

**TENTH JOINT REVIEW MISSION
AND
SECOND IN-DEPTH REVIEW MISSION**

13th Nov – 20th Nov , 1999

STATE DOCUMENT – DPEP, MAHARASHTRA



**Maharashtra Prathamik Shikshan Parishad,
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A WORD

The District Primary Education Programme – Phase-I is the 6th and penultimate year of its implementation, whereas the Phase-II districts are in the third year of implementation. The programmes, activities and processes in the former are sufficiently stabilised and have started showing tangible results in terms of increased access and retention and discernible quality improvement. The Phase-II programme, although passed through a slow phase in the beginning, has now picked up pace and started taking roots. The programme has seen two general elections in the past two years and gone through the prolonged periods of 'code of conduct', as a result of which the implementation has suffered to some extent. Now that the general elections are over, the activities will re-start with renewed vigour and commitment and the objectives will be achieved as contemplated.

DPEP has projected an imitable example of good planning, effective management and accountable implementation at all levels and sent a message as to how an organised thinking and committed effort can deliver early results. The functionaries have realised that the Programme is not just a list of activities to be performed but it is being viewed as a philosophy and a way of working. This thinking is permeating the neighbouring districts, and a genuine demand is generating to understand and adopt the programme components.

At the state level, the planners have already started thinking in terms of how the efforts could be sustained beyond the project period. The visible gains have a clear empirical evidence and therefore all efforts are required to sustain the same, as well as to replicate the processes in other areas not covered so far. Considering the importance of the achievements the amount of input in terms of money and manpower which has gone into it, is not much when we reflect upon the history of the development of primary education over the past 50 years.

The following paras present in brief the range of activities being implemented, their outcome and the vision of the Project authorities for the next couple of years.

Issue of Access : With a view to achieving the goals of universalisation, the issue of Access was scrutinised very closely. Microplanning in the project districts was very systematic. The data on out-of-school children in the age group of 6 to 14 has been compiled by all the districts. The districts (except Nanded) tried to collate the data with the EMIS data during 1998-99 and have realised the importance of the issue of Access for the unreached & underprivileged.

MIGRATING CHILDREN :

In the project districts, facilities have been made available according to the problems faced by the children in the concerned areas. For example :

Civil Works :

Most of the civil works planned so far have been completed in phase I. Campus Development of MIEPA, BRCs construction is being closely monitored. State Project Office proposed to review civil works plan with the settlement of accounts in respect of completed works. The plan will be updated after taking into account the unspent balances. Stalemate in BRC construction is being resolved immediately and in view of the decision, further necessary action has been initiated.

1. New design for multigrade schools
2. New design for school rooms : A) Single B) Double.
3. Fencing, borewells, BRC construction, MIEPA.
4. Formation of MTA – A step forward under MPP where mother plays pivotal role for enrolment of girl child, empowerment of women.
5. VEC needs to be supplemented with MTA
6. Development of NFE Kit & the "SOBATI".

7. SMART PT : Training on Massive scale Emphasising participatory, Joyful mode of teacher training .
8. "SARAS 200" - Programme of improvement in competency based textbooks.
9. SRG & DRG established building resources at district & taluka level – useful in policy making and monitoring – leading to decentralisation in real sense.
10. March towards employing educational technology in schools. e.g. Audio-Video-print material being selected and supplied under Distance Education to ensure reduction in transmission loss and help in achieving better coverage by numbers.
11. District Initiative (Active schools) :
(EMIS' 98) reveals that a large number of schools lack essential facilities like, school rooms, toilets and drinking water in phase II districts. A phase programme of providing these, as already planned is undertaken.

Pedagogical Improvement :

Under this, districts have given MAS findings in respect of their districts. State Project Office however has evolved a training plan in consultation with districts. The major areas are :

1. Promotion of activity-based teaching practices in schools
2. Upscaling of multi-grade teaching project
3. Development of school
4. Updating and improving competency based question bank
5. Training of DPEP staff about their job chart
6. Workshop to develop the processes for remedial teaching.
7. Workshop on universalisation of activity based Education.
8. Workshop in Mahila Prabodhan Programme.
9. Development of learning ladder and SLM

10. Training of VEC and NGO
11. Formation and activation of MTA
12. Training Balwadi and Anganwadi Workers.
13. Training to Shiksha Karmis.

These interventions would help in changing the teacher focussed teaching / learning practices to child focussed TL practice. Since almost 50% schools have multigrade situation a block has been selected from each district for area intensive work. Education of the tribal children in case of Nanded district has been brought into focus. Effective methods of remedial teaching and special teaching methods for tribal children have been proposed to improve their achievement levels and minimise the gap between various social groups. Some of the activities proposed in 99-2000 have been continued from the last year such as adoption of cluster by gazetted officers, development of competency based question bank, TLM exhibition, SLM kit development workshop on environment study.

All the districts have kept provision for SMART PT for class Vth Teachers, however the cost of this training has been borne by SCERT, Pune through the funds of other than DPEP. This provision will not be available for conducting other training activities not planned earlier.

Under Pedagogical improvements Latur district has a major programme of upscaling of active schools (Nandadeep Shala).

Quality improvement of **"Gat Sammelan"** , training of newly appointed teachers, special massive training on 26th June for unsealing of active schools are some of the important programmes of this district.

Thus, in DPEP project districts, capacity building of primary teachers could be seen reflected as follows :

1. Strengthening in particular subjects like Language, Science, mathematics
2. Sensitivity to adopt new changes in the curriculum.

3. Training inputs created a new sense of awakening.
4. Motivation to march ahead in the pursuit of excellence
5. A need to conserve the gains – Sustainability

Girls Education :

Girls share in the enrolment is good and very close to their ratio in the general population.

The plan this year focuses on Gender Sensitization Training, Activation of MTAs, training to women members of VEC and other community mobilization programmes for effective participation in school activities.

Community Mobilisation Programme : Includes focus on training of VEC and Panchayat Members and mothers. Activities proposed under community mobilisation are training to VEC members for conducting Microplanning activities, organisation of enrolment-drive with the help of Panchayat Samitee members, especially for Prerana Centres.

Integrated Education of the Disabled :

1. Identification by survey is completed in all the project districts.
2. Disabled children are categorised separately for integration (Physical, Handicapped, Visually impaired, hearing impaired, etc.)
3. State level training for resource persons is completed
4. The project districts have proposed appointment of three special teachers and supply of aids and appliances and development of resource rooms in a cluster selected for IED.

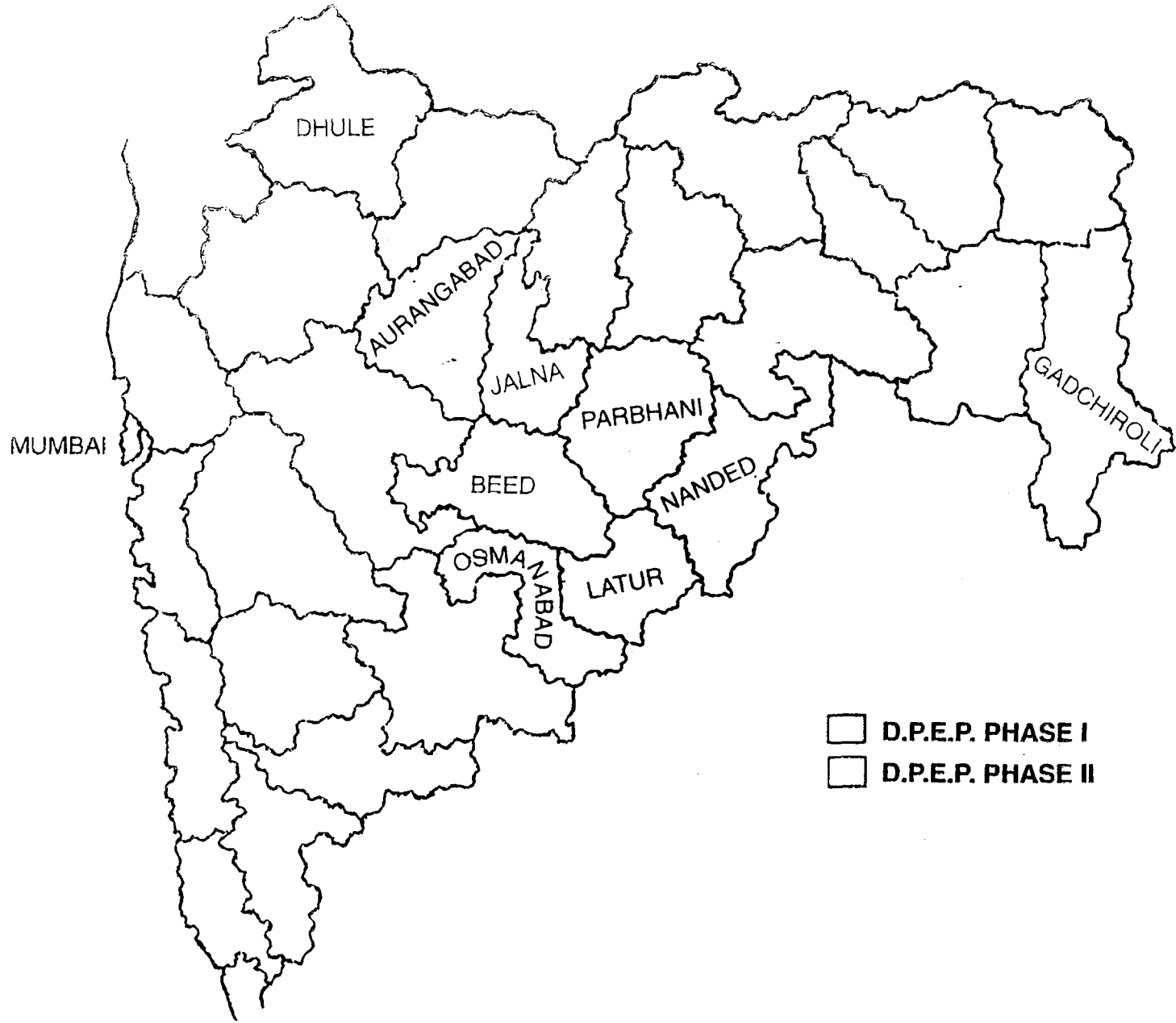
Media : Some of the activities like a monthly magazine named Vartapatra (News Letter). News on Citylink (Cable), printing of handbooks are repeated in 1999-2000 also. Besides these, articles in newspaper, printing of stickers, video cassettes, documentary films are some of the activities proposed in 99-2000.

An Overview

In Maharashtra, the phase-I programme is being implemented in five districts, viz. Aurangabad, Parbhani, Nanded, Latur and Osmanabad. The Programme has been extended to four more districts viz. Beed, Jalna, Dhule and Gadchiroli in Phase-II. It is being implemented and co-ordinated by the State Society called the Maharashtra Prathamik Shikshan Parishad (MPSP), Mumbai, at the State Level.

<u>SCOPE OF DPEP PHASE - I & PHASE - II</u>		
	<u>PHASE-I</u>	<u>PHASE-II</u>
▲ Districts	5(+1)	4(+1)
▲ Blocks	34+8*	39
▲ Clusters	661	539
▲ Villages	6815	6568
▲ Primary Schools	9700	8042
▲ Primary Teachers	42380	27575
▲ M.T.A.	6826	6332
▲ VECs	7910	7005
▲ NFE Centres	758	362
▲ Project Cost	18592.37Lacs	14771.79 Lacs
■ Financial Ceiling on Programme Components		
▲ Civil Works	24%	24%
▲ Programmes	70%	70%
▲ Management	6%	6%

MAHARASHTRA

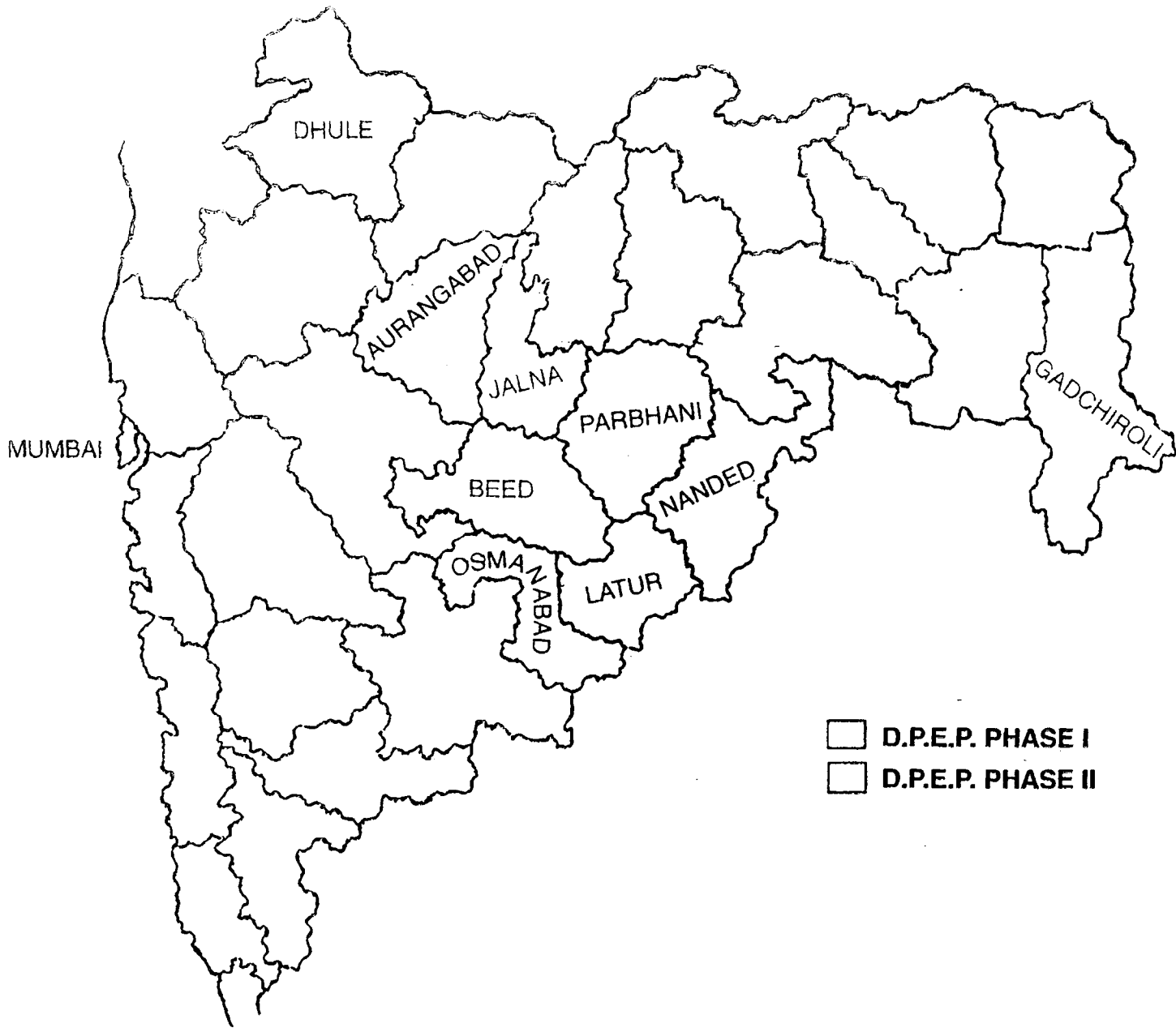


CHAPTER 1

PROJECT MANAGEMENT

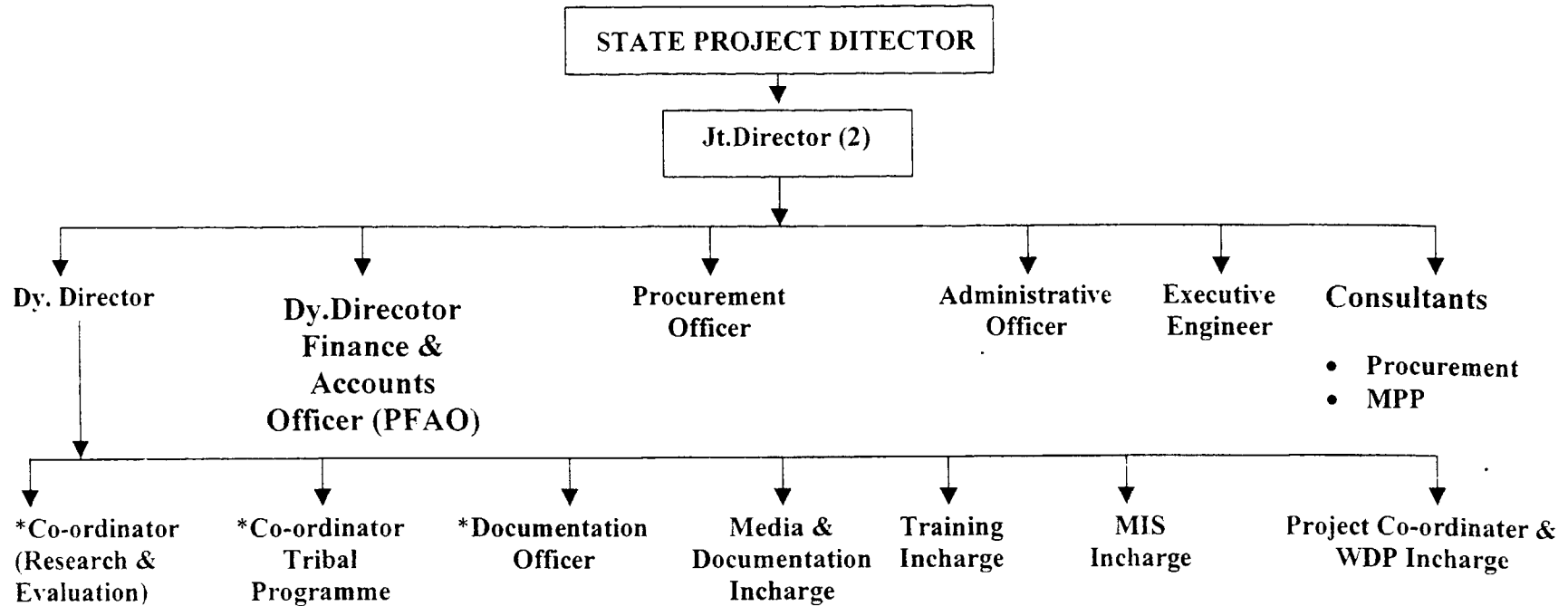
<p>State Level Structures</p>	<p><u>Autonomous Society</u> : The State Implementation Society, namely Maharashtra Prathamik Shikshan Parishad, Mumbai, was established in the year 1994 as an autonomus society for implementing DPEP. It comprises of two bodies, namely the General Council and the Executive Committee. Members of both these bodies include representatives from NGOs, National Institutions such as NCERT, NIEPA, noted educationists, teachers, women activists and officers from other State Government Departments and the GOI. The society has adopted its own set of financial and administrative regulations. The General Council is chaired by the Chief Minister and the EC by Education Secretary of the State. The composition of GC and EC facilitates co-ordination between various bodies and promotes convergence of efforts at various levels.</p>
	<p><u>G.C. Meetings held on :</u></p> <ol style="list-style-type: none"> 1. 13.11.1997 2. 10.08.1998 <p><u>E.C. Meetings :</u> The EC meets regularly to take decisions on important matters and reviews progress of the Programme. The meetings of the Executive Committee were held as follows :</p> <ol style="list-style-type: none"> 1. 15th meeting : Dt. 08/05/98 2. 16th meeting : Dt. 03/11/98 3. 17th meeting : Dt. 26/03/99 4. 18th meeting : Dt.13/08/99 <p>Besides the above the Society has constituted following committees for the smooth functioning of the Parishad.</p> <ol style="list-style-type: none"> 1. MPP Core Committee . 2. Programme Finance Sub-Committee. 3. Finance Committee. 4. NGO Grant-in-Aid Committee . 5. Quality Control & Evaluation Committee (QEC). <p>Some of the important functions of these committees are :</p> <ol style="list-style-type: none"> 1. To advise the society on the programmes and implementation. 2. To scrutinize the consultancy and other proposals to ensure their appropriateness. 3. To advise the Parishad on various issues related to procurement of goods. 4. Quality control and evaluation. 5. Needs assessments.

MAHARASHTRA



STATE LEVEL PROGRAMME STRUCTURE

CHAIRPERSON, EXECUTIVE COMMITTEE AND SECRETARY SCHOOL EDUCATION (GOM)



*Note : The posts indicated by * are created for Phase – II.*

State Resource groups and District Resource Groups

<p>State Resource groups and District Resource Groups</p>	<p><u>State Resource Groups for following areas constituted</u></p> <ol style="list-style-type: none"> 1. MPP –Women Development Programme 2. Alternative Schooling. 3. Tribal Education 4. Multigrade Teaching 5. Evaluation Committee for scrutiny of Research proposals both at SCERT and SPO 6. Bureau of Text book production has subjectwise core groups for development of Text Books viz., Vidhya Samittee. 7. SMART-PT modules are prepared inhouse by SCERT-Pune. 8. SRG on Research have been established by SCERT –Pune.
<p>BRC/CRCs</p>	<p>BRC/CRCs</p> <ul style="list-style-type: none"> • All BRCs are functional with co-ordinators in position in all districts. • Appointment of BRC subject experts in phase II districts are completed. • Decentralised locations being used as BRC's for training purpose. • All CRCs with co-ordinators are functional. Monthly meeting ' Gatsammelanas' held regularly.

Project Structure :

1. Staffing Pattern :

DPEP- I & II

	Posts Sanctioned		Posts filled up	
	DPEP-I	DPEP-II	DPEP I	DPEP II
S.P.O.	57	14	46	04
D.P.O.s (5 Districts of DPEP I)	182	150	156	92
BRCs (DPEP I 34,DPEP II 39)	238	312	215	267
CRCs	639	561	624	539
ECE Instructors	208	432	208	292

STAFFING UNDER DIETS

Name of the DIET	Post Sanction by State Govt.	Post filled	Post created under DPEP	Post filled
1. Aurangabad	11	06	05	04
2. Parbhani	11	08	05	04
3. Osmanabad	11	09	05	03
4. Nanded	11	10	05	03
5. Latur	11	09	05	04
6. Beed	11	08	05	05
7. Jalna	11	08	05	05
8. Dhule	11	10	05	05
9. Gadchiroli	11	07	05	05
Total	99	75	45	38

STATE LEVEL INSTITUTIONS

At the state level following institutions are support – institutions to DPEP :

1. Maharashtra State Council of Educational Research & Training (MSCERT)
2. Maharashtra State Bureau of Textbook Production and Curriculum Research (TBB)
3. Maharashtra Institute of Educational Planning & Administration (MIEPA)

1. Maharashtra State Council of Educational Research & Training :

MSCERT is a state level institution fully devoted to the programme of teacher training and curriculum development at the primary level. The institution is based in Pune and acts as a training wing under the department of School Education. It does not enjoy the status of an autonomous institution. MSCERT has several departments, which include training, evaluation, womens' cell, integrated education of disabled. tribal education, publications and research. Seven posts, ranging from Joint Director to Jr. Clerk have been created in the MSCERT. Various training programmes presently being conducted by the State DPEP office and the district offices shall be taken over by MSCERT eventually. The MSCERT shall function through the DIETs and take up the entire programme of capacity building at the end of the project period.

Presently MSCERT has undertaken training of VEC, ECCE workers including ICDS, and the statewide training programme of teachers (SMART-PT).

2. Maharashtra State Bureau of Textbook Production and Curriculum Research (TBB) :

The state has developed and produced competency based textbooks for the entire state. The development of competency based textbooks was entrusted to the TBB as a DPEP activity. The TBB was strengthened through DPEP-I for computerisation and improvement of the production process and also distribution. The TBB gradually brought out the

competency based textbooks for Std. I to V. It is an autonomous and self supporting organisation under the Department of Education. The TBB will continue to support the activities under primary education programme in future also.

3. Maharashtra Institute of Educational Planning & Administration (MIEPA) :

MIEPA has been established as a state level intervention in the Phase-II of DPEP with following objectives :

1. Training of educational administrators.
2. Research & evaluation in the area of educational planning and administration.
3. Microplanning
4. Development of innovative projects.

MIEPA has now acquired its own campus, which is to be developed with DPEP funding. The developmental process has been initiated and the civil work shall commence very soon. The facilities consist of office accommodation, Director's quarter, hostel, library, documentation centre and training halls.

MIEPA has completed training programmes for Education Officers, Block Education Officers, CPS Co-ordinators and Extension Officer. Although MIEPA is required to be strengthened in terms of the faculty, it needs to be continued for the training of administrators on a continuous basis.

Objective of MIEPA :

- a) To be a state level centre for excellence in Educational Planning & Administration intended to improve the quality, of planning and administration in School Education (including Non-formal and Adult Education) by means of study, generation of new ideas and techniques and disseminating them through interaction and training of strategic groups.
- b) Development of Training courses for educational administrators on the goals of "Education for All".
- c) Development of training modules on educational planning and administration for achieving DPEP goals.
- d) Gender sensitisation.

- e) Training in administrative and financial procedures.
- f) Development of innovative approaches for effective supervision and evaluation of schools.
- g) Effective use of electronic , print and folk media in creating awareness.
- h) In pursuance of the above objectives MIEPA has undertaken the following activities since its establishment.

Staffing under MIEPA :

- No. of posts sanctioned - 14
- No. of posts filled up - 14
- A major programme of renovation of MIEPA building is planned.
- The major concern is inadequacy of staff.

- **MIEPA Construction Programme :**

An amount of Rs. 1.88 crores is proposed for MIEPA building. A consulting agency has been appointed which has started work with effect from 15.12.97 on preparation of estimate for renovation, repairs of the existing building. Final drawings and bill of quantities received for the agency for approval to MPSP. The tender documents have been prepared and approved by Govt. of India. A part of the Civil Works, namely construction of a wall has been completed.

Funding of DPEP :

	Name of the Districts	EFC approved project cost (Rs. in Lakhs)	Project Period
DPEP - I	5		
	Aurangabad, Latur, Nanded, Osmanabad and Parbhani	18411.34	1994 -2001
DPEP - II	4		
	Beed, Dhule, Gadchiroli and Jalna.	15771.76	1997-98 to 2002

Suspension Monitoring

1. **Data Base** : A reliable village based data has been created through exhaustive microplanning exercise. The majority of interventions on access are based on this data. The Teacher redeployment was also undertaken by the districts on the basis of PTR reflected in EMIS. The Procurement and Civil Works programme for 1999-2000 also based on EMIS 98. The analysis of EMIS and Microplanning is shared upto block-level and cluster level.
2. **Regional Unit of Aurangabad** : Considering the peculiar location of State Project Office a regional unit of SPO has been created at Aurangabad. Executive Engineer, Tribal Co-ordinator with supporting staff have been placed at Aurangabad to keep close rapport with field functionaries.
3. **Visits and interactions with district functionaries** : Monitoring of the project is done by using multiple strategies. Officers from SPO frequently undertake review tours. Planning and review meetings are normally held once in a month. There is a constant rapport with the districts. An attempt is made to decentralise responsibility of monitoring by assigning districts to each officer at the State Project Office. The indicators of PMIS are shared with districts and sub districts structures.
4. **Support from State Level organization and NGOs** : A part of monitoring is done through convergence with the help of State Level institutes like MSCERT, MIEPA & NGOs also play an important role in monitoring programme. Indian Institute of Education, Pune actively participated in reviewing the training for NFE programmes. Similarly, SRG member on Multigrade Teaching Project & ALS pay visits to the districts and review programmes & activities at district level.
5. **Internal Supervision Mission** : Internal Supervision Mission comprising of apex level expertise from the state was launched to monitor the progress of implementation, to identify problems and to suggest remedial measures; observations on the reports have been conveyed to the districts.
6. **Financial Monitoring** : Yearly Internal Audit is conducted by Audit Branch of State Project Office. Internal Audit from 94-95 to 97-98 expenditure has been completed. Districts units of the Audit also conduct internal audit of Block, Cluster & Schools.
State Society releases funds on the basis of expenditure statements and requirements. The State Society ensures that adequate funds are always made available to the districts.

Statutory audit for the year 97-98 has been completed and report submitted to Govt. of India.

Supervision	A team of seven officers and experts from the state were trained at LBSNAA, Mussorie in Internal Supervision from 10th Nov. To 21st Nov., 98. As a follow up SPO conducted supervision of four DPEP expansion districts viz. Beed, Jalna, Dhule. Gadchiroli in Jan., 99 and Feb., 99. ISM reports have been shared with district
Appraisal of AWP&B	SPO also deputed seven personnel (SPO officers and DIET principals) for training in Appraisal during 98-99 at Mussorie. District plans for the year 98-99 were appraised in house by SPO for the first time. Plans for the year 99-2000 have also been appraised inhouse by SPO - (Dec., 98 to March, 99). AWP&B 99-2000 being placed before E.C. in March, 99 for approval.

Impact of DPEP on the State :

- a) The State has initiated special schemes for educationally backward blocks. The selection of these blocks is on the criteria adopted by DPEP for the selection of districts.
- b) The State is making an effort to collect the data for other districts in the State. Complete school information is being generated for other districts also.
- c) The State has appointed Cluster Co-ordinators for all districts in the State through its regular scheme.
- d) Govt. pays 4% salary contingency grant to all Z.P. primary schools to meet their day to day needs and to prepare TLM.
- e) Competency based curriculum and Text books are implemented in the entire State.
- f) Training of all Teachers teaching Std. I to IV and V in the State was completed in two consecutive years (97-98, 98-99 and 99-2000).
- g) Govt. of Maharashtra has, started schools for the education of the migrating children.

<p>Extension of the Programme to Non-DPEP District. (A Proposal)</p>	<p>The gains of the DPEP programme have attracted attention of the rest of the state and a demand is coming forward for the replication of the programme to other districts. DPEP in the state has covered 9 (undivided districts). Two districts have been added by division after the programme commenced, as a result of which the DPEP has practically covered 11 out of 34 districts in the state. Considering the necessity of extending the programme to the entire state, the state will have to provide adequate funds to the uncovered districts, in a phased manner. To begin with, the Non-DPEP districts could be provided with only the skeletal staff at the district & block levels. At the district level, 50% staff could be provided in the first year of the programme which could be increased to 75% in the following three years. Considering the status in the remaining districts initial project period could be limited to only 3 years starting from 2002 and ending 2006.</p> <p>About 25% staff from the DPEP phase-I districts could be withdrawn and re-distributed to the Non-DPEP districts. As far as the block level machinery in the Non-DPEP districts is concerned the surplus and unutilised posts of Taluka Level Assistant Project Officers, APOs, under Adult Literacy Programme, both from the DPEP and Non-DPEP districts could be used for manning the BRCs of the Non-DPEP districts. Two posts from the existing number of posts of teachers in a district can be utilised as BRC Co-ordinators at the block level and two more posts of Subject Experts will have to be created as 'additional posts' over the period of first two years in a phased manner.</p> <p>As far as the posts of primary teachers for normal expansion are concerned the State Government has already decided to create, as an additionality, 5000 posts of primary teachers per year for achieving UEE. In view of the state's commitment, it will not be necessary to create additional posts of primary teachers over and above 5000 to ensure access to all children under formal education.</p>
<p>Cost Effective Project</p>	<p>A proposal to appoint Para Teachers is already under consideration of the State Government. Para Teachers are being appointed in DPEP for alternative schooling. If they are appointed in formal schools also the cost reduction will be considerable. The infrastructure grant at the rate of Rs. 2,000/- per annum per school is paid irrespective of the size of the school. Other areas for economising the interventions are low cost teaching learning material, double shifts and use of retired teachers for monitoring the programme.</p>
<p>Required Finance</p>	<p>The DPEP districts will require funding at the rate of Rs. 3 crores per year in the first year. after the project period is over, whereas the Non-DPEP districts shall require approximately Rs. 2 crores in the first year. The requirement of Non-DPEP districts will increase at the rate of Rs. 1 crore per year over the next two years. whereas the requirement of the DPEP districts will increase at the rate of 25% in the subsequent two years.</p>

PLANNING & MANAGEMENT

CHAPTER - 2

STATUS : PLANNING AND MANAGEMENT

D.P.E.P.-I Experience :

The DPEP Phase-I has given encouraging results and a new atmosphere of confidence is being developed amongst the teachers.

1. Management Structure for DPEP Implementation :

- a) District management structure has been evolved and established upto the village level.
- b) The State level MPSP, DPEP cell in MSCERT and MIEPA(SIEMAT) have been established. The rules, regulations and financial procedures have been laid down and are in operation.

2. Physical facilities and other infrastructures have been set up at Block, District and State level. The infrastructure thus set up will continue to take care of the DPEP Phase-II.

3. Programme : The training modules in the areas like VEC, ECCE, NFE, TLM, joyful education, gender sensitization, competency based learning etc. have been developed and found appropriate. These are being used for training programmes in DPEP-II. The cascading approach of training is found useful.

4. Women's Development Programme: The strategy has been evolved and has positively contributed in increasing girls enrolment and their retention. The awareness for gender equity and Women's empowerment was created in the community. It is proposed to replicate the same programme in the 4 districts in DPEP-II.

5. **Innovations** : The alternative schooling patterns such as contract schools, schools for sugarcane children workers and facilities such as day care centres are tried. On the basis of the quick assessment of these innovations the schemes will be taken up in the DPEP-II.
6. **Environment Building** : The activities and the programmes conducted during phase-I have effectively mobilised and activated the community regarding enrolment and retention.
7. **System** : DPEP is implemented to integrate with the existing structure of Z.P. This has resulted in better co-ordination, smooth implementation and effective convergence.

Constraints :

1. DIET faculties could not be made fully functional due to personnel problem in the initial stages.
2. Similarly procedures & systems for operationalising Civil Works took considerable time at the district level.
3. Development of S.L.M. was delayed since it was felt appropriate to wait for the competency based text books. Impact studies and evaluation studies for "DPEP Interventions" could not be adequately taken up.

DPEP – II VIS-À-VIS DPEP-I

The DPEP - II Districts differ from the DPEP-I Districts in atleast 2 important ways :

- The DPEP – I Districts are all located in Marathawada region and have a homogeneous structure both socially and educationally. Only 1 district of Nanded has 1 tribal block. In Other DPEP-I districts there are no tribal blocks. On the contrary, in DPEP-II Districts, 2 of the districts (Gadchiroli and Dhulia) are predominantly Tribal Districts with different characteristics both in social and educational requirements. Therefore, the thrust of DPEP-II interventions would be primarily, among others, to focus on the

special interventions that would be required in these predominantly tribal areas with the objective of bringing the population concerned under the UEE umbrella.

The second aspect in which the DPEP-II districts differ in the two districts, namely Gadchiroli and Dhulia, is that there is a certain degree of social unrest. Gadchiroli is a Naxalite belt and hence it has special problems. Similarly, some of the pockets in Dhulia have been facing unrest on account of " Narmada Bachav Andolan " initiated by some activists.

In addition to this, Gadchiroli and Dhulia Districts have wide inter District disparities. There is a wide diversity between the various blocks in respect to educational and literacy levels ranging from 15% to 67%.

Therefore, in light of the above volatile situation, special interventions have to be planned and operationalised.

A.1 Participative Planning Process :

A participatory approach was adopted for identifying issues, understanding strength and deciding strategies. The efforts made during T.L.C. and the approaches used were taken into consideration. The field functionaries working for TLC were involved in the planning process.

The data available with the different government agencies at the State and District level was used along with the information collected through door-to-door survey.

Studies Conducted : The following studies conducted as a part of the planning process.

- Baseline study – by MSCERT. Pune.
- Social Assessment Study – By Nirmala Niketan College of Social Work.
- State Financial Study – by M.P.S.P. (S.P.O.)

The findings of these studies were taken into consideration while formulating the schemes and programmes.

A.2 State Level :

The District Primary Education Programme Phase-II was launched from April, '97 in four districts namely Beed, Jalna, Dhule, Gadchiroli. The process of project formulation started since March, '96. The State teams consisting of CEO's, E.O., DIET faculty members and officers from S.P.O. were trained in project formulation. In May, 96, a meeting of all members of District & State team was convened by MPSP under the Chairpersonship of Secretary, Education Department. The project teams were provided with strategy and time frame for the project formulation.

The project formulation teams from districts were trained at Aurangabad from 27th to 31st December, 1996 by the experts from Lokjumbish. EdCIL experts also provided guidance in January, '97 in school mapping and social mapping.

The State level institutes like MPSP, MSCERT, TBB, staff of Directorate of Education & MIEPA came together and prepared the state component plan on the basis of requirement reflected in the district plan & experiences in the DPEP-I. In addition, to this Consultation with N.G.Os. also helped in the project formulation.

A series of meetings and deliberations were held with district teams and the draft project plans were prepared at district & state level. All the draft reports were placed before the 11th Executive Committee Meeting and were subsequently approved.

3. District Level :

At the district level project teams were constituted under the chairmanship of CEOs consisting of representatives from Teacher Training Colleges and NGO, Functionaries of Education Department etc. who contributed in project planning.

The project formulation of the DPEP-II districts has been done on the basis of local specific requirements as reflected at the village/cluster/block and District level by the villages and their representatives. Information was collected from the schools giving 1.7 details of the present facilities available with them, the number of children in the school, the number of sanctioned posts of teachers and posts which have been filled-in. The school level information also gave an indication of the requirements and the felt needs.

Cluster level meetings were held by the cluster coordinators along with the VEC members to find out the demand and the requirements as perceived by the VECs and the peoples representatives at the Block level. On the basis of the discussions and the analysis carried out at the Block level, proposal was made by the Block Education Officer regarding the demands and their prioritisation and also the locations at which the various interventions are proposed. The proposals of the Block Education Officers were consolidated at the District level and the District Planning Teams formulated their project proposals based on these detailed block proposals.

On a microscopic scale school mapping and village mapping on a sample basis was also undertaken to assess the community needs viz-a-via the educational interventions which can be proposed through DPEP. The district plans enclosed the maps of the villages in which the village mapping activity was undertaken. The district plan also reflected the detailed process of participative planning which went into the project formulation and also details of the content analysis of each meeting.

PLANNING AND MANAGEMENT : INPUTS RECEIVED

STATES	NIEPA	LBSNAA	TSG
<p>MAHARASHTRA</p>	<ul style="list-style-type: none"> • School mapping and Microplanning (expansion districts teams) :(February 97.) • National Workshop on School Mapping and Microplanning. (July 1997) • Participation in Workshop on District Planning under DPEP (December 97) 	<ul style="list-style-type: none"> • AWP&B preparation Refresher Course (September, 1996) • AWP &B Preparation with special focus in Data Analysis and interpretation (July, 1997) • Refresher Course on AWP&B Preparation with special emphasis on Data analysis and interpretation (August & November, 1997) • Training on Appraisal of DPEP District Plans (Septemeber 97) • Three trainings at LBSNAA from Nov. 98 to Feb. 99. <p>Training on Internal Supervision 16 to 21st Nov.- 7 participants. Training on AWP&B preparation 30 Jan. To 4th Feb., 99 - 18 participants. Training on Appraisal 8 to 12 Feb., 99 - 7 participants.</p>	<ul style="list-style-type: none"> • Facilitation for revision of AWP & B for 1998 -99. • Facilitation in functioning of SRG on ALS. • Formulation of Action Plan and SRG on IED. • National level workshop at Chennai on IED on 6th to 8th Oct., 99. • National Level Workshop at Delhi on Gender on 13-14th Oct., 99.

STATUS OF MIEPA

STATE	INDEPENDENT/PART OF SCERT	CURRENT STATUS
MAHARASHTRA	MIEPA established in May, 1994 and registered as an independent autonomous institute.	<ul style="list-style-type: none"> • MIEPA is fully functional with staff appointed. Proposed staff strength is 14 - positions filled is 12. • Staff trained in various aspects of Planning and Management - Project and AWP&B Preparation, Micro planning and School Mapping and Data Analysis and Interpretation. • Efforts for visioning of SIEMAT are on. • Activity Plan of MIEPA - Aurangabad is being prepared. • Funds have been sanctioned for MIEPA building. Clearance for appointment of a consultancy agency has been given. Work to start soon. • MIEPA organised-State level workshops on development of training modules for administrative officers from DPEP districts. 15 training modules/learning materials proposed and 11 have been completed. • Training of Eos, BEOs, ADEOs, and job profile study of Eos, impact study of training, training need assessment study, collaboration with NIEPA for project activity are conducted. Total 7 programmes completed. • Training needs and Training Institutions identified. • Three workshops for identification of training needs and development of training module for State Administrators were organised by MIEPA. • MIEPA has organised seventeen trainings/workshops for administrators from the State during 98-99. About 376 officers were trained during the current year.

STATUS : PLANNING AND MANAGEMENT

STATES	STATE PROJECT OFFICE	DISTRICT PROJECT OFFICE	STATE DEVELOPMENT INITIATIVES
<p>MAHARASHTRA</p>	<ul style="list-style-type: none"> • Project Office is fully functional. • Evaluation/supervision/study field experts being appointed. <p><i>Current Status</i></p> <ul style="list-style-type: none"> • A total of 46 staff in position out of 57 sanctioned post in DPEP I. • Out of 14 sanctioned posts 4 are in position under expansion Programme. • One programmer has been appointed with effect from Sept.'97. • One MPP consultant has been appointed with effect from 17.5.99 for six months. 	<ul style="list-style-type: none"> • DPOs are fully functional. Dy. Project Officer, Accounts Officer, Programme Operator. Group 'C' & 'D' staff in position. <p><i>Current Status</i></p> <ul style="list-style-type: none"> • <i>Phase I</i> <ul style="list-style-type: none"> ➤ 156 staff are in position out of 182 sanctioned posts. ➤ All districts have appointed programmers/Data Entry Operators. New computers have been supplied to all districts and started working full fledgd. ➤ Post of DEO which was vacant in Nanded, has been filled must. • <i>Phase II</i> <ul style="list-style-type: none"> ➤ Out of 150 sanctioned posts 92 are in position. 	<ul style="list-style-type: none"> • Staff trained at national and state levels in Project Preparation, Micro Planning and School Mapping and data analysis and interpretation. <p><i>Initiatives</i></p> <p>AWP&B - Preparation and Appraisal:</p> <ul style="list-style-type: none"> • Workshop for District Level Officers including EMIS staff for data collection held in the third week of October, 1998 & submitted to GOI. For 1999 workshop being proposed shortly. • Staff trained in AWP&B preparation during 97 and 98 and 99 at LBSNAA. • Appraisal of District plans done from April, 98 by SPO staff • Provided support to districts for revision of AWP&Bs and appraisal.

	<ul style="list-style-type: none"> • One Accounts Consultant has been appointed we.f.7.6.99 for farther three months. 	<ul style="list-style-type: none"> • Action initiated for appointment of key persons. ➤ Review meeting by Secretary School Education in June 98. ➤ Regular review meetings with district officials by SPO. <p>1st meeting held on 9.6.99 2nd meeting held on 1.9.99</p>	<ul style="list-style-type: none"> • Three workshops held from Dec.98 to March,99 on AWP preparation at SPO. • Two appraisal workshops held at SPO on AWP&B 99-2000. • 21-26 June,99 AWP & B preparation Training at Mussoorie. <p>Orientation of district Personnel :</p> <ul style="list-style-type: none"> • Staff appointed in DPEP II oriented with the help of Staff in DPEP I districts. • Exchange programme and visits arranged within the state within DPEP districts as well as with UNICEF – programme districts.
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PLANNING FOR THE YEAR 1999-2000

Planning exercise for 1999-2000 is based on the principle of decentralisation and participation. The district functionaries were trained at state level during December, 98 and January & February, 99. The districts, in turn, conducted village, Cluster, Block and District Level meetings with functionaries.

The EMIS 98 data collected was analysed and used for planning and for formulating AWP&B for 1999-2000. The data shows some key indicators such as rationalisation of teachers, redeployment of teachers, major and minor repairs of schools & schools without physical facilities.

The microplanning survey was conducted in nine districts with reference to the data as on 31st July, 99.

Out of these nine districts, the two districts were selected for the enrolment study viz. Jalna and Latur.

From these two districts a sample of 200 villages selected, 100 villages per district and the house to house survey is retabulated in the age group of 6 to 11 years. The parameters considered for this retabulation are as under :

1. Population of the village.
2. Age specific population (6 – 11 years)
3. School going children in the age group of 6 to 11 years.
4. Children attending Alternative schools/NFE in the age group of 6 to 11 years.
5. Out of school children in the age group of 6-11 years.

Jalna :

For the enrolment study 100 villages were selected from 4 blocks out of 8 blocks.

1. It is observed that the share of children in the age group of 6 –11 years to total population is about 17%.
2. The NER is 89.98%
3. About 8% children in the age group of 6 to 11 years are out of school. This percentage is as large as 18.95% in VJNT category and as low as 4% in general category.
4. There is need of alternate schooling facility in Partur Block.
5. The percentage of out of school girls is more as compare to boys whereas percentage of girls attending ALS/NFE is less than boys.
6. There is no significant difference in the percentage of school going boys and girls whereas there exists sizable difference between ALS/NFE attending boys and girls.
7. The percentage of school going OBC children is less than those of other categories.
8. There are about 20% children enrolled in Alternative schools to the total out of school children and this percentage is as large as 91.92% in Jafrabad block and as low as 18.52% in Ambad block.
9. There is markable gap in the enrolment of boys and girls in the ALS compared to out of school children.

The tables show the statistics compiled for the study.

AGE LEVEL AGREGATION OF HOUSEHOLD DATA
DPEP DISTRICT : JALNA
DISTRICT NAME : JALNA

NO OF VILLAGES = 100

1.POPULATION

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	1847	1766	3613	2277	3177	5454	2105	2061	4166	3453	3268	6721	9682	10272	19954
ST	220	185	405	1010	963	1973	216	210	426	212	199	411	1658	1557	3215
V.J.N.T.	2623	2504	5127	1825	1720	3545	1827	1667	3494	1461	1418	2879	7736	7309	15045
OBC	943	899	1842	3802	3404	7206	1187	1160	2347	2206	2033	4239	8138	7496	15634
OTHERS	7910	7296	15206	6824	6711	13535	6144	5808	11952	10172	9778	19950	31050	29593	60643
TOTAL	13543	12650	26193	15738	15975	31713	11479	10906	22385	17504	16696	34200	58264	56227	114491

2.AGE SPECIFIC POPULATION (6--11)

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	283	300	583	392	318	710	399	163	562	671	622	1293	1745	1403	3148
ST	49	31	80	137	160	297	50	42	92	40	41	81	276	274	550
V.J.N.T.	364	394	758	294	270	564	344	314	658	288	262	550	1290	1240	2530
OBC	140	166	306	1082	914	1996	307	193	500	399	356	755	1928	1629	3557
OTHERS	1155	1084	2239	1058	1073	2131	885	940	1825	1792	1738	3530	4890	4835	9725
TOTAL	1991	1975	3966	2963	2735	5698	1985	1652	3637	3190	3019	6209	10129	9381	19510

SCHOOL GOING CHILDREN (6-11)TOTAL

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	244	264	508	325	279	604	357	93	450	667	597	1264	1593	1233	2826
ST	40	31	71	125	150	275	40	34	74	34	35	69	239	250	489
V.J.N.T.	340	328	668	271	249	520	305	264	569	283	253	536	1199	1094	2293
OBC	135	159	294	659	538	1197	296	178	474	397	354	751	1487	1229	2716
OTHERS	1077	993	2070	993	975	1968	845	859	1704	1781	1709	3490	4696	4536	9232
TOTAL	1836	1775	3611	2373	2191	4564	1843	1428	3271	3162	2948	6110	9214	8342	17556

CHILDREN ATTENDING ALTERNATIVE SCHOOLS/NFE AGE GROUP (6-11)

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	13	7	20	6	7	13	NIL	NIL	0	3	24	27	22	38	60
ST	0	0	0	4	1	5	NIL	NIL	0	6	6	12	10	7	17
V.J.N.T.	11	15	26	5	2	7	NIL	NIL	0	5	8	13	21	25	46
OBC	2	1	3	116	45	161	NIL	NIL	0	1	2	3	119	48	167
OTHERS	31	13	44	11	13	24	NIL	NIL	0	10	26	36	52	52	104
TOTAL	57	36	93	142	68	210	0	0	0	25	66	91	224	170	394

OUT OF SCHOOL CHILDREN IN (6-11)

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	26	29	55	61	32	93	42	70	112	1	1	2	130	132	262
ST	9	0	9	8	9	17	10	8	18	0	0	0	27	17	44
V.J.N.T.	13	51	64	18	19	37	39	50	89	0	1	1	70	121	191
OBC	3	6	9	307	331	638	11	15	26	1	0	1	322	352	674
OTHERS	47	78	125	54	85	139	40	81	121	1	3	4	142	247	389
TOTAL	98	164	262	448	476	924	142	224	366	3	5	8	691	869	1560

Percentage of 6 to 11 years population to Total population

District :- Jalna

No. of villages :100

Based on Microplanning data

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
SC	15.32	16.99	16.14	17.22	10.01	13.02	18.95	7.91	13.49	19.43	19.03	19.24	18.023	13.66	15.78
ST	22.27	16.76	19.75	13.56	16.61	15.05	23.15	20.00	21.60	18.87	20.60	19.71	16.647	17.60	17.11
V.J.N.T.	13.88	15.73	14.78	16.11	15.70	15.91	18.83	18.84	18.83	19.71	18.48	19.10	16.675	16.97	16.82
OBC	14.85	18.46	16.61	28.46	26.85	27.70	25.86	16.64	21.30	18.09	17.51	17.81	23.691	21.73	22.75
OTHERS	14.60	14.86	14.72	15.50	15.99	15.74	14.40	16.18	15.27	17.62	17.77	17.69	15.749	16.34	16.04
TOTAL	14.70	15.61	15.14	18.33	17.12	17.97	17.29	15.15	16.25	18.22	16.08	18.15	17.385	16.68	17.04

Percentage of School Going Children (6 to 11 years) to Age Specific Population (6 to 11 years)

District :- Jalna

No. of villages: 100

Based on Microplanning data

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
SC	86.22	88.00	87.14	82.91	87.74	85.07	89.47	57.06	80.07	99.40	95.98	97.76	91.289	87.88	89.77
ST	81.63	100.00	88.75	91.24	93.75	92.59	80.00	80.95	80.43	85.00	85.37	85.19	86.594	91.24	88.91
V.J.N.T.	93.41	83.25	88.13	92.18	92.22	92.20	88.66	84.08	86.47	98.26	96.56	97.45	92.946	88.23	90.63
OBC	96.43	95.78	96.08	60.91	58.86	59.97	96.42	92.23	94.80	99.50	99.44	99.47	77.127	75.45	76.36
OTHERS	93.25	91.61	92.45	93.86	90.87	92.35	95.48	91.38	93.37	99.39	98.33	98.87	96.033	93.82	94.93
TOTAL	92.21	89.87	91.05	80.09	80.11	80.10	92.85	86.44	89.94	99.12	97.65	98.41	90.967	88.92	89.98

Percentage of Out of School Children to Total population in the age group of 6 to 11 years

District :- Jalna

No. of villages: 100

Based on Microplanning data

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
SC	9.19	9.67	9.43	15.56	10.06	13.10	10.53	42.94	19.93	0.15	0.16	0.15	7.4499	9.41	8.32
ST	18.37	0.00	11.25	5.84	5.63	5.72	20.00	19.05	19.57	0	0.00	0.00	9.78	6.20	8.00
V.J.N.T.	3.57	12.94	8.44	6.12	7.04	6.56	11.34	15.92	13.53	0	0.38	0.18	5.43	9.76	7.55
OBC	2.14	3.61	2.94	28.37	36.21	31.96	3.58	7.77	5.20	0.25	0.00	0.13	16.701	21.61	18.95
OTHERS	4.07	7.20	5.58	5.10	7.92	6.52	4.52	8.62	6.63	0.06	0.17	0.11	2.90	5.11	4.00
TOTAL	4.92	8.30	6.61	15.12	17.40	16.22	7.15	13.56	10.06	0.09	0.17	0.13	6.82	9.26	8.00

Percentage of Children attending Alternative Schools/NFE to Total Population (6 to 11 years)

District :- Jalna

No. of villages: 100

Based on Microplanning data

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
SC	4.59	2.33	3.43	1.53	2.20	1.83	0.00	0.00	0.00	0.45	3.86	2.09	1.26	2.71	1.91
ST	0.00	0.00	0.00	2.92	0.63	1.68	0.00	0.00	0.00	15.00	14.63	14.81	3.62	2.55	3.09
V.J.N.T.	3.02	3.81	3.43	1.70	0.74	1.24	0.00	0.00	0.00	1.74	3.05	2.36	1.63	2.02	1.82
OBC	1.43	0.60	0.98	10.72	4.92	8.07	0.00	0.00	0.00	0.25	0.56	0.40	6.17	2.95	4.69
OTHERS	2.68	1.20	1.97	1.04	1.21	1.13	0.00	0.00	0.00	0.56	1.50	1.02	1.06	1.08	1.07
TOTAL	2.86	1.82	2.34	4.79	2.49	3.69	0.00	0.00	0.00	0.78	2.19	1.47	2.21	1.81	2.02

Children Attending ALS / NFE and Out of School Children in the age group of 6 to 11 years

District :- Jalna

No. of villages: 100

Based on Microplanning data

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	39	36	75	67	39	106	42	70	112	4	25	29	152	170	322
ST	9	0	9	12	10	22	10	8	18	6	6	12	37	24	61
V.J.N.T.	24	66	90	23	21	44	39	50	89	5	9	14	91	146	237
OBC	5	7	12	423	376	799	11	15	26	2	2	4	441	400	841
OTHERS	78	91	169	65	98	163	40	81	121	11	29	40	194	299	493
TOTAL	155	200	355	590	544	1134	142	224	366	28	71	99	915	1039	1954

Percentage of Children Attending ALS/NFE TO TOTAL NO. OF OUT OF SCHOOL CHILDREN
(OUT OF SCHOOL+ALS/NFE ATTENDING)

District :- Jalna

No. of villages: 100

Based on Microplanning data

	BADNAPUR			AMBAD			PARTUR			JAFRABAD			TOTAL		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
SC	33.33	19.44	26.67	8.96	17.95	12.26			0.00	75.00	96.00	93.10	14.47	22.35	18.63
ST	0.00		0.00	33.33	10.00	22.73			0.00	100.00	100.00	100.00	27.03	29.17	27.87
V.J.N.T.	45.83	22.73	28.89	21.74	9.52	15.91			0.00	100.00	88.89	92.86	23.08	17.12	19.41
OBC	40.00	14.29	25.00	27.42	11.97	20.15			0.00	50.00	100.00	75.00	26.98	12.00	19.86
OTHERS	39.74	14.29	26.04	16.92	13.27	14.72			0.00	90.91	89.66	90.00	26.80	17.39	21.10
TOTAL	36.77	18.00	26.20	24.07	12.50	18.52	0.00	0.00	0.00	89.29	92.96	91.92	24.48	16.36	20.16

COMMUNITY MOBILISATION

CHAPTER - 3

COMMUNITY MOBILISATION

1. INTRODUCTION :

Community participation is considered as one of the most important approaches of DPEP, to ensure facilitating environment at the village level and to build local capacity and confidence for transfer of ownership of the school to the community. Decentralised planning and management and participatory processes in development have assumed importance in view of the 73rd and 74th Amendments to the constitution. In Maharashtra, management of primary school has been transferred to the local bodies, both in urban and rural areas. Majority of the primary schools are under Zilla Parishads and municipal councils in the state. The management structure at the district, block and village level is well defined and organised. However, at the village level, issues about the development of primary education are not understood by the villagers due to lack of information and proper interface with the Panchayat Raj structures.

The state has formed VECs in all the villages and habitations to ensure participation and mobilisation of the people for the cause of primary education. Certain powers have been delegated to the Village Education Committees and the members have been trained against well conceptualised training modules. As a result, the awareness about primary education is building up in the local community.

To strengthen the efforts in the area of community mobilisation and participation, Mata Palak Sangh (MTA) has been formed in all the schools in DPEP area to which the response is encouraging. The MPS has made a platform available to each and every mother which she can utilise not only to understand the developmental process of children in the school but also to enrich her own experience and knowledge. A training module for mothers has been developed by DPEP and training process has begun.

The basic thrust areas are :

- **Sustainability**
- **Acceptability**
- **Replicability**

STRATEGY :

- ◆ To reach to the society from organised sector to unorganised sector.
- ◆ Identification of problems
- ◆ Needs to be catered
- ◆ Acknowledge cultural, Social. Economic features

OUR AGENTS ARE :

- | | | |
|-----------|---|-----------------------|
| • M. T.A. | } | * Cluster coordinator |
| • V.E.C. | | * Head Master |
| • P.R.I | | * Shikshanpremi |
| • N.G.O. | | |

ACTION PLAN :

The state's action plan for the year 1999-2000 was developed during the Bangalore Workshop on 26,27 and 28th May, 1999.

Prominent features shared are revealed as follows :

1. **Involvement of V.E.C. members and their participation in various training programmes arranged by the State.**
2. **Updation of V.E.C. training module.**
3. **Formation of M.T.A. and proper direction to the activities thereof.**
4. **Active participation of V.E.C. in all activities – specially – civil work, school infrastructure, enrolment drives.**
5. **Involvement of VEC in the improvement of qualitative aspect of school infrastructure by contributing Rs. 500/- to school grant of Rs. 2000. There is a shift from Furniture to school based utility based purchasing.**
6. **Savitribai Phule Dattak Palak Yojana is a unique feature for Girl Child's education.**
7. **Substantial contributions by community to the development of school.**

8. Active participation of women member of V.E.C.

With these guidelines in mind following action was planned for the year 1999-2000.

DPEP : MAHARASHTRA – ACTION PLAN 1999-2000 FOR COMMUNITY MOBILISATION :

- Give information
- Create confidence
- Talk to others

1. Basic Areas

- Capacity building
- Active Partnership
- PRI & VEC Interface
- Increased interaction with teachers/ Administration
- Campaigning for enrolment, attendance.
- Research

2. Action Programme

Training :

- VEC
- MTA (School level)

3. Orientation of PRI

- PRI (Block and district level)
- Main stream teachers/Administrators

4. Media

- Posters

- Appealing letters
- Radio Jingles
- Cables spots.
- Video Cassettes.

5. Research

- To assess the level of community ownership achieved.
- Mobilization Stage
- Awareness stage
- Involvement stage
- Participation stage

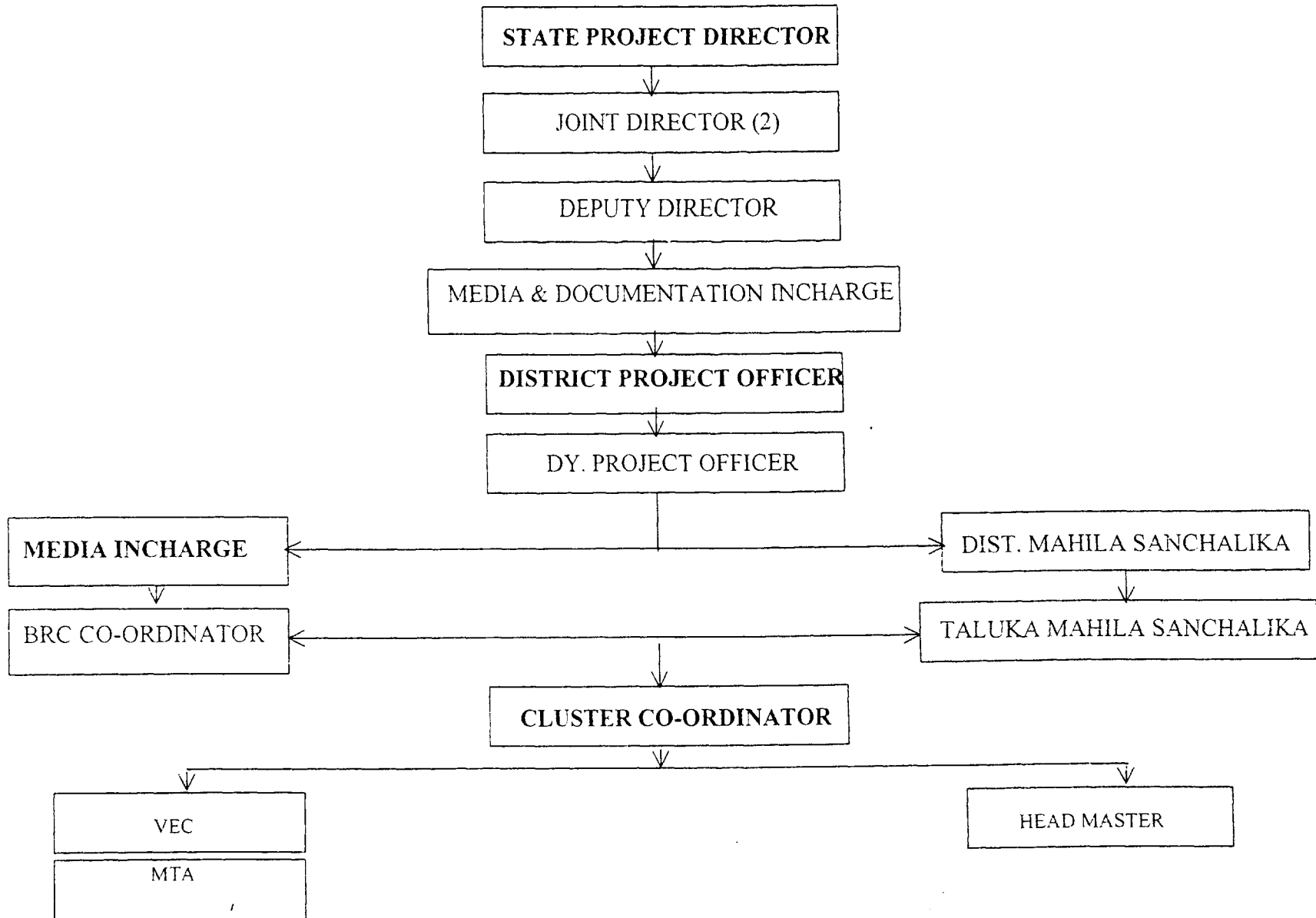
6. Support required

- NGOs and training institutions for TOT
(Specifically for participatory methodology)
- Use of different medias
- State Govt.
- DEO Office
- SCERT
- MIEPA

7. Follow-up action :

- Sharing with SPO
- Workshop with media and press institution of District
- Sharing with district Block level Adm. officers.

STRUCTURE FOR - COMMUNITY MOBILISATION



CAPACITY BUILDING OF COMMUNITY

School Management being a complicated and specialised task, while expecting the community to take up this function we have to train the community in the skills of planning, management and monitoring the development of school. Strategically, therefore, the focus has to be on the capacity building of V.E.C. M.T.A. and PRI functionaries through :

- **Training**
- **Orientation**
- **Interaction**
- **Meetings**

TRAINING FOR CAPACITY BUILDING :

Village Education Committee :

State level training – completed by SCERT (5 days)

Dist. level training – (Phase I has completed, Phase 2 is about to complete) (2 days training)

CRC level Training

Gat Samellan

SCERT's module has been revised with the following contents at dist. and other levels & additional Topics were introduced.

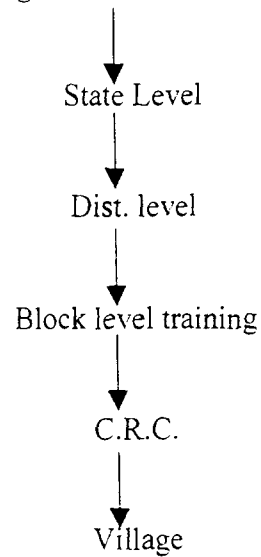
- TLM development and VEC's participation
- Teaching Methodology
- Evaluation

The VEC members have also participated in the following workshops.

1. MTA - Mata Palak Sangh
2. MGT - Multi Grade Teaching
3. IED - Integrated Education of Disabled
4. Script Writing
5. Bal Anand Melawa

It has given them a new vision to look towards the project.

Cascading Chart of V.E.C. Training



Objectives of V.E.C. committee's training

1. To impart information about the constituted rights, duties and responsibilities of V.E.C.
2. To identify educational needs of village.
3. Microplanning for total development of school.
4. To monitor & evaluate village level school and other educational institution
5. To give feedback to the higher level institutions.

Contents of the V.E.C. training Programme :

1. Micro Planning techniques
2. School development & upgradation
3. Teaching Learning Process
4. Evaluation methods of students
5. Govt. schemes and facilities
6. Preparation of teaching - methods to evaluate students learning material and handling of teaching aids.
7. Gender Equity. ,

Formation of V.E.C. :

Salient Features :

- A) V.E.C. to have min.5, max. 7 members.
- B) Villages with more than 5 habitations V.E.C. should consist min.7 and max.10.
- C) For more than 10 habitations V.E.C. should consist min 11 max. 15
- D) Committee should represent
 - Parent
 - Village Panchayat Member
 - Teachers from Non formal & Literacy center
 - Co-op. Society
 - Womens' representatives / Mahila Sangh
 - OBC & BC
 - Minorities
 - Gram Sevak
 - Yuvak representative
- E) Should have 50% womens' representation
- F) Age limit is above 18 years and educational qualification is min 4th Std. pass for Adivasi region age and educational qualification can be relaxed.
- G) Head master is the Secretary of VEC. In case of more no. of primary schools in the village the senior most H.M. is secretary.
- H) Tenure is of 3 years.
- I) One of the member is elected as chairperson.

Mata Palak Sangh Training :

- **State Level :**

1. State level training is completed in June, 1999
2. A well defined module is prepared (attached separately)
3. By cascading.

- **District Level :**

Parbhani & Osmanabad have completed training whereas other district could't because of elections.

- **Block Level including CRC level :**

Shall be completed Dec. 1999 & Jan. 2000 respectively.

- **MTA Programmes completed**

1. Nagpanchami
2. Raksha Bandhan
3. Matru Din
4. Shaleya Abhiyan - Oct. 1st Week
5. Observation of lessons and methods by mother parents.
6. Special orientation of school environment and toilets.
7. Bal Anand Melava : 14th November, 1999
8. Education right of children – 6th to 11th Dec., 99.

Cascading Chart of M.T.A. Training :

State level training

Dist. level training

Block level training

C.R.C. (During Gatsamellan)

School level training.

M.T.A. Objectives

- Acceptance and recognition of Mother parents.
- Gender Equity
- Involvement in the developmental process of the child.

Promotion of Girl Child's Education

- Girls enrolment and attendance
- Awareness of education
- Special participation in school activities.

TRAINING MODULE CONTENTS :

1. Community Participation in school development
2. School environment and beautification.
3. Interaction.
4. Teaching learning process.
5. Evaluation
6. T.L.M. development & handling
7. Govt. Schemes and other facilities
8. Centre equally and education ?
9. Nutrition
10. Any other local specific topic

Training Methodology :

- Participatory
- Based on group discussions and informal talks
- C.R.C. level / School level/MTA

PLANNING FOR PEDAGOGICAL IMPROVEMENT

CHAPTER 4

PLANNING FOR PEDAGOGICAL IMPROVEMENT

Quality improvement in education is synonymous with improvement in learning achievement of children. As a part of the well defined strategy a number of training programmes, workshops and other activities were planned and implemented in the state for pedagogical improvement in general.

For 1999-2000 training programmes identified at State Level were based on the needs identified by the districts in the questionnaire sent to them. The needs were discussed in the workshop specially organised for the purpose. Identification of needs is also sought through Content Enrichment Tests administered to cluster heads, HMs, teachers etc. Inventory on training needs was also given. The report based on the data is ready. Plan of action at district level is developed at the end of every workshop/training programme through group work and discussion. Some of the districts have developed programme to monitor the transaction training programmes is expected to reduce training transactional loss. It will also be useful to address greater training clientele at a time. It is hoped, that distance learning material will contribute to sustainability in a greater measure. Steps have been taken to ensure better involvement of SCERT, DIETs in organisation of training. This approach will definitely supplement sustainability.

Multigrade teaching has bettered classroom transactions and reposed confidence in pedagogical practices like self-learning, peer group learning, etc. Thus the challenging task to universalise activity based education is initiated.

<p>Teacher Training and Support Activities (Last Six Months)</p>	<p>TEACHER TRAINING :</p> <ul style="list-style-type: none"> • 40,798 Teachers of Std. III & IV have undergone statewide training programme for Primary Teachers through SMART PT between April-June '98. Follow up of SMART PT 98-99 was undertaken by MSCERT during Aug., 98 & Feb., 99. • The third round of SMART PT was organised in May-June, 99 for Primary Teachers of class V, from all the districts in the State including 9 DPEP districts. • 24336 teachers of Std. V from project districts received training for 12 days. • The training included special component of teaching learning methodology for developing basic skills of English in students of Class V. • Follow up of this massive training has been initiated by SCERT.
<p>Multigrade Teaching Project</p>	<ul style="list-style-type: none"> • The project was initiated in nine blocks from the project area (one block / district). 50 Multigrade schools from each block were selected in the pilot study. • Sharing workshop on multigrade teaching issues was organised for District Resource persons, TTI, BEO, ADEI & teachers participated the workshop. • Training of master trainers was organised on teaching in multigrade situation. Primary teachers, ADEIs, BRC Subject Experts, Cluster Co-ordinators, DIET representatives were trained as master trainers. • These master trainers in turn organised training at district level for teachers from project schools, ADEIs, Cluster Co-ordinators, in 2/3 batches. • State level workshop for RPs on development and use of SLM for MGT was organised for CRC co-ordinators, teachers, BEOs, Subject Experts etc. • Many districts have identified TLM & SLM useful to handle MGT situation. This package was replicated for each of the project school through workshop mode. The 4% contingent amount was utilised for the purpose. • MGT project has been upscaled in majority of districts in terms of no. of MGT schools & no. of blocks. • District / Block Resource Groups have been established in majority of the districts. • Inter district study tours were organised to observe MGT project schools from Latur & Osmanabad districts.

	<ul style="list-style-type: none"> • It is generally observed that interest has been developed in the students about school because of TLM and other child centred pedagogical practices. Peer groups learning has been promoted. Concepts are understood in better way through group learning and use of SLM. For the first time the issue of MGT is being handled on such a large scale in the state. Enthusiasm has been developed in the teachers as they are witnessing pedagogy in the books getting materialised in classrooms. • MGT project gave realisation to teachers about some pedagogical principles e.g. self-learning, peer group learning, learning in small groups etc. These are equally valid for mono-grade schools. Hence a new project under title 'Universalisation of Activity Based Learning' has been launched. Districts have developed their plans in this regard. • The report on Base line Survey of MGT project schools is complete. Relevant part is shared with the schools for planning remedial measures.
Distance Learning Material	<ul style="list-style-type: none"> • MPSP with support from DEP-DPEP IGNOU will duplicate and distribute 18 video programmes useful for teacher training through distance mode. • Teleconferencing will be organised when dish – antennas will be installed for DIETs by IGNOU.
Mother Teacher Association	<ul style="list-style-type: none"> • Workshop for launching MTA was organised 13158 MTAs have been formed in project districts
Action Research	<ul style="list-style-type: none"> • Teachers have been oriented in methodology of action research as well as guidelines were given to them about the research projects undertaken by them. through workshops by MSCERT. The follow-up being done at district level.
Training of VEC	<ul style="list-style-type: none"> • Training module for training of VEC developed by SCERT. Orientation of RPs at district level is over.
Training of Tribal School Teachers	<ul style="list-style-type: none"> • Training module developed and training cycle of RPs is over. Module includes empirical information and cultural backgrounds of tribal students.
Other Training Programmes	<ul style="list-style-type: none"> • Training for BRC/CRC functionaries about their roles and functions. • Training of cluster co-ordinators initiated by SCERT. Handbook for training developed by SCERT.

<p>Curriculum /Text Books/ TLM</p>	<ul style="list-style-type: none"> • "SARAS 2001 is the programme undertaken by TBB to improve the textbooks & making them more effective, attractive, live & activity oriented. This is sought through participation of teachers and other functionaries in the field of education. In this process each of the textbook passes through 3 stages viz. Publication & feedback in the first year, review in the second year and publication of revised edition in the third year. • Competency based textbooks for Std. III & IV introduced in June, 98. Simultaneously, field testing of the books was undertaken. • Teachers handbook on SLM for Maths and Language for class I has been circulated to teachers. Handbooks are useful directly to all teachers teaching Std. I & II. They are also useful for other teachers as exemplars. • SLM handbook for Std. II draft, developed by MSCERT through State resource. • During 1999-2000, SARAS-2001 has resulted in following outcomes. <ul style="list-style-type: none"> i. Post-publication of revised edition of textbooks for classes I & II. ii. The textbooks for Classes III & IV are being revised on the basis of feedback in the previous year. iii. First edition of competency based textbooks for Class V has been published. Feedback will be gathered in 1999-2000 only.
<p>Other activities to promote Participation and Innovation</p>	<ul style="list-style-type: none"> • VECs contribute Rs.500/- to receive Rs.2,000/- as school improvement grant. This has enhanced the sense of community ownership. • Cluster Co-ordinators attend at least two VEC meetings in a month and observe the proceedings. • Content Enrichment tests in Language, Maths & EVS based on the curriculum up to Std. 10 were administered on all teachers and HMs selected for UEE project. All CRCs and DRC functionaries (academic) were also given the test. The report on the finding is finalised. It will be used for planning remedial measures on the hardspots identified in the study.

Identification of Training Needs of Primary Teachers	<ul style="list-style-type: none"> • National workshop 'Identification of Training Needs' was organised by NCERT. • As a follow-up state undertook programme for identification of training needs in project district. • Tests to identify hard spots in the understanding of the teachers were developed in a workshop. The subject covered were Language, Maths & Environmental Studies (Science). Items were framed on the respective syllabi upto Class X. • Tests were administered to 736 persons including Cluster Co-ordinator, BRC-subject experts, Head Masters & Teachers. • Inventory on ' Training Needs' was also given to them. • Report is being compiled. It will be shared with the districts. The follow up will be made through "Gatsammelans, the monthly meets. • The information on training needs identified will be used while designing AWP&B.
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DISTANCE EDUCATION

CHAPTER – 5

DISTANCE EDUCATION

	<ul style="list-style-type: none"> • Overview : (1998-1999) <p>Distance Education Programme has been envisaged as a national component to supplement and strengthen the ongoing training activities.</p> <p>The following activities are conducted at the State Level with the support of DEP-IGNOU during the year 1998-99.</p>
Development of Video Scripts	<p>Training cum development workshop for Video Script-Writers was held in Pune at SIET during 15-24 April, 1998.</p> <ul style="list-style-type: none"> • Participants : 3- Sub. Experts, 11-Script Writers, 5 – Teachers Trainees, 4 – Teachers • Outcome : 1) 23 trained script for video programmes. 2) Draft of 10 Video Scripts.
Finalisation of Video Script	<p>Workshop for Finalisation of Production Scripts for Video Programmes was held in Pune at Balbharati during 23-24 September, 1998.</p>
Appointment of Distance Education Co-ordinator	<p>Distance Education Programme Cell has appointed Distance Education Co-ordinator since December, 1998 in the state of Maharashtra.</p>
Selection of Video Programmes for teachers training	<p>Workshop for preview of video programmes in connection with Teacher training was held in Pune at SIET during 11-14 January, 1999.</p> <ul style="list-style-type: none"> • Participants : Teachers –4, MLL I/C-1. Cluster Co-ordinator – 02, Subject Experts – 3, Head teacher – 01, Producers – 4, DEP Personnel –1. Total – 22. • In the AWP&B of 1998-99 (State Plan the budget provision was not available for Distance Education activities. All the above activities have been completed under DEP-IGNOU's budget.

TOR for video production	<ul style="list-style-type: none"> • Review of the scripts done in the review workshop. TOR for production of Video programmes is developed
Material Production for NFE Centres :	<ul style="list-style-type: none"> • Training cum development workshop for production of materials for NFE centres was held in Feb., 99. • Developed a kit entitled 'Sobti' on language , mathematics and EVS for NFE instructors. Each district has duplicated this kit .
Orientation of DIETs Personnel :	<ul style="list-style-type: none"> • Orientation of DIET Principals and Project Officers on DEP intervention held in May, 1999. Plan of actions was prepared by the districts on the selected topics to develop DL materials using distance mode. The action plans in details are being prepared by the districts.
Use of Videos	<ul style="list-style-type: none"> • Orientation of RP's of BRCs / CRCs on use of video held during July, 99. Programmewise guideline were prepared on 18 selected video programmes in the specific format.
Finalisation of booklet on video programmes	<ul style="list-style-type: none"> • Workshop for Finalisation of Guidelines on Video Programmes for teacher training held in Aug., 99. A booklet on use of selected video programmes is finalised.
Self instructional Materials	<ul style="list-style-type: none"> • Training-Cum-Development workshop for SIMs was held in Sept.1999. • Developed the SIMs on identified 8 topics related to enrolment , retention and achievement.
Duplication of DL Materials ,	<ul style="list-style-type: none"> • Selected 18 Video Programmes are being duplicated. Out of these 6 programmes are ready to distribute to all BRCs/DRCs. • The audio cassettes on MGT and value Education are being duplicated for distribution to all clusters
Production of DL Materials	<ul style="list-style-type: none"> • Production of 10 Video programmes is in process.
Print Material	<ul style="list-style-type: none"> • A booklet of guidelines on use of selected Video is ready for printing. • The developed SIMs on 8 topics will be printed after editing .
Teleconferencing	<ul style="list-style-type: none"> • One day programme for orientation of Administration, Key Resource Persons & DIET staff in teleconferencing is being organised in collaboration with DEP, IGNOU.

ACCESS AND ALTERNATIVE SCHOOLING

CHAPTER – 6

ACCESS AND ALTERNATIVE SCHOOLING

BACKGROUND :

In order to achieve universalisation of elementary education in its true sense it is imperative to include all children of school going age in the programme. Those children who are not attending school or have left the school are required to be provided the opportunity, according to their environment. The ALS is designed in such a way that all these children can be covered under the non formal education programme, designed specially for each of the groups. The major challenge is faced in the area where children migrate on a large scale alongwith their parents and those who are trapped in child labour.

Activities :

- 1] NFE - Prerana Centres for the out of school children 9 to 14 age groups.
- 2] Contract School 6 to 9 age groups.
- 3] Group residential schools.
- 4] Condensed courses.
- 5] Separate project undertaken as urban out of school children.
- 6] Bal Anand Melawas for ALS children.
- 7] Sugarschools
- 8] Seasonal hostels for migratory children
- 9] Brick Kilen schools

Opening of New Schools & Class-V :

DPEP – I

Sr. No.	District	New Schools	Class V
1.	Aurangabad	154	84
2.	Parbhani	72	336
3.	Nanded	100	334
4.	Latur	75	150
5.	Osmanabad	40	113
	Total :	441	1017

DPEP – II

Sr. No.	District	New Schools	Class V
1.	Beed	150	134
2.	Jalna	100	220
3.	Dhule	77	136
4.	Gadchiroli	93	92
	Total :	420	582

Construction of School Buildings :

DPEP – I

Sr.No.	District	Two Rooms		One Room	
		Proposed	Completed	Proposed	Completed
1.	Aurangabad	154	95	84	56
2.	Parbhani	72	58	336	306
3.	Nanded	100	83	334	319
4.	Latur	75	69	150	145
5.	Osmanabad	40	39	113	106
	Total :	441	344	1017	932

DPEP – II

Sr.No.	District	Two Room		One Room	
		Proposed	Completed	Proposed	Completed
1.	Beed	150	-	134	-
2.	Jalna	100	1	220	2
3.	Dhule	77	-	136	-
4.	Gadchiroli	93	-	-	-
	Total :	420	1	490	2

Appointment of Teachers :

Opening of new schools and Class V created a demand for appointments of 3321 new teachers which was met by DPEP.	
DPEP – I districts	: 1899
DPEP – II district	: 1467 (including 45 teachers in GRS)
Total	: 3366

2.1 Alternative Schooling :

DPEP programme focuses on Universalization of Primary Education. The State has made tremendous efforts to accommodate children upto the age of 14 in the school system. During 1994-95 MPSP conducted a Survey of DPEP-I districts to identify out of school children. It was revealed that out of 6200 villages from DPEP-I districts 632 villages had less than 70% enrolment. Based on this information school mapping for NFE was undertaken and implementation strategy was evolved. Concepts like Contract schools, Sugar School, Summer schools, Mobile Schools emerged during the year 1996-97 as innovations.

2.2.1 No. of Alternative School centres existing (E) in the year 96-97 and proposed (P) in the year 97-98 was as follows :

Sr. No.	District	NFE Centres		Contract School		Sugar School	
		E	P	E	P	E	P
1.	Aurangabad	192	100	-	-	-	-
2.	Parbhani	188	125	16	19	-	4
3.	Nanded	186	200	-	88	3	4
4.	Latur	118	136	-	16	-	4
5.	Osmanabad	150	-	-	-	1	4
	Total	834	561	16	123	4	16

Summer Schools and Mobile Schools were not existing in the year 96-97.

2.2.2 No. of Prerana Centres/ NFE Centres existing in 1998-99 and proposed in 99-2000 in DPEP-I and DPEP-II districts is shown in the following table :

(As an Urban intervention 8 core groups have been in operation in Ambad & Jafrabad blocks of Jalna district.)

DPEP -I

Sr. No.	District	1998-99 Old	1999-200 Proposed	1999-2000 Total	No. of Pupils		
					Boys	Girls	Total
1.	Aurangabad	296	192	488	5758	4710	10,468
2.	Parbhani	105	208	313	4717	3859	8,576
3.	Nanded	208	169	397	5472	4477	9,949
4.	Latur	101	119	220	2584	2114	4,698
5.	Osmanabad	152	150	202	3739	3059	6,798
	Total	692	1724	2416	22,270	18,219	40,489

DPEP -II

Sr. No.	District	1998-99 Old	1999-200 Proposed	1999-2000 Total	No. of Pupils		
					Boys	Girls	Total
1.	Beed	176	-	176	-	-	-
2.	Jalna	191	38	229	-	-	-
3.	Dhule	200	40	240	4151	3396	7547
4.	Gadchiroli	80	54	134	3892	3183	7075
	Total	647	132	779			

2.2.3 Contract schools (as on 30.06.99) :

DPEP – I

Sr. No.	District	No. of Schools	Strength
1.	Aurangabad	-	-
2.	Parbhani	20	614
3.	Nanded	09	163
4.	Latur	09	163
5.	Osmanabad	27	467
	Total	65	1407

DPEP – II

Sr. No.	District	No. of Schools	Strength
1.	Beed		-
2.	Jalna	23	-
3.	Dhule	40	-
4.	Gadchiroli	54	-
	Total	117	-

2.2.4. *Sugar School :*

District

Nanded	:	2
Osmanabad	:	1
Total	:	3 (in operaton)

2.2.5. *Condensed Course :*

3 started in Parbhani city for children of Class I-V working in slaughter houses.

2.2.6. *Group Residential Schools :*

15 GRS have been proposed in DPEP-II Dhule (Nandurbar) and Gadchiroli districts for the children in the age group 6-11 of school less habitations where contract schools cannot be started. However, no GRS has been started yet. Each GRS has to accommodate 60 pupils.

Sr. No.	District	Block	No. of GRS
1.	Nandurbar	1. Akkalkuwa	2
		2. Akrani	3
		Total	5
2.	Gadchiroli	1. Bhamragad	2
		2. Etapalley	2
		3. Aheri	2
		4. Dhanora	2
		5. Korchi	1
		6. Sirnocha	1
		Total	10
		Grand Total	15

2.3 Training :

2.3.1. Cluster Co-ordinator plays the role of supervisor for Prerana Centres within the cluster. The Cluster Co-ordinators of DPEP-I districts and NFE Incharge were given an intensive State level training of 5 days at IIE, Pune – 29. The details are as follows :

DPEP - I			
Sr. No.	District	Target	Achievement
1.	Aurangabd	129	129
2.	Parbhani	155	153
3.	Nanded	176	135
4.	Latur	103	97
5.	Osmanabad	81	80
	Total	644	590

The training was conducted in 13 Phases :

- | | | | | | |
|-------------|---|-------|----------|---|-------|
| 1. February | : | 1-5 | 8. May | : | 20-24 |
| 2. February | : | 8-12 | 9. May | : | 27-31 |
| 3. February | : | 14-18 | 10. June | : | 4-8 |
| 4. March | : | 7-11 | 11. June | : | 11-15 |
| 5. March | : | 12-16 | 12. June | : | 17-21 |
| 6. April | : | 8-12 | 13. June | : | 24-28 |
| 7. May | : | 14-18 | | | |

2.3.2 The NFE programme started during the year 1996-97. The training of Cluster Co-ordinators was followed by training of NFE instructors by Resource persons trained at IIE, Pune.

DPEP – I

Sr. No.	District	Target	Achievement
1.	Aurangabd	240	240
2.	Parbhani	210	175
3.	Nanded	245	183
4.	Latur	150	125
5.	Osmanabad	180	180
	Total	1025	903

The training took place in the months of June 96 to August 96.

DPEP – II

6 days state level training programme was conducted for district level resource persons in NFE at IIE, Pune during 1.6.98 to 6.6.98.

Sr. No.	District	Target	Achievement
1.	Beed	10	08
2.	Jalna	10	08
3.	Dhule	10	08
4.	Gadchiroli	10	08
	Total	40	32

This training was immediately followed by 10 days intensive training of NFE instructors at block level.

2.3.3 *Bal Anand Melava :*

An integrated Bal Anand Melava comprising 100 pupils from NFE centres and 400 pupils from the neighbouring primary schools was effectively organised at Jambhul Bet, Block – Palam, District – Parbhani.

Bal Anand Melavas were organised twice a year at cluster level for all Prerana Centres in all 9 DPEP districts to promote joyful and creative learning.

2.3.4 *Unit Cost of NFE Centre : (30 pupils per centre)*

	<u>Rs.</u>
a. Honorarium @ Rs.500/- P.M. for 10 months	5,000
b. TLM Grant	500
c. Learning Material @ Rs.65/- P.M.	1,950
d. Contingency @ Rs.75/- P.M.	750
e. ALS Kit	1,000
f. Integrated Bal Anand Melawa (Twice in year)	1,000
Total :	10,200

2.3.5 *Seasonal Hostel :*

In Beed district one seasonal hostel for 100 children is proposed in Parli block of Beed district on a pilot basis. A large number of parents migrate seasonally from Beed district to other districts during sugrar cane harvesting season.

2.4 Capacity building :

- 2.4.1 A national workshop on Alternative Schooling was conducted at NIRD, Hyderabad from 05.06.98 to 09.06.98. Four representatives from DPEP, Maharashtra participated in the workshop.
- 2.4.2 A national workshop on Alternative Schooling was conducted at RIPA, Jaipur during 15.03.99 to 18.03.99. Three representatives from DPEP, Maharashtra participated in the workshop.
- 2.4.3 Twenty representatives from DPEP, Maharashtra visited MV Foundation Camp at Renga Reddy, District of Andhra Pradesh to study bridge courses “ Back to School ” programme. The study tour took place during 08.12.98 to 10.12.98.

2.5 Monitoring & Supervision :

State Resource Group (SRG) in ALS has been formulated (structure shown on Page 12) Five meetings of SRG are held.

Meeting	Venue	Date
I	DPEP Hall, Jalna	15.12.98
II	Z.P. Hall, Beed	16.01.99
III	Z.P. Hall, Gadchiroli	18.02.99
IV	MPSP Hall, Mumbai	21.05.99
V	MPSP Hall, Mumbai	03.08.99

District Resource Groups (DRG) in ALS have also been formulated (structure shown on Page 12) and their meetings are conducted.

2.6 ALS Kit :

To make the learning in Alternative Schooling Centres activity oriented, joyful, competency based and child centered it was decided to develop a ALS Kit.

- a. State level workshop at J.P. Naik Centre, Pune – 29 was conducted during 10.02.99 to 12.02.99 and a model Kit was developed.
- b. Another State level workshop at M.C.E.D., Aurangabad was conducted during 24.3.99 to 27.3.99 and DPEP districts got replicated their ALS Kit model.
- c. Jalna & Latur districts have already conducted district level workshop to replicate ALS Kit for their AS Centres by Satisfactory involvement of NFE Instructors in the said workshops. The process of replicating is going on in the other 7 DPEP districts.
- d. The ALS Kit has a sufficiently large container (iron box). The material in the Kit is as follows :

Sr. No.	Subject	No. of Items
1.	Language	18
2.	Mathematics	30
3.	EVS	20
	Total	68

- e. Besides, ALS Kit handbook “SOBATTI” for instructors is also developed and supplied to DPEP districts.

SRG (ALS) Structure

1.	Jt. Director, M.P.S.P., Mumbai	Chairman
2.	Dy. Director (Project), M.P.S.P, Mumbai	Member
3.	Dy. Director, DPEP Cell. SCERT, Pune	
4.	NGO – Representative	(2)
5.	Dist. Education Officer (Pry.)	(1)
6.	Dist. Adult Education Officer	(1)
7.	Principal DIET	(1)
8.	Sr. Lecturer DIET	(1)
9.	Block Education Officer	(1)
10.	Dy. Project Officer	(1)
11.	Asstt. Tribal Co-ordinator	(1)
12.	Project Officer, ICDS	(1)
13.	Principal Govt. D.Ed. College	(1)
14.	Social Welfare Offiicer. Class-I	(1)
15.	A.D.E.I.	(1)
16.	Cluster Co-oridnator	(1)
17.	NFE Incharge	(1)
18.	Representative Child Labour	
19.	Representative Co-operative Deptt.	
20.	State Tribal Co-ordinator, M.P.S.P	Convenor

(1/3rd Members will be Ladies)

Total : 21

DRG (ALS) Structure

1.	Dist. Project Co.ordinator (DPEP)	- Chairman
2.	Dist. Project Officer (DPEP)	- Converner
3.	Residential Dy. Collector	- Member
4.	Social Welfare Office (Representative)	
5.	Dist. Adult Education Officer	
6.	Principal (DIET)	
7.	Project Officer (ICDS)	(i)
8.	Education Representative, Labour Deptt.	(1)
9.	Tahsildar	(2)
10.	Representative, College of Education	(1)
11.	Principal, Govt. D.Ed. College	(1)
12.	B.E.O.	(1)
13.	A.D.E.I.	(1)
14.	Cluster Co-ordinator	(2)
15.	Representative, Co-operative Deptt.	(1)
16.	Representative, Institute for Handicapped Children	(1)
17.	Sr. Lecturer, DIET	(1)
18.	Dy. Project Officer (DPEP)	
19.	NFE Incharge	

(1/3rd Members will be Ladies)

Total : 21

REHABILITATION OF CHILD LABOURS WORKING IN THE SLAUGHTER HOUSES AT PARBHANI

Introduction : DPEP has been launched in Parbhani district in Phase I i.e. w.e.f. the year 1994-95. When the children out of economic needs are forced to work, the familial trades or business are the first choice. In Parbhani town it has been observed that a lot of children aged less than 14 years are working in slaughter houses. The working condition are unhygienic and the children are exposed to hard work and the very nature of the job increases the health risk in the working children.

The Parbhani town has been declared as a demonstration town by UNICEF, and earlier the Urban Basic Services for Poor (UBSP) Scheme was also implemented successfully by the Municipal Council. SETU is a registered non-governmental organisation.

2. General Profile of Slum Children : It will be worthwhile to consider the general conditions of the children in the slum areas of Parbhani. As per a sample survey conducted in the year 1993 covering the UBSP – Serviced slums, around 56% children in the age group 6-14 years were working outside home. This reflects the dimension of the child labour problems in Parbhani. A part of the Survey was conducted in the year 1995 by the Project Officer, UBSP, Parbhani for child labour working in slaughter houses.

The Survey revealed that around 92 children in the age group 7-14 including 21 girls were engaged as full time labour in slaughter houses. In addition, many siblings of these children (around 300) were also engaged indirectly as part-time labour. Most of these children were either illiterate or school dropouts. The wages of these children ranged from Rs. 5 to 20 per day.

3. Slaughter House a Hazardous Industry :

- a) The work involves actual witnessing the slaughter of the animal, witnessing the terminal struggle, and bleeding of the animals, skinning and cutting the animals into pieces. All these would definitely have impact on the mental and psychological development of these children. It is possible that such children in future would become merciless, arrogant and would not hesitate to involve themselves in heinous crimes. This would have an effect on the community and the society at large.
- b) These children are required to eviscerate and clean the viscera like intestines, rumen, peritoneal cavity, liver spleen etc. All these organs are also major sites of harboring infections and infestations. Further more, these children are also involved in collection of blood
- c) It is well known that a high proportion of sick animals are slaughtered illegally and it is highly likely that these children are being regularly exposed to these diseases.

4. *Convergence of SETU with DPEP* - Meetings held details are as follows :

Sr. No.	Venue	Date	Participants
1.	DPEP Hall Parbhani	21.11.98	DPEP officials and Jamiutul Quresh Society members, Parbhani.
2.	Maulana Azad Library Municipal council, Parbhani	28.11.98	Shri Satish Tripathi, Secretary, Energy & Forest, Govt. of Maharashtra & other officials and parents of the working children in slaughter houses at Parbhani.
3.	Collector Office. Parbhani	06.06.99	Shri Satish Tripathi, DPEP, SETU & Municipal Council Officials. Parbhani.
4.	DPEP Office Parbhani	22.09.99	Tribal Program Co-ordinator, MPSP, Aurangabad and DPEP, SETU officials, Parbhani.

5. *Enrolment of Working Children : Year 1998-99 (Std.I-V) (Parbhani city)*

Sr. No.	Name of School	Boys	Girls	Total
1.	M.C.C.P.S. Kothari Complex	32	51	83
2.	Gulshane Atfal Urdu P.S.. Yusufiya Colony	31	30	61
3.	Anjuman Urdu School, Yusufiya Colony	03	04	07
4.	Faizul Uloom, P.S.	01	01	02

Sr. No.	Name of School	Boys	Girls	Total
5.	Nutan Vidyamandir, Jintoor Road.	01	-	01
6.	Moidul Muslimeen, P.S., Kacchi Bazar	33	29	62
7.	Pre-Middle School, Shaniwar Bazar	01	04	05
8.	Dr. Zakir Hussain, P.S., Dr. Zakir Hussain Nagar	24	31	55
9.	Dr. Zakir Hussain, P.S..Wangi Road.	02	14	16
10.	Dr. Zakir Hussain, H.S..Khandoba Bazar	02	-	02
11.	Indira Gandhi, P.S.,HADCO	04	03	07
12.	M.C. , P.S., Dharroad	15	17	32
13.	Z.P.G.H.S.. Jijamata Road	-	06	06
14.	Adarsh Vidya Mandir, Wangi Road	12	-	12
15.	M.C.. P.S., Rahulnagar	27	23	50
Total :		188	213	401

6. *Activities implemented by DPEP* : Activities Implemented by DPEP in convergence with SETU for the years 1998-99 & 1999-2000 are as follows :

Sr. No.	Activities	Achievement	
		1998-99	1999-2000
1.	Opening of NFE Centres	03	1. Dhar Road 2. Wangi Road I 3. Wangi Road II 4. Qureshi Mohella & 5. E K minar Masjid Dargha Road (Total : 5)
2.	Opening of ECE Centres	05	1. Wangi Road I 2. Wangi Road II 3. Wangi Road III 4. Wangi Road IV 5. Gandhinagar Dhar Road I 6. Gandhinagar Dhar Road II 7. Rameshwar Plot & 8. Qureshi Mohella (Total : 8)
3.	Special Coaching Classes for Std. I-V	03	1. Rahul Nagar 2. Kothari Complex & 3. Dhar Road (Total : 3)
4.	Infrastructural grant to M.C. Schools @Rs.2000/- subject to public contribution @Rs.500/-	17	17 M.C. Schools

GIRLS' EDUCATION

CHAPTER – 7

GIRLS' EDUCATION

Gender perspective is integrated in all other programmes under DPEP like trainings, training material, publications, media material and text books.

In order to inculcate self confidence, self esteem and self reliance amongst the out of school adolescent girls in the age group 9-14, an innovative programme to teach life skills was taken up on a pilot basis, in which skills like tailoring, bakery and food preservation were taught.

A workshop on gender sensitisation was organised at the state level for the Resource Persons. This component was also included in the training programmes like SMART-PT. An induction training for the Mahila Sanchalikas in phase II districts was organised.

A school based programme called Sankalp-98 is another on going programme to ensure girls participation in all the school-programmes on equal basis.

Formation of Mother Teacher Associations in all the schools is being looked at with great hope on as an important and strategic step to give boost to the enrolment of girl child.

GENDER

<p>Staffing position State Gender Co-ordinator</p> <p>District Gender Co-ordinator</p>	<ul style="list-style-type: none"> • In Place • State and Districts gender co-ordinators are in place. In phase II district appointments are made. Induction training of Zilla Mahila Sanchalikas and Taluka Mahila Sanchalikas held from 7th to 10th June 99. • Workshop on gender sensitization for dist. RPs during 5th –7th Nov.98. • Workshop to finalise handbook of MPP Programme during 9-10 July. 98. • Agenda 1998 distributed to all schools in nine districts. • Training of all teachers on Agenda 98 held during 12 days SMARTPT training Programme. • Action Plan on Gender Programme for 1998-99 finalised. • Innovation Programme of Prevocational training to Kishori initiated in two function areas viz., Tailoring and Beckery in Nine clusters from Project Districts. • Evaluation tools for innovation Programme is developed with the help SRG. • State Advisor for gender at SPO is appointed. • MTA are established in every project districts as to help ECCE • 3 meeting of MTA were arranged in each school on 15.08.1999, 26.08.1999 & 07.09.1999. • Activities for MPA (MTA) suggested. • State level workshop for district gender Co-ordinator and Community members on MTA. organisation, scope and activity.
<p>Resource Groups (Gender & ECE)</p>	<ul style="list-style-type: none"> • Resource Groups for constituted. • District Resource Groups are formed.
<p>Community mobilisation Material Development</p>	<ul style="list-style-type: none"> • Folders, planner, pocket or calendars. • 3 Handbooks and audio fcassettes. • Hand book is developed for Sahayogi/Sahayogini working at school level • Audio Cassette on value education is prepared which will used by each school. • Mobilisation of Mahila Mandals & VEC, MPA (MTA). • Celebration of Balika Din 15th August, Nagpanchmi, Rakshabandhan etc.
<p>Interaction at village level</p>	<ul style="list-style-type: none"> • Training is imparted to VEC women members and –II. • Women teachers inducted to play the role of Sahayoginis. • Melavas' – gatherings of village women & adolescent girls.

	<ul style="list-style-type: none"> • Micro Planning survey was completed in 12,000 village in 9 DPEP districts. Gender specific micro level information is now available. • Kishori Kendras for providing training on life skill to girls enrolled in NEF centre started in nine clusters on experimental basis during 98-99 and 99-2000. • In each school MPA (MTA) is established and meetings are held at school level on 16th August, celebrations, Nagpanchami, Raksha Bandhan, Mother days.
Community Participation	<ul style="list-style-type: none"> • Under Innovaive Programme training on life-skill to adocelent girls provided the help of local women. • RPs trained for Tailoring & Bakery at State Level. • VEC members are trained in Gender Equity and school sanitation. • 6826 in Phase I and 6332 in Phase II districts, MTAs are established. • Meetings are held in project area to celebrates functions and festivals as to bring them in school.
Pedagogy Training of academic staff	<ul style="list-style-type: none"> • Gender module included in the in-service teachers training programme held during 98-99 (Std. III & IV teachers) • Sankalp/ Agenda 1998 • Handbook for Sahayogini.
Material Development	<ul style="list-style-type: none"> • Commandments for the classroom to ensure girls participation. • Handbook for Training based on text books named 'Samantechya Watevar'
Teacher Support Material Gender	<ul style="list-style-type: none"> • Handbook for Sahayogini, CRCCs and teachers finalised after scrutiny by the MPP Advisory Committee. • Gender perspective built into the process of textbook development.
Management Planning Interaction of gender perspective in plan formulation	<ul style="list-style-type: none"> • Male teachers included as sahayogi at school level. • Cluster Co-ordinator co-ordinates and monitors MPP programme at Cluster level.
Capacity Building Preparation of gender training module Sensitisation programmes for DPEP personnel	<ul style="list-style-type: none"> • One Gender equity training workshop for DIET faculty & Educational Administrators completed during 97 & 98-99 also. • Gender Module incorporated in SMART PT • One day orientation of Sahayoginis completed. • Second Gender sensitization work shop for district personnel and Sahayogini/Sahayogi. teacher from each school through cascade mode.

	<ul style="list-style-type: none"> To take instances as per activitywise
Workshops	<ul style="list-style-type: none"> One day State workshop of District & Taluka Mahila Sanchalikas to review work and discuss emerging issues. Two days planning Meeting of District Mahila Sanchalikas. Job chart prepared for CRCCs to guide them to meet the objectives of MPP.
Networking	<ul style="list-style-type: none"> MPP Core Group State Level co-ordinator District Mahila Sanchalika Taluka Mahila Sanchalika Cluster Co-ordinator Sahayogi/Sahayogini
MIS Availability of Gender disaggregated data	<ul style="list-style-type: none"> Through EMIS Through Micro-planning and House to House Survey. All State level institutions like SCERT, MIEPA, SPO and all Phase I district have Programmers / DEOs and Pentium computers, upgradation of present computers at State and district proposed and process is in progress. Systems Analyst at State Office is not in position. Interview were conducted. One programmer is appointed. EMIS-98 is in process. All districts have collected school data. Case Study of Latur district is completed and shared with GOI. Microplanning Data. Two additional fields added in EMIS 98 on attendance and achievement, feeded with computer and shared with TSG. Ed. Cil, New Delhi.
Mahila Sanchalika	<ul style="list-style-type: none"> MPP operationalized in line with the MS programme. A district Gender Co-ordinators, Block Gender Co-ordinator are in place.
Innovations	<ul style="list-style-type: none"> Life skill enrichment programme for adolescent girls i.e. "<u>Swayamsiddha</u>" Kendras Tailoring Sewing & Backery. MPA as a tool to Gender sensitisation.

Alternative Schooling	<ul style="list-style-type: none"> Girls in “Prerana” Centres and Contract Summer Sugar, Mobile, Ashram Schools.
Women Motivator Groups Mothers Associations	<p>An innovative scheme called ‘ Life Skills ’ (Pre - vocational training) to adocelent girls is introduced in DPEP districts under non-formal education programme. Women motivator groups are trained in sewing, bakery and food preservation in each district. These women act as organisers of the scheme. The out of school girls in the age group 9 to 14 and enrolled in NFE programme have been selected in the groups of 10 for the programme. This is a demonstrative scheme which, can act an exemplar for implementation by other departments/agencies on a large scale.</p> <p>In order to build up a close bond between the school and the parents Mata Palak Sangh (Mothers-Teacher Association) has been established in all schools of project districts. A workshop at state, district, block and cluster level, to orient the functionaries about the organisation of Mata Palak Sangh activities have been completed. A scrap book depicting various activities taken up by MTAs at the school level and their importance was prepared by the trainees at the workshop. A small exhibition showing some of the innovative ideas was also arranged at the workshop.</p>

EARLY CHILDHOOD CARE AND EDUCATION

CHAPTER - 8

EARLY CHILDHOOD CARE AND EDUCATION

Objectives :

1. To prepare children for Primary Schooling.
2. To help girls in Primary Schools by relieving them from siblings care and responsibilities.

Early childhood care and education is a support programme for universalisation of primary education. At present in the DPEP area, 465 new ECCE Centres have been opened in the schools where no ECCE Centres of the education department (Balwadis) or Anganwadi of ICDS were in existence. The existing policy of the the Education Department is to open ECCE Centres in the village schools where there is no facility of “Anganwadi” run by the ICDS. Accordingly 22000 Balwadis were sanctioned by the Education Department. Out of these, 13000 Balwadis are functioning and rest of the Balwadis were closed down due to ICDS intervention. It was expected from the district functionaries to shift these Balwadies & ECCE Centres where they were required after the Anganewadi were opened.

Majority of the ECCE Centres in Maharashtra are run by ICDS, and smaller number by Education Department, Social Welfare Department and NGOs. The main thrust of the Anganwadi was “Mother & Child Care”, health hygiene. The educational needs of the children which are appropriate to the cultural context of the Family and Community are not met by the existing set up where demands of parental time and the lack of parental support result in isolation of children and neglect.

The early childhood care and education has a positive effect on the possibility of enrolment on initial adjustment and on achievement in the early parts of the primary schools, particularly for girls and those who are socially disadvantaged. The children are benefited in terms of enhanced school performance and increased self confidence. Hence this activity is most basic and crucial to many other interventions.

The equipment and material is supplied to each and every Balwadi run by the Education Department. The existing Balwadis opened under the DPEP would re-merge into the Balwadis run by the Education Department.

The training needs of all Balwadi teachers are to be met by SCERT and DIET. Since the number is small there is no need to make any extra financial provision, the need can be met within the approved provision of this scheme. However, the provision for regular teacher-training programmes will have to be made.

- ECE centres started in 9 DPEP districts.
- Workshops organised for ECE functionaries and BRC level resource persons.
- Five days ECE training module developed.
- Meeting of state level Advisory Committee and Distt. Mahila Sanchalika to discuss convergence of MPP Balwadi with ICDS.
- To design the Training Module Workshop at State level in 30th to 31st July 99.
- Workshop for District RPs at State level on 11th -21st August 99.

Present status of ECCE Centres in Project area :

DPEP – I

Sr. No.	District	Balwadi				
		ICDS	ZP	Municipal	DPEP	Other
1.	Aurangabad	703	615	-	58	31
2.	Parbhani	725	634	05	73	19
3.	Nanded	1924	869	02	52	27
4.	Latur	1340	429	23	95	25
5.	Osmanabad	1220	120	45	10	18
	Total	5912	2290	75	203	120

DPEP – II

Sr.No.	District	Balwadi				
		ICDS	ZP	Municipal	DPEP	Other
1.	Gadchiroli	1229	31	-	44	-
2.	Jalna	729	638	-	71	20
3.	Beed	1519	665	659	150	44
4.	Dhule	1224	411	-	77	-
	Total	4740	1743	659	342	64

CHAPTER – 9

INTEGRATED EDUCATION OF DISABLED (IED)

Since DPEP is an integrated multidisciplinary and multidimensional educational development project with the appropriate resources and platforms for implementation, initially it was thought that the desired goal of including all "Special Children " under the UEE umbrella could possibly be best achieved through some pilot intervention under the DPEP. Based on the result of the pilot interventions, the programme to include "Special Children" in the mainstream UEE umbrella could be extended to other DPEP areas and finally cover the entire state.

The Spastic Society of India (SSI), Mumbai has expertise and professional experience in providing intervention for a whole range of disabilities like orthopedic handicap, visual and speech impairment, communication, behaviour and psycho-social difficulties, intellectual deficiencies etc. **Thus, multi-category intervention programme was proposed to be undertaken by this NGO.**

Osmanabad, a Phase-I district in the State was selected for this purpose. 26 villages in this region are covered in SSI's pilot study (13 villages in Tuljapur Taluka and 13 villages in Osmanabad Taluka) covering a population of approximately 33,000.

An area specific intensive survey has been carried out in these villages. All children between 3 to 10 years of age with 'mild' to 'moderate' disabilities have been identified.

The problems/impediments, that keep a disabled child away from school, are as follows:

1. **Attitude towards Education** : Parents as well as teachers are unable to perceive the importance of education in the life of a disabled child.
2. **Attitude of teachers** : Teachers are not equipped to deal with the specific individual problems of the disabled child and neglect the child in class, not attending to his difficulties overlooking his disability specific requirements.
3. **Lack of Training** : Teachers do not have knowledge about various disabilities and are therefore unable to understand the difficulties of a child with any particular disability, the complexities of multiple disabilities, the difficulties arising, the adjustments and the understanding called for, etc.
4. **Distance from Home to School** : The distance to school is so long that a physically disabled child is unable to walk independently the entire distance to or from the school.

INTEGRATED EDUCATION OF DISABLED

5. **Lack of proper approach Roads :** Village homes that are right in the field do not have the facility of approach roads and there is nobody available to lift the child to and from the school every day.
6. **Attitude of Parents :** The attitude of the parents is that a disabled member in the family should work and earn as long as he can because he is a dependent. As his condition deteriorates, he has to live totally on the mercies of his siblings/other members of the family, so the earlier he starts working the better for himself, his relationship with the other members of the family and his interaction with the community.

These are some of the culture influenced, region specific, salient reasons of the disabled child's dropping out of class or not going to school, observed in the course of the study.

In the villages studied by SSI, a total of 182 children with mild to moderate disabilities in the age group of 3 to 10 years have been identified. The objective is to motivate those who have not enrolled themselves and those who have dropped out from school to attend school and take benefit of the education facilities made available to them locally.

The disability –wise distribution of the children identified during the survey are as under :

Type of Disability (mild to moderate)	Age 3-5 year	Group 6-10 yrs.	Total
Visual impairment	3	7	10
Hearing impairment	4	8	12
Speech & Communication impairment	3	13	16
intellectual impairment	6	58	64
Physical impairment	15	56	71
Multiple disability due to Cerebral Palsy	2	7	9
Total	33	149	182

As observed, 149 children in the school going age of 6-10 years and 33 children in the pre-school age of 3-5 years have been identified and included as prospective DPEP beneficiaries.

The following table shows the utilization of educational facilities by the children with disabilities.

Type of Disability	3-5 yrs. Attending anganwadi	3-5 yrs. Not attending anganwadi	6-10 yrs. attending school	6-10 yrs. not attending school
Visual impairment	2	1	3	4
Hearing impairment	1	3	5	3
Speech & Communication impairment	3	-	9	4
Intellectual impairment	6	-	37	21
Physical impairment	11	4	24	32
Multiple disability due to Cerebral Palsy	-	2	2	2
Total	23	10	80	69

It is observed that the role of a teacher is to be able to understand them and guide them through difficult situations and in the process help them to build up the morale so that their as well as the parents inhibitions and misconception are wiped out and they start thinking of their future in a positive way.

Another observation is that the children with disability, enrolled in the anganwadi programme, do not follow the normal stages of early education-i.e. from the anganwadi to balwadi to primary school – as is followed by the other children in the villages.

Thus 79 out of 182 disabled children are not availing of any schooling facility at all. Ten children are in the 3-5 years age group and 69 from the older. i.e.6-10 year age group.

To make the programme successful in totality it is also important to motivate the parents, providing knowledge and training for building up understanding and support for the disabled children in the village.

The project was initiated in December'96 and the first phase ended in May'97. In this initial phase of the project over 75% of all disabled children, who were not attending school had been successfully motivated to attend school. This was followed up, in the second phase of the project after the school reopened in June'97. In addition to orientation and training this phase focused on research on the participation of the disabled child in 'extra curricular activities', 'peer group interaction', 'communication', 'classroom instruction', etc. A follow-up and monitoring programme was developed, based on the findings of this study which helped in the development of the 'module' for 'inclusive education in rural areas'.

The activities involved in this phase are :

- ◆ To bring children identified in phase I to the appropriate DPEP school.
- ◆ To study difficulties faced by these students in the areas of access to school, participation in extra curricular activities, peer group interaction, communication, classroom instruction, etc.
- ◆ To identify difficulties faced by teachers of integrated class specially in the areas of socialisation, behavior management, communication and classroom instruction.
- ◆ To provide a support network for specific intervention strategy with help of professionals from the SS.
- ◆ To provide need-based counseling services, assistance in aids and appliances for reducing drop out rates.
- ◆ To develop a follow-up and monitoring programme.

After taking into consideration the experience of above study MPSP has identified the following thrust areas :

Top down approach :

1. Workshop on policy related matters for policy makers/Directors/Jt.Directors/ Senior Officers from Department of Education was arranged at SCERT on 12th to 14th Feb.98 with the help of Spastics Society of India, Mumbai.
2. To implement the IED Programme in One Cluster (UEE Cluster) from each district. Accordingly, identification of children was undertaken.
3. To address this issue with intensity by forming at the district level and State level.

◆ *Structure of State Resource Group is as follows :*

SRG : 10 Member

- 1- Member from Spastic Society of India, Mumbai.
- 1- Member from National Association for Blind, Mumbai.
- 1- Member from Ali Yavar Jung National Institute, Mumbai.
- 1- Member of National Institute for Physically Handicapped, Mumbai.
- 1- Representative form State Council for Educational Research and Training, (IED Cell) Pune.
- 1- Representative from Social Welfare Department (Govt. of Maharashtra)
- 1- Faculty Member from S.N.D.T. University
- 1- 1 Member from a Special School
- 1- Co-ordinator from State Project Office
- 1- Consultant T.S.G., Ed.Cil.

After getting this information from Project district of above mentioned strategy MPSP decided to up-scale the programme to the entire project area. Identification through microplanning is carried out.

No. of Children with disabilities identified through microplanning survey :

Sr. No.	District	No. of Children with Disability	
		School going children	Out of school
1.	Aurangabad	764	666
2.	Parbhani	Please furnish the information.	
3.	Nanded	1169	682
4.	Latur	2243	682
5.	Osmanabad	824	733

6.	Gadchiroli	269	215
7.	Jalna	1405	933
8.	Beed	---	
9.	Dhule	---	

- A state level workshop for district level RPS was conducted at SCERT, Pune on 1st & 2nd July ' 99 in identification of mild & moderate disabilities in the four major areas namely Visual impairment, Hearing impairment, Orthopedic Handicapped, Learning disability and Mentally retarded. It was decided in the workshop to administer two types of questionnaires developed by No.1 - WHO. No.2 – SCERT on the pupils of class I with the help of their parents and teachers on pilot basis.
- On 16th July 99 a workshop for the above State pilot study was conducted at Central Primary School, Akola Deo (U'EE Cluster) Block – Jafrabad. Dist. Jalna. The two questionires were administered on 72 pupils of Std.I in collaboration with their parents and teachers and the data was analyzed and findings were noted.
- This workshop was meant to select a questionnaire. The selected questionire is being supplied to each school in the 9 DPEP districts. The class teachers have to maintain a registers to identify the disable child category-wise
- While microplanning survey was carried out, simultaneously preparation of Training Module was going on at State Project Office, with the help of State Resource Group members and NGO.
- Training Modules for VEC members, M.T.A. , Special Teachers & General Teachers are prepared which consist of a component on sensitization about disabilities.
- Teacher's Training in cascading manner is arranged in 9 DPEP districts in the month of Nov.99 & Dec.99. Cluster Co-ordinators and CPS HMS are the participants for this training.
- District Resource Group with the help of Local NGOs will conduct the training of this participants.
- 15th Nov.99 to 15th Dec.99 is the period in which all the districts will conduct training for Block Resource Group i.e. Cluster Co-ordinator. CPS HMS.

- BRC will conduct the teachers' training through "Gatsammelans ". District will send their programmes to
- District Resource Group will come in to existence by 15th Oct.99 in each district.

Parent / Mothers Sensitization Programme/ Module consists of following points :

- ◆ Prevention of disability
- ◆ Identification of disability
- ◆ Clear mis-conceptions about disability
- ◆ Have clear guidelines about intervention, once the disability has been identified
- ◆ Importance of education & training for the disabled child
- ◆ Information about home-management programmes
- ◆ Prevention of secondary or tertiary handicap
- ◆ Awareness about their rights and those of their disabled child
- ◆ Knowledge about various Government schemes & concessions
- ◆ Knowledge about the various options available in education like non formal education, National Open School etc.
- ◆ Empowering them to fight for the rights of their disabled child, thus ensuring the reduction of their dependence on disability experts.

Teacher Sensitization Programme consists of following Points :

- ◆ Identification of children with disability in the classroom
- ◆ Guidelines about intervention strategies
- ◆ How to inform parents, be a patient listener and guide parents in the right direction
- ◆ Sensitivity to the needs of the disabled child
- ◆ How to create a positive atmosphere in the classroom
- ◆ Enlist the help of other students in the class to effectively manage the disabled child (child-to-child programme)
- ◆ Recognize & appreciate the efforts & achievements of all children in the class
- ◆ Accept responsibility both for learning successes as well as learning failures in the class
- ◆ Set realistic and challenging goals.

MEDIA

CHAPTER – 10

MEDIA

Media has been used successfully in DPEP for achievement of its goals. It has helped in building up awareness on one hand and beginning interaction on the other.

Following are some of the strategies adopted to make interventions meaningful and effective.

- Dissemination of information.
- Awareness.
- To pave a way for an exchange of experiences in order to find out solution to problems and for sharing ideas.
- Focus on main programmes of DPEP.

IMPLEMENTING MEDIA ADVOCACY :

- ▲ **Planning**
- ▲ **The Media and its modus Operandi**
- ▲ **Cultivate the Media**
- ▲ **To Pitch a Story use**
- ▲ **Preparation for Media Interaction**

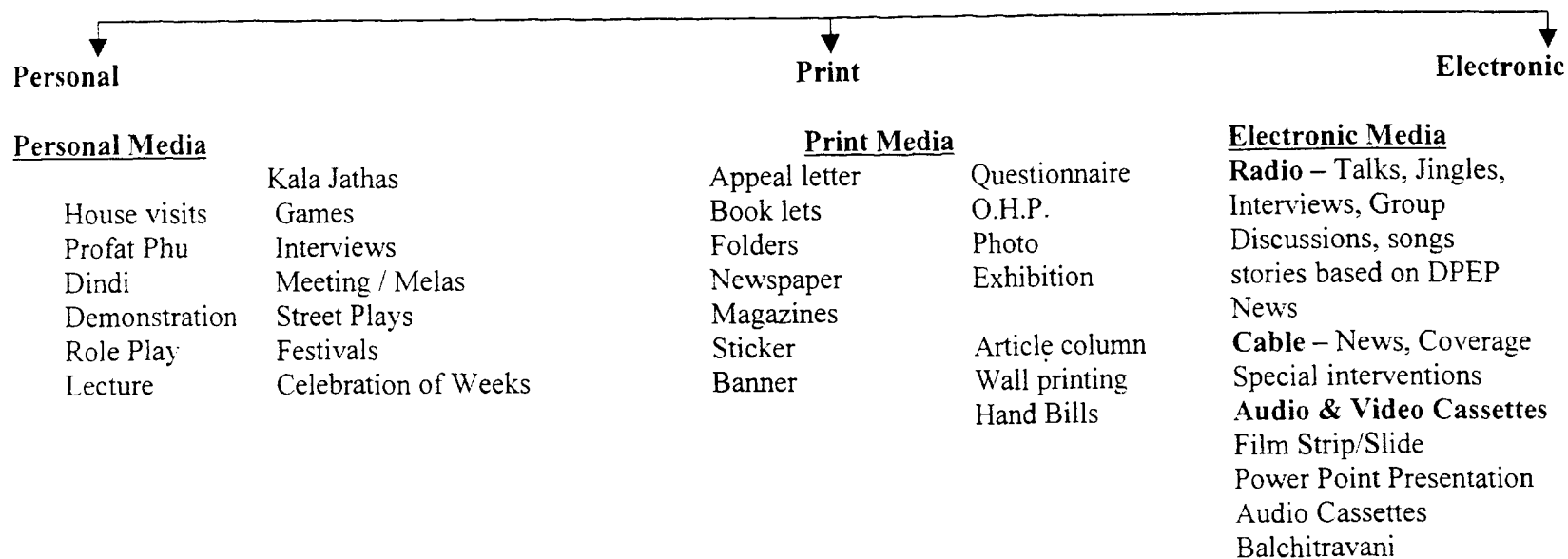
USE OF COMMUNICATION IN PROGRAMME BUILDING :

- ▲ **Environment Building**
- ▲ **Enrolment & Attendance Retention**
- ▲ **Community Participation & Management**
- ▲ **Pedagogy & Curriculum Development**
- ▲ **Use of Mass Media to Project based practices**

It is important to set Tangible Goals and Objectives for a Communication Strategy :

In Phase I, Media helped in improving communication skills by adopting the strategies as follows. The same attempts will be made in phase II of DPEP. The modus operandi is given below :

MEDIA & MEDIUM



State has developed media plan for 1999-2000 as follows :

- | | | |
|-------------------|----------------|------------------|
| 1. Students | 2. Teachers | 3. Schools |
| 4. Administrators | 5. VEC Members | 6. MTA Members |
| 7. NGO's | 8. Parents | 9. Villagers and |

Sr. No.	Activity	Focus Group	Details
1	My School	Parents	VEC comm, Teachers & School
2	Exhibition	Community	VEC Comm, Teachers & School
3	Week for disable Int. Ed.	Media Functionaries and community	School, Teachers & Students
4	News Paper	District School, Teachers and Community	Project Officer & Media Incharge

May 1999 Mahila Prabodhan Project

1	"Pragatichya Watevar"	Age of 6 to 14	Teacher & School
2	Primary Business Information for Girls	Age of 9 to 14	Director of Mahila Prabodhan Project

June, 1999 Innovative work

1	"Navagatanchi Swagat Shala"	Student	Teacher
2	"Palakache Swagat "	Parents	Teacher
3	"Ashi Theuya Shala"	Gramshikshan Samittee & Parents	Teacher
4	Environment day	Community	Sahayogini
5	"Bal Anand Melava "	Age of 6 to 14	School & CRC
6	News Paper	Dist. School, Teacher & Community	Project Officer & Media Incharge.

July, 1999 M.P.P.			
1	Home Visit	Girls, Non Coming for School	Director.
2	Use of Toilet Blocks	Students, Parents & Community	School, Teacher & VEC
3	We will Learn	Students, Parents & Community	School & Teacher
August, 1999 Innovative Project			
1	"Samanatechya Watewar"	Community, Parents & Students	Director, School & Teacher
2	News Paper	Dist. School, Teacher & Community	Project Officer & Media Incharge
3	Bal Anand Mela	Age of 6 to 14	School and CRC
September, 1999 M.P.P.			
1	Parents Day	Parents & Teacher	School + VEC
2	Parents Training	Parents & Teacher	M.P.P.
3	Business for Girls	Age of 9 to 14	Teacher & School
4	Pre-Primary Education	Age of 9 to 14	Director of M.P.P.
5	Competitive for Best School	Based on Environment civil work	Project, Head School & school
October, 1999 V.E.C. T.L.M.			
1	Health Camp	Handicap Student	School, Teacher's Management Association
2	VEC Training	Self Association for VEC	CRC Teacher
3	News paper	Dist. School, Teacher & Community	Project Officer & Media Incharge
4	"Bal Anand Melava "	Age of 6 to 14	School and CRC
5	Let us use Edu-aids	Teacher	Teacher & School
6	"Movale Exhibition"	Community	

November, 1999 VEC NFE			
1	Deewali 1999	Self Association for VEC	School
2	"Balmahotsav"	For studnets	School & Teacher
3	"Sakhi Melave"	For Womens	M.P.P.
December, 1999 Innovative Programme			
1	News Paper	Dist. School, Teacher and Community	Project Officer, Media Incharge
2	"Bal Anand Melawa"	Teacher & Parents	School, CRC
3	We the consumer's of education. Parents meet on even of consumer day. VEC. Anti Donation, Disabled Edu. Bill. Sugar School and Gender Equity Information	Community	
January, 2000 Innovative Programme, M.P.P.T.L.M.			
1	"Abhivyakti Mahotsav for Teacher"	For Teacher	School
2	"Balika Din"	For Women & Girls	School, CRC MPP
3	Business for Girls	Age of 9 to 14	Teacher & School
4	Primary Education	Age of 9 to 14	Director of M..P.P.
February, 2000 Innovative programme			
1	News Paper	Dist. School, Teacher & Community	Project Officer, Media Incharge
2	"Bal Anand Melawa"	Age of 6 to 14	School, CRC
3	How we performed during the year	For All	School, CRC, Project Officer, CEC

March, 2000			
1	Mahila Din	For Womens	School, Teacher
2	Annual Work Plan	MPSP	Project Officer

D.P.E.P. PRESS & MEDIA FUNCTIONS :

Many strategies have to be evolved to reach to the community at the right time and right place. Following are some of the training inputs developed for media :

- | | |
|-------------------|-----------------------|
| i. Script writing | ii. Film appreciation |
| iii. MGD | iv. VEC |
| v. MTA | vi. IED |

Participation in these training programmes have given them a vision of intervention and its importance. Media helps in programme. It gives correct direction for compaign and approach to be adopted.

Freedom in the use of media always gives scope for one's imagination and therefore following strategies were adopted.

- To give common guide lines to district as far as advocacy and strategies are concerned.
- To give full freedom to district to implement the programmes the way in which they can make it a success.
- District authorities with the consent of SPO office can develop the print material audio, Video cassettes etc.

The action programme for the state was worked out as follows:

MATERIAL DEVELOPED

State Level : A Printed Manual on "*Samajacha Sahbhag*" (Community participation) based on common experiences of the Districts of DPEP were taken into account. These included case studies in which community mobilization for supporting the school system was taken into consideration

RESEARCH & EVALUATION

CHAPTER – 11

RESEARCH & EVALUATION

Research & Evaluation is one of the major interventions for qualitative improvement of education in DPEP districts. Research & Evaluation programme was initiated in DPEP from the year 1996-97. Research Assistants have been appointed at district level at district DPEP office to conduct and monitor research and evaluation at the district level. At the state level SPO and other state level institutions conduct R & E activities.

The responsibility of giving technical support to teachers who have either conducted action research earlier or are planning to undertake action researches during 1999-2000 was handed over to SCERT.

SCERT has given training to ninety teachers and subject experts. These teachers have identified the problems and have started their projects. These action researches will be completed upto March-2000.

The MIEPA and Textbook Bureau are also conducting the research studies in connection with DPEP. State project office has conducted the following impact and assessment studies in following areas.

1. Utilisation of infrastructure grant.
2. Baseline test for children in multigrade schools in July-1998.
3. Study of migrating pattern in Jalana , Beed and Dhule districts.
4. Third party evaluation of civil works.
5. Internal supervision mission.
6. Cohort study on attendance in selected schools.
7. Field testing of Text Books for Std. III & IV undertaken by TBB , Pune.
8. A case study on determining Teachers Training needs.

R&E AT A GLANCE

<p>1. Organisation & Management</p> <p>(i) Staffing</p> <p>(ii) Other Institutions Role</p>	<ul style="list-style-type: none"> • Each district has one Research Asstt. at district DPEP unit. • Responsibility of Action research has been handed over to MSCERT, Pune.
<p>2. Action Research Programmes</p> <p>(i) Operational Levels Institutions</p>	<ul style="list-style-type: none"> • DIETs , BRCs/CRCs teachers
<p>(ii) Present Status</p>	<ul style="list-style-type: none"> • SPO organised workshops in all districts to identify areas for action research, Practice training on methodology offered during training to teachers and BRC / CRC personnel for action research. All districts have further conducted training of selected teachers. • 72 action research studies initiated by 5 districts. 42 have completed and 2 districts have organised sharing workshops at districts level. • Three trainings conducted so far by MSCERT , Pune on how to conduct Action research. The persons selected were those who have either conducted Action Research under DPEP are proposing to take Action Research Projects. • Follow up study of SMART PT training programme conducted by MSCERT , Pune in Sept., 98 and Feb., 99. • Responsibility of action research is shared with MSCERT. The training of selected teachers in three cycles completed. • Following research study completed by MPSP, Mumbai. <ol style="list-style-type: none"> i. a study of school efficiency ii. a study on multigrade teaching project – A baseline survey. iii. A case study on determining Teachers Training needs- Content Enrichment , Achievement Test (10th August 1999) in Mathematics, Language, Environmental studies and Training needs. iv. A case study on determining Teacher Training needs- observation of Training Centres (SMART P.T.) is under process.' • One day meeting of research assistant held in April 99. • Workshop on development of content test for teachers to identify the need of training in May 99. • Administration of content test in the project districts on 10.08.1999. • Workshop for evaluation for content test in August 99.

3. Promotion of Research in Primary Education (i) Strategy	<ul style="list-style-type: none"> • Encourage teachers and functionaries to undertake action researches. • Workshops were conducted at district and state level for prioritising area. • Reputed institutions involved at state level. At district level, mostly done by system functionaries. • A state level review of activities conducted in June 1998 and then in Jan. 99.
(iii) Studies Completed by State Level (iv) Areas in Focus for the Current Year	<ul style="list-style-type: none"> • 13 major and minor studies completed for the year. 4 are completed and rest initiated. • Education of the Disabled children. Migratory pattern, access and retention, learning needs of tribal children, workload, introduction of textbooks etc. • note on findings on the study on access retention. A draft final report on "Study of Migratory Pattern" received.
4. Academic Monitoring Modes and Methods	<ul style="list-style-type: none"> • Monthly review meeting at block, DPO, SPO and SCERT Level. • CRC meeting in every month. • SCERT and DIETs also involved in academic monitoring. • EMIS for monitoring enrolment and retention, teachers etc. PMIS for monitoring physical and financial targets of programme implementation. • Monitoring strategy developed in a workshop mode and being implemented with the help of BRCs, CRCs and VECs. Specific formats for school visits evolved. • Competency based question banks, Cluster level bank available at each cluster.
5. Impact Assessment (i) Strategy	<ul style="list-style-type: none"> • Focussing on outcome, SPO identified areas and interventions for evaluation. • External agencies used for evaluation. • Evaluation of SMART-PT training conducted by MSCERT. (DIETs and DPOs – Sept. 98 to Feb. 99).
(ii) Evaluations undertaken	<ul style="list-style-type: none"> • Access, Enrolment and Retention, • Utilisation of Infrastructure grant. • Baseline test for children in Multigrade schools in July, 98. • Cohort study on attendance in Selected Schools. • Field testing of Text Books for Std. III & IV undertaken by TBB, Pune – June, 98 to March, 99. • Study of Migratory Pattern. • 'Identification of Hard Spots of leaning in language and Mathematics under MAS in Maharashtra – A study' was undertaken by NCERT and its findings will be shared by district functionaries.
(iv) Areas in Focus at Present	<ul style="list-style-type: none"> • NFE centres. Access and Retention, ECCE centres. Vidya Neketan. Impact of MPP. Contract Schools. • Case study of EMIS in 98-99. • Co-hort of selected schools to identify dropout rate.

6. Networking	<ul style="list-style-type: none"> • State Project Office R&E unit has a resource panel of 16 institutions which are utilized for R&E activities as well as capacity building, SCERT also has undertaken an initiative for interface with universities. Collaborative longitudinal research on pedagogic issues in elementary education with universities and SCERT is being planned at present.
7. Dissemination and use of Outcomes	<ul style="list-style-type: none"> • SCERT organised dissemination workshops on learners achievement and social assessment studies and findings used during AWP preparation. • Districts have organised dissemination workshops for sharing action research outcomes. • State level workshop on MAS sharing held. • 3 workshops on How to conduct action research held from Dec. to Feb. 99.

CIVIL WORKS

CHAPTER – 12

CIVIL WORKS

The total approved EFC Cost for Civil Works under DPEP-I is Rs.44.62 crores, out of this an expenditure of Rs. 29.76 crores was booked by the districts up to 30th Sept.99

Under DPEP- I Civil Works programme construction of one-room and two-room school building is a major programme, the weighted progress of which is 98.14% and 93.19% respectively. The construction of BRCs is held up due to dispute and is under consideration of the committee under the Minister (S.E.). The balance EFC amounting to Rs.3.52 crores will be planned during mid term review

The total approved EFC cost for Civil Works under DPEP-II is Rs.35.09 crores , out of this an expenditure of Rs. (6.33)crores has been booked up to 30th Sept. 99)

The progress of Civil Works under DPEP-II is a major concern. The district authorities did not make the appointment of Engineer because of various reasons like election code of conduct and frequent changes in district authorities. Therefore the progress in the civil works suffered in the initial stages.

The civil works programme has picked up under phase-II in recent months.

The status in details

DPEP I

The EFC approved cost for Civil Works portion with 3% price contingencies is Rs. 4462.17 lakhs. State has planned Rs. 1173.46 in the year 1999-2000. The expenditure so far is Rs. 2976.21 lakhs (as on 30.09.99). The status of major works is as follows.

Activity	Phy-Target	Completed	In progress	Financial Target	Expenditure
One Room School	1017	940	76	1428.59	1250.76
Two Room School	441	352	85	1231.05	1026.22
Toilets	2500	2281	125	169.94	165.83
Borewells	900	875	25	252.00	195.47
School repairs	1382	813	45	163.69	67.39
Wire fencing	288	133	63	55.00	57.95
BRC	42=34+8	2	0	163.68	102.00
MIEPA Campus Development	1	-	1	188.00	2.76

Construction of BRC's :

Eight blocks are newly created in the district Nanded (1), Parbhani (5) and Latur (2). Construction of these BRC's could not start for want of land. The expenditure against construction of BRC is low, because of dispute in execution of agreement with the agency.

Campus Development of MIEPA :

The bid document for campus development of MIEPA at Aurangabad had been approved by GOI. The issue was placed before 18th Executive Committee for according administrative approval. However EC accorded administrative approval subject to verification of reasonability of the estimated rates. Therefore the estimates has been forwarded to Chief Engineer PWD Aurangabad on 16th Sept '99 and reminded on 15th Oct '99 for ensuring reasonability of the estimated rates.

Staffing position at SPO and DPO :

Particulars	Sanctioned post	Post filled	Vacant post
SPO :			
Executive Engineer	1	1	-
Deputy Engineer	1	1	-
Junior Engineer	2	1	1
DPO	NIL	-	-

Under DPEP I, the works were supervised by Zilla Parishad Engineers, therefore posts were not created at DPO. However one executive and one junior posts were filled by the DPO as a consultant.

DPEP I	Planned Target	Comp. & IP	% of Progress
Total Physical Progress	7422	6282	84.64
BRCs	42	2	73.80
RCs/Addl. Classroom	1017	1016	99.90
New Schools/Existing Schools	441	437	99.07
Toilets	2500	2406	96.00
Drinking water	900	900	100%
Boundary walls	273	226	82.78%
Repairs	1220	858	70.32%
Financial Progress (in Rs. Lacks)	Allocation	Expenditure	% of Expenditure
As on 31.03.99	3750.84	2935.83	78.27
As on 30.09.99	4112.93	2976.21	72.36

DPEP II

The approved EFC cost for civil works portion is Rs. 3509.00 lakhs. State has planned Rs. 2714.15 in the year 1999-2000. The expenditure so far is Rs. 633.07 lakhs as on 30.09.99. The yearwise progress of works is as follows.

Activity	1997-98			1998-1999			1999-2000			Total		
	Tar	In Progress	Exp.	Tar	In Progress	Exp.	Tar	In Progress	Exp.	Tar	In Progress	Exp.
One Room School	-	-	-	312	4 Completed. 175 In Progress.	112.28	178	-	23.58	490	179	135.86
Two Room School	-	-	-	290	One Completed. 139 In Progress	197.34	130	-	42.00	420	140	239.34
Toilets	281	-	-	569	21 Completed. 200 In Progress	59.46	750	-	-	1600	221	59.46
Borewells	250	-	-	545	346 Completed. 379 In Progress	153.00	215	-	-	1010	675	153.00
GRS	-	-	-	10	-	-	5	-	-	15	-	-
School Repairs	355	-	-	325	-	-	-	-	-	680	-	-
Water facility (piping)	90	-	-	300	15 Completed. 41 In Progress	21.00	200	-	-	4	3	0.80
MIS Room	4	-	-	-	3	0.80	-	-	-	4	3	0.80
BRC	-	-	-	17	-	-	22	-	-	39	-	-
Electrification	600	-	-	50	-	16.00	300	300	-	950	300	6.00
Play Grounds	-	-	-	56	3	6.40	50	-	-	106	3	6.40
Teachers Quarter	-	-	-	-	-	-	-	-	-	-	-	-

Construction of Women's Hostel at SCERT, Pune :

The design plans for this has been finalised by Dy. Chief Architect, PWD, Pune. The final drawings are under approval from SPO.

Innovation Fund :

The advertisement for appointment of architect was floated but could not find appropriate candidate. The next meeting is proposed somewhere in second week of the November'99.

SPO Infrastructure :

In order to accomodate the additional staff at SPO, Provision of some additional staff cabins and MIS room is proposed. The proposal is approved by E.C. Procedure for invitation of quotations is in process.

Implementing Agency, Supervising Agency & Mode of Procurement

Activity	Implementing Agency	Supervising Agency	Procurement Method
One Room School	Gram Panchayat	In House Engineers	Community Construction
Two Room School	Gram Panchayat	In House Engineers	Community Construction
Toilets	VEC	In House Engineers	Community Construction
Borewells	GSDA	In House Engineers	Force Account
GRS	Contractor	In House Engineers	NCB
School Repairs	VEC	In House Engineers	CC
Water facility (piping)	VEC	In House Engineers	Force Account
MIS Room	DPO	In House Engineers	NCB
BRC	Contractor	In House Engineers	CC
Electrification	VEC	In House Engineers	CC
Play Grounds	VEC	In House Engineers	NCB
Teachers Qtrs.	Contractor	In House Engineers	NCB
SCERT Hostel	Contractor	In House Engineers	NCB
Innovation fund	DPO	In House Engineers	Force Account
SPO Infrastructure	SPO	In House Engineers	Force Account

Training of Engineers :

Training of engineers of all the districts is over and engineers have been oriented in procurement procedures & construction methods under civil works.

Construction Manual :

A draft construction manual prepared at SPO was shared with the district during workshop. Jalna district has printed and circulated the same manual with certain additions. Final copy of the manual is to be provided by SPO for other districts.

PREPARATION : DPEP II

Design Renewal	1. Hexagonal Class room designs adopted in phase II districts for two Room school building.		
Innovation Fund	Prototype construction done in Jalna district.		
Implementation Agency	Gram Panchayat (community) and VEC.		
Staffing position (Supervision and monitoring)	Jr. Engineer supervise the work.		
DPO	1 EE, IJE per Block.		
Site supervision	In House cell of Engineers.		
Acivity	Planned Target	Comp. & IP	% of Progress
BRCs	39	0	0
RCs/Addl.Classroom	490	179	36.53
New Schools/Existing Schools	420	140	33.33
Toilets	1550	221	14.25
Drinking water	1400	675	48.21
Repairs	680	0	0

MANAGEMENT INFORMATION SYSTEM

CHAPTER – 13

MANAGEMENT INFORMATION SYSTEM

Each of the nine DPEP districts has a Computer Programmer and two Data Entry Operators. The MIS cell was started in DPEP project keeping in view the computerisation of various activities undertaken in the Project.

There are various Programs / Softwares developed by the MIS cell of DPEP. The major activity undertaken is computerisation of accounts in DPEP. For this MPSP developed a software which generates the various types of reports for the purpose of monitoring the Financial activities in the project.

The EMIS (Educational Management Information System) is the backbone of this project. Every year Parishad collects the EMIS data on 30th Sept. It is computerised. In addition to the EMIS data as the reference point , parishad adds some areas of State specific needs, such as students achievement, attendance etc. For this , a Software has been developed and data will be computerised for the year 1999-2000.

Parishad has conducted a house to house survey as a part of the microplanning exercise. The software for this propose is developed to computerise the data . Computerisation of Teachers' profile is under active consideration.

THE STATUS OF MIS

Hardware / Software	The State Project Office, SPO and all the nine District Project Offices (DPO) have computers in operation.
Manpower	The SPO has two Programmers and 2 DEOs and the districts have one programmer and 2 data entry operators except in Dhule and Nanded . In Nanded post of two data entry operators are vacant and in Dhule the recruitment of programmer and Data Entry operator is in process.
EMIS	The EMIS data for 1998-99 has been collected and computerised and shared with GOI. The SPO has analysed the EMIS 98 data and shared with district functionaries and DPEP Bureau. The process of EMIS 1999-2000 data collection has been initiated.

INNOVATION FUND

CHAPTER – 14

INNOVATION FUND

Innovation	The state had planned - different activities under innovation fund during 1998-99. The progress made in this regard is as follows :
i) Training in Life Skills to Kishori	<ul style="list-style-type: none"> • Nine Clusters from nine districts were selected for the activity . In these clusters training centre for Kishori's in 9-14 age groups enrolled in NFE classes started from 3rd January,1999 for the period of four months. • Areas selected for training are 'Tailoring' and 'Bakery and Food Preservation'. These classes are conducted with the help of Local women. • This is a pilot project, findings shall be used for evolving convergence with other departments.
ii) Universalisation of Primary Education	<ul style="list-style-type: none"> • Under the scheme nine separate clusters were selected from nine districts. Three one day workshops were organised in October-98, November-98, Dec. -98. The Action Plan on Strategies for achieving UEE was evolved. On 14th November 'Bal Anand Melawa' was conducted in each village under the cluster during the year. The clusters have addressed the issue of universal access. NFE Centres, Balwadi, wherever necessary, have been opened. Village support group to monitor regular attendance have been formed in these Clusters. In these clusters work on improving the quality of education will be undertaken in the next year. Clinical assessment of identified disabled children is complete. • Resource group for each District is trained for awareness and identification of children with disability. - These Resource Group will conduct the training for teachers in district at district & block level.
iii) Development of Instructors' Kit' for PC instructors	<ul style="list-style-type: none"> • The state proposed to develop instructor's kit for Shiksha Karmi teaching alternative schools. The SRG meeting held in Dec.,98 and Jan.,99 helped in conceptualising the kit. It was felt that a kit which will include, subjectwise graded SLM alongwith other essential material to facilitate teaching in multilevel P.C.classes. The draft SLM Kit was developed in February,99 (10th to12th Feb.). A prototype of this Kit has been given to each district. Every district team would help instructors to prepare a Kit for their use under experts guidance in a workshop mode. • A Kit ' Sobti ' Comprising of 56 teaching-learning items has been developed at the state level. This will be available to each Prerna Centre.
iv) Bal Anand Melawa	<ul style="list-style-type: none"> • Instructional manual on how to conduct 'Bal Anand Melawa' was prepared during the year. • Melawa conducted on 26th January,1999 in all villages.

JOINT SUPERVISION MISSIONS

CHAPTER – 15
RECOMENDATIONS OF THE 8TH JRM, ACTION TAKEN & PROPOSED
(OCT. 26 - 6 NOV. 1998)

Remarks	Action Taken & Proposed
<p>Progress Towards Meeting DPEP Objectives</p> <p>There are signs that attendance and retention are also improving although the Mission feels that it is important that sample studies are conducted at the local level to supplement existing data collection and to illuminate trends.</p>	<p>The micro-planning data of 1997-98 has been compared with EMIS '97 data to verify reliability of the microplanning and EMIS data. State Project Office has undertaken a study on evaluation of access of retention in DPEP Phase-I Districts. The study has been entrusted to NGO viz. Karve Institute of Social Work, Pune. The agency has submitted note on finding to SPO in March,99. Revision in the note suggested by SPO. Revised finding are awaited.</p>
<p>Decentralisation</p> <p>Continued attention particularly with regard to expanding the role of Village Education Committees (VECs) to involve whole school management.</p>	<p>Under the present structure the Village Education Committee exercises some administrative powers over primary teachers and head masters. The school improvement plan is developed by active participation of VEC's. VEC's participation is also seen in distribution of incentive schemes, collection of microplanning data, selection of 'Shikshakarmi' for contract schools, Prerana Centres etc. Utilisation of infrastructure grants.</p>

<p>The Information Base</p> <p>The DPEP Bureau and SPOs may now wish to consider exploring ways to develop the lines of communication for passing important findings down the line in addition to enhancing the use of data and research findings for planning purpose.</p>	<p>Workshops on sharing EMIS-1997 data, were organised in October-98 and February-99. Annual Work Plans 1999-2000 are based on microplanning findings. The EMIS data is used for providing facilities, repairs works, construction under Government schemes also.</p>
<p>Constraints to Progress</p> <p>Mission is one of the view that in addition to accelerating construction activities attention be given to increasing non-civil works expenditure to ensure a better expenditure balance that is commensurate with the DPEP guidelines.</p>	<p>The state project office has allowed the expansion districts to keep higher construction targets in 1999-2000 year plans, since adequate staff is now in position, and at majority places, sites have been acquired by the districts. The programme component will not be neglected since additional staff has been appointed.</p>
<p>Plans for Sustainability</p> <p>DPEP has already created innovation in terms of management structures, procedural arrangements, holistic pedagogy and community mobilisation. It has also created recurrent liabilities. The challenge will be to create state-specific mechanisms to institutionalise these gains.</p>	<p>Institutionalisation of good practices have been initiated under DPEP.</p> <ul style="list-style-type: none"> • The curriculum and textbook renewal process is extended to all districts of the state from sustainability point of view. • The programmes on gender equity have been included in the state training module of teachers teaching Std.III & IV by MSCERT, Pune. <p>Action research on strengthening of sub-district structure and their verticle and horizontal linkages is being evolved by MIEPA.</p> <ul style="list-style-type: none"> • In gender MTA are formed in every primary school to adverse the issue of related girls.

Access retention and Equity

- Kerala, Assam and Maharashtra have seen a certain decline in the recent growth of enrolment rates. In Maharashtra it is thought that since the large proportion of children in the target age group had been enrolled in the first two years, the enrolment rates did not show the same level of additional enrolment in class I.

Gender

- Comprehensive strategies for retention, especially for girls have not been developed across all states.

Tribal

- Attempts to retain ST children have included the development of bi-lingual teaching cost sharing basis between DPEP and the Tribal Welfare Department, development of local specific supplementary teaching learning materials, assistance and training of teachers in acquiring a working knowledge of local dialect and to facilitate communication with new entrants to school have been initiated in Madhya Pradesh.

- The GER and NER figures for Phase-I and extension districts is enclosed to the EMIS report.

- In the state under MPP programme, the enrolment drive activities are targeted mainly to attract girls to schools. Moreover, "Ma Beti Mela", "Kishori Melawa". Training Centre for life skills for Kishori's are some of the major programmes undertaken to promote enrolment and retention.
- **MTA in each primary school is established 3 to 4 meetings of MTA are held in schools of project Districts.**
- Production of support material for teachers and pupils initiated by MSCERT Pune.
- SRG (Tribal) has been formulated under the chairmanship of the Secretary School Education Dept. I meeting of SRG took place on 17.12.98 at Dhule.
- Sharing (2 days) workshop regarding Tribal Education was conducted at Nashik on 1 & 2.6.98.
- Study tours for (30) representatives each of Dhule & Gadchiroli tribal districts were conducted to DPEP-I districts.
- Sharing & Action Plan (2 days) workshop for above 60 participants organised at A'bad.
- SCERT, Pune conducted workshop in dialect in Dhule districts.

<p>Children with Disabilities :</p> <p>The majority of the States do not have the 3 recommended IED Teachers per district as yet. The Mission suggest that the programme give priority to accelerating provision for children with disabilities.</p>	<p>The State has circulated recruitment rules for special teachers to district co-ordinators. As per reports received from the districts. Teachers with training in specific disability area have not easily available at the district headquarters. However some districts have received application. Panel for selection and interview being communicated to the districts. The State Project Office would float an advertisement at SPO level for districts which have not received adequate response to their advertisement. The persons will be recruited for specific districts from SPO office only. The programme details will be worked out in the SRG Meetings scheduled on 3rd April,1999.</p> <ul style="list-style-type: none"> • Aurangabad has appointed 3 special teachers. • In other district procedure of appointment of 3 special teacher is going on. • RPs are given training at SPO level. • Tr's training in cascading manner in all 9 DPEP districts is arranged.
<p>Teachers Vacancy :</p> <p>Significant number of teachers vacancies in the DPEP districts is the major constrain.</p>	<p>In the State of Maharashtra, in 9 DPEP districts about 4308 posts of primary teachers are vacant. These posts could not be filled up since June,1998 because of the ban on general recruitment imposed by the State Government.</p>
<p>Attention might be focused on analysis of retention data :</p> <p>More extensive training and specific attention is needed for ironing out of hard spots the data collection analysis and for use in planning.</p>	<p>A case study on use EMIS data in planning has been prepared and will be shared with Government of India. The Annual Work Plans of districts have a data base. The updation of data is also proposed.</p> <ul style="list-style-type: none"> • Latur case study has been undertaken the findings have been shared areas the districts, GOM & GOI.
<p>Quality & Equivalence :</p> <p>Mission's view should be to increase investment by all states in EC if the programme is to meet its quality objectives. The Mission</p>	<p>The state has proposed strengthening of ECE programme in the following way :</p>

<p>,therefore, suggest that ways reconsidered to expand EC either through ICDS or through DPEP interventions. Provision of all Omissions might also help.</p>	<ol style="list-style-type: none"> 1) Providing ECE facility to, all, out-of-school children in the age group of 3-6 yrs. 2) special drive to improve enrolment and attendance in the existing ECE facility. 3) Providing education material for ECE and Anganwadi Centre. 4) Training to Anganwadi workers on educational component.
<p>It is recommended that item Analysis generated from the MAS should now be analysed at the district level and disseminated to the classrooms level for critical analysis by teachers and those supporting them. in order to continue to raise levels of learning.</p>	<p>MAS Analysis was shared with the districts by MSCERT, Pune. The areas of concerns and interventions were discussed. DPEP-I districts have suggested pedagogical improvements on the basis of MAS results.</p>

<p>The gender in equity learning outcomings has been reduced to the track of 5% in almost all districts. The result with disagregating agreeing to social groups is not so increasing.</p>	<p>Noted for action.</p>
<p>Impact of DPEP on learning : Mission endorses the work already underway and the continued refinement of instruments in use but also suggests that in order to deepen understanding about the impact of DPEP on learning, it may be worth considering reinforcing survey work with some well devised longitudinal studies and cohort analysis.</p>	<p>Noted for action.</p> <p>The state devised an achievement test , to diagnose, the level of learning in the project schools (441) selected for multigrade teaching project. The result of consequent unit tests will be compared with the baseline score at the end of the academic session.</p>
<p>The Mission suggests that different centralise persuit of quality to the classroom level by carrying out structuring qualitative classroom observations should increase substantially. Such test would further laminate how children learn and when their level of achievement is increasing.</p>	<p>In the state, some districts have taken initiatives in developing indicators of good classrooms practices and to monitor child performance. Such practices are consolidated at the state level. A monitoring booklet is being circulated to all the districts for feedback.</p>
<p>Mission urges states to expand their investment in developing quality to improve training better provision of learning materials and better management within the frame work provided by DPEP guidelines. The professionalisation of teachers once achieved could not necessarily need an investment maintained at such levels after the programme ends.</p>	<ul style="list-style-type: none"> • The state has organised 18 training programmes/worksops etc. Since April, 99 on various areas. • 12 days training under SMART PT has been organised for teachers of Std. V with special emphasis on teaching basic skill of English. <p>MGT project has been upscaled in all the district. It is further planned to prove self -- learning & group learning in monograde schools also.</p>

	<ul style="list-style-type: none"> • Competency based textbook for Std. V published under textbook refine must prog. viz. 'SARAS22001' • CBT books for Std. I to IV have already been published and are in the process of further refinement. • The State through preview has selected 18 video programmes useful for DPEP training. These will be duplicated with the financial assistance of DEP-IGNOU and will be distributed upto block level, along with THB for using them. Duplication of audio cassette on MGT is under progress. Eight self instructional modules useful in teacher training have been developed. • Majority of the districts have developed question banks for language & Maths. Some districts have undertaken refinement process.
<p>DPEP 1 states will need to concentrate on replicating and upscaling successful initiatives. It would appear that some states are cautious about introducing alternative opportunities at all and in only Andhra Pradesh and Uttar Pradesh are there signs that an equivalence strategy is operational. If equivalence is a serious objective more states will need to learn from the experience in Madhya Pradesh and other DPEP 1 states and carry out on-going comparability studies with the formal school system.</p>	<ul style="list-style-type: none"> • The districts, as mentioned earlier have upscaled the project on MGT and poised to adopt concept of SLM, group learning from MGT to monograde schools. • ALS instructors have been supplied with kit TLM and 'SOBATI', the handbook to use the TLM for the first time. The kit has reached to ALS instructors through workshop mode, in many districts. • The State has taken steps to expand and strength ALS programmes. Agencies from Dhule and Gadchiroli who will run some of the Prerana Centres from the district have been selected. TOR has been submitted to GOI for approval.

<p>The VECs may need to include wider management responsibilities to take on a more proactive role and go beyond the perceived roles of school construction and utilisation of schools improvement grants. Project staff and functionaries at all levels delivering training need to gain a deeper insight into the processes and techniques of participative management with an emphasis on evolving roles and tasks as also the training modules from below rather than follow a top down approach through sample studies on the actual processes which lead to effective participation in school management, and the development and implementation of school plans.</p>	<p>Noted for action</p> <ul style="list-style-type: none"> • Management Study to give wider responsibility to VEC for ensuring primary education to all will be implemented in one block. • Study of functioning of VEC's proposed in the year 1999-2000. • SCERT has initiated training of VECs in cascade mode. • Video cassettes are being supplied to BRCs explaining effectively the role of VEC.
<p>The Mission recommends that the DPEP Bureau continues discussions with the states to work out the financial, administrative, pedagogic and structural implications of sustaining project gains. The Mission confirms that a review of the management systems and institutional arrangements at all levels will be required, possibly via state specific studies.</p>	<p><u>Institutionalisation and Decentralisation :</u></p> <ul style="list-style-type: none"> • The State has proposed an experimental project in Vaijapur-Taluka in 1999-2000. A proposal will be submitted to Government of India in April,1999. • Studies on different aspects of sustainability and conference both at district and state level proposed. • MPSP in collaboration with UNICEF organised a workshop involving DPEP & PEEP functionaries to have serious deliberations on sustainabilities. • A paper has been developed on sustainability by MPSP through inhouse exercise.

<p><u>The Information base :</u></p> <p>Capacity to collect, analyse, interpret and effectively use data for planning purposes.</p> <p>AWPBs is about to start. In addition, states are encouraged to integrate the grass root data emerging from the micro-planning exercise into the planning process.</p>	<ul style="list-style-type: none"> • Computerisation of grass root level Microplanning data for effective monitoring planned. • Microplanning formats have been updated. • AWP&B of 1999-2000 have used data in planning interventions on Access and capacity building. • EMIS data is being effectively use for rationalisation and redeployment of teachers and prioritisation of providing various physical facilities.
<p>The Mission did not find evidence of data utilisation as a management tool at all levels of decision making. Bi-directional information flow and training in its use would bring about increased management capacity.</p>	<p>Training of Middle Level managers for data handling will be taken-up after compilation (July-99).</p> <ul style="list-style-type: none"> • Districts have started using EMIS, & microplanning data for identifying interventions in AWP&B.
<p>Build skill capacity over time. But the need for thinking and strategising in relation to subject-specific training and focus group- specific training is paramount. Teachers appear to require guidance, different techniques specialist training approaches to teaching children with disabilities, gender awareness could be extended to targeting the boy child's inherent prejudices.</p> <p>There is an urgent need for thought to be given to maximising the potential of well-functioning DIETs and CRCs to deliver post-training support to teachers in the classroom that is built on principles of co-operation and mutuality.</p>	<ul style="list-style-type: none"> • All developmental programmes for schools and teachers both in formal and AIs are implemented through cluster co-ordinators. • Academic support to "Gatsammelan" through distance mode planned in 1999-2000. • Training cascade for IED is initiated training cycle for RPs is complete. Training module includes awareness developing identification and guidelines for teaching disabled sensitisation of community & VEC also initiated. • Training cascade for gender sensitisation has been initiated MTA have been established in all districts mobilisation.

<p>There appears to be a reluctance to undertake some activities which would have recurrent cost liabilities. To facilitate the integration of the DPEP's achievements in the rest of the primary education system, the JRM encourages the DPEP Bureau and the DPEP states to be more pro-active in looking for efficiency and cost saving parameters without compromising on quality.</p>	<ul style="list-style-type: none"> • AWP&B for 1999-2000 has planned to bring maximum number of out of school children in the formal system through various cost effective designs.
<p>To give attention to the process of filling teacher vacancies and appointing new teachers in DPEP districts before the start of the next JRM which is expected in March 1999.</p>	<ul style="list-style-type: none"> • Government of Maharashtra is being pursued to fill up teacher vacancies.
<p>To realloaing and increasing project financial resources in line with the DPEP guidelines to support more human development and to broaden the existing definition of training increasing the yearly allocation of training time to teachers, VEC members and other functionaries.</p>	<ul style="list-style-type: none"> • While formulating AWP&B, care is taken to involve functionaries at all the levels an allocating sufficient training time as per needs.
<p>The Mission recommends the DPEP Bureau and SPOs continue strengthening the collection and verification of data and data findings via a sample study procedure; and improve dissemination, recognised and non-recognised private schools, alternative and non-formal schooling retention and drop-out rates, student attendance and teacher rationalisation.</p>	<ul style="list-style-type: none"> • Noted for action.
<p>Alacrity state-specific solutions as to how they intend to institutionalise financial, administrative, pedagogical and structural DPEP gains. State-specific workshops could be held to share experiences in terms of institutional development plans, institutional reforms and studies for sustainability.</p>	<ul style="list-style-type: none"> • Proposed in 1999-2000.
<p>The Mission urges states to focus on expanding provision for children with disabilities and to develop comprehensive strategies to address the needs of marginalised groups.</p>	<ul style="list-style-type: none"> • Proposed in 1999-2000.

ACTIONS ON THE UNDERTAKINGS GIVEN BY THE STATE PROJECT OFFICE

<p>Undertaking</p>	<p>The problem of teacher redeployment , crowded classroom and the mismatch of supply and demand: by June, 1998 all teacher vacancies will be filled, subject to the availability of teachers in the Reserved category.</p> <p>EMIS data was shared with projects, districts, Director of Education and the GOM. The latest vacancy position is enclosed.</p>
	<p><u>Civil Works :</u> The BRC construction statement will be sorted out in three months and actual completion of all BRC will be achieved by six months thereafter.</p> <p><u>MIEPA :</u> By 15th April , 1998 there refurbishment tenders will be floated and the works will be completed by December, 1999.</p> <p><u>SCERT :</u> Repairs to the library building will be completed by December, 1998 and construction of the women's hostel will be completed by June , 1999.</p> <p><u>BRC construction :</u> A sub-committee under the Chairmanship of Minister School Education has been formulated by Governing Council of the Parishad. The final decision is due in due course.</p> <p><u>MIEPA Construction :</u> MIEPA construction is likely to commence in a few days . The document has been communicated to Chief Engineer (PWD) Aurangabad for deciding reasonableness of the rates .</p> <p><u>SCERT :</u> Repairs to library building promised to be completed by Dec., 98 will not be undertaken since the spill over amount available for this activity is now being diverted to recurring activities to be undertaken in 99-2000.</p> <p>Construction of Women Hostel in SCERT has been assigned to SCERT.</p>

RECOMMENDATIONS OF 9th JRM, ACTION TAKEN & PROPOSED

(April `9th - April 23rd `1999)

Sr. No.	Recommendations	Remarks
1.	<p><u>Impact on Access, Repetition & Continuation :</u></p> <p>About 25 percent of new school building in DPEP-I districts are yet to be completed and in the DPEP-II districts no new schools have been constructed. In the new school buildings no toilets have been constructed.</p>	<p>The construction programme in case of DPEP-I districts will be completed by December, 1999. The construction in Phase II districts will also be geared up when Taluka Engineers are in place. The programme will be monitored fortnightly.</p> <p>Out of planned 441 new schools 335 schools are completed in all respect and weighted progress of the total works is 93% as shown in annexure I</p>
2.	<p><u>Alternative Schooling :</u></p> <p>It is not clear from the available statistics, whether these are functional and whether so many children are enrolled.</p>	<p>About 834 Prerana Centres were opened during 1996-97 catering to about 25,000, children. Majority of these centres are now closed since they have completed 1200 clock hours of learning (2 years). The State has proposed special camps for those NFE children who have not cleared Class – IV exam.</p> <p>About 1856 Prerana Centres were opened during 1999-2000 catering to about 55111 children.</p>

Sr. No.	Recommendations	Remarks
3.	<p><u>Contract Schools :</u></p> <p>There are also problem with data relating to contract schools</p>	<p>During the year 1999-2000 133 contract schools for Phase-I & II districts were opened catering to about 2389 pupils.</p> <p>In Phase-I 65 schools are opened (except Aurangabad district) catering to about 1460 students.</p> <p>In Phase-II 1117 Contract schools are proposed in 1999-2000 except Beed .</p>
4.	<p><u>Condensed Course :</u></p> <p>It is not clear whether condensed course centres (2810) for about 28000 students proposed as against only in 3 in operation is feasible.</p>	<p>Condensed course shall be started for migrating children when they return to their villages during May-June. 1999.</p> <p>3 started in Parbhani for children working in slaughtes House 2810 centres yet to be started for approximate 28000 students.</p>
5.	<p><u>Education of children in special needs :</u></p> <p>In the case of physically challenged only some data appear to have been collected programme input have started but is too early for outcomes.</p>	<p>The micro-planning exercises conducted in January, 1998 has given a villagewise data on children with disability. This will be further verified in the microplanning, 1999 exercise being conducted in the districts now.</p> <p>Microplanning is completed. Recruitment of 3 special teachers is in processes. However, due to election code of conduct further action was held up.</p>

Sr. No.	Recommendations	Remarks
6.	<p><u>EMIS & Data Availability :</u></p> <p>However, despite all the efforts to improve the quality of data collection through the use of micro-planning exercise, data availability seem still to be on issue.</p> <p>It is expected that the newly revised micro-planning exercise and the ongoing improvements in the EMIS introduced at the State Project Office will provide more reliable data to determine the impact of the programme on achieving its development objectives.</p>	<p>Micro-planning data will be further updated during 2nd round of micro-planning in April, 1999.</p> <p>Micro-planning data with reference date as 31st July, 99 has been collected and tabulated at district level and state level.</p> <p>EMIS data for 98 is largely reliable than upto 1997 . EMIS data is yet to be compared at state level since Nanded data entry is incomplete. The data would be shared with Government of India after compilation.</p> <p>EMIS data for 98-99 is already shared with GOI & also analysed by SPO.</p>
7.	<p>The involvement of DIETs is minimal, although the institution has been given additional faculty through DPEP.</p>	<p>The participation of DIETs in conducting training programmes under DPEP is at planning stage. A proposal in this respect is under consideration of the society.</p> <p>The participation of DIETs in conducting training programmes under DPEP is at planning stage. A proposal to integrate DIETs with DPEP is sanctioned by the GOM and steps are being taken accordingly.</p>

8.	The outstanding issue that remains to be addressed is the revision of curriculum of pre-service training of teachers, which has to be brought in line with the training content of the in-service training.	Revision of curriculum of pre-service training is under consideration of SCERT, Pune.
9.	One of the reasons for the weak district level institutions is the organisational arrangement wherein the administrative control of the DIETs lie with the directorate of education and the academic links are with the MSCERT.	DPEP training programmes will be integrated with the DIETs training. In this connection GOM has issued orders and steps are being taken by SCERT to act accordingly.
10.	<u>Supervision & Monitoring System :</u> Studies should be carried out to determine the impact of these measures on improving the quality of the teacher training programmes and the teaching learning process at the classroom level.	Noted. The districts have prepared a detailed strategy of monitoring the class room processes. • Content enrichment test has been administered in project area. Findings will be shared across districts and SPO.
11.	<u>Pre-service Training Programme :</u> The State Project Office will prepare a work plan to implement some of the alternative discussed with the mission to strength the DIETs and establish a more systematic involvement of these institutions in project implementation.	The G.O.M. has issued orders to SCERT to take up training programmes in DPEP districts through DIETs. Three posts from D.P.O. are proposed to be transferred to DIET for this purpose.
12.	DISTRICTS WITH SIGNIFICANT PROPORTION OF TRIBAL POPULATION REPORTED THAT THE VECS ARE NOT ABLE TO IMPLEMENT THIS ACTIVITY. THE MISSION SUGGESTS THAT THE STATE PROJECT OFFICE TEAM SHOULD ASSESS THE MAJOR FACTORS IMPEDING THE VECS FULL PARTICIPATION IN THESE DISTRICTS, AND DEVELOP AN ALTERNATIVE ACTION PLAN TO SOLVE THE INFRASTRUCTURE DELAYS IN THESE AREAS.	The problem is being experienced in remote blocks of Dhule and Gadchoroli districts. The districts have been working on local specific alternative designs of school buildings to overcome transportation problems.

13.	<p>IT SEEMS THAT THE PARTICIPATION OF PARENTS IN THE DECISION MAKING PROCESS AT THE SCHOOL LEVEL IS MINIMAL OR PERHAPS NOT DONE IN A MORE SYSTEMATIC FASHION. THE MISSION SUGGESTS THE DEVELOPMENT OF ADDITIONAL STRATEGIES WHICH COULD SYSTEMATICALLY INCREASE NOT ONLY THE PARTICIPATION OF THE VECs BUT ALSO OF ALL THE PARENTS IN THE SCHOOL DECISION MAKING PROCESS.</p>	<p>Formation and activation of MTA is proposed during 1999-2000. Guidelines on how to conduct the MTA meetings have been prepared and are being shared with all the school.</p> <p>This has been done.</p> <p>MTA are formed almost in each school in project area.</p> <p>Regular meeting of MTA are held identify the school specific problem and its solution.</p>
14.	<p><u>MIEPA :</u></p> <p>The State Government has yet to decide on the number of full time positions that will be sanctioned and the staff structure of the institution. Commitment of the state government to support a viable organisational structure is of crucial importance from the point of view of institutional sustainability and sustenance of capacity building in educational planning and management.</p>	<p>This issue is under the consideration of the State Government.</p>
15.	<p>Discussions during the field visit indicate that the role of VECs are far less than what is envisaged in the programme and needed for community ownership of primary school education. One of the reasons is the lack of clarity and in some cases conflict between the VECs constituted by government order.</p>	<p>This issue of building up an interface between the VEC and the PRI structure and other reforms in the light of the 73rd and 74th amendments, is under the consideration of the State Governements.</p>

Sr. No.	Recommendations	Remarks
16.	<p><u>Financial Status of the Programme</u></p> <p>The state and the district need to review objectively the factors influencing project implementation and remove the bottlenecks.</p>	Noted.
17.	<p><u>Next Steps :</u></p> <ul style="list-style-type: none"> • The Mission recommends that the districts and the SPO prepare a plan for meaningful utilisation of unutilised project funds and dovetail it with the 1999-2000. • The SPO must resolve the issue of BRC buildings and expedite their construction review the budget available for Civil Works and prepare plans for its utilisation with emphasis on providing toilet facilities to the new schools built in DPEP-I districts. • The Mission recommends that each DPEP-I district prepare a plan to provide for hundred percent access and integrate it with 1999-2000-01 annual plans. 	<p>A utilisation plan has been prepared and shared with G.O.I.</p> <p>BRC issue is to be resolved, final discussion with the agency has been over. Preparation of plan as per conventional technology is in process.</p> <p>Construction of Toilets in New School Buildings will be planned during Mid Term Assessment Review.</p>

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