive feature in the constructions of this state. Constructions using local materials and cost-effective technologies have started in Chamba and soon to start in Kullu. It has been decided that DPEP designs would be replicated in the State funded SBVJ scheme for constructing classrooms.</p>
Orissa	Uttar Pradesh	West Bengal	Bihar	Rajasthan
<p>Progress is picking-up. Construction of CRCs and additional classrooms are mainly in progress - a very few new/ buildingless schools are complete with alarge number yet to start.. Construction of school buildings are proposed through cost-effective technologies. BRC constructions have commenced.</p>	<p>Progress of new schools, additional classrooms and NPRCs is satisfactory while only one out of the 215 BRCs have started - this is an area of concern. Supervision however continues to be weak. It has been recently decided to engage Jal Nigam as a supervision agency for the VEC constructions. This is apart from the supervision of the BRCs which also is with the same agency. Planning of civil works for the new districts have not yet started.</p>	<p>Construction activities have picked up remarkably in the last six months. All targetted constructions (schools, addln.rooms and CIRCs) are expected to be in progress by March 31st. Effective convergence has been established with other schemes - there are also evidence of significant local contribution.. However toilets and water supply provisions receive a low priority and most schools are without these basic facilities. Cost effective technologies are being used in a number of works.</p>	<p>All the works are being undertaken through the community and with cost-effective technologies. Engineers have been oriented and trained in these technologies. Quality of work is commendable but overall progress is very slow with very low expenditure. The evaluation of BRC constructions (as community constructions beyond the normally prescribed limit) has been completed and the report has been submitted to the Bank.</p>	<p>Sanitation and water supply works have begun. Resource Mapping is under way. Designs are also being developed for schools and resource centres. There has been delay due to late appointment of consultants.</p>

## DPEP Progress Overview - Cost-Effectiveness

	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh
<i>New, improved designs &amp; Child friendly elements</i>	New designs are being used. However in a hurry to complete construction, many of the finer points of these designs (storage, display area, childrens chalkboard etc.) are being missed out. Efforts towards making the school child friendly are rare.	Construction of schools and BRCs are as per new designs. Various child friendly elements are built into the designs. There are also plans to incorporate such elements in the existing schools through the repairs programme.	The initial designs developed were site specific and were replicated where site conditions are similar. In other sites simple rectangular designs are being used incorporating pedagogic elements like storage, display etc. New designs are being developed by INTACH - prototype construction of the same has started.	New designs are being used. Various child friendly elements have been built into these designs. All the school buildings coming up will be constructed along with child friendly elements.	Presently the earlier BEP school design is being used, suitably modified to include storage and display. New designs, for which prototypes have been constructed, will be used in the expansion districts. No positive steps have yet been taken towards incorporating child friendly elements in schools.
<i>Efforts towards cost-effectiveness</i>	The huge targets and the short time frame of the civil works programme did not allow initiation of innovation fund activities. However, cost-effective technologies are being implemented where ever possible - this is mainly being done at an individual level.	The new designs being used are fairly cost-effective. A rationaliation exercise is being conducted to further optimise costs. Implementation of cost-effective technologies in regular construction is being planned.	Locally available materials like stone (Chamba, Kullu) and mud (Lahul & Spiti) are being used in most of the constructions, thereby reducing costs. INTACH has been involved for developing cost effective design options using local materials and skills. Prototypes based on these design options are being constructed.	Around 25% savings was achieved through rationalisation of one of the existing designs - the rationalised design is being implemented in field. The present BRC design is also being rationalised. Implementation of cost-effective technologies in large scale is being planned.	Prototype schools demonstrating cost effective technologies and improved designs have been constructed. Large scale constructions based on these would be taken up in the expansion districts. The BRC design is however not very cost effective and is being looked into.
<i>Engineers training in Cost-effective technologies</i>	Two batches of orientation training for engineers have been conducted. Masons are also being trained at the Nirmithi Kendras.	A state level, hands-on training camp is being planned in late March 2000, followed up by intensive, district level/ on-site support. Child friendly elements will also be discussed in this training programme.	A state level, Engineers' hands-on training in appropriate technologies was organised. Another round of on-site demonstration, specially of the child friendly elements, may be required during the prototype constructions.	A state level training of engineers on appropriate technologies and child friendly elements was conducted. This hands on training will now be followed up by on-site support to be provided by these agencies for a period of three months. Constructions by using these technologies are expected to be commenced during the month of March.	Training of engineers on cost-effective technologies was conducted during the prototype constructions. However the training had limited use as the technologies were not used in the other constructions of the district. An extensive training programme needs to be planned for the engineers of the expansion districts where these technologies would be used on a larger scale.

	<b>West Bengal</b>	<b>Bihar</b>	<b>Assam</b>	<b>Haryana</b>	<b>Karnataka</b>
<b>Use of new, improved designs and child friendly elements</b>	The community can choose from a number of design options that have been developed for both schools and CIRC. Most of these designs address the basic pedagogic issues. Child friendly elements can be observed in a few schools - efforts are on to incorporate these on a larger scale.	BEP designs were being used for construction till now. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. It is being planned to use innovation fund to incorporate child friendly elements.	New designs are being implemented in DPEP II with minor modifications. A further set of school designs (1 room) are being developed to be used in places where the likely enrolment is low. Child friendly elements are being tried out on an experimental basis on a few sites. .	The new designs being used under DPEP II (both schools and BRC) are basically modifications of the earlier designs, incorporating necessary pedagogic elements. An hexagonal school design was also developed but is rarely being used. After the prototypes on child friendly elements constructed in Kaithal, more schools have been taken up in Gurgaon.	The three new school and BRC designs developed were modified based on the reactions from the field level engineers - modified designs are now being used. Child friendly elements are being tried out in one school on an experimental basis but the state needs to think of upscaling these to other schools.
<b>Efforts towards cost-effectiveness</b>	Prototypes using cost effective technologies are being constructed in all the districts by specialised agencies. Meanwhile, technologies are being used in all DPEP constructions targetted during 1999-2000. There is a proposal to share this experience with other govt. implementing agencies.	All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.	The designs being used in DPEP II use local materials like bamboocrete and has very little use of RCC, thereby making the structures quite cost-effective. The new single room designs being developed is also aimed at optimising investment in sparsely populated areas.	New designs with technologies were proposed after a thorough resource mapping exercise - prototype based on one such design has started. Apart from the prototype, implementation of cost-effective technologies has started in a small scale in two districts. An exercise for rationalisation of structural designs and specifications have also been taken up to reduce the cost.	Alternative technologies like filler slabs are being used in the DPEP constructions in certain blocks. Tara Nirman Kendra was appointed as a consultant agency to suggest cost-effective designs and technologies - prototypes have been constructed on these proposals. These designs, if replicated, can result in significant cost savings. The state is however yet to work out a strategy for such replication.
<b>Engineers training in cost-effective technologies</b>	A round of orientation training on cost effective technologies has been conducted for the engineers. Extensive on-site training for the engineers is being conducted during the prototype constructions in each district. Another workshop is being planned soon to sensitise engineers on child friendly elements.	Intensive training programmes have been undertaken by DPEP Bihar at regular intervals. A 12 day training programme followed by two 5 day hands-on training programmes has been conducted for engineers, prior to start of construction..	A 2-day orientation training followed by a 3-day technical training has been imparted to the engineers. Training on quality control was also conducted. There is also a plan to have a workshop on child friendly elements.	Engineers have undergone hands-on training in appropriate technologies. A follow up training may be needed once a significant number of works start in the field using such technologies. Incorporation of child friendly elements may also be discussed in the same training.	Training of engineers (ZPED, KLAC and DPEP engineers) in cost-effective technologies was conducted in January by Tara Nirman Kendra, the agency involved in prototype constructions. However more follow up trainings may be needed if such technologies are to be adopted in the works.



## DPEP Progress Overview - Cost-Effectiveness

	Kerala	Maharashtra	Madhya Pradesh	Tamil Nadu	Rajasthan
<i>Use of new, improved designs and child friendly elements</i>	New designs are being prepared by the consultants. These designs are sometimes modified to suit local site conditions. Many of the classrooms however lack display, storage and other child sensitive facilities. Recently a workshop was held at the state level to discuss possibilities of incorporating child friendly elements in schools.	New designs are being implemented in DPEP-II districts. Child friendly elements (both internal and external) have been incorporated in these designs and will be constructed along with the school building.	A large number of new designs have been developed and are being used in the constructions. However some of these designs have been modified to suit local requirements and preferences. The state have also initiated efforts towards school campus development which involves incorporation of child friendly elements in 'activity centres'	New designs are being implemented in expansion districts. Child friendly elements are being tried out in schools constructed through the community.	New designs are being prepared with emphasis on child-friendliness. The consultants have been briefed extensively on all design aspects, and the designs are expected to include all necessary features.
<i>Efforts towards cost-effectiveness</i>	Cost-effective technologies like rat-trap bond and filler slabs are being used in the regular DPEP constructions but in a limited way. The state has not yet used the Innovation fund - this can be used to explore possibilities of further cost reduction.	Construction of BRCs in DPEP I, which were based on cost-effective technologies, has been discontinued. Under DPEP II, the structural designs have been rationalised resulting in significant cost savings. Using stone for construction in stone intensive areas and using stub foundations where soil conditions permit are the other steps being taken towards cost reduction.	Local materials like stone is being used in construction in many of the stone intensive districts. Such buildings are cost-effective and qualitatively better. A series of regional workshops have been held recently to explore possibilities of cost reduction through use of local materials and alternate technologies.	The State has taken up construction of thirty schools through the community using various cost-effective technologies. Significant cost-savings (approximately Rs. 1.0 lac per building) as compared to PWD construction has been achieved. Rationalisation of existing structural designs and specifications has also been taken up as efforts towards cost effectiveness.	Resource Mapping is being conducted, and all construction will be taken up using local and cost-effective technologies.
<i>Engineers training in cost-effective technologies</i>	There is no clear strategy for the training of engineers. There is no plan to use the innovation fund for the same.	An initial round of orientation training was imparted to the engineers. Recently a workshop was held with the engineers on rationalisation of design and incorporation of child friendly elements. However the state needs to think of a proper training programme for the engineers on cost effective technologies.	The regional workshops discussed the training and orientation that would be required at various levels before construction through alternate technologies is taken up. District level workshops have been held on activity centres which discussed options for low cost constructions and child friendly elements.	DPEP engineers have undergone a two day training in appropriate technologies. A training on child friendly elements may be planned. A sharing workshop with PWD engineers may be planned to share the experiences of cost-effective technologies and child friendly elements.	After the Resource mapping Exercise is completed, a decision will be made on the technologies to be used. Training for these technologies will then be finalised.





# Procurement and Disbursement

## Procurement

IDA procurement procedures as spelt out in the respective Project Agreements for each Phase of IDA assisted DPEP are followed by State Implementation Societies, while Procurement guidelines similar to IDA guidelines finalised by DFID are followed by DPEP, West Bengal and Andhra Pradesh. The Procurement and Disbursement Unit established within TSG functions as the nodal point for facilitating procurement clearances from funding agencies, wherever required, and lodgement of claims for reimbursement of expenditure. Besides, the unit also provides assistance to the States in finalising the procurement proposals e.g. This year assistance was provided to DPEP, Bihar for procurement of textbooks through BSTBPC Ltd. under national competitive bidding procedure, DPEP, U.P. for procurement of computer hardware and software under ICB, DPEP, Tamil Nadu for procurement of equipment for MTV Studio in DTERT, DPEP, Karnataka for procurement of student workbooks and teacher guides. Assistance was also provided to the States in finalising a number of consultancy assignments.

With the objective of acquainting the DPEP functionaries with the procurement and disbursement procedures of the funding agencies, a National Level Workshop was organised in Delhi in September 1999 with the participation of resource persons from the World Bank and Ministry of Finance, GOI. In all 28 persons from 10 DPEP States attended the programme. In addition State Level Workshops on procurement and disbursement were organised in Bihar, Himachal Pradesh, Andhra Pradesh, West Bengal and Maharashtra during 1999-2000. It is proposed to organise a training programme in Rajasthan and U.P. to familiarise the DPEP functionaries in the two States with the IDA procurement and disbursement procedures and the requirements connected with financial management system.

Efforts are under way in DPEP, U.P. and DPEP, Rajasthan to award consultancy assignment through short listing process for development of computerised financial management system which is a pre-requisite for implementation of LACI in the two States.

## Expenditure and Disbursement (IDA Credits)

### DPEP-I

#### Expenditure

The cumulative expenditure upto 29-2-2000 is Rs. 581.76 crores which is about 65.95% of the EFC approved project cost of Rs. 882 crores and 71.73% of the SAR target of Rs. 811 crores upto March 2000.

The AWP&B for 1999-2000 is Rs. 230.44 crores and expenditure during the period till 29-2-2000 is Rs. 104.75 crores which is about 45%. There is a general slump in the expenditure level mainly because the civil construction in all the States is almost over. However the expenditure has been on the rise in the last four months and it is hoped that the momentum will be sustained in the coming financial year resulting in better performance in terms of expenditure. During the

current year the performance of States of Haryana, Kerala and Maharashtra in terms of expenditure has been found to be rather unsatisfactory.

### **Disbursement**

As a result of low level of expenditure, the disbursement targets could not be achieved. Against the SAR target of US \$ 46.95 million for the year 1999-2000 a disbursement of US \$ 23.900 million could only be achieved which is 54%. The cumulative disbursement upto 29-2-2000 is estimated to be US \$ 131.759 million which is about 66.93% of the SAR target of US \$ 196.85 million leaving a backlog of US \$ 65.09 million.

### **Madhya Pradesh**

The cumulative expenditure upto 31-12-99 is Rs. 324.09 crores which is 73.28% of the AWP&B of Rs. 442.29 crores upto 31-3-2000. Against the AWP&B of Rs. 117.7 crores for the year 1999-2000 the Project has achieved an expenditure of Rs. 52.47 crores (44.58%) upto December, 1999.

### **DPEP-II**

#### **Expenditure**

The Project has performed well in terms of expenditure during the year 1999-2000. The project has incurred an expenditure of Rs. 767.97 crores upto 29-2-2000 against the EFC approved project cost of Rs. 2340.92 crores, an achievement of 32.65%. However, the achievement against the Planned Budget upto 31-3-2000 is 62.47% of Rs. 1223.34 crores and 90.92% of the SAR target of Rs. 844.70 crores which is considered satisfactory.

The performance of the States of Haryana (29.76%), Maharashtra (44.78%) & Assam (45.6%) in terms of expenditure is however, not considered satisfactory.

### **Disbursement**

Against the SAR target of US \$ 94.15 million upto 31-3-99, the Project achieved a disbursement of US \$ 80.126 million (85.10%). The SAR target for the year 1999-2000 is US \$ 70.45 million which is likely to be achieved fully. The cumulative disbursement upto 31-3-2000 works out to US \$ 150.48 million (91.42%) against the SAR target of US \$ 164.6 million.

### **DPEP-III**

#### **Expenditure**

The expenditure is at low level. The Project has incurred an expenditure of Rs. 85.43 crores against the Planned Budget of Rs. 206.10 crores upto 31-3-2000. The achievement is 41.45%. The achievement against the EFC approved cost is 13.12%.

## **Disbursement**

Due to low level of expenditure the disbursement level is also low. Against the SAR target of US \$ 65.25 million upto 31-3-2000, the Project has achieved a disbursement of US \$ 16.951 million (25.98%).

## **APERP (Education Component)**

### **Expenditure**

Against the Planned AWP&B of 308.38 crores upto 31-3-2000, the Project has reported an expenditure of Rs. 229.39 crores upto 29-2-2000. The achievement is 74.38%.

### **Disbursement**

The cumulative disbursement is US \$ 48.033 (78.36%) against the SAR target of US \$ 61.295.

## **DPEP Rajasthan**

The Project is in the initial stages of implementation. An expenditure of Rs. 2.33 crores upto February, 2000, has only been reported. Reimbursement claim for Rs. 1.93 crores equivalent to US \$ 0.443 million has been lodged.

## **DFID Aided Projects**

### 1. **Andhra Pradesh District Primary Education Project**

Against an expenditure target of Rs. 162.89 upto 31-3-2000, the Project has incurred an expenditure of Rs. 91.90 crores (56.42%) upto 29-2-2000. This has generated a reimbursement of Rs. 78.12 crores. The DFID have disbursed £ 9.128 million (Rs. 69.14 crores). Disbursement against reimbursement claims of Rs. 8.98 crores is awaited.

### 2. **West Bengal District Primary Education Project**

Against an expenditure target of Rs. 136.95 upto 31-3-2000, the Project has incurred an expenditure of Rs. 45.69 crores (34.09%). This expenditure has generated reimbursement claims to the tune of Rs. 38.84 crores. The DFID has disbursed £ 2.941 million (Rs. 20.61 crores). Disbursement against reimbursement claims amounting to Rs. 18.23 crores is awaited.

Details available in Statements A to D.

## Procurement &amp; Disbursement

Statement - 'A'

Expenditure Targets (SAR) and Actuals  
(IDA Assisted)

(Rs. in Crores)

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)		APERP Education Component	
	Targets	Actuals	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994-95	22.40	2.67(11.92%)	--	--	--	--		
1995-96	99.22	70.32 (30.87%)	--	--	--	--		
1996-97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	--	--		
1997-98	171.15	153.02 (89.40%)	182.00	123.04 (67.60%)	31.33	4.36 (13.92%)		
1998-99	191.27	124.62 (65.14%)	259.00	339.76 (131.18%)	102.00	42.70 (41.86%)	126.38	126.38 (100%)
1999-2000	189.75	104.76(55.21%)	362.75	299.84 (82.66%)	159.03	38.37 (24.13%)	182.00	103.01(56.60%)
Cumulative upto March, 2000	811.00	581.76 (71.73%)	844.70	767.97 (90.92%)	292.36	85.43 (29.22%)	308.38	229.39(74.38%)

Actual expenditure upto 2/2000.

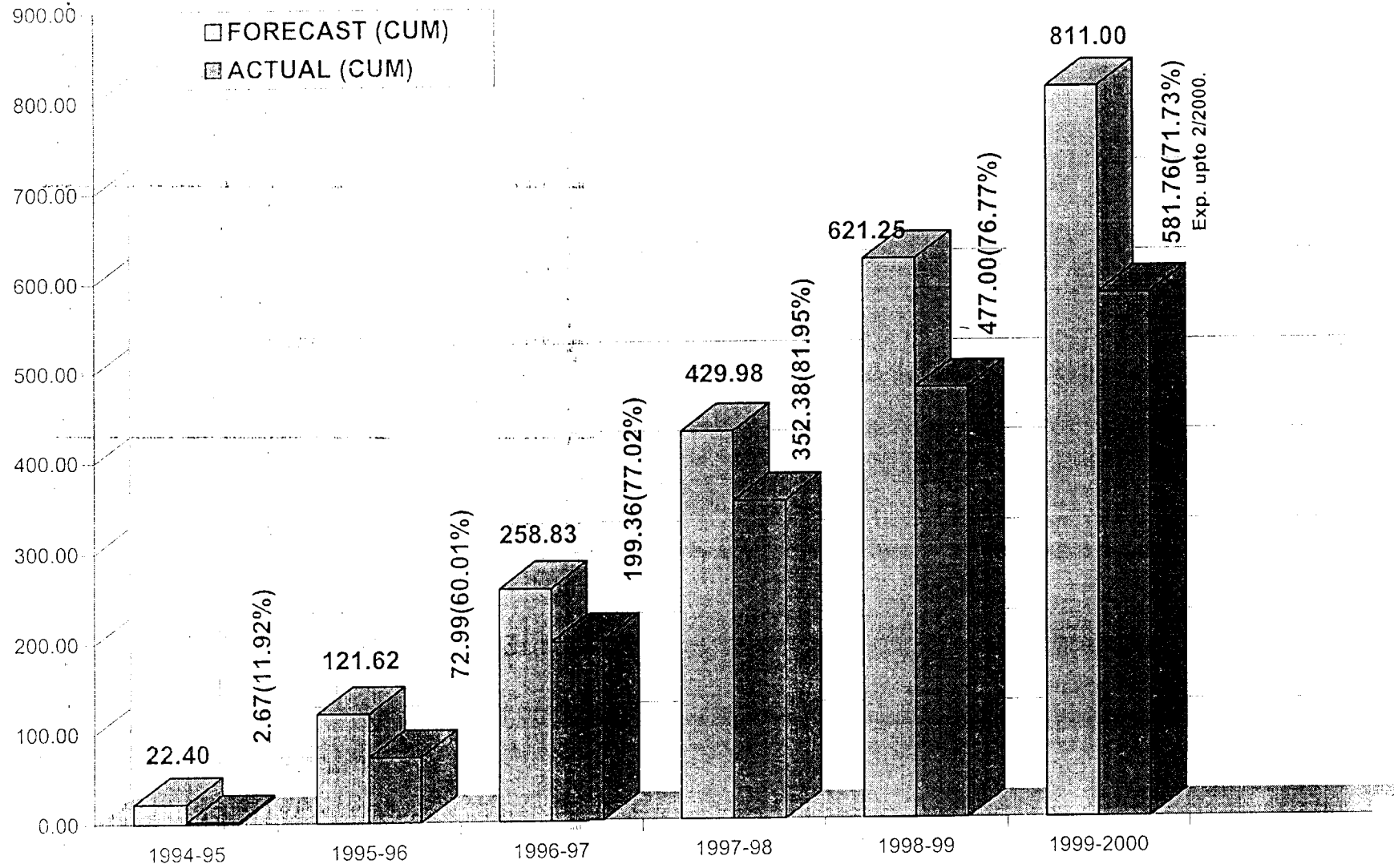
## Others

Period	EC Assisted DPEP Madhya Pradesh		DFID Assisted DPEP Andhra Pradesh		DFID Assisted DPEP West Bengal	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
Upto 31/3/98	261.04	229.05 (87.75%)	51.72	27.45 (33.07%)	16.48	7.20 (43.69%)
1998-99	111.34	95.81 (86.05%)	55.05	33.94 (61.65%)	49.95	17.04 (34.11%)
1999-2000	117.70	** 52.47 (44.58%)	56.12	30.51 (54.36%)*	70.52	21.45 (30.42%)*
Cumulative upto March, 2000	490.08	377.33 (77%)	162.89	91.90(56.42%)	136.95	45.69 (34.09%)

Actuals expenditure upto 2/2000. (\*\*)MP expenditure upto 12/99.

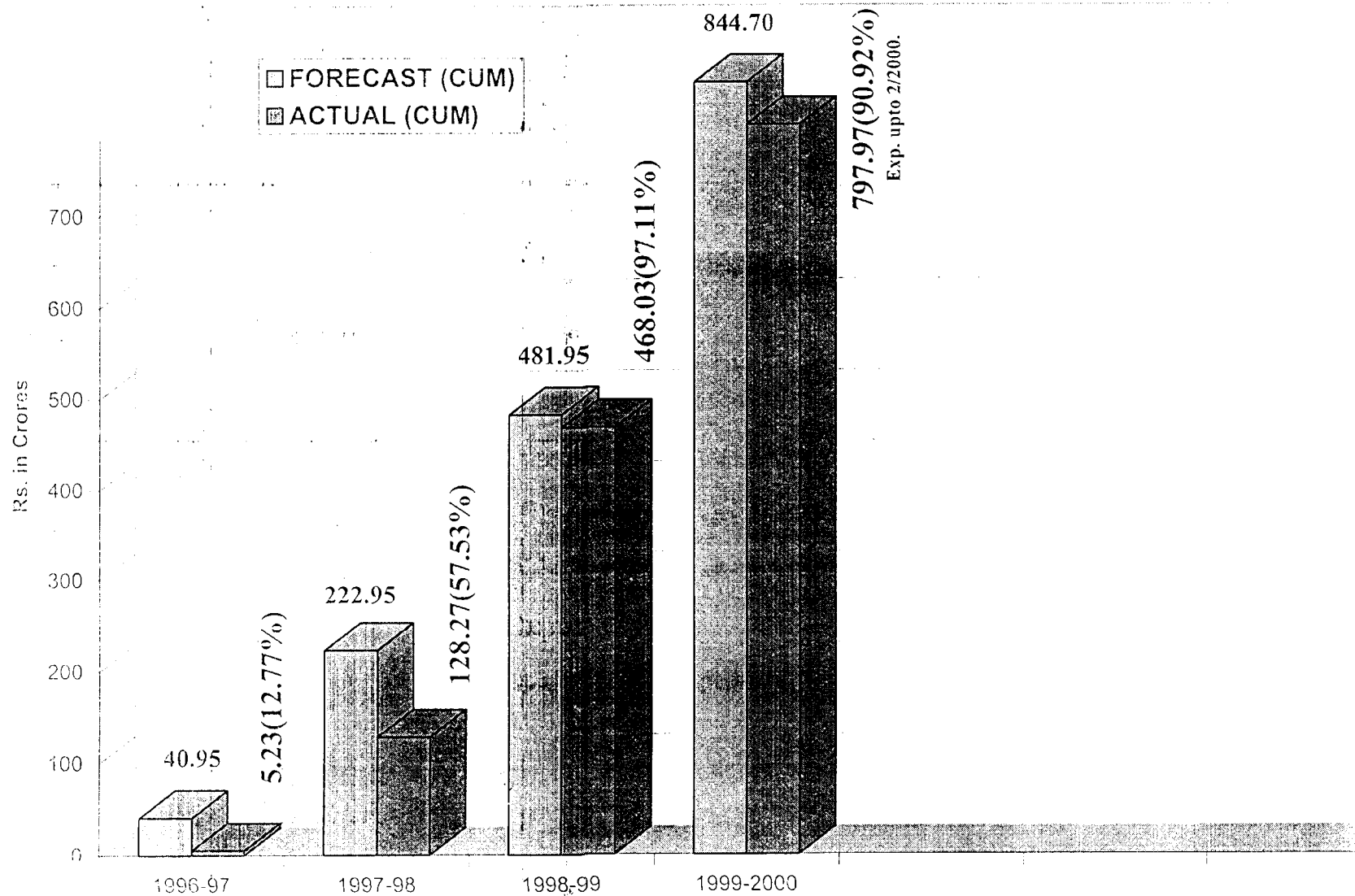
Expenditure Forecast and Actual

Rs. in Crores

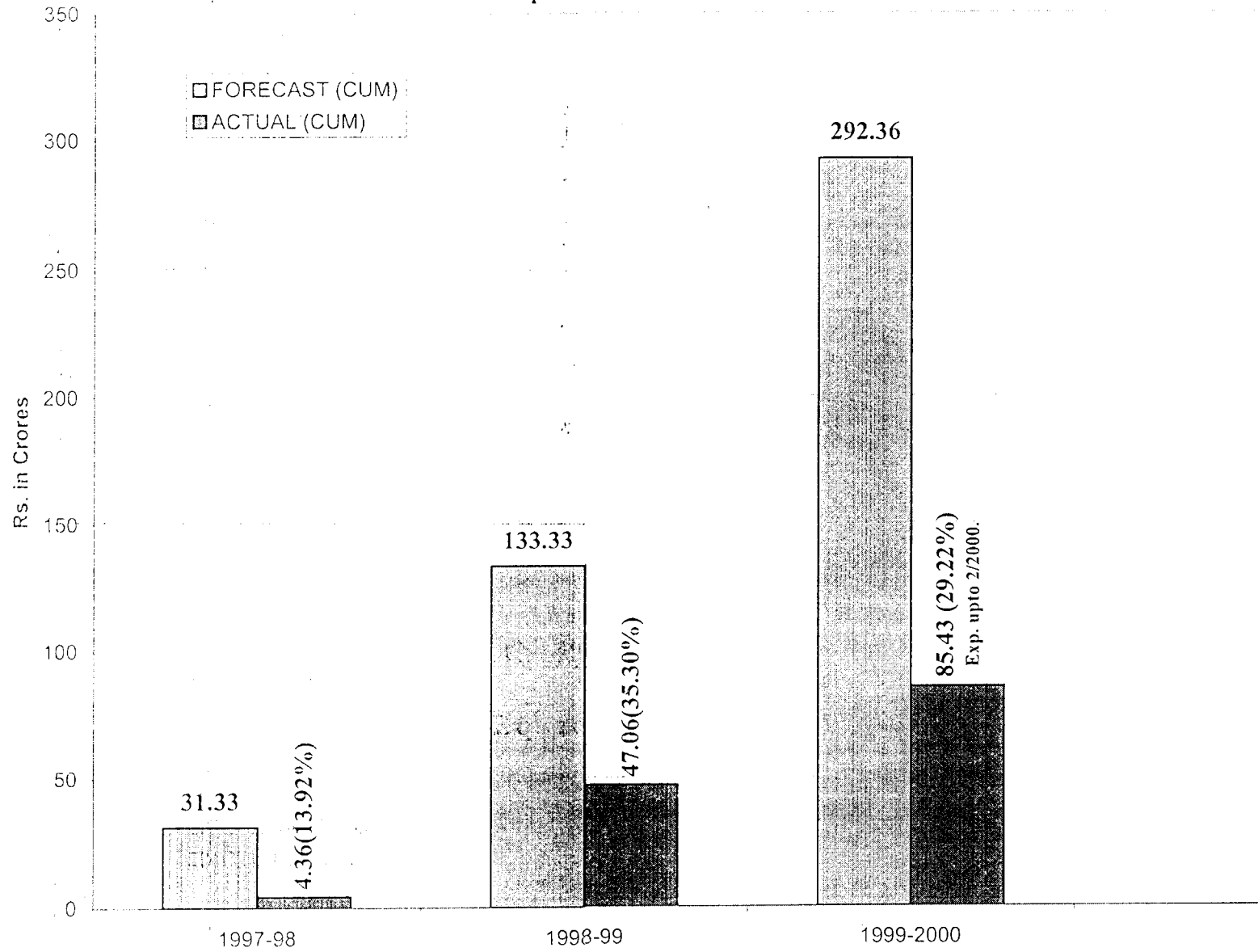


IDA Credit No. 2876- IN - DPEP-II

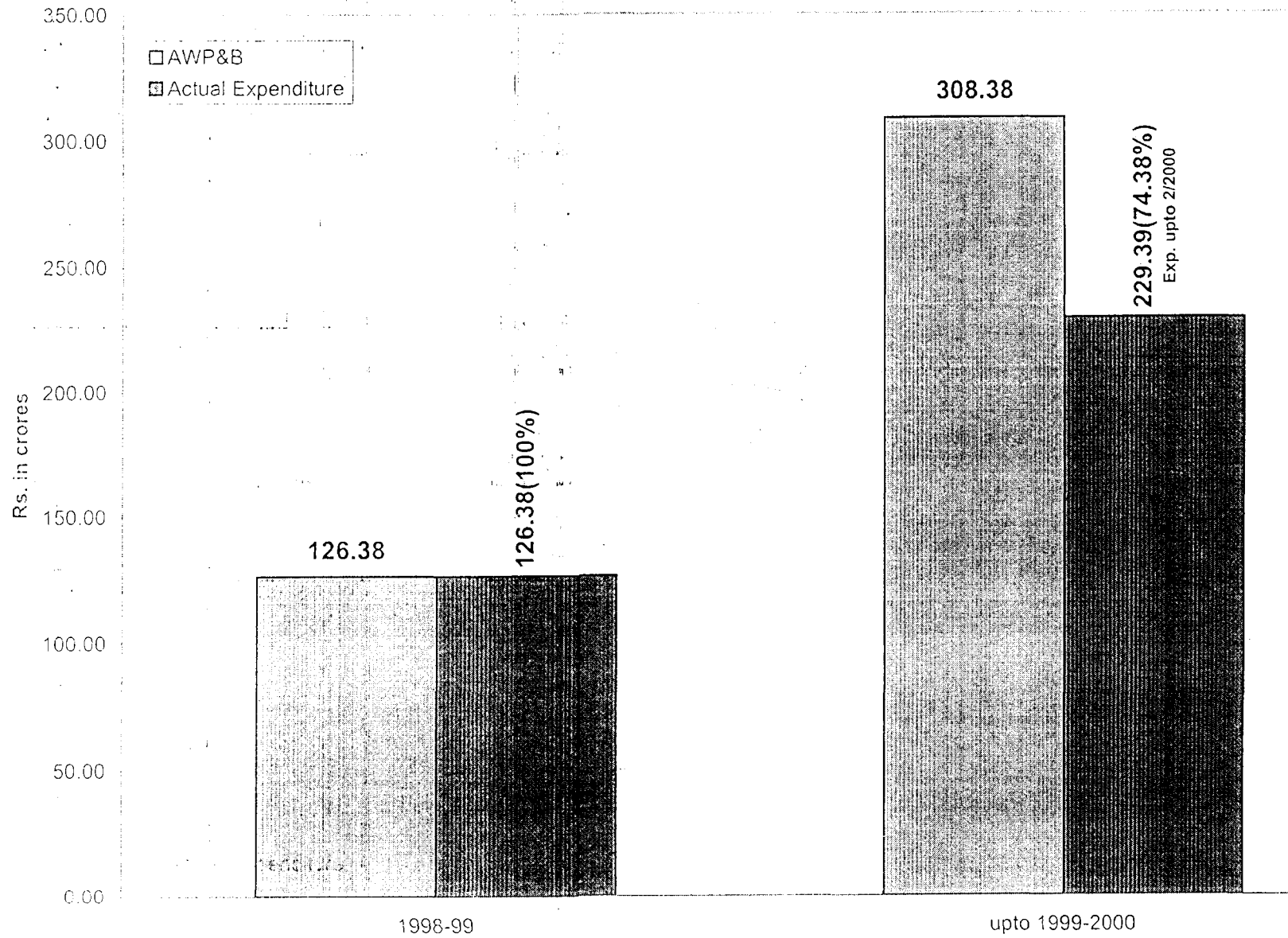
Expenditure Forecast and Actual



**Expenditure Forecast and Actuals**

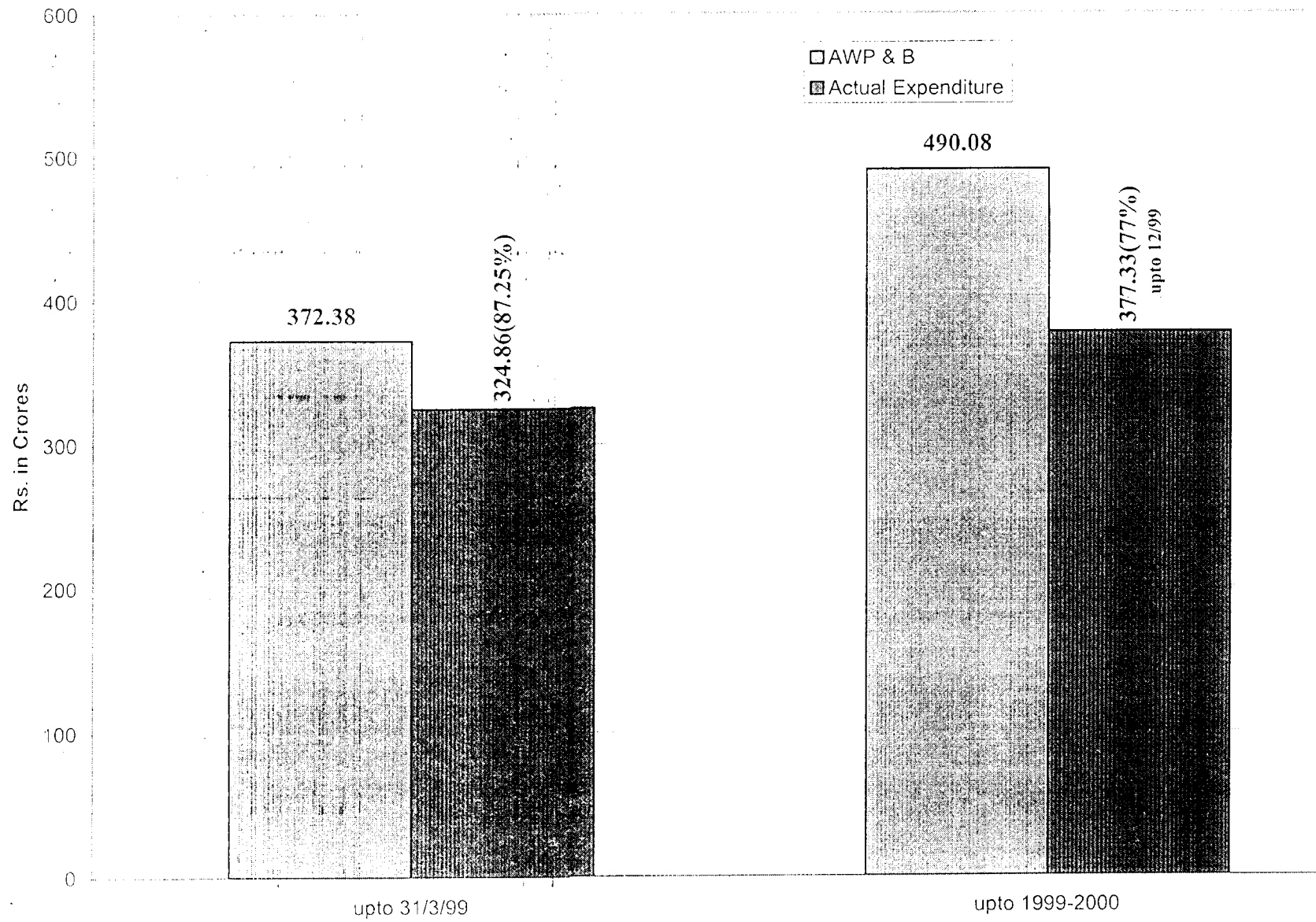


APERP - Education Component  
IDA Credit No. 3103-IN

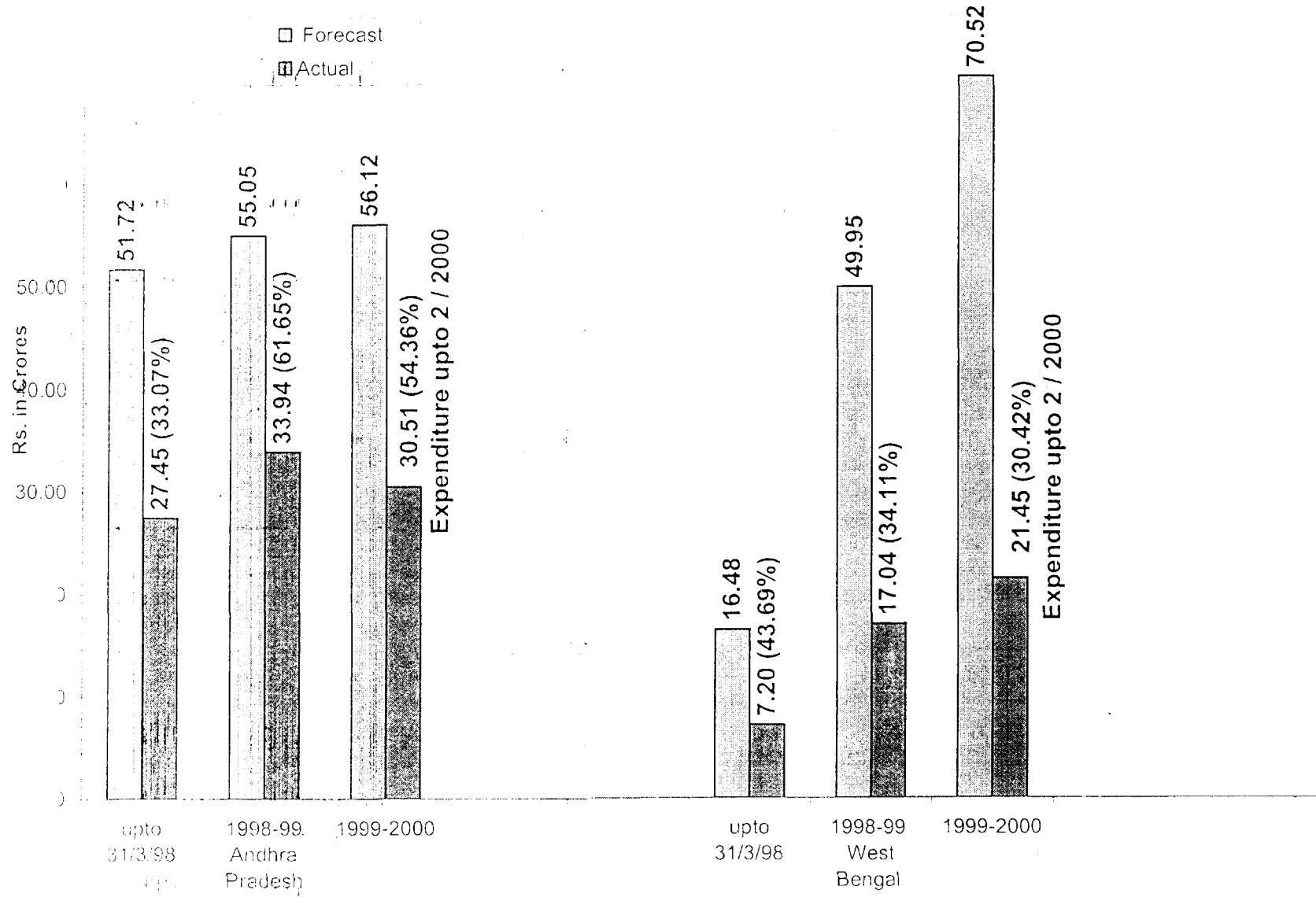




# Expenditure Position of DPEP-I in Madhya Pradesh (EC Assisted)



## Expenditure under DFID Assisted Projects



**Disbursement Targets (SAR) and Actuals**  
(IDA Assisted)

(US \$ in Million)

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994-95	\$ 4.0		--	--	--	--
1995-96	\$ 27.85	\$ 8.905 (31.97%)	--	--	--	--
1996-97	\$ 34.30	\$ 37.563 (109.51%)	\$ 7.50	--	--	--
1997-98	\$ 41.00	\$ 36.969 (90.17%)	\$ 36.85	\$ 16.103 (36.30%)	\$ 3.5	--
1998-99	\$ 45.75	\$ 24.422 (53.38%)	\$ 49.80	\$ 64.023 (128.57%)	\$ 24.00	\$ 7.891 (33.33%)
1999-2000	\$ 43.95	* \$ 23.900 (54.37%)	\$ 70.45	*\$70.022 (99.40%)	\$ 37.75	* \$9.060 (24%)
Cumulative upto March, 2000	\$ 196.85	\$ 131.759 (66.93%)	\$ 164.6	\$150.48 (91.42%)	\$ 65.25	\$ 16.951 (25.98%)

) upto December, 1999.

(DFID assisted)

(Rs. in Crores)

	Andhra Pradesh		West Bengal	
	Targets	Actuals	Targets	Actuals
Upto 31/3/99	Rs.80.00	Rs.52.18(65.2%)	Rs.44.00	Rs.20.60 (45.45%)
1999-2000	Rs.48.00	Rs.29.94 (62.37%)	Rs.60.00	Rs.18.24 (30.4%)



**Disbursement Targets & Actuals**

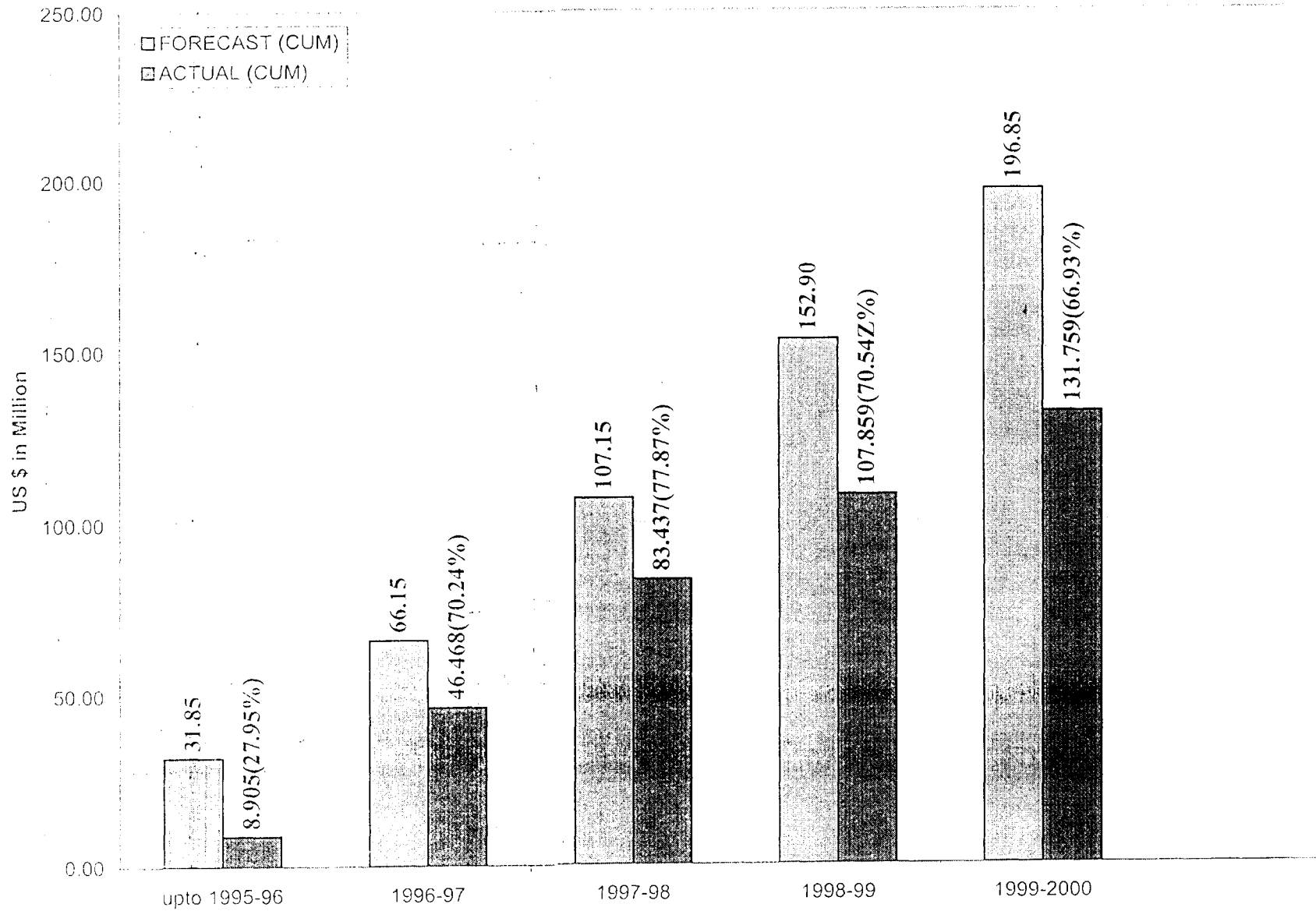
(\$ in Million/ Rs. in Crores)

Financial Year	Netherlands Grant for Gujarat State		IDA Credit No. 3103-IN APERP – Education Component	
	Target	Actuals	Target	Actuals
Upto 1997-98	\$ 5.0	\$ 2.118 (43.6%)	-	-
1998-99	\$ 4.0	\$ 3.579(89%)	\$ 26.295	\$20.956 (79.69%)
1999-2000	\$ 4.6	\$ 4.915(106%)	\$ 35.00	\$27.077 (77.36%)
Cumulative upto March, 2000	\$ 13.6	\$ 10.612 (78.02%)	\$ 61.295	\$ 48.033 (78.36%)



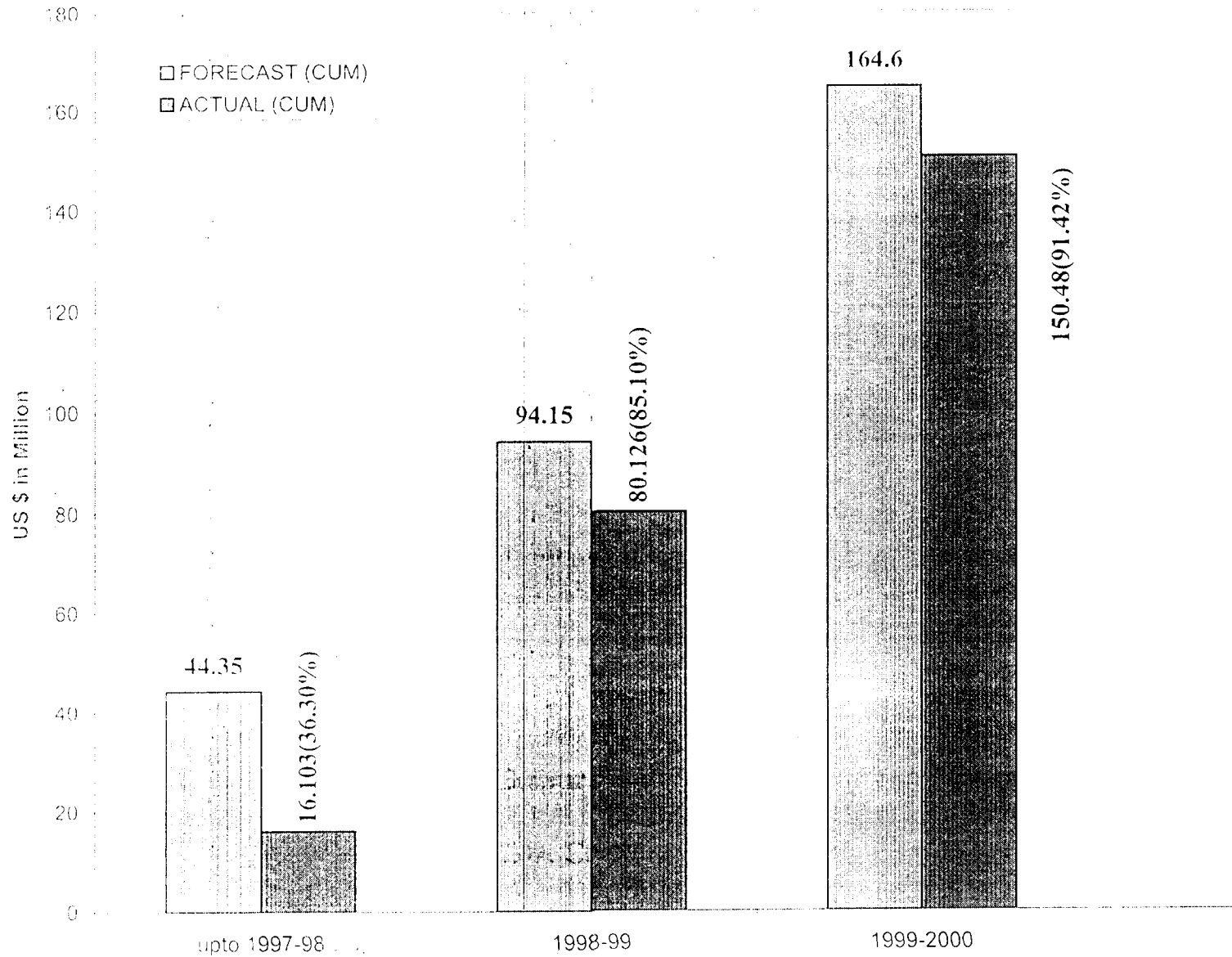
# Disbursement Targets and Actual

## IDA Credit No. 2661-IN-DPEP-I



# Disbursement Targets and Actual

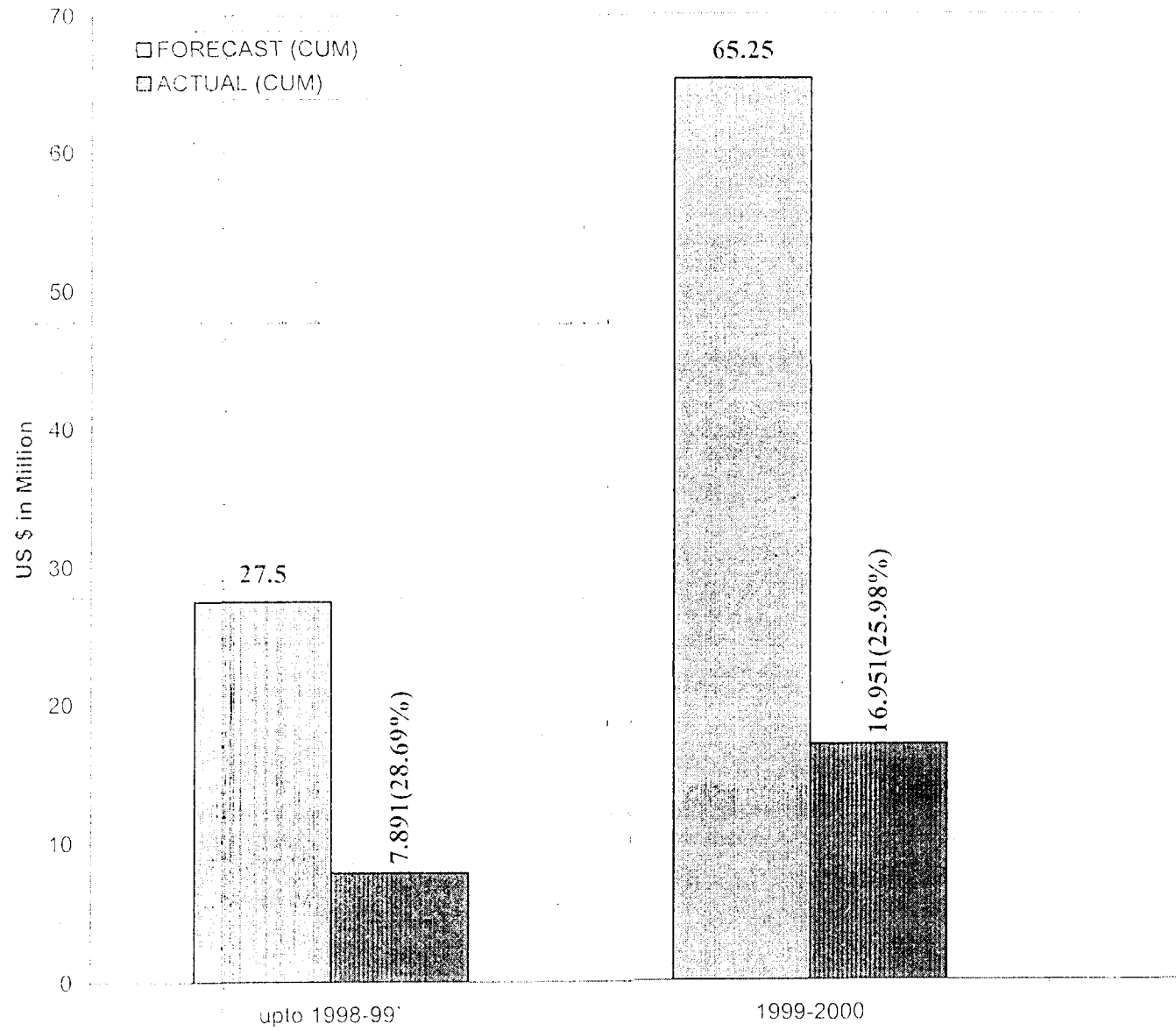
IDA Credit No. 2876-IN-DPEP-II



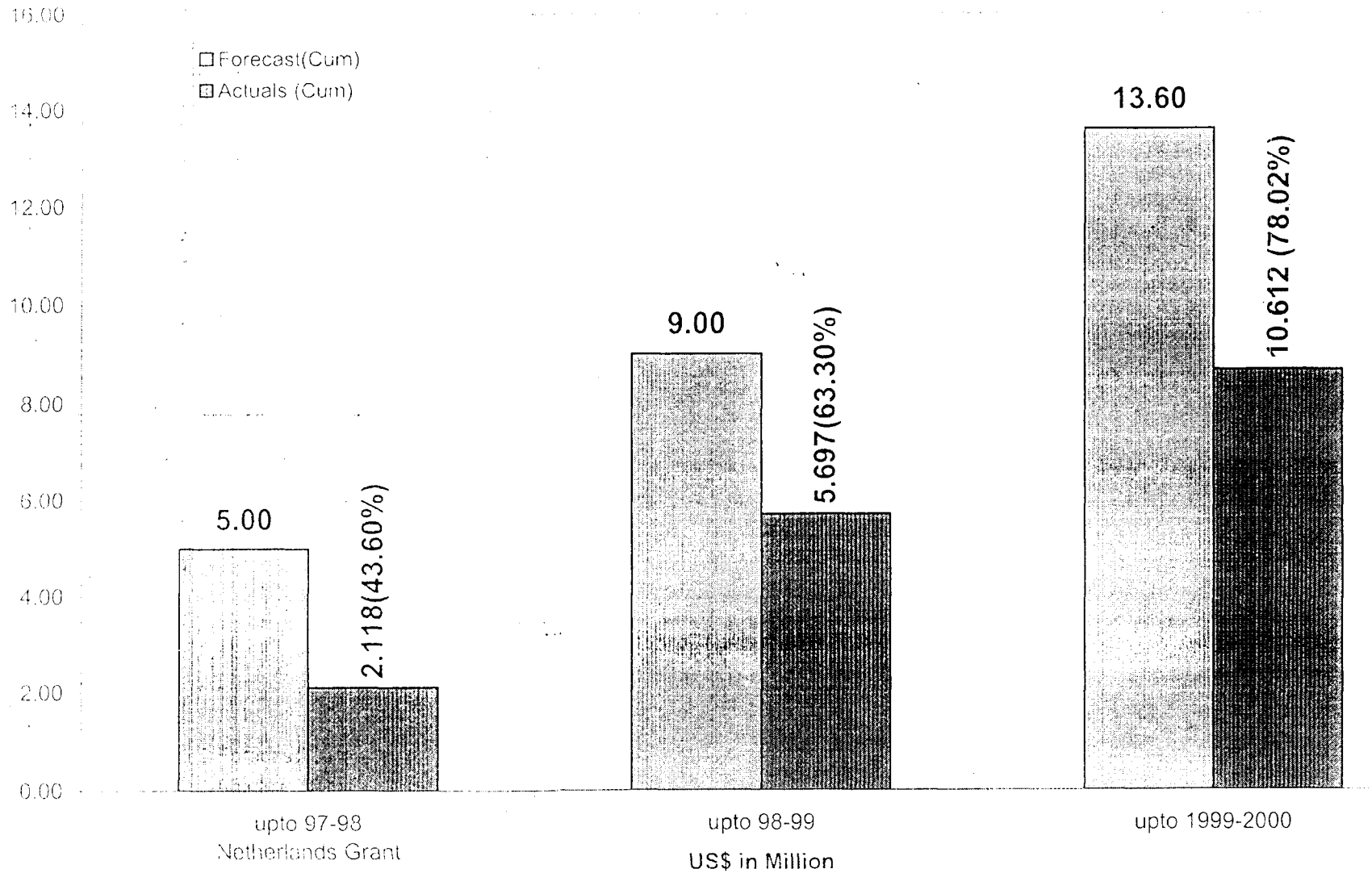


# Disbursement Targets and Actual

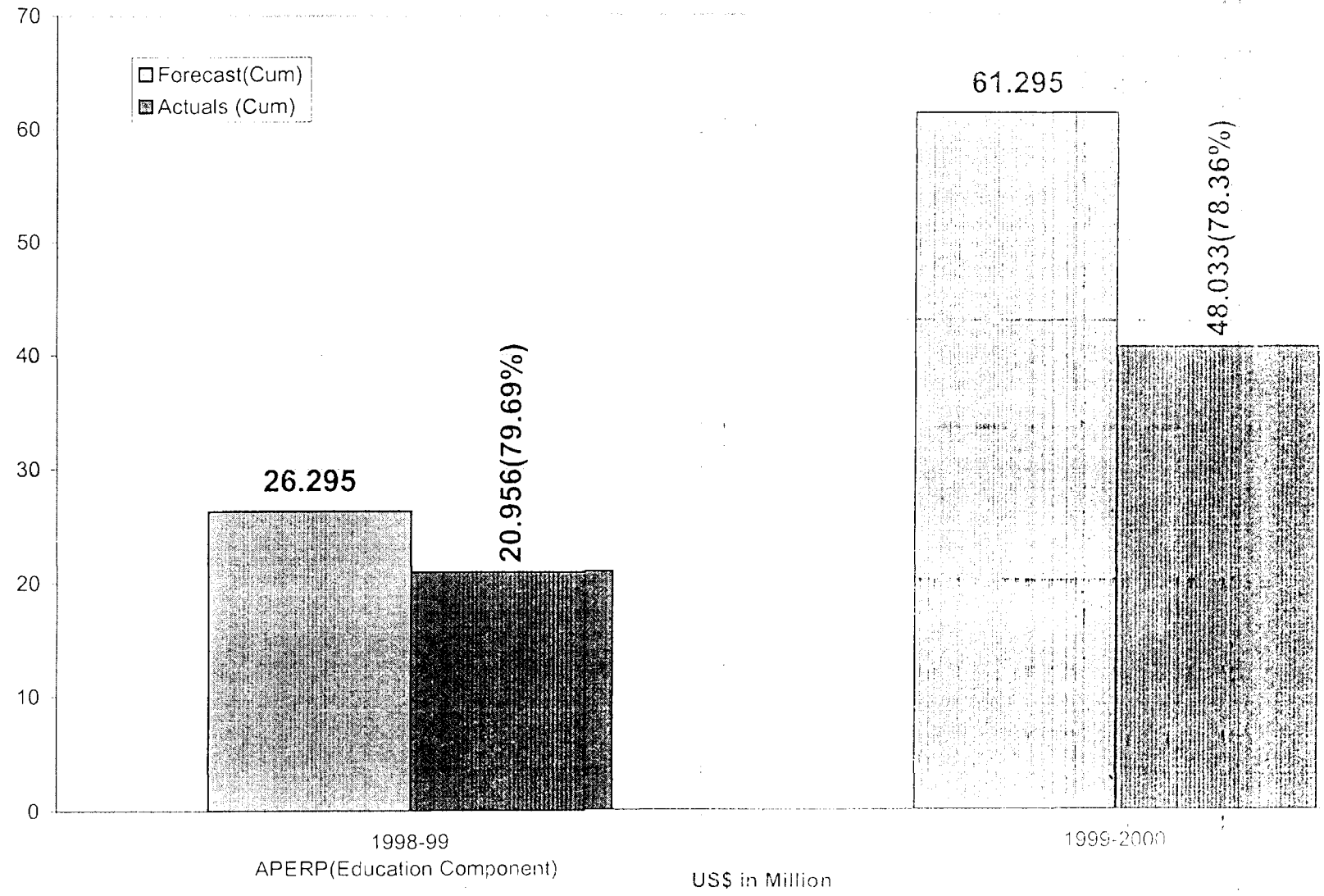
## IDA Credit No. 3012-IN-DPEP-III



### Netherlands Grant for Gujarat DPEP



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





## Statement 'C'

**Financial Information**  
**Project Phase-I**  
**IDA Credit 2661-IN**

Project Starting date : 1994-95

E.I Expenditure by Project

(Rs. In Lakhs)

S.No.	Name of the State	Since Project Start				
		Planned budget till 31-3-2000	Expenditure till 31-3-1999	Expenditure from 4/99 to 2/2000	Total Exp. Upto 2/2000	% Budget expended
1	Assam	9605.89	6045.28	1501.13	7546.41	78.56
2	Haryana	10814.68	6134.98	1100.93	7235.91	66.91
3	Karnataka	14369.34 *	10814.47	2196.73	13011.20	90.55
4	Kerala	7417.99	4942.77	1130.58	6073.35	81.87
5	Maharashtra	15399.18	9826.67	2446.64	12273.31	79.70
6	Tamil Nadu	9853.13	7201.74	1722.66	8924.40	90.57
7	National Component	3278.24	2734.24	313.60	3047.84	92.97
8	MP EC Grant	44229.02	32408.59	5247.02	37655.61	85.14

(\*) **Subject to allocation of additional funds**  
**MP – Expenditure upto 12/99.**



## Financial Information

State : Assam

Project phase : I

Project Starting date : 1994-95

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3018.00	2370.16	78.53
2. Equipment, vehicles, books and furniture	1986.60	890.02	44.80
3. Consultant services, fellowships and training	2781.50	551.21	19.82
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	4787.85	3735.02	78.01
<b>Total</b>	<b>12573.95</b>	<b>7546.41</b>	<b>60.02</b>
<b>Add 3% contingencies approved by EFC</b>	<b>377.21</b>		
	<b>12951.16</b>		

### Financial Information

State : **Haryana**

Project phase : \_\_\_\_\_ I \_\_\_\_\_

Project Starting date : \_\_\_ 1994-95 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3452.36	3028.82	87.73
2. Equipment, vehicles, books and furniture	1694.55	606.79	35.81
3. Consultant services, fellowships and training	1918.45	883.49	46.05
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7315.66	2716.81	37.14
<b>Total</b>	<b>14381.02</b>	<b>7235.91</b>	<b>50.32</b>
Add 3% contingencies approved by EFC	431.43		
	<b>14812.45</b>		

### Financial Information

State : **Karnataka**

Project phase : \_\_\_\_\_ I \_\_\_\_\_

Project Starting date : \_\_\_ 1994-95 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3145.03	2778.91	88.36
2. Equipment, vehicles, books and furniture	840.89	2321.04	276.00
3. Consultant services, fellowships and training	1760.50	1324.81	75.23
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7358.42	6586.44	89.50
<b>Total</b>	<b>13104.84</b>	<b>13011.20</b>	<b>99.29</b>
Add 3% contingencies approved by EFC	393.15		
	<b>13497.99</b>		



### Financial Information

State : **Kerala**

Project phase :           1          

Project Starting date :   1994 - 95  

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2141.20	1641.24	76.65
2. Equipment, vehicles, books and furniture	1747.76	610.82	34.95
3. Consultant services, fellowships and training	1812.27	2143.92	118.30
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3220.82	1677.37	52.08
<b>Total</b>	<b>8922.05</b>	<b>6073.35</b>	<b>68.07</b>
Add 3% contingencies approved by EFC	267.66		
	<b>9189.71</b>		

### Financial Information

State : **Maharashtra**

Project phase :           1          

Project Starting date :   1994 - 95  

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4332.10	3029.25	69.93
2. Equipment, vehicles, books and furniture	633.05	957.93	151.32
3. Consultant services, fellowships and training	1006.88	922.70	91.63
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	12078.82	7363.43	60.96
<b>Total</b>	<b>18050.85</b>	<b>12273.31</b>	<b>67.99</b>
Add 3% contingencies approved by EFC	541.52		
	<b>18592.37</b>		

### Financial Information

State : **Tamil Nadu**

Project phase : \_\_\_\_\_ I \_\_\_\_\_

Project Starting date : \_\_\_ 1994 - 95 \_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2935.22	3012.50	102.63
2. Equipment, vehicles, books and furniture	2519.43	301.97	11.99
3. Consultant services, fellowships and training	948.84	467.42	49.26
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	5826.81	5142.51	88.26
<b>Total</b>	<b>12230.30</b>	<b>8924.40</b>	<b>72.97</b>
<b>Add 3% contingencies approved by EFC</b>	<b>366.91</b>		
	<b>12597.21</b>		

### Financial Information

State : **National Component**

Project phase : \_\_\_\_\_ I \_\_\_\_\_

Project Starting date : \_\_\_ 1994 - 95 \_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training	6440.38	3110.94	48.30
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
<b>Total</b>	<b>6440.38</b>	<b>3110.94</b>	<b>48.30</b>
<b>Add 3% contingencies approved by EFC</b>	<b>193.21</b>		
	<b>6633.59</b>		

## Financial Information

State : **Madhya Pradesh**

Project phase : \_\_\_\_\_ I \_\_\_\_\_

Project Starting date : \_\_\_\_ 1994 - 95 \_\_\_\_

Status upto : December, 1999

(Rs. in lakhs)

Category	<b>Total</b>		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	12250.10		
2. Equipment, vehicles, books and furniture	3069.72		
3. Consultant services, fellowships and training	2923.99		
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	31630.87		
<b>Total</b>	<b>49874.68</b>	<b>37655.61</b>	<b>85.14</b>

Note : For EC assisted DPEP in Madhya Pradesh, category wise details are not available as reimbursement procedure is not applicable in this case.

## Statement 'D'

**Financial Information**  
**Project Phase-II & III**  
**IDA Credit 2876-IN, 3012-IN**

Project Starting date : 1996-97

## Expenditure by Project

(Rs. In Lakhs)

S.No.	Name of the State	Since Project Start				
S.No.		Planned budget till 31-3-2000	Expenditure as on 31-3-1999	Expenditure from April 99 to Feb, 2000	Total Exp. Upto 2/2000	% Budget expended
1	Assam	9031.44	2195.19	1923.16	4118.35	45.60
2	Haryana	5667.07	894.53	634.57	1668.81	29.76
3	Karnataka	17161.47	7017.49	4902.88	11927.05	69.50
4	Kerala	6179.40	2435.16	1239.79	3839.90	62.14
5	Maharashtra	8145.67	2083.38	1564.48	3647.86	44.78
6	Tamil Nadu	4460.05	1447.77	1442.64	2890.41	64.81
7	Madhya Pradesh	25048.33	9732.49	5856.31	15588.80	62.23
8	Himachal Pradesh	6993.03	3387.06	1550.21	4937.27	70.60
9	Orissa	8923.84	3263.97	1470.53	4734.50	53.05
10	Gujarat	5858.97	2993.58	1906.79	4900.37	83.64
11	Uttar Pradesh	24378.33	11029.70	7209.93	18239.63	70.48
12	National Component	486.70	183.20	120.53	303.73	62.41
13	Andhra Pradesh	11403.22	6138.77	3051.39	9190.16	80.59
14	West Bengal	9476.00	2423.81	2145.19	4569.00	48.22
	APERP	30837.74	12637.20	10301.11	22938.31	74.38
	DPEP-III					
1	<b>Bihar</b>	20609.90	4706.54	3836.35	8542.89	41.45
	<b>Rajasthan</b>	N.A.	--	232.86	192.97	--

Orissa expenditure upto January, 2000.

### Financial Information

State : **Assam**

Project phase :          II         

Project Starting date :          1996 - 97         

Status upto : February, 2000

(Rs. in lakhs)

Category	Project Budget	Total	
		Expenditure	% Budget expended
1. Civil Works	3635.60	1161.83	31.96
2. Equipment, vehicles, books, furniture and materials	2727.48	1128.62	41.38
3. Consultants' services	400.25	51.97	12.98
4. Fellowships and training	1497.09	279.38	18.66
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	7372.90	1496.55	20.30
<b>Total</b>	<b>15633.32</b>	<b>4118.35</b>	<b>26.34</b>

### Financial Information

State : **Haryana**

Project phase :          II         

Project Starting date :          1996 - 97         

Status upto : February, 2000

(Rs. in lakhs)

Category	Project Budget	Total	
		Expenditure	% Budget expended
1. Civil Works	2098.56	495.78	23.62
2. Equipment, vehicles, books, furniture and materials	1189.470	445.64	37.47
3. Consultants' services	300.500	1.61	0.54
4. Fellowships and training	929.633	103.59	11.14
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	5029.090	622.19	12.37
<b>Total</b>	<b>9547.253</b>	<b>1668.81</b>	<b>17.48</b>

### Financial Information

State : KarnatakaProject phase : IIProject Starting date : 1996 - 97

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5658.80	1643.47	29.04
2. Equipment, vehicles, books, furniture and materials	4376.93	1715.04	39.18
3. Consultants' services	229.81	8.86	3.86
4. Fellowships and training	1545.82	721.61	46.68
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	12265.95	7838.07	63.90
<b>Total</b>	<b>24077.31</b>	<b>11927.05</b>	<b>49.54</b>

### Financial Information

State : KeralaProject phase : IIProject Starting date : 1996 - 97

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1831.350	853.00	46.58
2. Equipment, vehicles, books, furniture and materials	1597.086	858.56	53.76
3. Consultants' services	381.800	21.41	5.61
4. Fellowships and training	3990.625	1355.68	33.97
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	1657.667	751.25	45.32
<b>Total</b>	<b>9458.528</b>	<b>3839.90</b>	<b>40.60</b>

### Financial Information

State : **Maharashtra**

Project phase : II

Project Starting date : 1996 - 97

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3511.100	929.88	26.48
2. Equipment, vehicles, books, furniture and materials	2204.750	265.51	12.04
3. Consultants' services	56.720	3.75	6.61
4. Fellowships and training	1592.600	290.23	18.22
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	8406.626	2158.49	25.68
<b>Total</b>	<b>15771.796</b>	<b>3647.86</b>	<b>23.13</b>

### Financial Information

State : **Tamil Nadu**

Project phase : II

Project Starting date : 1996 - 97

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2101.00	1535.00	73.06
2. Equipment, vehicles, books, furniture and materials	2439.04	472.53	19.37
3. Consultants' services	85.00	11.70	13.76
4. Fellowships and training	1205.57	168.10	13.94
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	3413.71	703.08	20.60
<b>Total</b>	<b>9244.32</b>	<b>2890.41</b>	<b>31.27</b>

## Financial Information

State : Madhya Pradesh

Project phase : \_\_\_\_\_ II \_\_\_\_\_

Project Starting date : \_\_\_\_\_ 1996 - 97 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9634.95	6250.56	64.87
2. Equipment, vehicles, books, furniture and materials	4128.61	3069.90	74.36
3. Consultants' services	185.45	62.87	33.90
4. Fellowships and training	5085.47	1211.20	23.81
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	27075.27	4994.27	18.44
<b>Total</b>	<b>46109.75</b>	<b>15588.80</b>	<b>33.81</b>



## Financial Information

State : **Himachal Pradesh**

Project phase : \_\_\_\_\_ **II** \_\_\_\_\_

Project Starting date : \_\_\_\_\_ 1996 - 97 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2953.36	1168.51	39.57
2. Equipment, vehicles, books, furniture and materials	1590.17	889.55	55.94
3. Consultants' services	102.00	25.65	25.15
4. Fellowships and training	1322.34	214.55	16.23
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	6960.24	2639.01	37.92
<b>Total</b>	<b>12928.11</b>	<b>4937.27</b>	<b>38.19</b>

### Financial Information

State : Orissa

Project phase : II

Project Starting date :      1996 - 97     

Status upto : January, 2000

(Rs. in lakhs)

Category	Project Budget	Total Expenditure	% Budget expended
1. Civil Works	4789.42	2169.73	45.30
2. Equipment, vehicles, books, furniture and materials	4981.20	1182.77	23.74
3. Consultants' services	139.18	11.42	8.21
4. Fellowships and training	5540.09	557.94	10.07
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	7562.10	812.64	10.75
<b>Total</b>	<b>23011.99</b>	<b>4734.50</b>	<b>20.57</b>

### Financial Information

State : **Gujarat**

Project phase : \_\_\_\_\_ II \_\_\_\_\_

Project Starting date : \_\_\_\_\_ 1996 - 97 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1934.30	1053.79	54.48
2. Equipment, vehicles, books, furniture and materials	1525.73	1238.04	81.14
3. Consultants' services	127.60	10.51	8.24
4. Fellowships and training	1216.46	424.03	34.86
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	4763.35	2174.00	45.64
<b>Total</b>	<b>9567.44</b>	<b>4900.37</b>	<b>51.22</b>

### Financial Information

State : **Uttar Pradesh**

Project phase : \_\_\_\_\_ II \_\_\_\_\_

Project Starting date : \_\_\_\_\_ 1996 - 97 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	12738.92	8392.97	65.88
2. Equipment, vehicles, books, furniture and materials	7774.29	2789.25	35.88
3. Consultants' services	524.05	60.36	11.52
4. Fellowships and training	4588.10	1242.74	27.09
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs	31129.69	5754.31	18.48
<b>Total</b>	<b>56755.05</b>	<b>18239.63</b>	<b>32.14</b>

### Financial Information

State : **National Component (DEP)**

Project phase : \_\_\_\_\_ II \_\_\_\_\_

Project Starting date : \_\_\_\_\_ 1996 - 97 \_\_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books, furniture and materials		43.60	
3. Consultants' services		0.33	
4. Fellowships and training		79.29	
5. Incremental staff salaries incremental honoraria for volunteers, incremental operation and maintenance costs		180.51	
<b>Total</b>	<b>1987.00</b>	<b>303.73</b>	<b>15.29</b>

## Financial Information

State : **Andhra Pradesh**

Project phase : I (DFID – Grant)

Project Starting date : \_\_\_\_ 1996 - 97 \_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3670.70	3657.54	99.64
2. Equipment, vehicles, books, teaching materials and furniture	483.278	703.75	145.62
3. Consultants' services, training, workshops and fellowships,	2199.806	795.09	36.14
4. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	10918.820	4033.78	36.94
<b>Total</b>	<b>17272.604</b>	<b>9190.16</b>	<b>53.20</b>

### Financial Information

State : West Bengal

Project phase : I (DFID – Grant)

Project Starting date : \_\_\_\_ 1997 - 98 \_\_\_\_

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4294.90	2565.36	59.73
2. Equipment, vehicles, books, teaching materials and furniture	781.198	}	
3. Consultants' services, training, workshops and fellowships	7462.927		
4. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	7091.266		
<b>Total</b>	<b>19630.291</b>	<b>4569.00</b>	<b>23.27</b>

## Financial Information

State : **Andhra Pradesh**

### (Andhra Pradesh Economic Restructuring Project – Education Component)

Project Starting date : 1998-99

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure (Rs. in lakhs)	% Budget expended
a. Civil Works	13527.00	14630.43	108.15
b. Equipment, vehicles, books, teaching materials and furniture	5959.00	1751.83	29.40
c. Consultants services and Training	17781.00	2275.27	12.80
d. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	19883.00	4280.78	21.53
<b>Total</b>	<b>57150.00</b>	<b>22938.31</b>	<b>40.14</b>

### **Financial Information**

State : **Bihar**

Project phase : III

Project Starting date : 1997 - 98

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	14882.00	1912.19	12.84
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	2820.00	1487.79	52.76
3. Textbooks	7518.00	2513.23	33.43
4. Consultants' services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the Project	9205.00	414.37	4.50
5. Incremental staff salaries incremental honoraria for volunteers, incremental operating and maintenance costs	30692.00	2215.31	7.22
<b>Total</b>	<b>65117.00</b>	<b>8542.89</b>	<b>13.12</b>



## Financial Information

State : Rajasthan

Project Starting date : 1999-2000

Status upto : February, 2000

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	8650.87	0	-
2. Equipment, vehicles, books, furniture and Material	6306.78	16.97	0.27%
3. Consultant services, fellowships training, workshop, research & evaluation	11110.72	33.41	0.30
4. Staff salaries, honorarium operation and maintenance costs	14928.25	182.48	1.22%
<b>Total</b>	<b>40996.62</b>	<b>232.86</b>	<b>0.57%</b>



# Management Information System

## Context

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

### *Educational Management Information System*

Since the EMIS is a school based information system, a uniform approach has been put in place throughout the project area. A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for this purpose. The source of EMIS data are the schools which have in primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually as on 30 September. While some states such as Orissa, Gujarat, Himachal Pradesh are able to produce district level reports within the next six months, states with many districts in DPEP such as Madhya Pradesh and Uttar Pradesh take longer. Attempts are being made to streamline data collection and compilation in these states. Since the last year and a half the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers. Some states have been successful in doing so (see table A for details). To help states analyse their own data, a state level software (STEPS) has also been developed.

### *Post Enumeration Survey (PES)*

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

The summary of PES observations were :

- The enrolment and teachers-in-position data had minimum variation suggesting that the quality of DISE data is dependable. However, there were wide inter-state variations in the quality of data. In case of teachers in place, the variation between PES and DISE ranged between 0.3% in a district in Tamil Nadu and 19.2% in a district in Assam. Similarly, extent of variation in DISE and PES with respect to enrolment ranged between 0.1% in a district in Tamil Nadu and 8.7% in a district in Assam.
- In most of the schools, records are maintained, are in good conditions and are updated from time to time.
- In Kerala, a very high proportion of head teachers were reportedly not trained for DISE DCF filling exercise. Similar was the scenario in Madhya Pradesh. In Assam, a very high proportion of head teachers were reported to have been trained for the purpose.

## *Project Management Information System*

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

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

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

### **Progress made since last JRM**

A major area of work since the last JRM has been fostering the development of a state specific Project Management Information Systems. A process of sensitising the functionaries at the state and district project offices to have an appropriate PMIS to suit their information need has started. The matter was discussed at length in West Bengal as a test case. The need to develop a state level system that makes the reports required at the national level while catering to additional information need at the state and district levels was explained. Various aspects pertaining to the system like feasibility, frequency, sourcing, compliance, checks and controls and usage were discussed in detail. As a fallout, the state has initiated development of a detailed PMIS that is likely to be ready soon and would cater to the detailed as well as summarised information need of the functionaries implementing DPEP in the state. Besides, it would also meet the information need of the national level.

A national level workshop was held in January 2000 to sensitise states to issues for a state level PMIS. Input was sought from other functional areas, e.g., alternative schooling, pedagogy, civil works etc. to help states develop effective monitoring systems.

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The important highlights of the national level workshop are summarised below :

- The base data to provide information to the national level are already available at the state level.
  - The states feel the need of having systems to provide information at the national, state and district levels for project monitoring assessment and evaluation.
  - Some states like Karnataka, West Bengal, Maharashtra, etc. started development of computer software to process the data pertaining to PMIS for national, state and district levels.
  - Some states initiated process of identification of information need, functional unitwise, alongwith frequencies, sources and compliance process so that suitable software could be developed for the state specific PMIS.
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The MIS unit, in coordination with the planning unit and the alternative school unit also attempted to sort out problems that many states appear to be facing with household surveys. The main problem is the limited use of the data available. Notably, since the EMIS is a school based data system, it does not provide information about out of school children. Authentic information regarding this is available only in household surveys. Case studies to see why household surveys are not being utilised for planning and implementation have been undertaken. These are expected to be complete by end of April. At the same time, a committee of group of experts is working towards the development of a possible household based data system. There are major logistical problems in systemizing household level data collection, since there are huge cost and manpower need implications. The results of the case studies will be placed before these experts. Finally, a core group is also examining ways to streamline the school based EMIS.

### **Emerging issues**

Three major issues form the agenda for the next six months :

- Firstly, support will be continued to states to facilitate the development of state specific Project Management Information Systems. States will be encouraged to identify their information needs at all levels, and develop efficient and effective information systems.
- Secondly, the existing schools based EMIS will be streamlined to meet more information needs. Consultations with various user groups i.e., states, and other functional areas have already begun.
- Finally, a household based data system will be developed and trialled in a small area. This system will seek to capture information regarding access and out of school children, which is not easily available in the school based information system.

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

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Assam	<ul style="list-style-type: none"> <li>Regular. The DISE 1999-2000 data has been collected and fed in.</li> <li>The quality of data however, was not found to be very good as per the 5% sample check</li> </ul>	Regular. Received data upto the third quarter of 1999-2000.	The DISE data are analysed and are discussed even at the highest level of state administration. Attempt is made that school management decisions are taken on the basis of data analysis. The problems of single teacher schools, high PTRs, etc. are brought out through such analysis and dissemination.	<ul style="list-style-type: none"> <li>The quality of EMIS data needs improvement.</li> <li>State level PMIS data system needs to be developed.</li> </ul>
Haryana	<ul style="list-style-type: none"> <li>Regular. The DISE 1999-2000 data are expected to reach the national level by month end.</li> </ul>	Not regular. No PMIS data has been shared for the year 1999-2000 excepting qtr.1.	Limited use being made of data.	<ul style="list-style-type: none"> <li>State level PMIS needs to be developed.</li> </ul>
Karnataka	<ul style="list-style-type: none"> <li>Regular. The DISE 1999-2000 data expected to reach the national level by month end.</li> <li>Quality of data was found to be good in the 5% sample check.</li> </ul>	Not regular. For 1999-2000, only the 1 <sup>st</sup> quarter's data have been made available.	The data generated through MIS are used extensively. The process of AWP&B is MIS data based. Besides, teachers' training and deployment is also based on the MIS data. DISE be implemented in non-DPEP districts also.	<ul style="list-style-type: none"> <li>A detailed state specific PMIS system is being developed. The same may be put in place urgently.</li> </ul>
Kerala	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data expected to reach by March end 2000.</li> <li>Quality of DISE data has been found to be mixed.</li> </ul>	Regular	Not evident.	<ul style="list-style-type: none"> <li>Usage of MIS data and analysis needs to be encouraged.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Madhya Pradesh	<ul style="list-style-type: none"> <li>Regular but with considerable time lag. DISE 1999-2000 data are expected to reach by end April 2000.</li> <li>DISE data quality as suggested by the PES was mixed.</li> </ul>	Regular.	DISE data have been analysed by the SPO and shared with the DPOs. The school information system has been implemented in the Alternative Schools also. After compilation, these data would also be analysed and shared with DPOs.	<ul style="list-style-type: none"> <li>Vacancies in phase II need to be filled up.</li> <li>Data needs to be made available on time.</li> <li>Quality of data needs to be addressed.</li> </ul>
Maharashtra	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data expected to reach by April 2000.</li> </ul>	Not regular. For 1999-2000, only 1 <sup>st</sup> Qtr. data are available.	Extensively used especially for teacher rationalisation and deployment. Besides, the data are used for preparation of the AWP&B.	<ul style="list-style-type: none"> <li>Non-compliance of PMIS.</li> <li>Manpower not in place in phase II district.</li> </ul>
Tamil Nadu	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data expected to reach by the month end.</li> <li>As suggested by the PES, quality of DISE data was very good.</li> </ul>	Regular	Extensively used for AWP&B. The state has also conducted a cohort study to study retention and repetition, identified a number of schools, block-wise, that merit immediate attention.	<ul style="list-style-type: none"> <li>May develop state specific PMIS.</li> </ul>
Andhra Pradesh	<ul style="list-style-type: none"> <li>Regular. However, since the school based data are not collected through DISE, there are problems in reading the data.</li> </ul>	Not regular. In fact, so far no PMIS report reached the national level.	While preparing the AWP&B, prioritisation is done on the basis of EMIS data.	<ul style="list-style-type: none"> <li>Better implementation of DISE and</li> <li>Development of state specific PMIS.</li> </ul>





State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Bihar	<ul style="list-style-type: none"> <li>• Regular. However, the lag time is high.</li> <li>• Quality of data needs improvement.</li> </ul>	Not regular. In fact, so far no PMIS report reached the national level.	The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&B.	<ul style="list-style-type: none"> <li>• Vacancies need to be filled up.</li> </ul>
Gujarat	Regular. DISE 1999-2000 data have been shared.	Not regular. So far, data for qtr. 2 of 1999-2000 has only been received.	The analysis of data (to be used while preparing AWP&B) has been initiated.	<ul style="list-style-type: none"> <li>• State specific PMIS may be developed.</li> </ul>
Himachal Pradesh	<ul style="list-style-type: none"> <li>• Regular. DISE 1999-2000 data have been shared.</li> <li>• Quality of DISE data, as suggested by PES, was mixed.</li> </ul>	Data for quarter 3 of 1999-2000 has only been received.	The process of analysing MIS data to use for preparation of AWP&B 2000-01 has been initiated.	<ul style="list-style-type: none"> <li>• State specific PMIS may be developed.</li> </ul>
Orissa	Regular. DISE 1999-2000 data have been shared.	Not regular.	Data are analysed and discussed. However, better utilisation of such analysis by users is needed.	<ul style="list-style-type: none"> <li>• Further sensitisation of the users needed.</li> <li>• State specific PMIS may be developed.</li> </ul>
Uttar,Pradesh	<ul style="list-style-type: none"> <li>• Not regular. DISE 1998-99 reached here quite late. For 1999-2000, the same are expected to reach by this month end.</li> <li>• Quality of data needs improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular but data are not consistent.</li> </ul>	The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B.	<ul style="list-style-type: none"> <li>• Manpower needs to be put in place.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
West Bengal	<ul style="list-style-type: none"> <li>• Not regular. Incomplete DISE 1998-99 reached here quite late. The same for 1999-2000 is expected to reach by the month end.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular. Received information for all the quarters till quarter 3, 1999-2000.</li> <li>• The new PMIS is being computerised so that the information need of different functional units at the DPO/SPO levels may be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level functionaries.</li> </ul>	<ul style="list-style-type: none"> <li>Finalisation of the state specific PMIS.</li> </ul>

# Supervision

## Strategies

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

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

## State's Role

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

## Bureau's Role

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

## State visits by the Bureau

The Bureau representatives regularly attended Executive Committee meetings in the states during the past six months. Special efforts were made to monitor Orissa & West Bengal through visits and workshops.

## Supervision Training

To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100

people have been conducted. The duration of each programme has been seven days and it included mock supervision exercises and field visits. The briefing of mission members and collation of reports was supported by LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organizing targeted internal missions in future.

### Role of the Unit

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

### Future Strategy

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

Further refinement of J.R.M. mechanism is under consideration as with the expansion of the programme to almost half of the country, JRMs may not be able to cover all states and districts in all missions. Therefore, there may be a need for mounting regular State Supervision Mission.

**JRM's** : So far 10 JRM/JSM have been launched. The following table provides information on various JRM's and their focus areas.

	1995	1996	1997
<b>Joint Supervision / Review Missions</b>	Ist JSM – March, 1995. (Led by IDA)  IInd JSM – September, 1995. (Led by EC)	IIIrd JSM – June-July, 1996. (Led by GOI)  IVth JSM – Oct.-Nov. 1996	Vth JSM – March, 1997. (Led by IDA)  VIth JSM – Sep.-Oct., 1997. (Led by EC) In-depth Review Mission
<b>Priority Areas for the JSMs</b>	The first two focussed on reviewing the process of putting the system in place and identifying priority areas for capacity building and the beginning of the programme implementation.	The third and fourth supervision missions focused on the progress of implementation and reviewed follow up on the recommendations of the earlier mission on various aspects of the programme. Assessing progress of implementation was also a focus area.	The 5th JSM focussed on areas of Pedagogical Improvement and Annual Work Planning. Assessing progress of implementation was also a focus area. The VIth focussed on assessing the progress-made identification of constraints and the area of critical action along with assessing the sustainability of achievements. The IDR visited all the states where the programme was in implementation.

	1998	1999	2000
<b>Joint Supervision / Review Missions</b>	VIIth JSM – March, 1998. (Led by GOI)  VIIIth JRM – October – November, 1998. (Led by DFID)	IXth JRM – April, 1999. (Led by World Bank)  Xth JRM & IInd IDRM – November, 1999. (Led by EC)	XIth JRM – March – April, 2000. (Led by GOI)
<b>Priority Areas for the JSMs</b>	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints. To assess the extent to which the recommendations of last JSM implemented.</p> <p>Focus for VIII JRM are:</p> <ol style="list-style-type: none"> <li>1. To assess the extent to which DPEP is making progress towards its objectives.</li> <li>2. The extent to which decision making has been decentralised and resourced to support the process, to date and what has been learned from that experience.</li> <li>3. To gauge the extent to which PMIS and EMIS and qualitative indicators are feeding into improved planning and management.</li> <li>4. To identify constraints which</li> </ol>	<ul style="list-style-type: none"> <li>• To assess DPEP's progress towards Programme's objectives.</li> <li>• To assess the extent to which an increase in the level of community involvement can be perceived at the school level.</li> <li>• To assess effort of states particularly DPEP-I and UPBEP for sustainability of DPEP.</li> <li>• To assess financial status of Programme Implementation.</li> </ul> <p>Focus for Xth JRM &amp; 2nd IDRM are :</p> <ul style="list-style-type: none"> <li>• To assess progress towards the DPEP's objectives concerning access and enrolment, retention and learning outcomes, with particular reference to the programme's target groups (girls, SC and ST children, children with disabilities and working children)</li> <li>• To assess the extent to which evidence of and planning for improved quality in terms of "inside the school" – processes and school/community interaction can be perceived.</li> <li>• To assess the extent to which increased capacities to facilitate and enable school improvement and community ownership can</li> </ul>	<ul style="list-style-type: none"> <li>➤ To review the efforts made and interventions initiated particularly since the previous JRM to consolidate the programme gains and address critical gaps in terms of progress towards DPEP's objectives.</li> <li>➤ To assess extent to which institutions at various levels have been created and strengthened in planning and management of primary education (institutional development and reforms).</li> <li>➤ To assess extent to which efforts are made to sustain DPEP activities and processes beyond the project period, particularly in DPEP-I and UPBEP.</li> <li>➤ To assess the status of the programme implementation and the extent to which funds have been utilised.</li> </ul>

	<p>are impeding progress to suggest follow up activities to improve performance.</p> <p>5. To assess the extent to which DPEP is influencing the mainstream education system.</p> <p>6. To discuss progress towards cost effective strategies for the utilisation of resources.</p>	<p>be perceived in the DPEP states and districts.</p> <ul style="list-style-type: none"> <li>• To assess the extent to which conditions to sustain DPEP activities after the programme ends have been created, particularly in DPEP I and UPBEP states and districts, and efforts and progress made in terms of maximising the programme's impact on the primary education system as a whole.</li> </ul>	
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**Internal Supervision Missions :** The system of regular I.S.Ms. was discontinued in 1997. Now, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 5 targeted Internal Supervision Missions have also been launched to various states. These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation.

The dates of these targeted ISMs are as follows :

<b>Haryana December 13 – 15, 1995</b>	<b>Gujarat June 23 – July 2, 1997</b>	<b>Orissa January 16 – 24, 1998</b>	<b>Maharashtra March 3 – 9, 1999</b>	<b>Orissa January 17 – 20, 2000</b>
Haryana ISM (December 1995) : This mission was launched to report on the actions taken since the Joint Supervision Mission of September 1995 in relation to its recommendations and the activities undertaken in DPEP in this period as well as to form its own	Gujarat ISM (June – July 1997) : This mission was launched on the recommendation of JSM suggesting the Bureau to pay special attention to the state of Gujarat, a close monitoring and	Orissa ISM (January 1998) : An Internal Supervision Mission to Orissa was launched in January, 1998. This was necessitated by a recommendation of the In-depth Review Mission (October, 1997). This Mission has observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal	Maharashtra ISM (March 1999) : In a bid to improve the pace of implementation of the programme, the DPEP Bureau launched an Internal Supervision Mission to Maharashtra in March 1999. The Mission was	Orissa ISM (January 2000) : An Internal Supervision Mission visited Orissa during January 2000 as the 10th JRM could not visit the state because of the Cyclone. The objectives of the mission were (1) to assess programme implementation in the existing 8 districts (2) to assess the state of preparedness in the

<p>assessment of major issues arising in the course of the programme implementation. The Missions in its report, described the various steps taken by the state in response to the recommendations of previous JSM. These actions included appointment of key project personnel, initiating the filling of teacher vacancies, a ban on transfer of teachers and other staff engaged in DPEP work without the permissions of the State Project Director, steps initiated to create a separate cadre for DIET faculty at the state level in order to recruit professionally competent faculty for the DIETs, strengthening of SCERT and orientation of VEC members to cite a few.</p>	<p>technical support as the mission found the progress to be relatively slow. The mission recommended launching of an ISM after a period of three months. Accordingly, the GOI launched the Mission which expressed its satisfaction over the steps initiated by the state on the recommendations of JSM.</p>	<p>Supervision Mission may be mounted in about 3 months time to monitor the implementation progress in key areas – pedagogical renewal area, civil works, orientation of project management staff and stake holders, regarding DPEP objective and strategies. The Internal Mission however found that after September 1997, 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 could 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.</p> <p>The Union Education Secretary visited Orissa and held indepth discussions.</p>	<p>assigned the tasks :</p> <ul style="list-style-type: none"> <li>• To assess the progress in each major intervention of DPEP.</li> <li>• To assess the progress in Phase-I districts towards achieving of DPEP super goals.</li> <li>• To identify constraints in achieving the progress.</li> <li>• To suggest measures to speed up the implementation of the programme.</li> </ul> <p>The mission submitted its report highlighting the constraints and suggested measures to speed up the implementation of the programme.</p>	<p><b>proposed 8 expansion districts, particularly whether the conditions for the existing districts have been fulfilled (3) to identify constraints in achieving progress in respect of (1) &amp; (2) above (4) to suggest measures to speed up implementation of the programme and reach stage of readiness for expansion. The team held discussions with the state officials and during visit to Keonjhar district held wide – ranging discussions with community representatives, teachers, CRC and BRC coordinators and district functionaries including the DIET faculty at Keonjhar. The team identified immediate steps to be taken on a priority basis and also assessed the status of DPEP implementation. The report of the mission was shared with the state authorities and the Bureau. The report of the ISM is annexed.</b></p>
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INTERNAL SUPERVISION MISSION REPORT, ORISSA

17<sup>th</sup> –20<sup>th</sup> January, 2000

An Internal Supervision Mission visited Orissa for 17-20 January, 2000, as the 10<sup>th</sup> JRM was unable to visit the state because of the cyclone. The GOI team comprised of Ms. Rashmi Sharma, Director (EE.I), Dr. Madumita Bandyopadhyay, Consultant (Planning), Ms. Vipasha Agnihotri, Consultant (Pedagogy), Mr. Kailashpati Jha, Consultant (Planning), and from the state, SPD Orissa Mr. Vijay Arora joined the team. The team visited Keonjhar district and met with community representatives, teachers, CRC and BRC coordinators, district functionaries including the DIET faculty at Keonjhar, and discussed its findings with the Chief Secretary, Orissa as well as Secretary School and Mass Education. The team identified “immediate steps” to be taken on a priority basis and also assessed the status of DPEP implementation.

Since the visit of the 9<sup>th</sup> JRM to Orissa in March 1999, the following positive changes have come about:

- a) 663 formal primary schools have been started as per State Government norms.
- b) 50 alternative schools have been established in each district, most instructions have been appointed and were being trained at the time of the visit.
- c) Cluster coordinators have been identified and assigned clusters.

The above steps indicate significance progress in universalising access to primary schools and setting in motion basic processes for pedagogic reform. It is hoped that these processes will be continued.

While many issues that emerged during the visit, the team identified some steps that need to be undertaken urgently which are stated below:

**1. Immediate Steps**

Issues regarding the education of tribal children are the most important in the state. The problem of access is most acute in tribal areas as is the issue of drop out. Moreover, because

tribal children often speak a language other than Oriya which is the medium of instruction in the schools, they may need special attention in terms of teaching learning materials and teaching learning processes in the classroom. It may also be necessary to address the issue of attitudes towards tribal children. A special focus on tribal children is therefore extremely desirable. This focus needs to remain central in all strategies, particularly the next steps suggested below:

The state has recently identified cluster coordinators. These coordinators may need to be assessed over a short period of time as to their actual capacity to deliver. Notably the state has also identified outstanding primary school teachers as part of block resource groups. Some of these have been selected as CRC coordinators but it is not clear whether the best possible persons have been selected as CRCs in each cluster. With the help of the CTT (core teacher training group) the state may scrutinise the actual performance of the CRC soon and make changes wherever necessary. The development of the resource centres, particularly the capacity building of cluster coordinators, may be crucial for improving the pedagogic processes in the primary schools. Orientation of the new CRCs in the teaching learning process and classroom transaction as well as their role needs to be undertaken urgently.

- So far the involvement of DIETs has been minimal in DPEP. Though some DIET faculty members have been involved in teacher training on an individual basis and are also keen to be a part of the pedagogic improvement in DPEP, the DIET as an institution has not yet played the role it is capable of playing. As the state is in the process of activating its BRCs and CRCs the DIETs may also be involved in this process. The capacity of the DIET faculty in the teaching learning process may also be enhanced and their responsibility towards BRCs and CRCs as well as the quality of teaching learning process in schools may be articulated clearly.
- The state has recently identified instructors for alternative schools. The instructors are also receiving some basic orientation. In the next few months, to establish alternative schools of a good quality it may be advisable to provide much more intensive orientation to the instructors, give more thought to the teaching learning materials to be used in the alternative schools, specially since many of them are in the tribal areas and also evolve an effective support and supervision system. In other words, now that a large number of

alternative schools and instructors have been identified the quality of these schools needs to be the major focus area.

The state is now in a position to plan in a much more specific and focused manner than earlier. Extensive household surveys have been conducted and the EMIS system is fully operational. District teams and VECs have received some orientation. Sub-district structures have been put in place. It should now be possible to evolve highly focussed strategies targeted at specific habitations and specific groups of children. It should be possible to disseminate findings of the household surveys and EMIS data widely as well as to discuss it and formulate strategies in village, sub-district and district forums. Particularly issues relating to drop out, which is a major problem area, may need to be addressed in a habitation specific manner. Most needy habitations may need to be identified and focussed on. The district may develop resource groups or other modalities to work at drop out issues in habitations with a large number of drop outs.

### **Status of Programme Implementation and Suggestions**

#### **Project Issues**

100% posts are reported to be filled at the SPO level but 25% posts are still vacant at the district level. *These need to be filled up for speedy implementation of the programme.* Full time District Project Co-ordinators have now been placed and have also received an initial orientation in a workshop conducted jointly by GOI, West Bengal and Orissa.

The project in the state has a long history of frequent transfers which has been commented upon by several JRMs. Moreover, the implementation of the project in Orissa has been slow and the state has remained in the “special watch” category for the last three JRMs. Currently, the expenditure is only 18.5% of the total project cost. Frequent transfers have slowed down the project considerably. *It is very strongly recommended that adhoc transfers should not now be undertaken till the project end.*

So far GOI has released Rs. 4537.89 lacs for the project and GoO has released 596.14 lac which is 11.6%, against a total release of money amounting to Rs 5134.03 lacs. The team was informed that several audits through the state financial department, auditor general and the state education department of the project are in process. *The reports of these audits may be made available to GOI.*

### **Planning and Management**

The state and districts are about to begin their exercise for formulating annual plans for 2000-2001. So far the house hold survey and micro-planning exercises carried out at the village level have not been used adequately in plan formulation. The team saw some evidence of their use in locating new schools and alternative schools but not in planning other interventions. *It is strongly recommended that a modality for using information available from these village level data in this year's annual work plan formulation may be evolved.* This would allow the plans to be far more focussed. For instance, specific community mobilisation activities in particular pockets and habitations rather than uniform activities all over the district need to be undertaken. *For such a disaggregated and focussed interventions appropriate sub district forums may be needed.* It was also found by the team that house hold surveys have not been shared with the community and VECs. These have been computerised by the district project office but pertinent information has not been shared with agencies that can take action and used. This is a process that the state may like to set in motion. *Local needs and strategies may then be reflected in the annual plans.* The planning process in the state needs considerable attention. Particularly, adequate planning teams need to be formed and oriented and plans that address specific needs rather than taking of uniform activities need to be promoted.

SIEMAT in Orissa is functioning as part of the State project office. Out of 23 sanctioned posts in SIEMAT 15 are in position. SPD is presently incharge as director. It is yet to be registered as an autonomous society. So far the state has not considered the issue of reforming management structures and processes in any depth. There have also been many convergence problems at all levels among various functionaries.

At present at the state level there is an attempt to develop forums for different state organisations to discuss issues. At the district level a limited amount of convergence has been attempted by individual officers, particularly DMs. However systems for such convergence are not yet in place. More important, the possible change in the management of schools and shift to a supportive and enabling management style rather than an inspectorial one is yet to be conceptualised and put in place. Considering the growing number of resource support institutions at all levels, this is an issue on which deliberations can be undertaken

### **Access and Alternative Schooling**

663 formal primary schools have been started as per state norms in DPEP districts. Teachers have been posted from nearby schools. With a very small exception most of these are single teacher schools. *The state may like to plan specially for the training of teachers in these schools as well as equipping in them with adequate teaching learning materials and other facilities.* Construction of buildings of 79 new schools have been started. These may be undertaken at a priority basis.

The state is in the process of establishing 50 alternative schools in each district in schoolless habitations which do not qualify for formal schools under state government norms. We observed an initial orientation training for newly selected alternative school instructors.

The rapid establishment of new schools and alternative schools have been a major steps towards ensuring a greater access in Orissa. The state may also pay attention to maintaining quality of these schools. Particularly, since alternative schools are a new initiative, we would like to draw attention to the following issues:

- ⇒ In some villages local teachers as per prescribed qualifications are not easily available. These are also often areas where the local language is significantly different from Oriya and the impact of a teacher recruited from outside the village who does not speak the local language can be poor. This issue may be considered in depth, before outsiders are appointed to these schools.
- ⇒ At present the state has provided five days' initial orientation to the newly selected instructors. *In the near future more rigorous training may be necessary.* Since alternative school have also been started in other states, OPEPA may like to find

out the training procedures followed by states that have conducted the programme successfully.

- ⇒ So far the state intends to use textbooks of NFE centres in the new AS centres. This strategy may need more discussion as NFE caters to the children upto the age of 14 and many of these schools are located in tribal areas where children speak a language that is different from Oriya.
- ⇒ A supervision and support system for these AS centres is yet to be evolved. This may be given priority to ensure proper functioning of AS centres and to ensure that the children do not dropout of these centres because of inadequate quality. The team was informed that Village Education Committees will be expected to supervise alternative schools. In this case it may be necessary to orient the VECs in such supervision.
- ⇒ Mechanisms for tracking and strategies for out of school children in habitations covered by formal schools need to be developed. At the district as well as the state level extensive household data as well as school based data has been computerised. In the district visited clear information regarding number of un-enrolled children and those who have dropped out of school was available at the district level. However, this has not been used in a focused manner. It may be worthwhile to select habitations with highest problems of non-enrolment and drop out and work systematically in these. It may also be worthwhile to create forums at the district and sub-district level to discuss habitations specific issues and undertake focussed activities.
- ⇒ At present there is only a single strategy in alternative schooling i.e. that of providing access to unserved habitations. Attention may need to be paid to the children of migratory groups or working children.

### **Community Mobilisation**

The state has an old tradition of Panchayat and block level elected bodies. These are fairly active in school education. It was found during the visit that VECs have been formed, trained and have been using the Rs.2000 grant.

In one of the schools, visited, the Village Education Committee members said that they wanted another round of training. It was also found that the household survey conducted had not been shared with the Village Education Committee and orientation regarding drop out and school attendance is yet to be given. *Given the strong tradition of community participation in Orissa, this is a resource that the SPD may like to tap.*

Further, so far community mobilisation strategies have been of a general nature i.e. uniform strategies have been undertaken for all communities. More focussed strategies for villages with high drop out or with other social problems may be planned.

### **Tribal Education**

Linguistic mapping and survey has been completed. Teachers in tribal dominated areas have undergone attitudinal training. Attempts have also been made to develop materials and primers targeting tribal areas. However, there is a need to have an area specific holistic approach for tribal habitations integrating all interventions such as Gender, Alternative School, Pedagogy, IED, Community Mobilisations.

Spoken language in most tribal areas is not standard Oriya. Due to this, children cannot communicate with teacher and consequently drop out of the school. Some effort has gone in addressing this issue by developing primers in saura for Gajapati and Raigarh districts. Similar efforts may need to be taken up for Juang, Munda, Parojas and many other languages. *The state may continue to promote this activity.*

### **Pedagogy**

#### *Quality of Schools*

Although the state has conducted several rounds of teacher training the impact was not clearly visible in terms of the quality of the school. *Particularly, it was found that considerable bias about tribal children and their capacity to learn exists among teachers. This issue may need to be tackled intensively.* Further, the teaching learning process in the schools visited was along traditional lines even though attempts had been made to sit children in groups and

provide them with the teaching learning material. However, there was not genuine learning activity in which children as well as teachers were actually participating. *A great deal of efforts is yet to go into improving the quality of the schools.*

### *Teacher Appointments*

A large number of posts of teachers are still vacant. The state government had decided to appoint 14000 para teachers. However this has not yet taken off because of litigation and other problems. It is hoped that the process of recruitment will be expedited.

### *Pedagogical Renewal Process*

The focus of the pedagogical renewal process in Orissa has been on teacher training. Three rounds of teacher training have been conducted, exposing teachers to activity based pedagogy, approaches to language, maths, EVS teaching, multigrade issues etc. However the textbook renewal process has not been in tandem with the teacher training. Presently the textbooks provide limited scope for practising activity based teaching in the classroom. *The state may need to undertake a review of its textbook renewal strategy and initiate necessary action.* A study of the textbook renewal process of states like Madhya Pradesh and Kerala may also be useful.

### *Teaching Learning Materials*

An effort has been made to motivate teachers to use teaching learning materials for classroom transaction through teacher training and also through block and cluster level TLM workshops. However presently the focus seems to be on developing paper based material such as charts of leaders, fruits, drawing for story telling, flash cards etc. Producing such material is not only very time consuming but also lacks durability (flash cards made out of paper do not last long). The state may need to consider production of some of the materials centrally at the block or district level. Possibility of using material other than paper may also be explored. *The focus needs to be on the use of TLM in the teaching learning process rather mere production of the same.*



### *Resource Centres*

CRC coordinators have been recently appointed. Selections have been done through interviews at the district level. It was found during the district visit that some of these coordinators are not primary school teachers and as yet the coordinators are not clear about their role. *The state may need to ensure that the best possible persons have been selected as CRC coordinators.* In this regard the workshops used in Kerala and Assam to identify the strengths of resource persons may also be conducted. Since the state has a good core teacher training group (CTT), its help may be taken in the screening. It would also be worthwhile to tap the block resource group which is already trained in pedagogic issues. *Training and orientation of CRC coordinators is a priority area.*

The state may like to articulate its plans for making the BRC a stronger academic resource centre. Several possibilities are being explored at present. *It needs to be ensured that the BRC emerges as a strong and viable academic resource rather than an administrative office.*

### *Involvement of DIETs*

Plans are afoot for greater involvement of DIETs at an institutional level in DPEP. *However, if DIETs are to be involved in pedagogic renewal processes the capacity building of DIET faculty in the teaching learning process is essential.* This may be undertaken in terms of in-service programmes as well as greater involvement of DIET faculty in state level pedagogical renewal processes such as development of textbooks, teacher training modules, resource centres etc. *Establishing linkages between DIET, BRC and CRC (regular meetings etc.) especially for academic purposes will not only facilitate greater involvement of this institution but will ensure quality academic resource support to teachers.*

### *State Resource Group*

A strong state resource group (CTT) has evolved in the process of developing teacher training modules and conducting training. However presently the activities of this resource group are restricted to training only. *It would be worthwhile to involve this core group in other areas of pedagogical renewal such as developing CRCs, BRCs, textbooks, organising district workshops etc.* Regular meetings at the state level, building their capacity through workshops,

exposure visits etc. will help in further equipping the CTT to undertake the above mentioned activities.

### *Multigrade Issue*

There are a large number of small multigrade schools in DPEP districts. For such schools which have 30-50 students across grades with a single teacher a different teaching methodology is required. Though the multigrade issue has been addressed through teacher training, it requires much more focussed attention in terms of methodology, materials, academic support and supervision.

### **Girls' Education/Gender**

Efforts have been made to address the gender issue in the teacher training programme. A training module for the MTAs has also been prepared at the state level. Also five villages in each block having low enrollment of girls have been taken as model villages for gender intervention. A core team has been constituted at the village level to undertake various activities. However, this core team has not been trained in some of the districts including the district visited. Proceedings of one general body meeting for the model village approach highlights some key issues raised by the community. However no action was planned or implemented on the basis of these issues. It was also observed that the information available in the house to house survey has not been used to formulate the intervention strategies for girls' education.

### **Early Childhood Care & Education (ECCE)**

The state has taken initiative to integrate the pre-school education and formal education by undertaking some activities for ECCE. These include constituting a state core group, training of anganwadi workers, developing supervision and monitoring format, procuring education kit, extending timings of anganwadi centres etc. The field interactions of the team revealed that there is a need to further equip these centres with play material for children. The state plans to undertake this activity.

In the district visited we found that the VEC has made a request to have same timings for school and anganwadi centres because many of the children are unable to attend the school as they are engaged in taking care of the siblings. *A close coordination between anganwadi centre, teachers and VEC members may help in bringing these children to the school.*

### **Integrated Education for Disabled (IED)**

The state has evolved a holistic intervention strategy for IED. It includes identification of the mild and moderate disabled children special training and orientation of teachers, VECs, parents, supplying aids, creating awareness, etc. This strategy is being implemented on a pilot basis in one block of each district. However lack of supply of aids and appliances to the needy children has posed a problem. For example, 605 children in the district visited by the team, require these aids but the district has not been able to provide for them. In absence of these aids it will not be possible to integrate these children in schools. *The SPO may need to help the district in procuring these aids from the concerned institutions.*

### **Civil Works**

The visiting team had an opportunity to see one new school, three CRC buildings and one ongoing construction of BRC. At CRC there is one main meeting hall and attached to it is a small CRC office. *The state may consider developing a library or an activity room in the office or meeting hall.* It was observed that instead of undertaking construction of schoolless buildings the focus has been on construction of CRCs. *It is important that the issue of schoolless buildings is taken up on priority.* Some of the other concerns include:-

- *Progress of BRCs and New School buildings:* Progress is found to be very slow. According to the progress report as on 30.09.99, construction of only 27 BRCs out of 86 proposed and 135 new school buildings out of 734 proposed has commenced. None of the new school buildings are complete yet.
- *Construction of CRCs:* According to the progress report as on 30.09.99, the number of CRC constructions that have been initiated are more than that of target. Total number of CRCs that are completed and are in progress are 1034, where as the target is 908.

- Level of expenditure is found to be low. As per the progress report, an expenditure of only Rs. 1735 lacs has been incurred against a total project outlay of Rs. 5092.
- The new school designs may incorporate as many child friendly elements as possible. All future school building constructions may be undertaken as per these designs.

### **Management Information System**

The MIS system in the state was found to be highly effective. Adequate data is available on most counts. *Before collecting and computerising more data, e.g. GIS, use of existing data may be ensured.*

# Appraisal

## *Objectives*

The appraisal of Perspective Plans paves the way, after certain formalities, for starting implementation of DPEP in a state. The perspective plans as prepared by the state and district teams present the issues, the strategies and interventions aimed at resolving the issues and the financial implications thereof.

## *Strategy*

The states and districts that intend to launch DPEP, prepare the draft perspective plans. In case the states have difficulty in preparing the plans, the Planning Assistance Missions are launched by the Bureau to help states prepare the plans. On receiving the plans, the Bureau launches pre-appraisal missions which go to the state, make field visits, discuss the issues with the district and the state level officials and submit reports to the DPEP Bureau. The draft plans are then revised in the light of the recommendations made by the Pre-appraisal Mission for assessment of the Appraisal Mission. The Appraisal Missions present their report to the Bureau and discuss it in the presence of the officials of the state. These appraisals are followed by the Appraisal Missions of the funding Agencies who also share the report with Government of India. In the case of DFID assisted projects, a joint GOI-DFID appraisal mission is mounted. After a nod from Government of India and the funding agencies, the states start implementation of the programme.

## *Appraisal Training*

Following the successful completion of DPEP-II national appraisals, it was agreed that the district and state plans of all the expansion districts for DPEP-I States, Orissa, U.P. and Bihar (DPEP-III) would be appraised by National teams and IDA will only review a sample of the national appraisal reports. This implied that the Bureau and TSG had to gear up to meet the challenge.

To facilitate quality appraisal of these expansion districts preparedness to implement DPEP, the Appraisal and Supervision Unit within the TSG undertook a series of activities. Realizing that the task on hand is mammoth, the Unit designed a comprehensive 5-day familiarization programme, conducted with the assistance of the LBSNAA, Mussoorie. The programme included an orientation to DPEP, an introduction to the general appraisal process and DPEP specific requirements, such as financial appraisal; functional area component appraisal; report writing and a session on team ethics. Five programmes were held during the period of May-December, 1997 leading to the creation of a resource pool of 80 persons, the fifth one was held in September, 1997.

The participants for these programmes were carefully identified. The effort was made to tap the national expertise available in educational financing, planning and management, special programmes for focus groups, pedagogical and other school effectiveness issues by involving them in these trainings. This familiarization programme also helped the DPEP Bureau and TSG to identify quality appraisers that is critical in team formation.

## **Appraisal Handbook**

As a ready reckoner for appraisers, the Appraisal Unit within the TSG developed an '*Appraisal Handbook*'. Having been prepared with assistance from the Bureau, this handbook includes sections on appraisal process, the assessment of components from various angles and content and structure of the expected national report. The purpose of the handbook is to highlight the specific requirements of DPEP appraisal and provide ready guidelines to every appraiser going to the field.

## Future Interventions :

It is planned to launch G.O.I. Pre-Appraisal Missions to Rajasthan and Gujarat in April, 2000. A joint GOI-DFID appraisal mission to Orissa is expected in May, 2000.

## Future Strategies

Involvement of T.S.G's functional units in the desk/summary appraisal for West Bengal, Orissa and Rajasthan by way of inviting their comments or inclusion of these in core in-house appraisal teams has proved to be very encouraging. Valuable inputs, received from functional units, were helpful in accomplishing the task as these cover almost entire gamut of the programme. We intend to follow the same in future.

## Status of Appraisal

1997	<p><b>Appraisal of expansion districts</b></p> <p>Satisfied with the pace of implementation of the programme and its coverage, the GOI decided for the expansion of DPEP into more districts of DPEP-I states and Orissa, the states where the programme was already under implementation. Accordingly, National Pre-appraisal and Appraisal Missions for Appraisal of expansion districts in the DPEP-I states and Orissa were launched during January – July, 1997 followed by the missions from IDA for the expansion districts.</p> <p><b>Appraisal of U.P. and Bihar</b></p> <p>National Pre-appraisal and Appraisal Missions for the states of U.P. and Bihar were launched during January – July, 1997. As in the case for the expansion districts, these missions were also followed by IDA missions. As a result 15 districts in U.P. and 17 districts in Bihar were selected for the implementation of the programme.</p> <p>The ambitious schedule of mounting missions, many a times simultaneous to several states was undertaken. It was decided that each appraisal team would have at least four members of whom one will be an architect/civil engineer another a social sector expert, one expert in pedagogical renewal processes and an economist/planning experts. However, the size of the mission was extended to 8-10 in M.P., U.P. and Bihar to cater to large number of districts to be appraised in these states.</p> <p>Whereas the pre-appraisal missions had been of approximately 12-14 days duration, the appraisal missions typically lasted for 16-18 days. The resource persons for those missions were drawn from the pool that was developed through 'familiarisation' programmes. For the sake of maintaining continuity, efforts were made to retain the same team for both pre-appraisal and appraisal. The process of appraisal was very demanding and asked for rigour as well as professional competence. The World Bank reviewed the process through extensive visits and complimented the work undertaken by the Bureau/TSG.</p> <p>During 1997 a total of 22 pre-appraisal and appraisal missions were launched for the appraisal of expansion districts. This is a landmark in the national</p>
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	capacities for appraising such project.
1998	<p>The plans for introducing DPEP in A.P. in 14 more districts were pre-appraised by a GOI mission in November, 1997 which was later joined by the World Bank team. In January 1998, the appraisal was conducted. Due to the large number of districts involved, the mission comprised of 8 experts drawn from various fields. The World Bank reviewed the appraisal process later in February 1998.</p> <p>Pre-appraisal missions to U.P. and Rajasthan were launched in May and June, 1998 respectively for appraisal of plans for three districts of U.P. and ten districts of Rajasthan.</p> <p>The unit participated in a G.O.I.-World Bank Mission (December 1998) to U.P. to assess districts Bahraich, Barabanki and Rampur for inclusion in DPEP-II and recommended positively to G.O.I.</p>
1999	<p>A Govt. of India Pre-Appraisal Mission to U.P. was launched in May-June, 1999 to appraise the plans of 38 districts to bring these districts under DPEP fold with World Bank funding. A striking feature of these proposals has been that unlike the other proposals, they propose an average expenditure of Rs. 20-25 crores, almost half of the upper ceiling as envisaged in DPEP guidelines by cost-saving devices. Subsequent to this, the Bank completed its appraisal in Sep., 1999. The unit also helped the state in bringing out the costings in standardised format.</p> <p>An in-house appraisal of plans for 5 districts in West Bengal was carried out in August 1999. The unit helped in this process by way of providing appraisal inputs. The plans including the costing tables were finalised in consultation with State Project Office and the Bureau.</p>
2000	<p><b>Orissa : A Desk review of plans for 8 districts of Orissa was carried out in January / February. Suggestions were made to revise the plans.</b></p> <p><b>Rajasthan : A summary review of Perspective plans of 9 districts of Rajasthan was carried out in February / March.</b></p> <p><b>Gujarat : Desk appraisal of plans of 6 expansion districts in Gujarat is expected in April, 2000.</b></p>





**RECOMMENDATIONS OF 10TH JRM AND FOLLOW-UP ACTION  
NATIONAL LEVEL**

Area	Recommendations	Action Taken
<b>ALTERNATIVE SCHOOLING</b>	<p>The Mission has observed a considerable expansion of Alternative Schools in most States that have extended educational opportunities to some communities for the first time. However, whilst recognising the contributions of AS to universalising access, the EE I Bureau might encourage the States to further develop context-specific strategies with appropriate resources to ensure education of comparable quality for all children on a sustainable basis, with particular reference to the most deprived children such as street children, migrants and working children.</p>	<p>Under AS programme, there has been continuous emphasis for developing context specific strategies. As a result variety of strategies, responding to the specific needs have been started in the states. But there are many groups which still remain uncovered. In the years 1997 and 1998, national level workshops were organised to cover the most difficult groups like child labour and street children. In the last national workshop held at Bhopal in January 2000, the issues concerning coverage of children who are in specially difficult circumstances were discussed. This category includes groups like, child labour, street children, children who migrate with their parents and children to whom education has been denied due to religious beliefs of the community. Participants identified specific groups in their respective states and also prepared action plans. (Detail can be seen in the workshop report).</p> <p>Equivalence and sustainability are other important issues which were dealt at length in the workshop. On earlier occasions also the issue of equivalence and making adequate investments to achieve it, were discussed with the DPEP states. The sustainability of AS strategies has been a major constraining factor for diversification of strategies under AS, as well as for making necessary investments for achieving equivalence. The existing centrally sponsored NFE scheme has been revised and the new scheme called Alternative and Innovative Education (AIE) encourages adoption of diverse strategies for catering to diverse</p>



		groups of children. In the new scheme there is a substantial increase in; per child cost, the honorarium of teachers and supervisors, and the over all cost of the programme. Duration of foundation training and subsequent training every year has also been increased. This scheme which is likely to be implemented from the next financial year, to a great extent, should be able to remove the barriers which have been stopping states from diversifying the AS strategies as well as making better investments to achieve equivalence.
<b>PLANNING</b>	Lack of funds has hampered the State DPEP Societies from implementing planned activities this year. As a matter of urgency, the GOI needs to ensure the timely release of funds to the State Societies, and Assam, Bihar, Haryana, Maharashtra and Rajasthan need to pay the 15% share if they expect the funding agencies to continue their support. It is furthermore suggested that for the time being Orissa and West Bengal continue as special watch states.	<p>Since Orissa and West Bengal were designated special watch states in the last JRM, a special workshop for both these states to help them improve their planning processes was organised in January, 2000 at Calcutta. Moreover, an Internal Supervision Mission visited Orissa in January 2000 and made detailed recommendations to streamline and improve programme implementation.</p> <p>At the national level, issues regarding improving the teaching learning process were raised and discussed in workshops, trainings etc. on the one hand and on the other hand, states were facilitated in building capacities of resource persons.</p>
	The Mission acknowledges the progress made by some DPEP-I States to review the sustainability of DPEP gains. There is, however, an urgent need for the DPEP-I States that have not yet conducted sustainability studies do so now. The States that have undertaken sustainability studies need to formulate, on the basis of the findings, a time-bound plan to consolidate the DPEP gains and sustain the initiated change processes. In this context, the States may wish to consider further strengthening communication, co-ordination and co-operation among key resource institutions and facilitate the formulation and implementation of institutional development plans of DIETs and other envisaged district level resource institutions.	Sustainability studies are being carried out by phase-I states.

<p><b>PEDAGOGY</b></p>	<p>States and Districts may like to strengthen the designed training modules and material to : (I) enable teachers to better relate training and integrate textbooks and TLMs to children learning outcomes; (ii) ensure that classroom assessment skills are developed and used, such as continuous student assessment; (iii) ensure effective teaching in multilevel/multigrade situations and (iv) ensure that strategies are developed for enhancing the skills of trainers and educational administrators at the block and cluster levels to enable them to fulfil their roles, especially in providing on-site support to teachers and schools.</p>	<p>This was undertaken in the following ways :</p> <ul style="list-style-type: none"> <li>(a) States (Karnataka, Orissa, Andhra Pradesh and Maharashtra) were facilitated in defining roles of resource persons, specially at the cluster and block level and articulating capacity building needs.</li> <li>(b) A special workshop was held in February, 2000 to discuss reading skills among children and the role of school libraries in promoting these skills.</li> <li>(c) School level initiatives to improve the teaching learning process were undertaken in collaboration with states in Uttar Pradesh and Madhya Pradesh.</li> <li>(d) A magazine on pedagogic issues "Issues in Pedagogical Improvement" was continued. The recent issue focussed on storytelling.</li> </ul>
<p><b>MANAGEMENT INFORMATION SYSTEM</b></p>	<p>The Mission has observed a wide variety of data in circulation providing information on enrolment, repetition, retention and attendance. The Mission furthermore acknowledges the EE I Bureau plans to further develop the progress review mechanisms for DPEP. In this regard, the EE-I Bureau and the States may wish to (i) rationalise DISE data with other management information systems currently in use, (ii) continue efforts to improve the reliability of the available data, and (iii) further integrate the findings of the micro-planning exercises for the formulation of subsequent AWPBs. The Mission hopes that in the further there will be a better utilisation and analyses of available data at state and district level to set priorities and to respond to local-specific needs.</p>	<p>The following measures have been taken to improve the EMIS data base:</p> <ul style="list-style-type: none"> <li>(a) The current school based data capture format is being revised in consultation with units dealing with various major interventions, to provide more relevant information.</li> <li>(b) Case studies have been undertaken in three states to assess how well household surveys have been used for planning and to locate problem areas in using these.</li> <li>(c) A committee has been formed to examine the possibility of improving a data system based on household surveys which will provide better understanding about out of school children.</li> <li>(d) In various planning workshops the issue of integrating information available at the habitation level into annual work plans has been addressed. Many states have informed the Bureau that the planning process for the year 2000-01 attempts to integrate habitations specific information.</li> </ul>

## ABBREVIATIONS AND ACRONYMS

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



<b>NFE</b>	<b>Non Formal Education</b>
<b>NGO</b>	<b>Non-Governmental Organisation</b>
<b>NIBM</b>	<b>National Institute of Bank Management</b>
<b>NIC</b>	<b>National Informatics Centre</b>
<b>NIEPA</b>	<b>National Institute of Educational Planning and Administration</b>
<b>NRRC</b>	<b>National Research and Resource Centre, Mussoorie</b>
<b>NSDART</b>	<b>National Society for Promotion of Development Administration, Research and Training</b>
<b>ODA</b>	<b>Overseas Development Administration</b>
<b>PMIS</b>	<b>Project Management Information System</b>
<b>PRA</b>	<b>Participatory Rural Appraisal</b>
<b>PRI</b>	<b>Panchayat Raj Institution</b>
<b>PTA</b>	<b>Parent Teacher Association</b>
<b>PWD</b>	<b>Public Works Department</b>
<b>RIE</b>	<b>Regional Institute of Education</b>
<b>SC</b>	<b>Scheduled Caste</b>
<b>SCERT</b>	<b>State Council of Educational Research and Training</b>
<b>SDP</b>	<b>School Development Plan</b>
<b>SIEMT</b>	<b>State Institute of Educational Management and Training</b>
<b>SIS</b>	<b>State Implementation Society</b>

<b>SPD</b>	<b>State Project Director</b>
<b>SPO</b>	<b>State Project Office</b>
<b>SRG</b>	<b>State Resource Group</b>
<b>ST</b>	<b>Scheduled Tribes</b>
<b>TLC</b>	<b>Total Literacy Campaign</b>
<b>TLM</b>	<b>Total Literacy Mission / Teaching Learning Material</b>
<b>TOR</b>	<b>Terms of Reference</b>
<b>TRI</b>	<b>Tribal Research Institute</b>
<b>TOT</b>	<b>Training of Trainings</b>
<b>TSG</b>	<b>Technical Support Group</b>
<b>TWD</b>	<b>Tribal Welfare Department</b>
<b>UEE</b>	<b>Universalization of Elementary Education</b>
<b>UNDP</b>	<b>United Nations Development Programme</b>
<b>VEC</b>	<b>Village Education Committee</b>
<b>VEP</b>	<b>Village Education Plan</b>
<b>VHAI</b>	<b>Voluntary Health Association of India</b>
<b>VIPP</b>	<b>Visualization in Participatory Planning</b>
<b>VTM</b>	<b>Village Teacher Motivator</b>