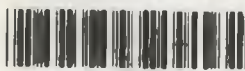


DPEP Kerala A Retrospect

NIEPA DC



D12796

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP), K E R A L A 1994-2003



STATE PROJECT DIRECTORS

Sri. K. Sureshkumar, I.A.S	30-03-1995 to 23-07-1998
Sri. K. Jayakumar, I.A.S (in full additional charge)	23-07-1998 to 20-10-1998
Sri. Edwin Khulbushan Majhi, I.A.S	20-10-1998 to 22-11-1999
Sri. P.H. Kurian, I.A.S	22-11-1999 to 20-05-2001
Sri. V.P. Joy, I.A.S (in full additional charge)	21-05-2001 to 17-06-2001
Sri. P. Arjunan, I.A.S	18-06-2001 to 10-06-2002
Sri. S. Sukumaran, I.A.S	10-06-2002 to 30-06-2003



SPORTS DOCUMENTATION CENTER
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17-B, Sri Aurobindo Marg,
New Delhi-110016
DOC. No. 2-12796
4-7-2006

*“By education I mean
an alround drawing out of
the best in child and man-
body, mind and spirit”.*

Mahatma Gandhi



A.K.ANTONY
CHIEF MINISTER, KERALA



MESSAGE

I am happy to know that the State Project Directorate of DPEP, Kerala has prepared a State level documentation of all activities undertaken during the project period. I hope that the outcomes of the project may be beneficial for the general public and the educational community.

I Wish all success to this venture


A.K. ANTONY



NALAKATHU SOOPPY
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30-06-2003



MESSAGE

DPEP project came to a close by 30th June 2003. A state level documentation report prepared by the State Project Directorate of DPEP Kerala is appreciable. The beneficial outcomes of the project may be sustained in Sarva Shiksha Abhiyan.

I wish all success to this attempt.

ADV. NALAKATH SOOPPY



P. MARA PANDIYAN, IAS
Secretary to Government / President PEDSK
General Education Department,
Govt. of Kerala



MESSAGE

The Centrally sponsored DPEP project aimed at universalization of Primary and quality education in a mission mode. The DPEP Project has come to an end on 30th of June 2003. I am happy to know that a comprehensive report has been prepared by the State Project Directorate to show the achievements during the period from 1994 to 2003.

I wish all success to this endeavour.

P. MARA PANDIYAN, IAS

Foreword

District Primary Education Programme (DPEP) came to a close by 30th of June 2003 leaving lasting imprints in the education scenario of Kerala with hectic activities touching almost all areas of primary education. The DPEP had been implemented in six out of the 14 districts of Kerala; the first phase introduced in three districts viz. Kasargod, Wayanad and Malappuram in 1994 and the second phase in the remaining three districts of Palakkad, Idukki and Thiruvananthapuram in the year 1997. The DPEP was a Centrally sponsored programme which aimed at comprehensive development of primary education in the State.

It may be recalled that no topic has been so hotly and widely discussed as of DPEP in the recent past of the State. Notwithstanding criticisms and oppositions, DPEP interventions both in horizontal and vertical dimensions yielded results in a number of directions. The serious debates that Kerala witnessed on the new pedagogic and curricular initiatives of DPEP can be seen as ample testimony to their overall impact. Terms such as 'experiential pedagogy' and 'activity-based classroom' have gained currency among teachers, parents and educationists genuinely concerned for the child. Despite criticisms by certain self serving educationists, turning back of a small section of teachers who were reluctant to deviate from the age-old teaching methods, the orchestrated propaganda hype created by publishers of school guides and other vested interests, lack of unified syllabus and blind political opposition, DPEP Kerala made definite forward strides and clearly have raised the level of professional discourse in the area. The profile of our primary classroom has changed radically from what it had been a decade ago.

The new pedagogic initiatives have kindled the intrinsic inquisitiveness in children, helped them in waking up their thought faculty and helped self-learning, helped them to compare and evaluate matters and materials, helped to find openings for their creative urges, helped them to observe and love nature, and above all made them capable of interacting freely with teachers, peer group and even to strangers.

The new curriculum and text books made it necessary to reassess the learning process in the classroom. Teacher's knowledge base about the children and how they learn, his/her strength and weakness for arranging the learning experiences including a substantially changed attitude towards

children provided the main inputs for this change. The training programmes were designed to equip teachers to transform the classroom to one where the child is no longer a passive recipient, but a thinker and a doer, actively involved in the learning process, mentally as well as physically.

In adhering to the widely accepted learning steps of acquiring knowledge, understanding, application, analysis, synthesis and evaluation related to students, the teacher had to shift her own role from that of an authoritarian expositor to that of a friend, facilitator and guide. The teachers realised that the objectives of visualising the potentialities embedded in the problem does not come easily if we expect knowledge always to come in packed forms from external sources. Every problem can also be seen as a minefield of solutions. DPEP has presented many such challenges. Many ordinary teachers have made improvisations, conducted action researches and have already done a lot of valuable mining.

Micro level studies have revealed that there were still children in Kerala who have not seen the door of school in life in certain remote areas especially in tribal and coastal regions. DPEP endeavored to provide access for all children according to national norms. Its efforts were fructified in retention of these children and mainstreaming them in formal school.

The National Policy on Education envisions education as an effective tool of women's equality and empowerment. DPEP, Kerala had taken up sensitisation programme for elimination of gender bias. Though Kerala is highly placed in girls' education and women's literacy compared to other parts of India, it still leave scope for attainment and equality with male literacy and boys' education. Retention of girls in higher classes was still a problem and DPEP made multi-pronged efforts in this area. Awareness creation for community, introduction of volunteers in tribal and coastal belts for persuading parents for enrollment and retention of girl children, incentives for girls, sensitisation packages and module development for teacher training programme were some of the actions resorted to in this direction.

Early Childhood Care and Education, caring and efforts for mainstreaming children with special needs were also areas where concerted efforts made by DPEP.

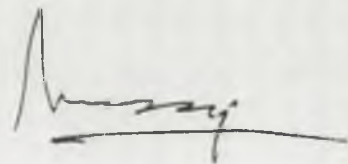
Strengthening of institutions and development of infrastructure for our primary schools was foremost among many visible contributions of DPEP. Civil Works carried out could give a face-lift to the state's primary schools which hitherto remained in a dilapidated condition. New school

buildings, replacement of thatched sheds, additional class rooms, separation walls for classrooms, compound walls for schools, provision for drinking water, toilet facilities, electrification etc. have made an ocean of difference in the school environment. Development activities in this area had been done without leakage of fund and with utmost transparency in expenditure and execution. The increased public participation and community mobilisation in this area could generate invaluable assets by way of manpower and local resources that add up to the DPEP spending. Institutional development like construction of Block Resource Centres, Cluster Resource Centres, Activity Centres, Pedagogy Parks, Multi Grade Learning Centres merit mention as lasting contributions by DPEP.

Linkages with various institutions and convergence activities have resulted immense resource mobilization in almost all areas related to primary education. DPEP could develop a sense of belonging towards school among the community, sowing the seed in them that the ultimate ownership of school is with the community. Departments like Health, Forest, Local Self Government, Ministry of Human Resources Development, Ed.CIL, Indira Gandhi National Open University (IGNOU) have extended tremendous help in the activities of DPEP, Kerala. The print, electronic materials and the interactive website and teleconferencing infrastructure developed by Distance Education and Media Units merit mention in this context.

Undoubtedly the achievement so far made is not one to be rubbished off by any one. Given everything said and done, what remains to do is enormous, considering the vastness of the problem.

DPEP has become part of history by June 2003. It is time to look at the half-full glass; even if the water is a bit muddy. Let us aspire for its fulfillment in Sarva Shiksha Abhiyan (SSA).



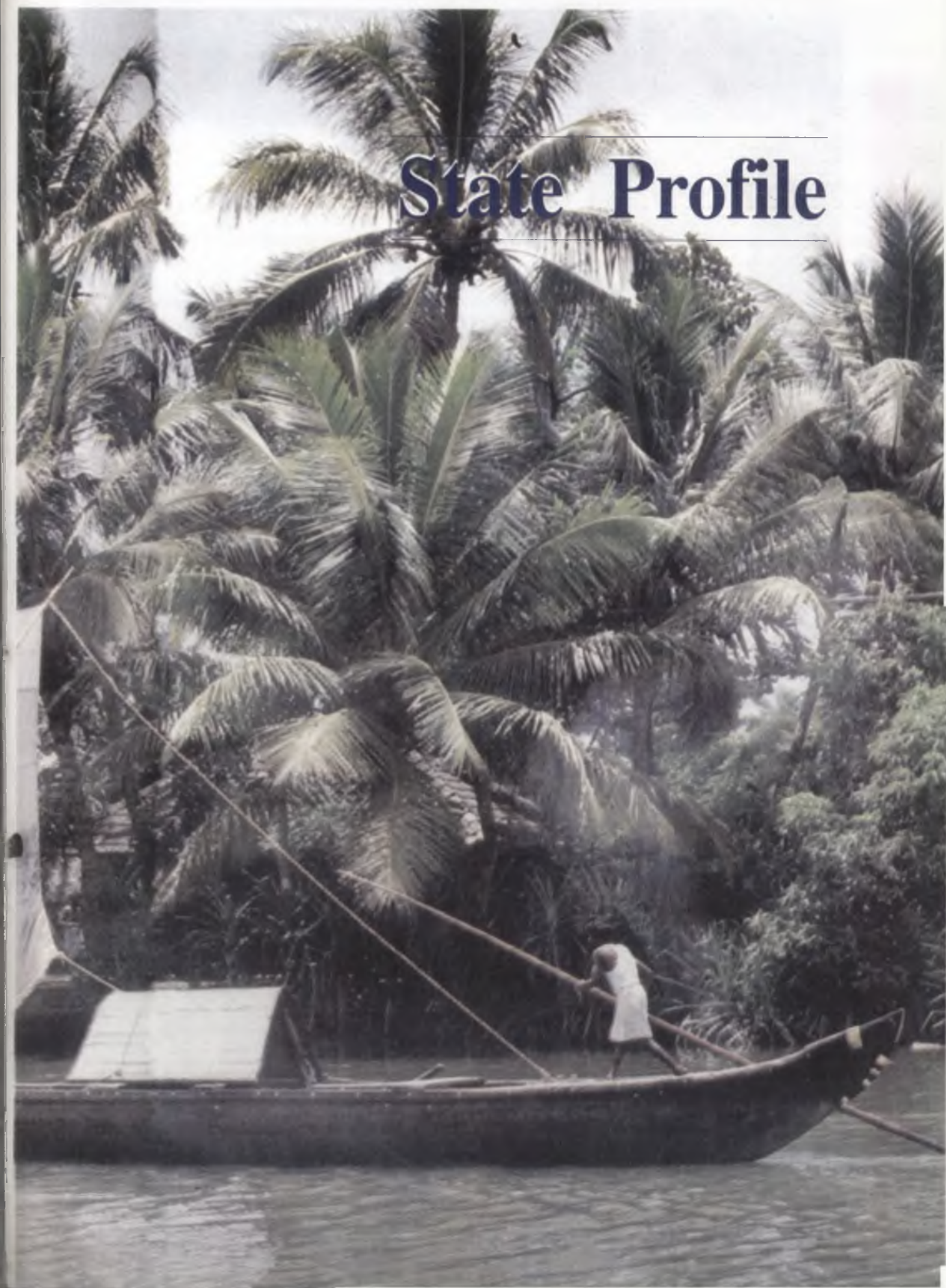
S. Sukumaran, IAS

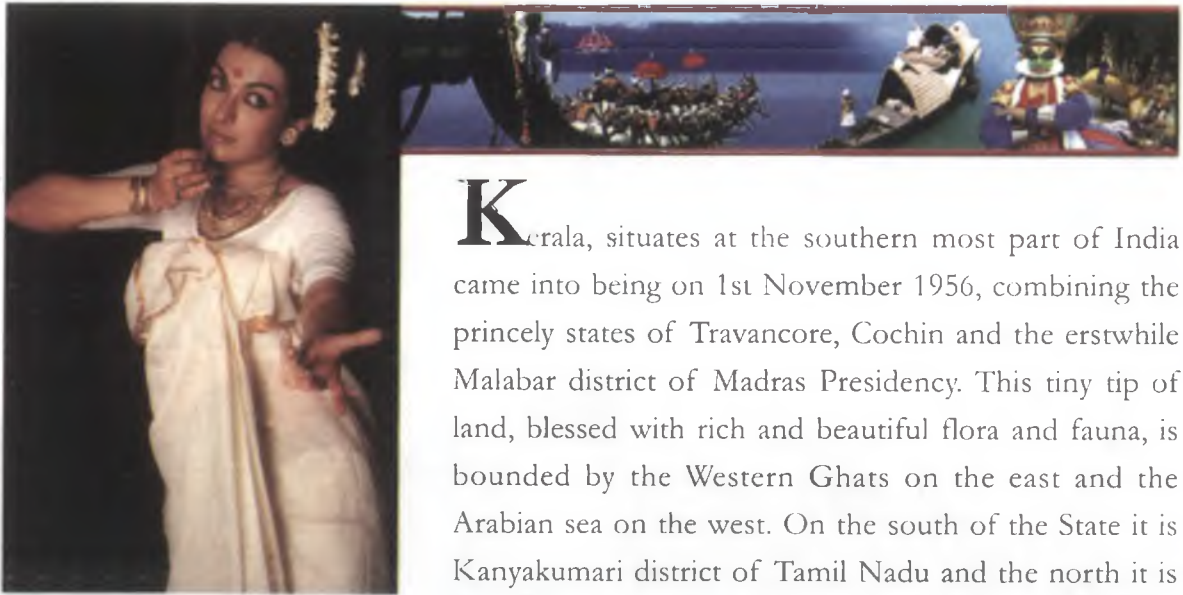
State Project Director

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State Profile

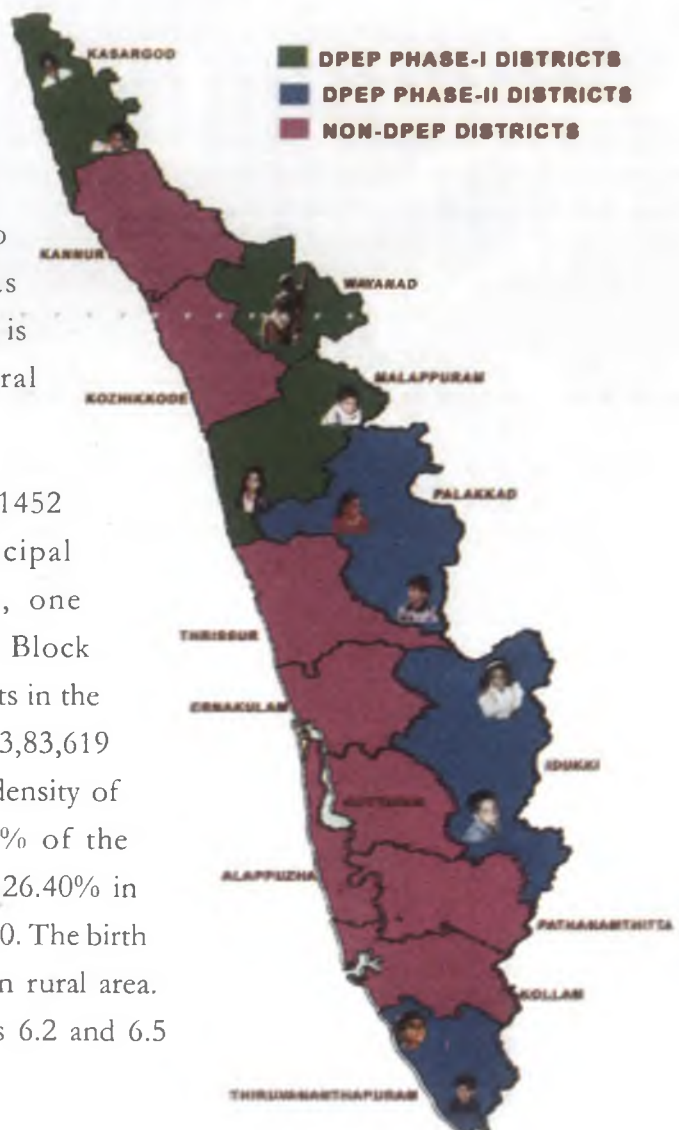




Kerala, situated at the southern most part of India came into being on 1st November 1956, combining the princely states of Travancore, Cochin and the erstwhile Malabar district of Madras Presidency. This tiny tip of land, blessed with rich and beautiful flora and fauna, is bounded by the Western Ghats on the east and the Arabian sea on the west. On the south of the State it is Kanyakumari district of Tamil Nadu and the north it is Karnataka State. The State has a geographical area of 38,863 sq.km., which is 1.18% of India's total landed area.

Kerala, lies between 8° 18' and 12° 48' north latitude and between 74° 52' and 77° 24' east longitude. Rivers that flow to the east and west waters the hills and plains of this State. Backwaters and lagoons add to her scenic beauty. The state has 11232.82 sq.km. forest cover. Kerala is known for its remarkable cultural heritage.

There are 14 districts, 63 Taluks, 1452 Revenue Villages, 5 Municipal Corporations, 53 Municipalities, one Township, one Cantonment, 152 Block Panchayats and 991 Grama Panchayats in the State. The State's population is 3,13,83,619 according to the 2001 census. The density of population is 807 /sq. km. 73.60% of the population reside in rural area and 26.40% in urban. The sex ratio (F:M) is 1058:1000. The birth rate is 18.2 in urban area and 18.3 in rural area. The death rate in urban and rural is 6.2 and 6.5 respectively.



The main source of income is agriculture. Paddy, pepper, tea, spices, coconut, rubber etc. are the main crops. People are also engaged in small-scale and cottage industries. A good number of people live by fishing and marine products add to the income of the state. Though Malayalam is the official language of Kerala, many other languages such as Tamil, Kannada, Tulu and Kongini are in use in certain parts of the state. The people follow different religions; with majority following Hinduism, Christianity and Islam.

Table - I

Number of schools in Kerala

LP School			UP School			High School		
Govt.	Aided	Unaided	Govt.	Aided	Unaided	Govt.	Aided	Unaided
2565	4035	168	960	1873	124	985	1412	218
Total		6758	Total		2957	Total		2615

Table - II

Schools in DPEP Districts

Districts	LP School				UP School				High School			
	Govt.	Aided	Unaided	Total	Govt.	Aided	Unaided	Total	Govt.	Aided	Unaided	Total
Trivandrum	302	181	14	497	98	101	15	214	121	94	27	242
Idukki	83	138	6	227	41	61	1	103	52	72	10	134
Palakkad	194	350	9	553	63	159	13	235	59	77	16	152
Malappuram	346	499	8	833	112	225	14	351	82	80	30	192
Wayanad	92	53	6	151	34	40	4	78	38	23	4	65
Kasargod	141	115	8	264	72	72	4	148	74	33	8	115
Total	1158	1336	51	2525	420	658	51	1129	426	379	95	900

Kerala stands in the forefront among other states in literacy status. The literacy rate is 90.92%. The literacy rate of women is 87.86% and that of men 94.20%.

There are eight Universities, 181 Arts & Science Colleges, 7 Medical Colleges, 32 Engineering Colleges, 931 Higher Secondary Schools, 322 Vocational Higher Secondary Schools, 2585 High Schools, 2966 Upper Primary Schools and 6755 Lower Primary

Schools in the State. District Primary Education Programme (DPEP) has been introduced in 3570 LP Schools of 6 districts viz. Kasargod, Wayanad, Malappuram, Palakkad, Idukki and Thiruvananthapuram.

Population and distribution of children in the age group 0-6 in the State and Districts

Sl. No	State / District	Total Population			Population in the age-group 0-6		
		Persons	Male	Female	Persons	Male	Persons
1	2	3	4	5	6	7	8
	Kerala	31,838,619	15,468,664	16,369,955	3,653,578	1,861,669	1,791,909
1	Kasargod	1,203,342	587,763	615,579	150,907	76,071	74,836
2	Kannur	2,412,365	1,154,144	1,258,221	270,200	138,169	132,031
3	Wayanad	786,627	393,397	393,230	100,231	51,308	48,923
4	Kozhikode	2,878,498	1,398,674	1,479,824	334,924	170,318	164,606
5	Malappuram	3,629,640	1,759,479	1,870,161	531,256	268,482	262,774
6	Palakkad	2,617,072	1,265,794	1,351,278	302,511	154,070	148,441
7	Thrissur	2,975,440	1,422,047	1,553,393	321,910	164,817	157,093
8	Ernakulam	3,098,378	1,535,881	1,562,497	327,058	167,866	159,192
9	Idukki	1,128,605	566,405	562,200	129,367	65,656	63,711
10	Kottayam	1,952,901	964,433	988,468	206,769	105,680	101,089
11	Alappuzha	2,105,349	1,012,572	1,092,777	217,442	110,825	106,617
12	Pathanamthitta	1,231,577	588,035	643,542	122,235	62,101	60,134
13	Kollam	2,584,118	1,248,616	1,335,502	283,010	144,340	138,670
14	Thiruvananthapuram	3,234,707	1,571,424	1,663,283	355,758	181,966	173,792

Literacy rate of State and Districts

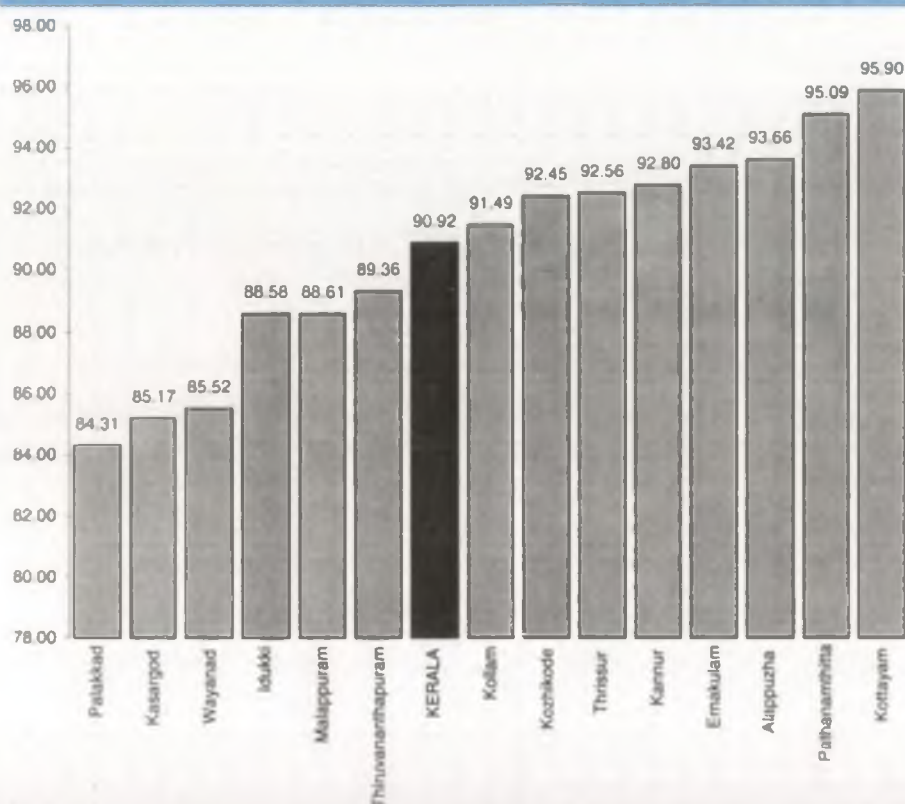


Sl. No.	State / District	Number of literates *			Literacy rate *		
		Persons	Male	Female	Persons	Male	Persons
1	2	3	4	5	6	7	8
	Kerala	25,625,698	12,817,963	12,807,735	90.92	94.20	87.86
1	Kasargod	896,367	464,844	431,523	85.17	90.84	79.80
2	Kannur	1,988,014	979,240	1,008,774	92.80	96.38	89.51
3	Wayanad	587,030	308,831	278,199	85.52	90.28	80.80
4	Kozhikode	2,351,548	1,182,906	1,168,642	92.45	96.30	88.86
5	Malappuram	2,745,398	1,363,647	1,381,751	88.61	91.46	85.96
6	Palakkad	1,951,428	997,503	953,925	84.31	89.73	79.31
7	Thrissur	2,456,081	1,200,247	1,255,834	92.56	95.47	89.94
8	Ernakulam	2,589,038	1,312,657	1,276,381	93.42	95.95	90.96
9	Idukki	885,166	461,260	423,906	88.58	92.11	85.04
10	Kottayam	1,674,592	836,491	838,101	95.90	97.41	94.45
11	Alappuzha	1,768,261	869,440	898,821	93.66	96.42	91.14
12	Pathanamthitta	1,054,837	508,153	546,684	95.09	96.62	93.71
13	Kollam	2,105,396	1,045,009	1,060,387	91.49	94.63	88.60
14	Thiruvananthapuram	2,572,542	1,287,735	1,284,807	89.36	92.68	86.26

Note: * Literates exclude children in the age-group of 0-6 years who were by definition treated as illiterates in the Census of India 2001

* Literacy rate is the percentage of literates to population aged 7 years and above.

Literacy Rate of Districts vis-à-vis the State average 2001



Educational Profile

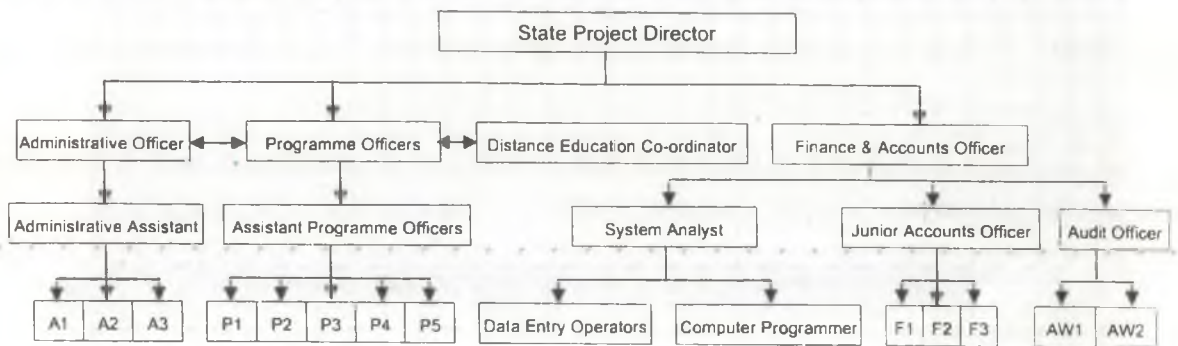


The state has a long formal system of education. Association with western culture, contributions of Christian missionaries and the enlightened rulers of Princely states have contributed to lay a strong foundation for education. The activities of social reformers have acted as a catalyst in taking this further forward. In the post independent period Governments that came to power have also given emphasis to school education.

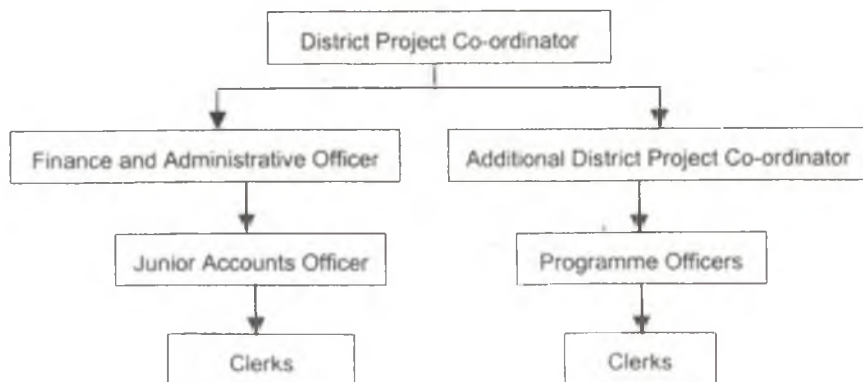
Administrative set-up

Through the years, Kerala has evolved a well structured administrative system for school education. However, an organisational set up for DPEP was also created in the state for the smooth and efficient implementation of its interventions.

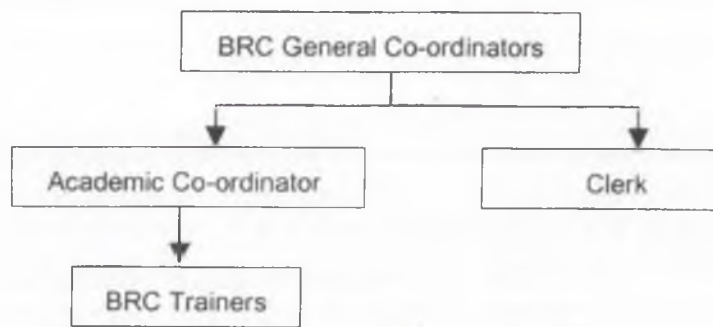
Organisation Structure – DPEP-Kerala, State Project Office, Thiruvananthapuram



Organisation Structure – District Project Offices



Organisation Structure – Block Resource Centre



Primary Education Development Society of Kerala (PEDSK)

In Kerala, the District Primary Education Programme is being implemented in six districts viz. Kasargod, Wayanad, Malappuram, Palakkad, Idukki and Thiruvananthapuram. The programme is administered by a state level registered society called the Primary Education Development Society of Kerala (PEDSK). The Society consist of Government officials and non-official experts from education field. Education Secretary of the Government is ex-officio President of the society. The DPEP had established / utilised the services of the following institutions.

State Council for Education Research and Training (SCERT)

The State has also set up an academic institution namely State Council for Education Research and Training (SCERT) to extend academic support to school education. The SCERT an autonomous body established in 1994 under the Department of Education, Government of Kerala, functions as an apex body at the state level, dealing with planning, formulation, implementation and evaluation of all academic programmes from pre-school to higher secondary school level. Curriculum formulation, text books preparation, teacher training and research and evaluation are areas of special focus of SCERT.

District Institute of Education and Training (DIET)

The Government has established District Institute of Education and Training in all the 14 districts. DIET is the academic resource centre at the district level. It conducts various in-service training programmes in addition to pre-service training activities. The institute co-ordinates all academic activities in the district and gives inputs in planning and implementing various educational activities at different levels.

Block Resource Centre (BRC)

With the introduction of DPEP in six districts of the State, a Block Resource Centre each at sub district level had been set up to administer programme at the block level. The BRCs functioned as Resource Centres for teachers and trainers. The main functions of BRCs were to impart training to teachers and give them on-site support.

Cluster Resource Centre (CRC)

With the aim of taking the DPEP programmes further down, two-three Cluster Resource Centres mostly concentrated to Panchayat Raj Institutions had also been established underpinned to each BRC. The CRCs functioned as training and evaluation centre for teachers' training and performance. These centres were meant for a cluster of schools under their jurisdiction.

Schools

Schools in Kerala can be categorised as follows:

- ◆ Government schools
- ◆ Aided schools
- ◆ Un-aided recognised schools
- ◆ Un-aided unrecognised schools

Appointment of teachers in aided schools is done by the management but the salaries are paid by the Government as in Government schools.

Teacher

Almost all teachers are trained. The minimum qualification fixed for appointment as teachers in primary school is now fixed as Pre-Degree / Higher Secondary and Teachers Training Certificate Course whereas for secondary school teachers it is graduation with a degree in education (B.Ed.). In the primary classes, a teacher is expected to teach all subjects viz. Malayalam, English, Mathematics, Social Studies and Basic Science. Specialist teachers are appointed for Hindi/ Tamil / Arabic / Sanskrit.

Detailed Educational Profile is given below:



General Profile : Table - I

Phase	District	Schools	Enrolment	Teacher	CR	Section	Repeaters	SCR
Phase I								
1	KASARAGOD	443	83,462	3,061	2,820	2,775	3,047	30
2	WAYANAD	239	49,138	1,639	1,561	692	2,006	31
3	MALAPPURAM	1,106	295,558	9,770	8,658	8,240	13,955	34
Phase I		1,788	428,158	14,470	13,039	11,707	19,008	33
Phase II								
4	PALAKKAD	765	165,790	5,883	5,383	5,178	8,398	31
5	IDUKKI	336	55,538	1,995	1,918	1,621	1,736	29
6	TRIVANDRUM	680	158,846	5,223	4,754	4,345	4,522	33
Phase II		1,781	380,174	13,101	12,055	11,144	14,656	32
Grand Total		3,569	808,332	27,571	25,094	22,851	33,664	32
<i>MIS-SPO-EMIS DPEP, Kerala</i>								

Enrolment Profile : Table - II

Sl. No.	District	Std. I			Std. II			Std. III			Std. IV		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Kasaragod	9749	9427	19176	10772	10200	20972	11100	10580	21680	11166	10469	21635
2	Wayanad	5865	5680	11545	6041	5843	11884	6380	6112	12492	6708	6501	13209
3	Malappuram	34498	33610	68108	35927	33922	69849	37087	35006	72093	38096	36290	74386
4	Idukki	6443	6364	12807	6838	6502	13340	6692	6481	13173	6909	6559	13468
5	Trivandrum	18090	18596	36686	19787	19726	39513	20581	20327	40908	21119	20620	41739
6	Palakkad	20280	19728	40008	20693	19585	40278	20664	19807	40471	21103	20188	41291
7	Kollam	14581	14490	29071	16645	16619	33264	17289	16906	34095	18185	17501	35686
8	Pathanamthitta	6515	6530	13045	7308	7428	14736	7876	7544	15420	38359	7783	46142
9	Alappuzha	11622	11488	23110	12924	12534	25458	13204	12856	26060	14118	13437	27555
10	Kottayam	12029	11799	23828	12872	12459	25331	13229	12740	25969	13785	12719	26504
11	Ernakulam	17264	17286	34550	18411	18611	37022	18307	18237	36544	19826	18908	38734
12	Trissur	21093	21048	42141	23221	22340	45561	23163	22275	45438	24377	23011	47388
13	Kozhikode	22037	21544	43581	24220	22590	46810	24240	22722	46962	25518	23830	49348
14	Kannur	18567	17791	36358	20602	19673	40275	20674	19967	40041	21677	20521	42198
	Total	218633	215381	434014	236261	228032	464293	240486	230860	471346	280946	238337	519283

Demographic & Educational Profile : Table - III

Sl. No	District	Educational Blocks	Grama Panchayat	Municipalities	CRC	Population (in lakhs)	Male Literacy	Female Literacy
1	Kasargod	7	41	2	88	12.03	94.20	87.86
2	Malappuram	17	100	5	225	30.96	71.90	69.48
3	Wayanad	3	25	1	54	7.86	90.28	80.80
4	Palakkad	12	90	4	125	26.17	89.73	79.31
5	Idukki	7	51	1	61	11.28	92.11	85.04
6	Trivandrum	12	84	4	131	32.34	92.68	86.26
7	Kollam	12	69	2	71	25.84	94.63	88.60
8	Pathanamthitta	11	53	3	56	12.31	96.62	93.71
9	Alappuzha	11	73	5	78	21.05	96.42	91.14
10	Kottayam	13	74	4	78	19.53	97.41	94.45
11	Ernakulam	14	86	4	97	30.98	95.95	90.96
12	Trissur	12	92	6	99	29.75	95.47	89.94
13	Kozhikkode	12	76	2	80	28.78	96.30	88.86
14	Kannur	15	81	6	88	24.12	96.38	89.51

Teachers in Kerala : Table - IV

Sl. No	District	LP	Sl. No	District	LP
1	Malappuram	9770	8	Pathanamthitta	2281
2	Wayanad	1639	9	Alappuzha	2433
3	Palakkad	5883	10	Kottayam	3211
4	Trivandrum	5223	11	Ernakulam	4890
5	Idukki	1995	12	Trissur	5673
6	Kasargod	3061	13	Kozhikkode	4662
7	Kollam	2944	14	Kannur	4381
				Total	58046

DPEP At A Glance



P rimary Education in the State expanded tremendously during the post independence period. The number of schools increased and the enrollment rate has gone up. With the vast expansion taken place in the primary education section, problems of retention of those enrolled and quality of education assumed greater seriousness. Though Kerala could tackle retention problem successfully to a great extent, the low learning outcome remained unresolved and became concern of both administrators and the general public.

These problems are not felt equally in all parts of the country. Kerala for instance had almost achieved universal enrollment and retention; but the learner achievement profile showed a different story.

Government of India have made a number of studies and initiated several programmes for improving the educational level in the country. But these focused mainly on the problems of access. In the 'National Policy on Education 1986' the focus was shifted from access to retention and learner achievement. The policy recommended for equipping all schools with sufficient facilities to achieve quality education.

'Developing teacher competencies -Improving the quality of education'

The District Primary Education Programme initiated through funding support of an external agency was an attempt to practise the idea of district level educational planning into concrete action. It was an ambitious national programme firmly rooted in the National Policy on Education, aiming to achieve 'Education For All by 2000 AD'.





country. Kerala was one of them. Malappuram, Wayanad and Kasargod of the State were chosen for the study in the first phase. A sample of 113 schools, 502 teachers and 2230 students from Standard II and 3089 students from Standard IV were included in the pre-test.



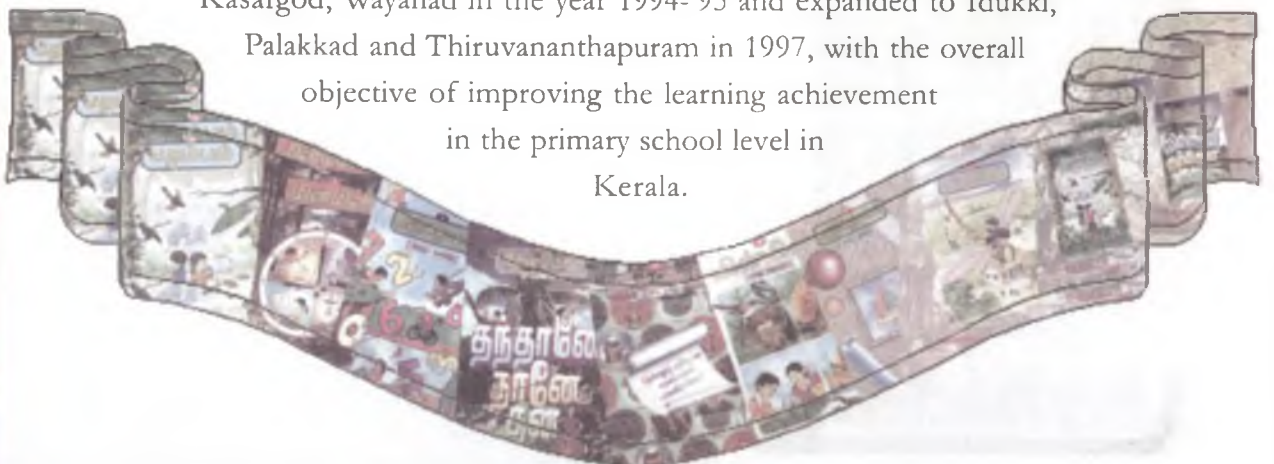
A total of 3089 students of Std. IV were administered with achievement test in Malayalam and Mathematics. The mean score for the entire sample in Mathematics was 37.2% and Malayalam was 47%. In the phase II districts i.e. Trivandrum, Idukki and Palakkad BAS was conducted in 1996-'97. The study showed a poor learner achievement when compared to other states.



Visualisation In Participatory Planning (VIPP)

This was an attempt to ensure participation of all sections of the society who directly or indirectly associates with education in the educational planning process. It was conducted in all six DPEP districts as part of curriculum renewal process and project preparation. A detailed discussion was held at Panchayat level by the stakeholders for realising the goal "Self Managing School by 2000". Another area of discussion was the curriculum renewal process. Primary curriculum, text book, hand book and teacher training have been changed accordingly.

The DPEP had been introduced in the three districts of Malappuram, Kasargod, Wayanad in the year 1994-'95 and expanded to Idukki, Palakkad and Thiruvananthapuram in 1997, with the overall objective of improving the learning achievement in the primary school level in Kerala.



Access and Alternative Schooling



The District Primary Education Programme has initiated a number of processes, systems and structures aimed at the qualitative improvement of primary education in Kerala. Generally speaking, enrollment and retention in schools have not been grave problems in Kerala as compared to many other states in our country. Micro level studies, however revealed that there are still children who have not seen the door of school in life in certain remote areas especially in tribal and coastal regions. The primary objectives of the programme were:

- To provide access for all children to primary education according to national norms;
- To ensure retention for all children in primary classes; and
- To effect a substantial improvement in the quality of primary education.

Preliminary surveys, meetings, seminars and discussions showed that the following were the factors that blocked Universal Elementary Education in these pockets.

1. Geographical isolation
2. Social factors
3. Poverty
4. Linguistic factors
5. Duplication
6. Lack of sufficient educational facility
7. Sibling Care
8. Gender Discrimination

There were still some communities who were unaware of the need of education; some of them felt that a formal school curriculum would alienate the children from their own culture, language and custom. Children from these communities experienced adjustment problems and drop-out was a common phenomenon among them. The medium of instruction was at variance with the spoken dialect of these communities. The teachers did not belong to the locality and hence were not sensitive to the child's needs. **No single strategy could address**

the problem of this area; and DPEP designed a set of varied and flexible strategies for ensuring participation of children of such marginalised and deprived groups.

Vision of DPEP

- Reaching the unreached
- All to school; back to school

To achieve these goals the following strategies were evolved and implemented in six Project Districts taking into account district specific needs.

1. Preparing the ground

It was found that many of the parents were least bothered about the education of their children; and a massive awareness campaign was conducted to make them think positively towards education. This awareness campaign was organised through volunteers specially deployed for that purpose.

2. Opening of new schools
3. Opening of Multi Ggrade Learning Centres
4. Special Pre-service Teacher Training to potential SC/ST youths.
5. Training on Link Language Material

Objectives, process of implementation and major outputs in different districts

1. Deployment of volunteers and community awareness programmes

About 300 volunteers were appointed in the DPEP Districts for massive awareness campaign. Initial 3 days training was given to the volunteers in which, the following points were discussed. The training was participatory in nature.

- Educational issues of the area
- Strategies for addressing the issues
- Role and functions of volunteers
- Conduct of Grihasadas (family get together) Simulation
- House visit - Simulation
- Developing Survey format

- Action Plan
- Strategies for convergence with other departments/agencies

After the training programme, the volunteers went back to their respective villages for survey and they collected all relevant information relating to school, age, population, school going and non-going children, causes for non enrollment and drop out, the attitude of parents etc. These data were consolidated at district level for future planning. The house to house survey was not the only task the volunteers undertook during these visits. They sat among the family, talked with the children and parents and encouraged them to go to school. They mingled freely with the family and created a feeling of oneness. This campaign work aroused enthusiasm of the parents and a considerable attitudinal change took place. Many parents complained about the distance to the school and they feared to send their children to schools through forests and hills.

Grihasadas (Family get together)

The first round of campaign work proved to be successful and DPEP planned a new strategy for sensitising the people. That was called a Grihasadas-a family gathering. Two volunteers were given charge of each Grihasadas and the meeting was held at a convenient place and convenient time to every habitation. The volunteers were given practical training for the conduct of Grihasadas.



DPEP Officials sensitising the tribal people on the need of educating their children

Programme

- Clarify the objectives of Grihasadas
- Reporting parents regarding the learning of their children
- Role play/street play explaining the need of education
- Street play on gender bias
- Cultural activities using local instruments

- Develop strategies for all issues through discussions

An average of 100 people participated in each Grihasadas and 250 such Grihasadas were organised. The documentation of these meetings were sent to the BRC.



Major output of Grihasadas

- Identified issues of schooling of who were left out
- Shared the experiences of volunteers
- Established the importance of education
- Created awareness about social evils like alcoholism and idleness
- Realised the evil of gender discrimination

Thus, through continuous house visits and Grihasadas, the volunteers ploughed the field and prepared the ground for Universal Elementary Education.

In the Attappady tribal areas, schools are situated in far off places from main roads and teachers posted to these schools always seek transfer from there. The social assessment study had indicated that teachers in these areas have their homes hundreds of kilometers away from their school. These teachers often come from home by midday of first working day of the week and leave by noon of the last working day. In addition to this, many of these teachers often take long leave because of their reluctance to work in remote areas away from their homes.

The Baseline Assessment Study suggested that, efforts must be taken to attract more socially and educationally backward SC and ST candidates from these pockets to the primary teaching profession. If only there are enough teachers from the same background who can empathise with the students' problems we can improve the educational lot of SC/ST students. In an effort to address the problem of teacher absenteeism in remote backward pockets in the districts, DPEP had started special teacher training course for 40 potential candidates from tribal belt.

It was in this background that Palakkad district planned a drastic step to tackle the problem though with limitations. There were 31 tribal volunteers working under DPEP in remote tribal areas. They were campaigning for 100% enrollment and retention. They visited tribal hamlets and motivated the parents. They visited schools and collected information about the regularity of attendance, the learning problems and

achievement level of tribal children and gave feed back to the parents. Since all these volunteers hailed from tribal sect they could freely mingle with the people and their efforts had made a ray of hope in the primary education scenario. Many VEC Secretaries and School Headmasters approached the District Project Co-ordinator, DPEP, Palakkad to let them get the service of Tribal volunteers in their schools where the teacher absenteeism was a grave problem. They complained that parents hesitate to send children since there was no teacher to look after them. DPEP took this issue seriously and planned to render the services of tribal volunteers in every needy school at least 3 or 4 days in a week. A programme of action was formulated for deploying the tribal volunteers in remote schools after giving them an initial 3 days training.

Pamphlets, Brochures etc. for Awareness Campaign

Pamphlets, brochures, notices, booklets etc. were published and distributed as part of awareness campaign.

In addition to these activities, seminars for members of Panchayat Raj Institutions, exhibition for the public, discussion with heads of various Departments, family meetings etc. were also held for awareness creation.

Opening of new schools

After rigorous school mapping exercise in the district 61 new schools were opened in the districts under DPEP



New School opened in Palakkad district in an area where access to school was a serious problem

District wise details of new schools

Sl. No.	Name of District	No. of School
1.	Thiruvananthapuram	0
2.	Idukki	16
3.	Palakkad	8
4.	Malappuram	5
5.	Wayanad	25
6.	Kasargod	7

Special features

- Child friendly classrooms and echo-friendly school buildings
- Provision for furniture
- Special On Site Support (Field based training to achieve academic goals)
- Monthly parental orientation
- 80% of the pupils achieve curricular skills
- Frequent orientation to school support group and setting up of a Core SSG capable of doing activities in the classroom.
- Conduct Sahavasa Camps in which local resources in terms of manpower and other resources are optimally used.
- Utilisation of Local resources
- Deployment of Para teachers to new schools having shortage of regular teachers.

To a certain extend, these new schools catered to the educational needs of children in unserved areas. The learner friendly calssrooms and the echo friendly school buildings were the new experiments in this field. It was highly helpful in providing conducive learning atmosphere and minimising tension and fear among the pupils.

Opening of MGLCs

The house to house survey report indicated that the problems of non enrollment and drop-outs are more acute in some parts of the 6 DPEP Districts. A preliminary survey conducted by volunteers showed that a substantial number of children in the age group 5 to 15 were not enrolled in schools. The number of children who left the school before completing the Lower Primary School were estimated to be more than that. The main causes for the issues of non enrollment and drop-out in those areas were:

1. Distance from home to school.
In certain areas this was upto 12 to 14 Kilometers.

2. Geographical and man made barriers like rivers, hills, dense forests, railway tracks etc. Parents hesitate to send their children to schools in such areas.



A Multi Grade Learning Centre opened in a tribal area in Palakkad district

3. Ignorance and poverty of parents - Many parents were not aware of the need for education.

4. Often the elder children (mostly girls) will have to look after the younger ones when the parents go for work.

Need for an Alternate strategy

To address these issues of non-enrollment and drop-out in remote and unserved areas, an alternate strategy was developed. It was not possible to start regular schools (as per the norms of Kerala Education Rules) in those areas as the number of children to be enrolled was below the requirement. Further, qualified teachers were also not willing to work in such areas. The situation demanded the project to search for an alternate strategy.

Rishi Valley Experience

Rishi Valley is located at the edge of the Karnataka plateau in the rural Andhra Pradesh near Madanappalli. For more than 60 years, Rishi Valley has been responding to the challenges of the changing needs of the generations, in and around Rishi Valley, by providing quality education. They have developed a network of rural education centres (MGLCs) for providing education to the village children. At Rishi Valley students are taught in vertically grouped classes, using locally designed innovative Self Learning Materials. Under vertical grouping, students of various ages sit together and study one or many subjects. But not every child is at the same level, nor engaged in the same kind of work. Students work at their own level and the teacher function as facilitator, providing materials and directions as required. Academic training is supplemented by a rich programme in craft, music, athletics, puppetry and practice in organic methods of farming. They have developed a total educational programme for primary education. This 'school in a box' provides integrated material upto Class V.

Opens door to the new strategy

Heated discussions on setting up of an alternate system of schooling were held during 1996-97. The present monograde system of education prevalent in regular schools was not at all the way out. The situation demanded a more flexible situation with specific strategy. It was in this context that a sharing workshop on 'Multigrade Strategy of Rishi Valley' was held at Mithra Niketan, Trivandrum. The workshop exposed the technology and good practices of Multi Grade Learning Centres of Rishi Valley.

Tie-up with Rishi Valley

Convinced by the strategy and the materials used in Multi Grade Learning Centres at Rishi Valley, the State Project Office, DPEP, Kerala came into a formal agreement with them to start MGLCs in Phase I DPEP Districts. According to the agreement DPEP, Kerala got technical support for starting MGLCs, material development, training etc.

State level strategy for setting up of MGLCs

With the technical support of Rishi Valley, DPEP, Kerala decided to start MGLCs in Phase I Districts (3). As a pilot project, it was decided to start 10 centres in each District.

For developing Self Learning Materials, MGLC classroom strategy and training in tune with the local needs, a State level Core Group was formulated. Selected DIET faculty members of Phase I DPEP Districts and few other subject experts were the members in the core group.

Process of Setting up of MGLCs

1. School Mapping

School Mapping was done in suspected areas. It was done by DPEP volunteers. In addition to the bio data, the following details were also collected through the survey.

- a. Caste wise details
- b. Family background
- c. Language spoken and mother tongue
- d. Details of drop out/not enrolled



Nedumkayam MGLC

- e. Facility of ECCE in the areas
- f. Details of disabled children
- g. Family details of SC/ST children
- h. Age wise details of children - pre-school age group and school age group
- i. Details of schooling facilities available in that area
- j. Details of NGOs working in the area
- k. Physical location of the area with details of transportation facility, geographical isolation etc.

Based on the school mapping, areas that actually needed MGLCs were identified.

The District Monitoring Team visited the proposed centres and finally recommended the centres for starting. The team consisted of

- District Panchayath Educational Standing Committee Chairman
- District Project Co-ordinator
- DIET Principal
- Teachers' union representatives

2. Approval by the District Advisory Board

The Centres finally suggested by the monitoring teams were approved by the DABs of DPEP Districts concerned.

3. Meeting of Grama Panchayath Presidents

Meetings of Grama Panchayath Presidents were held. It was decided that

- The Grama Panchayath or the local community will provide land, building and essential furniture to the centre.
- A panel of the Instructors will be identified by the Panchayath for final selection at the District level.
- DPEP will provide training, learning materials and field support.

4. Centre Development Committee (CDC)

With the initiative of Grama Panchayath, Centre Development Committees were formed in all the proposed Centres. CDC was for organising the local people's support, arranging essential facilities and for supporting and monitoring the Centre's activities. Office bearers of the committee were :

Panchayath President	:	Ex-officio Chairman
Ward Member	:	Chairman
One local activist	:	Convenor
Members	:	10 to 15 from the local community

With the help of Grama Panchayath, the CDC provided land, temporary building and essential furniture to the Centres.

5. Selection of Instructors

The Grama Panchayaths were entrusted to identify a panel of candidates for final selection. The following criteria were followed for identifying the panel of candidates.

- SSLC pass
- Local and nearest to the Centre
- Preference to SC/ST candidates for Centre located in SC/ST area.
- Experienced in social work, community education activities etc.
- Additional qualification and teaching experience preferable.
- Age below 30 years.
- Proficient in local language and culture.
- Willing to do voluntary service.

Final selection

Instructors were finally selected by a committee at the District level. The committee members were :

- Nominee of District Collector
- District Panchayath President
- DIET Principal
- District Project Co-ordinator

The selected Instructors were given temporary appointment in the centres concerned.

Training and Workshops

Since the Instructors were not trained teachers, they were equipped with general pedagogy and class room teaching learning process.

Internship programme

The 30 Instructors from Kasargod, Wayanad and Malappuram districts were given internship training for 15 days in the nearby schools.

Initial training

- 9 days initial training was given to all the 30 Instructors at DIET, Kasargod from 03-06-1997 to 11-06-1997.
- 6 days indepth training on general class room pedagogy and classroom practices at DIET, Wayanad from 22-07-1997 to 27-07-1997.
- 8 days hands on training on MGLC strategy at Rishi Valley from 28-09-1997 to 04-10-1997.

In addition to these, district specific training in various areas were also given to Instructors every year.

MGLC classroom strategy

Multi Grade classroom strategies are quite different from formal class rooms. It has its own constraints and advantages.

Constraints

- Children of grade I to IV are in a single class.
- Children in age group 5 to 13 are in a single class.
- Children are hailing from educationally backward families.
- There is only one teacher for all levels coming from different families.
- Parents are not fully aware of the need of educating the children.
- Issues of drop out and not enrolled and aged children.



An MGLC in Wayanad District

Advantages

- There is great scope for sharing among children of different levels.

- Greater scope for teamwork and other group initiatives.
- Teacher has access to each and every child of grade I to IV.
- Greater scope for continuous evaluation and follow up.

The following aspects were taken into account while designing the classroom strategy and developing learning materials

The classroom strategy for different grades and the learning materials were developed based on the above constraints and advantages.

- Learning pace of each and every child
- Scope for sharing and enrichment
- Continuous and comprehensive evaluation
- Learning style
- Nature of teacher support
- Scaling down the learning difficulties
- Scope for individualised instruction
- Locally specific curriculum adaptation (in tune with local dialects, culture, social background and other matters)

Materials Development

Self Learning Materials for MGLCs were developed with the technical support of Rishi Valley. For that purpose a series of workshops and sharing meetings were held. The State Core Group was entrusted with this work.

*Pupils working with
Self Learning Materials
in an MGLC* →



Major events with regard to materials development

Sl. No.	Date	Purpose	Venue
1.	18-11-1996 to 30-11-1996	Preliminary exposure in SLM preparation (Maths, Language, EVS)	Rishi Valley
2.	20-12-1996 to 29-12-1996	Proto type SLM preparation (Maths, Malayalam)	Acqua Club, Trivandrum
3.	11-02-1997 to 22-02-1997	District wise reviewing of SLM by making it locally specific	Phase I Districts
4.	27-02-1997 to 05-03-1997	Final Workshop on preparation of SLM and Handbook	Acqua Club, Trivandrum

Workshops on preparation of SLMs for Grade II, III and IV were held subsequently on the basis of feed backs from the Districts.

Features of SLM

- Materials were developed on the basis of curricular outcomes for different grades.
- Materials had specific colours for each grade - helped easy identification and use.
- Each material contained a small unit of learning bit that was in continuation of the previous one.
- The material can be used independently.
- Teacher support was minimised in all possible ways.



Children are engaged with Self Learning Materials

Sequence of materials

- Introductory
- Reinforcement
- Review
- Evaluation
- Enrichment

For Grade II, III and IV materials are serially numbered to help children identify and use on their own.

Class room organisation

a. Grouping

Class rooms in Multi Grade situation were organised in such a way that all children were being cared and supported. Specific grouping strategy was adopted in the class room. Grouping was different for EVS, Maths and languages. The grouping was done on the basis of the following :

- Nature of teacher support
- Sharing among the children
- Classroom management strategy



In MGLCs students are grouped according to their learning ability

The following were the grouping strategy for Maths and Language

- Readiness group
- Fully teacher supported group
- Partially teacher support group
- Independent group
- Evaluation group

The whole set of materials _ Maths and Language _ were located in any of the above groups on the basis of its content and nature. Hence, in each group there were different materials of different levels and grades. The grouping was done across the grades.

b. Achievement ladder

The learning materials were serially noted in a ladder. This was to help each and every child to locate the position in a particular subject and in a particular grade. This achievement ladder was effectively used in all centres.

c. Thalam

The logo of the material that was being identified in a particular group was beautifully depicted in Thalam. Each group had a thalam; and it was put at the Centre. Language

and Maths had separate Thalams. Thalams were helping hand for pupils to locate the group and to move from one group to another.

d. Material arrangement

The Self Learning Materials were arranged grade wise, subject wise, logo wise and in order of numbers. The grade and the lot of the materials was displayed prominently with each set of materials.

With these strategies (grouping, thalam, ladder and material arrangement) each child, through readiness group can engage in Self Learning. They themselves identify their materials, locate their position in the ladder, locate the group and further move from one group to another, and so on.

e. General session

There were general sessions at the beginning of every day and at the close. General sessions were also there at the beginning of every period (subject) and during the course of a subject.

The following were the activities for general session in Maths.

- Ball card activities
- Out door games
- Riddles and puzzles
- Maths Project
- Songs
- Stories etc.



Pupils engaged in a general session

General session in language has the following activities

- Elephant card activities
- Bull card activities
- Reading activities
- Story telling, songs etc.
- Magazine work
- Bala Sabha

The general session in the morning has the following activities.

- Prayer
- Newspaper reading
- Diary reading
- Songs/Story telling
- Discussion on current affairs

Activities in the evening session

The evening sessions are devoted for creative activities and theatre activities

- Making of dolls, models
- Role play, mime, mimicry, puppetry
- Dramatization
- Painting, drawing
- Materials preparation

f. Learner Board

Each pupil had a learner board, arranged permanently in the class. This was useful particularly for the Grade I and II pupils.

g. Classroom arrangement

Children in groups sat on mats that were kept clean and neat. During general session children used baby chairs arranged in semi circular order.



Functioning of MGLCs/AS are monitored by a Monitoring Team consisting of District Project Co-ordinator, DIET faculty members and education experts

Time management

The centres work for 11 months (June to April). An average of 225 working days in the schedule. During May, Instructors engaged in enrollment drive activities. Normally the working time was 10.00 A.M. to 04.00 P.M. However, in some Centres the time schedule was 09.30 A.M. to 03.30 P.M.

The days activities are arranged in periods

Days	General Session (10-10.30 A.M.)	Session I (10.30-11.30 P.M.)	Session II (11.45-1 P.M.)	Session III (2-3.30 P.M.)	Session IV (3.30-4 P.M.)
Monday	General Session (Morning)	Language	Maths	EVS	General Session (Evening)
Tuesday	General Session (Morning)	Maths	Language	EVS	General Session (Evening)
Wednesday	General Session (Morning)	Language	Maths	EVS	General Session (Evening)
Thursday	General Session (Morning)	Maths	Language	EVS	General Session (Evening)
Friday	General Session (Morning)	Language	Maths	EVS	General Session (Evening)

Strategy for EVS

The curriculum statements of EVS for Grade I to IV were arranged grade wise and theme wise. 19 main themes were identified. All the curricular statements for Grade I to IV were arranged in these themes.

Activities of EVS were planned and organised by the Centres themselves.

a. Village Survey

The activities of EVS start with a village survey made in the beginning of every year. Pupils of all grades took part in the survey. Children in mixed groups visited the locality and collected data and information about the themes. SSG and PTA members also helped in this activity. It took few days to complete the survey. Separate formats were used for each item. Format was developed in such a way that it ensured the participation of all children in the survey.

b. Display activities

Each group displayed the facts and information they collected through the survey. The display will be done theme wise. Collections were also displayed.

c. Discussion

- Pupils shared their survey experiences in the class.
- Conducted Quiz Programmes, theatre activities and other creative items.

Process of EVS Planning

After the survey and other related activities teacher plans a theme in detail for further activities. The process of planning were :

- Select a particular theme (depends the particular season, class room situation etc.)
- Analysis of the theme. Based on the particular theme and curricular statements in different grades teacher identifies the concept, skills, attitudes and information that the children of different grades are expected to achieve at that particular stage.
- Identifies the activities for achieving the concepts, skills, attitudes and information for a particular theme for all grades. (The Self Learning Material of EVS)

The activities were in the following category

- Simple experiment
- Field Trip
- Project
- Mime, Mimicry
- Dramatization, Roll Play
- Puppetry
- Stories and songs
- Games
- Creative activities
- Independent activities

Process of implementing the activities

- General activities leading to a particular theme for students of all grades.
 - Discussion in general
 - Discussion on relevant news items or report from a newspaper
 - Simple experiment
 - Field trip
 - Creative works
 - Mime, Mimicry, Roll Play
- Grade specific activities
 - Grade I and II students sat separately and used their materials
 - Grade III and IV sat class wise and in groups, did project activities
- Role of teacher
 - Teacher involve in grade I and II and gave individual help for doing the activities.
 - Spent time with Grade III and IV. Introduce a project issue and supports.
- General Session

General sessions were conducted for EVS. The following activities for all grades were included in the general session.

- Project report by Grade III and IV pupils
- Field trip and related activities
- Quiz programmes
- Experiment
- Mime, Mimicry
- Dramatization, Role play
- Stories and songs
- Creative activities

Planning

The Instructor planned daily activities

a. Daily Record of Pupils Achievement (DRPA)

A separate record called DRPA was maintained in all Centres. Everyday the Instructor recorded the achievement position of each and every child in the DRPA. This activity was part of planning process as it helped the Instructor to plan the next day's activities more effectively.

b. General activities

General activities for the next day was planned and recorded in the Teaching Manual. It included,

- Bull songs/stories
- Ball card activities
- Field trip/projects
- Experiment
- Creative works
- Reading corner
- Learning aids/additional material
- Magazine work

c. Weekly Progress Report (WPR)

Weekly Progress Report of each and every child was maintained in separate forms. It was the weekly consolidation of DRPA. It was recorded on every week end day.

Monitoring

For ensuring the effectiveness of the Centres an effective monitoring and support system was maintained. The District Programme Officer (AS), DIET faculty members, Trainers and Monitoring Team members regularly visited these Centres and evaluated the performance. For this purpose monitoring tool was developed. On the basis of the monitoring report follow-up activities such as training, field support etc. were given. In addition to this the Instructors submitted monthly progress report in the prescribed proforma.



Visit report of Resource Persons and Monitoring Cell members in MGLCs

1. Name of Visitor : _____
- Name of Centre : _____
- Date of visit : _____
- Attendance of children : Boys Girls

2. Report of the progress of the children

Sl. No.	Name of Student	Language Number and Name of the Card	Maths Number and Name of the Card	EVS Number and Name of the Card
1				
2				

3. Performance of the Instructor on the date of visit

- a. Interaction with the students
- b. Interaction with the community
- c. In arranging learning materials
- d. In maintaining records :
 - Progress charts
 - Daily reports
 - Weekly reports : Whether exhibited ?
4. Details of assistance extended
5. What are the good practices implemented in the Centre.
6. Gaps and shortfalls of the Instructor to be rectified.
 - a. General
 - b. Specific
7. Steps taken to motivate the community for effective participation and sustainability of the programme.

Name :

Signature :

Monthly Report of MGLC Instructors

Month



1. Regularity of attendance and learning progress of students

Name of children :

Name of Instructor :

Total working days :

Sl. No.	Name of Student	Attendance	Language Number and Name of the Card	Maths Number and Name of the Card	EVS Number and Name of the Card
1					
2					

2. Details of visits made by RPs and members of monitoring cell.

Sl. No.	Name of Visitor	Category	Date	Nature of Support	Effectiveness of the intervention in day to day activities
1					
2					

3. Participation and involvement of the Parents/Community

1. In sending the children to the Centre regularly.
2. In discussing the progress of the child with the Instructor
3. In preparing and serving noon meals and in the health and hygiene of the Centre and the children
4. In PTA meetings
5. In Civil Works
6. In solving the problems related to infrastructure as well as academic issues.

4. Issues faced by the Instructors

1. Solved
2. Unsolved

5. Good practices if any.

Name of Instructor

Signature

Facilities Improvement Programme

For strengthening these Centres and promoting enrollment and retention a variety of activities had been implemented by DPEP. The following were the major activities taken up for Facilities Improvement Programme.

1. Teaching Learning Materials Grant (TLM Grant)

Every year the Instructors were being provided with TLM Grant @ Rs.500/-. The grant was used for procuring raw materials for preparing Teaching Learning Materials that were used in the Centre. Training on development of innovative TLM was being given to all Instructors every year. At the Centre level with the help of SSG Member TLM workshops were conducted every year for preparing sufficient items.

2. School Grant

School Grant @ Rs.2,000/- was provided to all the MGLCs every year with a view to improve learning facilities. Centre specific requirements were enlisted based on a common guideline and central or local purchase was done as per requirement. PTA/SSG/TRG etc. were consulted before finalising the requirements.

3. Library Grant

In order to enhance the reading habit of the children and to develop their creativity, library books were provided to all Centres. Children took books to their homes, prepare library notes and share the content in the peer group. Reference books were also provided. Instructors used these materials as additional resource materials for planning activities.

4. Noon Meal Programme

As in the case of formal schools, mid day meal was provided to pupils of all MGLCs.

5. Physical facilities

Permanent buildings were provided to all the thirty centres of Phase-I districts. The buildings were echo friendly and learner friendly with facilities such as learner bound, free movements of pupils etc.

Mainstreaming of children to formal schools

Government had issued necessary orders with regard to the mainstreaming of children from MGLCs. Transfer Certificates issued from different Centres were accommodated in formal schools including M.R.S. In Kasargod District 149 children joined Std.V in

regular schools, 6 children got admission in M.R.S. and one child got admission in Navodaya School during the last 3 years. In addition to this 23 children sought transfer to formal schools from various grades. In Malappuram District 130 children were



Noon Meal was provided in all MGLCs. Government gave special sanction for providing noon meal to these centres.

mainstreamed during the last 3 years. In addition to this 10 children got admission in the M.R.S. In Palakkad District 38 children joined formal schools from Grade IV during 2002.

Orientation to teachers on Link Language Material

During the participatory training process it was suggested that special in-service training programme for teachers of tribal and bi-lingual areas aiming to break the isolation between the teacher the learner through meaningful oral communication using tribal/ bi-lingual vocabulary should be given to teachers. Again it was felt that the in-service teacher training inputs imparted so far was not reaching the end user (the learner) in its true sense. Studies conducted by educational volunteers revealed that children experienced many kinds of adjustment problems which lead to massive drop-out. This was because the medium of instruction was different from the spoken dialect of the children. The teachers did not belong to that locality and some of them were not accustomed to the custom, practices and beliefs of the children. The language of the child often got looked down upon. A link language material was developed with the help of local experts. And orientation programme was conducted for the use of this material. This programme was conducted in all DPEP Districts with minor district specific variations.

Objectives

- To help the participants to develop an empathy towards the culture of various sects of people.

- Conceptualise the way of life, classroom practices and beliefs of these people.
- Develop awareness on the rich heritage, folklore, stories and myths of these people.
- Develop understanding about the common words and usages that the children use in their language.
- Identify the nature of her learning problems and develop competencies to create a child friendly learning atmosphere accordingly.

The teachers greatly appreciated this programme and they revealed that they have developed respect towards the culture of these pupils.

Shortage of trained teachers was an acute problem in remote and backward pockets of DPEP Districts. Normally teachers from other areas who got posting in these areas sought transfer as soon as they join or take long leave. This badly affected the school functioning, pupils enrollment and retention in these areas. The issue could be tackled only by appointing potential SC/ST youths. The expense for boarding and lodging and learning materials of these youths were met by DPEP.

SC/ST youths were utilised in the following ways :

- In Palakkad District the services of the successful candidates were utilised as School Support Group promoters and as Volunteers. Some of them got appointment in regular schools on daily wage basis.
- In Kasargod District their services were utilised as Home School Liaison Volunteers and as Para Teachers.

In other Districts also these trained youths were deployed in tribal and other backward areas as para teachers or as promoters of SC/ST pupils education.

Distribution of free Text Books to SC/ST Pupils

All the SC/ST children in the project Districts were given free text books. This was for enhancing enrollment and retention. Studies shows that with this support the rate of enrollment and retention among the SC/ST pupils had considerably increased.

The problems and issues in the area of Alternative Schools and Tribal Education were not the same in different districts. Considering the needs and issues pertinent to each district different strategies were adopted with relevance to the locality. In Trivandrum, Malappuram and Kasargod districts problems and issues were abundant in both tribal and coastal areas, whereas in Palakkad, Idukki and Wayanad districts problems were grave only in Tribal belts.

SUCCESS STORIES AND INNOVATIVE PRACTICES FROM DISTRICTS



Idukki

○ Tribal Mothers' Camp

Awareness about gender discrimination, total enrollment, health and hygiene was given in the tribal mothers' camp conducted in MGLCs.

○ Community Evening Meetings

Caste system is prevalent among tribes, traditionally. It prevents them from tribal gatherings, visiting houses and eating together. If any one dares to do that he will be excommunicated from the community. To do away with such social evils community evening meetings were conducted in tribal hamlets.

○ Griha Sadas

Grihasadas were arranged with a view to enroll all the school aged girl children in schools of tribal areas. Griha Sadas were conducted in each habitation.

○ Sports and Arts Meet

Children who were studying in formal school got opportunities to compete in arts



Pupils along with the community members nearby their MGLC. A scene from Idukki District

and sports at Sub District and District levels. These facilities were not available to the children who were studying in MGLCs. So, sports and arts meets were arranged at MGLC level and at Block level. The Programme was organised in convergence with PRIs and voluntary agencies.

Thiruvananthapuram

○ Kalikkoottam Kalajatha

This was a new strategy for creating awareness among parents of socially and educationally backward communities. Trained volunteers gave leadership to this cultural procession and they covered almost all tribal and coastal habitations. Street plays, stills, kummi, musical drama, simulations, folk dances etc. were included in this programme.



○ Kudumba Sadas

Meeting of 10 families was treated as one Kudumba Sadas. The main objectives of these meetings were :

- re-admit drop-out children
- To discuss the learning progress of children
- To develop strategies for retention
- To provide learning atmosphere at home
- Educationalists, teachers and Panchayath Ward members attended these meetings and gave proper guidance.

○ Ayalkkoottam

Ayalkkoottam was a larger body intended to discuss the above items. In addition to these, funds were raised to provide free uniforms and equipment to deserving children with the help of the members.

○ Kurunnukoottam

In backward areas when the children come to home after school hours, their parents who are daily wage earners may not be present at home. To avoid the children from wandering here and there, a collectivity of neighbourhood mothers was formed to receive the children and take care of them and give some informal activities.

Palakkad

○ Deployment of School Support Group promoters

SSG promoters who were appointed by DPEP in Primary Schools of Attappady liaised between the home and the school. They visited the tribal 'Oorus' and motivated the parents to send their children to school. They took the list of drop-outs or children who were absent for long and through house visit, they sent the children back to school. SSG promoters submitted a performance report attested by the Headmasters concerned every month. The SSG promoters functioned both in schools and in the fields. Inside the schools the promoters were involved in improving the achievement level of low achievers.

Formation of Tribal Resource Group

The activities initiated by DPEP in Attappady necessitated further interventions and a need for a serious proper visioning exercise. Local specific approaches were needed to address the educational problems of Tribal children. Again, education could not be isolated from other issues. Many social evils like alcoholism, use of narcotics, child labour, exploitation etc. were closely linked with the educational problems. Poverty

of the tribal people also could not be ignored. DPEP, Palakkad planned to form a Tribal Resource Group to fight social evils and to provide a congenial atmosphere for Education. DPEP could not take up this heavy task single handed and a co-ordination of all



A tribal Hamlet

agencies-governmental as well as voluntary-was a demand of the time. Hence a Tribal Resource Group was formed and a two day workshop conducted at Agali on 16-12-1999, 2001, November 2002 and January 2002. The following persons/organisations participated in the workshop :

- Representatives from Government/Quasi Government Institution
- Representatives from Grama Panchayath
- Educationalists
- Social Workers
- Ooru Mooppans
- MTA/PTA representatives
- Representatives of Tribal Volunteers/Instructors
- Representatives of DIETs, Headmasters

Objectives

- To identify the local specific issues pertaining to education of each tribal groups – Irula, Kurumba and Muduga
- An interface with the tribes to assess the need for education
- Co-ordination of various agencies at District, Panchayath and habitation level.

The Tribal Resource Group members discussed all relevant issues in groups and presented them in general session. There was agreement in the approach to tribal education and an action plan was evolved at the close of the workshop. A task force was formed for follow up activities.



Major outcomes

1. A paper was developed on the problems of enrolled and non-enrolled children.
2. Identified local specific remedial measures.
3. Assessed the need of each habitation and community.
4. Assessed the primary education status of each community.
5. Identified the role and functions of each agency.

A device for co-ordination of various agencies at District, Panchayath and local level was evolved at the end of the workshop.

Self Learning and Self Discipline - A new testament : Palakkad

The Assistant Educational Officer and the BRC Co-ordinator of Mannarkkad Block, on return from a joint school visit paid a visit to the Kadampara Alternative School Centre. On their way they were informed that the Instructor had gone to bring food materials for the mid day meal programme. Since the Officers had travelled half way, they proceeded to the Centre thinking that at least they could see its physical facilities. To their surprise they found the children sitting in groups and performing various learning activities. Even in the absence of the Instructor, the Centre was functioning smoothly.

A step forward for Total development : Palakkad



Instructor Ravi Kumar, of Narasi Mukku Centre, set a novel practice for addressing the cleanliness problem of the children in his Centre. All the 15 children in his Centre were tribes and they came to the class without brushing their teeth and bathing. Ravi Kumar made an arrangement with the children to come to the Centre at 07.00 a.m. every day. He took them to the nearby river singing songs and reciting poems all the way. The Instructor and the children clean their teeth and take bath and come back by 08.00 A.M. The children then go back to their huts and return cheerfully by 09.30 a.m. Many children had skin diseases. He sought the help of health authorities for health check up and medicine. He has formed bath groups and the children motivated their family members for daily bath. It is worth mentioning that the children learnt a lot about birds, plants, animals, crops etc. on their bath tours, informally.

Collectivity of Villagers : Palakkad

Abraham Maslov stated that a hungry child cannot learn. The supply of mid-day meal was delayed in the Alternative School Centres for want of departmental sanction. In many Centres attendance of children deteriorated due to lack of noon meals. In the Kozhikoodam tribal ooru, the Instructor called a meeting of all the villagers and discussed the problem of attendance. There were 60 families in the Ooru and they agreed to sponsor mid day meal on rotation basis. Each family cooked the food and served it to the children till free supply of mid day meal was sanctioned. In spite of their own poverty, they managed to keep some food grains for the children in the Alternative School Centre. In day celebrations such as independence day and republic day, the villagers decorated the Centre and they also took part in the processions with the children.

Malappuram

Alternative School/Multi Grade Learning Centre

Started with 10 Centres in the month of August 1997 I inaugurated by Honourable Minister Sri. T.K.Hamza, the then Chief Whip of Government of Kerala. During the beginning there were 247 (123+124) children. At the close of the DPEP there

are 30 Centres with 829 children (417+412). The following activities were organised for the effective functioning and strengthening of these AS/MGLCs.

- To empower the capacity of Instructors, they were permitted to visit other Centres for “sharing the experiences.” All the other Instructors with the Co-ordinator (AS) visit one Centre once in every month.
- Conducted Centre wise ‘sports days’ and ‘arts festival’ once in every year and the DPEP provided funds in addition to the donation of public.
- AS/MGLC pupils given chances to participate in the sub district sports competitions conducted by the Education Department.
- Conducted Awareness Programme, Orientation, Health, Education and Medical Camps for them.
- The Instructors were permitted to attend cluster level/BRC level training.
- Gave practices in ‘Yoga’ for the children.
- Provided HRD Training to the Instructors.
- Organised Grihasadas
- Provided Uniform, incentives, bags, chappals, stipends, umbrella – by ITDP every year and by different NGOs.
- Provided permanent building to 9 Centres by DPEP and funds (minimum) are allotted for shed repairs.
- Since most Centres were in forest areas the lands for the Centres provided by Forest Department.
- Provided baby chairs, racks, almirahs, Black board and Learning Materials by DPEP.
- In addition to the above, different NGOs and individuals sponsored almirah, table, chairs and even radios.
- Frequent monitoring/academic support were given by Programme Officer (AS), Co-ordinator (AS) and BRC Trainers.
- Provided special training to BRC Co-ordinators and Trainers.
- Supplied Text Books and Handbooks to the Instructors and Text Books to the children by DPEP.
- Additional noon meal. Rice and green gram were collected from different sponsoring agencies.
- Special coachings were provided to the children of Std IV. For equipping them

for competitive examinations, for admission in Model Residential Schools and formal schools (Std.V)

- District level Arts Day was conducted at Nedumkayam (2003 February 9 to 10).
- All national, state and local festivals were celebrated in co-operation with the local community.
- Conducted community living camps in certain centres.
- Major achievements
 - a. Enrollment upto date – 829 (417+412)
 - b. Got admission in Model Residential Schools – 10 Nos.
 - c. Sent to formal schools (I to V Std.) - 130
 - d. Medical treatments provided with the help of Instructors and Co-ordinators (AS) and DPEP.

Help obtained for MGLCs / AS through convergence

Sl. No.	Item	Agencies
1.	Clothing to children	Gold Merchant Association, Malappuram and DIET Staff
2.	Mid day meal programme (Additional)	Ration Dealers Association, Malappuram
3.	Furniture, Radio (For some centres) and fund for special training	Peevers Group, Nilambur
4.	Rice and Clothing to some centres	Navachethana Club, Kottakkal and Club, Ozhukkoor
5.	Permanent building for Narangapoi AS	Block Panchayath, Nilambur
6.	Uniform, chappal, bag, umbrella every year	I.T.D.P.
7.	Medical helps a. Major operations orthofracture b. Major eye operations for a total blind child	Alshifa Hospital, Perinthalmanna (Cost 1.25 lakhs)
8.	Land	Private parties/Forest Department
9.	Utensils to 10 Centres	Canara Bank, Malappuram
10.	Banana and milk (daily) upto 2002 March	Karalai Panchayat

Kasargod

○ Grihasadas and Ayalkkootams

Grihasadas and Ayalkkootams were the major interventions for mobilising public support for enrollment, retention and learner achievement of backward

children. Grihasadas was a meeting of members of 4 to 5 families in a location. Mothers took the lead in such meetings. The meeting was facilitated by volunteers. Issues such as non enrollment, irregular attendance, drop out, learning atmosphere at home, gender bias etc. were discussed in these meetings. Story telling by mothers was also an important item.

Ayalkkootams were larger meetings of parents in a locality. The Ward Member was the leader in such meetings. Issues similar to the above discussed here.

○ Field Based Training Programme for Instructors (FBTP)

To provide hands on experience to the Phase II Instructors, intensive field based training programme was conducted. The programme had 3 phases.

- Period of observation
- Period of try out
- Period of implementation

During Phase I - 10 centres became the Resource Centres and the Instructors of these Centres became 'Master Instructors'. The Phase II Instructors were designated as 'Trainee Instructors' during this programme. Each Resource Centre was attached with 3 to 4 Phase II Centres. (Satellite Centres).

During Phase I, the Trainee Instructor spent 3 days in the Resource Centre concerned for observation. During Phase II period Trainee Instructor try out certain activities in the Resource Centre with the help of Master Instructor. During Phase III the Trainee Instructor implemented the activities in his/her centre. The training programme was on all Fridays and Saturdays of 3 months. Thrust areas were identified for implementing activities and for strengthening the Phase II Centres.

○ Home School Liaison Volunteers

The SC/ST youths who were given pre-service training under DPEP were effectively utilised in tackling grave issue like non enrollment, retention and enhancing achievement level of low learners. The 34 trained youths were appointed as Home School Liaison Volunteers in Schools of SC/ST dominated areas. These teachers liaised between the school and the home for reducing drop out and enhancing the attendance level of SC/ST pupils. Awareness camps were also conducted in colonies. Inside the schools they were engaged in helping the backward children.

○ Koraga Experience

The Koragas in Badiadka Panchayath are primitive tribes. Generally they skip from all conventional developmental programmes implemented by various agencies and the children of these communities remained not enrolled and

very realistically and acted accordingly. He gave importance to cleanliness and health and hygienic aspects. The Health Discussions specially designed for this purpose were very helpful in changing the attitude of the pupils. Regular house visits, cultural programmes, convergence activities also helped in changing the attitude of the parents. All children became regular and have good sense of health and hygiene. The overall performance of the Centre is really appreciable.

○ **Kalamela**

Pupils of MGLCs did not get opportunities for participating in the Bala Kalotsavam conducted by the General Education Department. To overcome this lapse, separate Kalamelas were conducted for MGLC pupils. Initially Kalamelas were conducted Centre wise. Then District level Kalamela was conducted. About 600 pupils had attended in the 3 days programme. In addition to pupils, parents had also attended the programme. Folk art forms like folk songs, Mangalam Kali, Kudiya Nritham etc. were given importance in the Kalamela. Funds and resources for this programme were mobilised by the community.

○ **Metric Mela and Sahavasa Camps**

Metric Mela and Sahavasa Camps were conducted in all Centres. The programme was conducted for 3 days by pairing a Centre with a school. Experience in community living and basic concepts and hands on experience in various subject areas were dealt within the camps.

○ **Enrollment Survey**

A comprehensive field survey for identifying drop-out and not enrolled in the age group 5 to 14 was conducted in 2001 March. The whole district was covered in the survey. The survey was conducted with the help of PRIs. The survey activities at the Panchayath was organised by organisers deputed by the Panchayath. The survey was done by Social Workers and Degree students. An indepth study on the drop out and not enrolled was conducted in the next level. The survey activities were conducted by 2212 students, 214 Anganvadi Workers, 180 NGO members, 17 Social Activists and 453 others. (Total 3089 persons). In the age group 6 to 9, 1180 drop-outs and 77 not



Pupils participating in Kalamela organised for MGLC/AS



enrolled children were identified. Follow-up actions were planned subsequently with the help of PRIs for readmitting and for the enrollment of these children.

Wayanad

Children of the Cheeyamber 73 Colony limits the house of Instructor Smt. Binu on weekend and return to their Colony on Mondays. The children find the Instructress as their own mother, the relation they developed through the service rendered mutually. The children who enrolled in Std.V in the distant places after successfully completed their education in the Alternative School frequently write letters not to their parents but to their teacher.

Jisha. A.S. was the Instructress of Edekkod Alternative School. Two anaemic tribal children were nursed by the teacher. She collected medicine for these children from very distant hospital, Vivekananda Mission Hospital, Muthi, where the treatment was free for the tribes and also for the aged women of those hamlets. She acted as an angel who was always interested in helping the miserable people.

○ Sargasangamam

Sargasangamam was a unique festival for the children as well as the parents of Alternative Schools. All the children and their parents displayed their artistic activities in the 2 day programmes covered every year at DIET. About 1500 participants actively involved in this festival and they drew utmost pleasure and satisfaction from this festival.

○ Grihasadas

At the initial stage, the Alternative Schools were started during the night for children who were out of schools for earning their livelihood. The Instructor, had a major role in socialising co-operation with these hamlets. Grihasadas were conducted for this purpose at nights. The problems were discussed and the



MGLC children are given simple experiments as part of their learning process

possible remedies were formulated. A healthy relation between these inhabitants and the DPEP functionaries were made during these get together. Once a temporary shed constructed by the DPEP was damaged instantly. The person who did this gradually understood his mistake and he repaired the damaged shed himself and subsequently

he became an active promoter of that school. This attitudinal change was really due to the Grihasadas conducted in that colony.

CONVERGENCE PROGRAMMES

Co-ordination and co-operation of various agencies was essential for the smooth functioning of MGLCs. DPEP had initiated the following activities to ensure the same:

- The involvement of District and Grama Panchayath in identifying the location, selection of Instructors and providing physical facilities has been ensured.
- The co-operation of ITDP, Health Department, Irrigation, Social Welfare and Forest Departments have also been beneficial for strengthening these centres. Lumpsum grant, monthly stipend etc. were given to SC/ST students.



*Grihasadas are conducted in Alternative Schools.
These Grihasadas played a major role in socialising
the tribal people*

Kasargod

In Kasargod District, the honorarium of 4 Instructors were paid by the PRIs and 2 by PTAs. Land was provided to all Centres by individuals, Panchayaths and by other agencies.

- Pucca building constructed by Panchayaths - 8
- Pucca building constructed under MP Scheme - 1
- Pucca building constructed under MLA Scheme - 1
- Other facilities provided by Grama Panchayaths
- Furniture - 4 centres
- Drinking water facility - 3 centres

Sl. No.	Item	Agencies
1.	Land	Forest Department
2.	Vessels and Utensils, Learning Materials	State Bank of Travancore
3.	Temporary Shed	Panchayath
4.	Furniture	NGO - World Vision
5.	Bag, Umbrella, Uniform	I.T.D.P.
6.	Medical Camp	Health Department
7.	Solar Lamp and Electrification (For some Centres)	ANERT

- Electrification - 2 centres
- Toilets - 3 centres
- Toilet facilities to MGLCs under Total Sanitation Scheme by District Panchayaths- 18 MGLCs @ Rs.20,000/-
- Some centres are running in buildings provided by clubs, madrassas and private buildings - rent free
- Utensils and vessels for noon meal preparation by Bank of India.
- District level Kala mela for MGLCs was conducted. The funds by the PTA and the Grama Panchayaths.

Palakkad

- The co-operation of ITDP - eg. One building had been allotted by ITDP for a Centre at Kadamboor.
- Health check up in all Centres by Health Department.
- Surveys and Grihasadas with the convergence of social activists under ITDP.
- Co-operation and assistance of Irrigation and Forest Departments in day celebrations and in conducting field trips.
- Providing nutritious food in some Centres by individuals and organisations.

Thiruvananthapuram

- Sai Trust - Distributed dress and food materials to some Centres of tribal area.
- Nehru Yuvak Kendra - Collected funds from individuals for supplying food materials.
- Additional nutritious support to some Centres by NGOs.
- Adopted Podiyakkala Centre - Rotary Club, Kilimanoor
- Utensils to 7 Centres - State Bank of Travancore - Rs.13,100/-
- Solar lamps - ANERT

Idukki

- Similar convergence activities had been organised in Idukki District also.





Civil Works





P rimary education is the foundation of human development. In the long run, it contributes to various social and economic benefits like improved health and increased family earnings. To achieve this, quality education at the primary level has to be ensured. Of the many issues that need to be

tackled, one fundamental requirement for children is to have easy access to schools. In addition to school building, basic facilities like drinking water, toilets etc. are essential for ensuring access and retention. Hence improvement to school atmosphere has to be taken up along with quality improvement.

Identification of Needs

In Kerala, DPEP had been introduced in two phases. Phase I during 1994 – 95 in districts Kasargod, Wayanad and Malappuram and Phase II during 1996-97 in districts Palakkad, Idukki and Thiruvananthapuram.

Visualization In Participatory Planning (VIPP) sessions were conducted at Village, Block and District levels and collected public opinion and the educational needs. Based on the VIPP sessions, School Mapping had been done to identify new schools and requirements of existing schools. The findings were consolidated.

They are:

- Need for new schools, where poor children walk more than 2 km. to reach primary schools.
- Schools on rented building.
- Schools in thatched sheds/ dilapidated building.



The constructions are in such a way that it lets in enough air and light and at the same time provide protection from the vagaries of the weather

- Dilapidated / deteriorated class rooms.
- Insufficient basic amenities like toilet, drinking water etc.
- Congested class rooms.
- Absence of child friendly environment.
- Insufficient teacher centres, teachers planning rooms etc.



Workshop to develop guidelines for designs. Renowned architects, engineers and DPEP Officials participated

The District Information System of Education (DISE) also give updated information about school level requirements every year.

Formulation of Strategy

Phase – 1 (Kasargod, Wayanad & Malappuram)

State owned SIDCO (Kerala State Small Industries Development Corporation Ltd.) was entrusted with the construction of BRCs. Supervision of all works were carried out with community participation.

A workshop, involving renowned architects and engineers was conducted in late 1996 on the subject of approaches to child friendly class room design. Numerous crucial suggestions were emerged from the deliberations and developed guidelines for good designs. Kerala's position as fore runner in evolving and practicing appropriate construction, further boosted the prospect of innovations in design.

Phase II (Palakkad, Idukki, Thiruvananthapuram)

This phase envisaged certain civil works aimed at providing ' built environment' support. A satisfactory and moral boosting experience in Phase – 1 in the sector had provided room for analysis and effective strategy formulation. The civil work component was mainly concerned with new construction and substantial repair of existing facilities.

New buildings/ structure in DPEP – I were centrally designed. These designs had the requisite flexibility to fit equally well in all the sites and have resulted in compromises. In few cases the designs lacked lustre and were mundane in appearance. These designs did not consider the local climate nor materials and cost effective technology. In phase II, these defects were almost rectified and site specific plans were prepared.

- ◆ Preparation of plan and estimate and supervision of construction of school buildings, BRC and CRC buildings were done by
 - Habitat Technology Group, Thiruvananthapuram
 - COST FORD, Thrissur
 - Nirmithi Kendra
 - Project Engineer of DPEP districts
 - SIDCO (Phase I only)
 - Local technical experts
- ◆ Decided to carry out the works through community participation to eliminate contract work and its negative sides.
- ◆ Decided to publish a Civil Works Hand Book to uphold the spirit of innovation and community involvement.
- ◆ Priority was given to government lower primary schools, who own land and then to LP attached UP schools and high schools to undertake civil works.
- ◆ Civil works carried out only in Government schools having own land or Panchayath / Municipality owned land.

Details of schools constructed in districts

Sl. No.	Items	Phase - I			Phase - II			Grand Total
		KSD	MLP	WYD	PKD	IDK	TVM	
1	GLP School	145	31	91	193	85	302	847
2	GLP Attached UP School	69	91	33	62	31	96	382
3	GLP Attached HS/ HSS	49	16	21	18	31	47	182
4	Total	263	138	145	273	147	445	1411

Awarding the Work

- The school that needs facilities contacted the DPO and executed an agreement in the prescribed format, with a value of Rs. 50/- stamp paper, taken in the name of PTA President of the school concerned.
- PTA President, Headmaster and a PTA executive member were the authorized persons to sign the agreement on behalf of PTA.
- Detailed estimate was prepared by authorised consulting agencies or any technically qualified person deputed by the PTA and submitted to the DPO during the execution

of agreement. This was verified by the Project Engineer and technical sanction was accorded. Some times, Project Engineer himself prepared the estimate, for which, site verification was done before giving technical approval.

- For the construction of BRC, CRC and new school buildings, VEC President (Chairperson of Municipality or Grama Panchayat) used to sign the agreement in Rs.50/- value stamp paper and VEC Secretary and a committee member has to sign in support of the VEC Chairperson.
- During the agreement, PTA had to submit the present status/ condition of the school building or facilities, student teacher strength etc.
- Also, the PTA/ VEC had to submit a statement that the school had not received any fund from other sources for doing similar works in the same financial year. This was to avoid duplication of funding for the same purpose.

Construction Manual

A Construction Manual had been prepared at a state level workshop held in 1998. Engineers from districts, technical experts/ representatives of consulting agencies of DPEP and renowned architects and engineers contributed their technical suggestions for the manual. District Project Co-ordinators and Programme Officers of all DPEP districts also attended the workshop to develop administrative guidelines. The manual provided guidelines to the PTA committee regarding the different aspects of civil works such as keeping of accounts, bills, vouchers, muster roll, site book , stock register, common technical procedures and specification and work division among committee members . The manual had been given to PTA committees.

Procedure

- ❖ After executing the agreement, PTA committee convene a meeting to form a Construction Committee. The Committee include Headmaster, PTA President, members of PTA school welfare committee and school support group and local social activists etc.
- ❖ Then forms three sub committees to look after accounts, purchase of materials and supervision. Duties and responsibilities of sub committees are detailed in the Construction Manual.
- ❖ DPO releases advance amount (through bank cheque) to the PTA President and Headmaster jointly to start the work.

- ❖ On receiving the advance amount, PTA withdraws the required amount and carries out the work as per directions of project engineer / consulting agency. Proper accounts are submitted to the DPO at different stages like foundation, lintel, roof and finishing, to get the next instalment. Usually the final 5 to 10% of fund is released only after the successful completion of the work and verification of the accounts at the District Project Office.
- ◆ Project engineer issues stage certificate based on site verification, at various stages.
- ◆ Any deviation from the sanctioned plan and estimate, if necessary, is carried out only after getting engineer's approval.
- ◆ Final payment is given only after getting the completion certificate from the Project Engineer.
- ◆ Regular monitoring is being carried out by DPCs, PO, DPEs and account monitored by FAO& JAOs.
- ◆ SPO & State Engineer monitor the district activities.
- ◆ The Project engineers or technical experts of consulting agencies give the necessary technical guidance to the committee during their site visits.
- ◆ Engineers are entrusted to ensure the application of various cost effective technology and methods.
- ◆ PTA committee is given full specification of the new methods by the engineers.

Normally one to six months are given to the committee to complete the work. Many works could not be completed within the period due to some or other reasons. Even then, the quality of work is ensured, while speeding up the work.

Quality Improvement Programmes

- Given classes to the Headmasters and PTA Presidents, Panchayath representatives on keeping the accounts properly.
- State level workshops were conducted for the district engineers and technical persons of consulting agencies to prepare
 - ◆ Approaches to child friendly classroom design concepts (1996)
 - ◆ The “Community Construction Manual” (1998)
 - ◆ The “Innovation Plan” (1999)
- State level review meetings of civil works in 1998, 1999
- District engineers attended the national workshop in New Delhi and shared their technical know-how

- Evaluated the civil works done during Phase-I through LBS Centre for Science and Technology, Thiruvananthapuram in May 1997 to get a third party evaluation with necessary suggestions, recommendations and guidelines for the improvement of civil works of Phase II.

Civil Works

Before the commencement of DPEP, many of our primary schools had minimum building facilities. Due to increase in enrollment, additional buildings were added to many of these school buildings. Certain schools had pucca buildings, thatched sheds and tile - roofed building on the same premises:

Details of categories of civil works are explained below.

Additional Class Rooms – ACR

Schools short of accommodation are provided with additional class rooms constructed by DPEP



Additional Class Rooms were provided to schools having:

- Shortage of class rooms
- Dilapidated and unrepairable rooms
- Over crowded class rooms
- Inadequate class room area (pre-KER buildings)
- Sessional system for L.P. classes

Percentage of schools requiring ACR, based on Baseline Assessment study (BAS) conducted in 1994 (Phase I) and in 1996 – 97 (Phase II) are tabulated.

Percentage of schools requiring ACR, based on BAS

No. of Class rooms required	Phase - I			Phase - II		
	Malappuram	Kasargod	Wayanad	Palakkad	Idukki	Thiruvananthapuram
0	32.5	27	30.5	71.1	67.6	80
1	5	2.7	16.7	8.9	8.1	6.7
2	32.5	16.3	19.5	11.1	18.9	6.7
3	5	10.8	5.5	2.2	0	2.2
4	15	16.2	2.8	2.2	5.4	2.2
5 or more	10	27	25.0	4.5	0	2.2
	100	100	100	100	100	100

- ◆ Based on this, district wise priority list was prepared and constructed 1 to 5 class rooms in government schools having own land.
- ◆ Child friendly school buildings were constructed. For this, plans in rectangular, hexagon shapes were designed.

Cluster Resource Centre – CRC

- ◆ CRC buildings were attached to selected schools.
- ◆ It was for conducting teacher training, parents meeting, VEC level orientation etc.
- ◆ It was a single room building with 36m² inner area and verandah having 1.5 m to 1.8 m width.
- ◆ It was also being used as classroom or reading room or as activity centre.

Details of construction of CRCs district wise

Items	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Total	79	62	38	74	63	12	328



*A Cluster
Resource Centre.
This is a cost
effective
construction of
DPEP*

Block Resource Centre – BRC

- ◆ BRC is for co-ordinating all the educational activities at the block level.
- ◆ Seminars, workshops, trainings, exhibitions, orientation camps, VEC level meetings, review meetings of BRC trainers etc. were conducted here.
- ◆ It was attached to primary schools with easy accessibility.
- ◆ Site specific and cost effective technology was used for the building. An office room, meeting hall, store room, toilets, electricity and water facilities were provided in it.
- ◆ Area of BRC building varies from 100m² to 200m².

Details of Construction of BRCs district wise

Items	Phase - I				Phase - II				Grand Total
	KSD	MLP	WYD	Total	PKD	IDK	TVM	Total	
BRC Buildings	7	15	3	25	11	7	11	30	55

*This is a Block
Resource Centre.
Such centres are
built in every
educational sub
districts*



Replacement of Rented Building (RRB)

- ◆ RRB was given only to Government LP schools functioning in rented building.
- ◆ In many cases the community had donated land for replacing rented buildings for constructing new school buildings.
- ◆ Eco-friendly and child friendly design was used in these buildings.

Baseline Assessment Study had categorised school buildings under three categories viz. Own building, Rented Building and Free rent building

Percentage of different categories of school buildings (BAS)

Type of Building	Phase - I			Phase - II		
	Malappuram	Kasargod	Wayanad	Thiruvananthapuram	Idukki	Palakkad
Own Building	70	83.8	91.6	100	100	88.9
Rental Building	30	13.5	2.8	0	0	0
Free rent building	0	2.7	5.6	0	0	0
Total	100	100	100	100	100	100



Yet another cost-effective school building. Though low cost in construction the buildings are safe and strong and provide all convenience to the pupils

Replacement of Rented Building- district wise

Items	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Total (Constructed)	25	19	4	27	0	0	75

Replacement of Thatched Shed (RTS) / Replacement of Dilapidated Building (RDB)

- ◆ It was given to replace thatched sheds or dilapidated buildings.
- ◆ In some districts, thatched sheds or dilapidated rooms / buildings were replaced under the category of ACR or RRB.



DPEP take care to see that it's constructions are eco friendly

New Schools

Locations for new schools were identified during VIPP sessions held at various levels and in the school mapping conducted during 1994 – 1997 and construction started from 2000. Land was purchased or donated by the local community in almost all districts. DPEP provided buildings (4 class room + 1 office room) to the new schools. In DPEP– I, 37 new schools and in DPEP – II, 24 new schools were started . The structure of the school buildings were strong and the class rooms child friendly ensuring conducive learning atmosphere.

A thatched shed is replaced by pucca concrete building



Major Repairs

Objectives of major repairs are :

- ◆ Improve the structural stability of school building by repairing foundation, basement, wall, roof, floor etc.
- ◆ Rejuvenate the dilapidated class rooms.
- ◆ Provide child friendly elements like ramps, seats, cupboards, and learner boards.

Unit cost varied from Rs. 50,000/- to Rs. 1,00,000/-. Before taking up the repair work, the project engineer assess the existing condition of the building, suggest suitable remedial measures after consulting PTA committee. Based on this, PTA prepares a detailed estimate and submit the same to DPEP. Sanction was accorded after verification.

Nature of works carried out were :

- ◆ Provided child friendly elements
- ◆ Repairing of foundation and basement
- ◆ Repairing of roof (tiled / concrete)
- ◆ Replacing / repairing of wooden trusses, tiles, reapers etc.
- ◆ Reconcreting the dilapidated flooring
- ◆ Chipping out the blistered floor / wall plastering and replastering
- ◆ Replacing / repairing of doors and windows, cracked walls etc.
- ◆ Retaining wall construction in sloppy area to protect the soil.
- ◆ Conversion of semi permanent buildings into permanent buildings.

Major Repair

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Major Repair	0	1	7	35	124	71	238

Minor Repairs

Repair works that require less than Rs. 50,000/- and needed less technical expertise was put in the minor repair category. The types of works done were :

- Repairing of wooden doors & windows
- Patch work of floors and walls

- Replacement of roof tiles, wooden trusses repairs etc.
- White washing / colour washing of walls
- Provide kitchen facilities
- Conversion of semi permanent building into permanent building that require minor works
- Provided more ventilation and lighting to class rooms
- Covered the space between two buildings into usable area by providing sheet roof, as there was no land available to constructing new building.

Details of Minor repairs district wise

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Minor Repair	0	0	78	19	208	132	437

Toilet

During verification of the existing status of toilets in schools, the following defects were found, which had to be tackled urgently.

- ◆ Absence of proper girls' toilet
- ◆ Insufficient toilets and urinals for girls and boys
- ◆ Inaccessibility
- ◆ Dilapidated floor, closet, drain, soak pit etc.
- ◆ Non availability of water for cleaning

Round-shaped urinal constructed at Palakkad district. The design was attractive and suited to schools with limited land areas



- ◆ Disturbance from outside people
- ◆ Leaves falling into the open urinal and getting decay

Based on this, DPEP insisted on the following pre conditions to sanction a toilet:

- ◆ Assure availability of water to the toilet and urinal
- ◆ Proper doors and ventilators to toilet and urinal
- ◆ Assure accessibility (by providing toilets within visible area or near to the main building)
- ◆ Insistence on urinal dry pit
- ◆ Toilets / urinal not to be located near trees as far as possible, to avoid leaf falling and decay
- ◆ Natural sunlight is essential for urinals

The following specific models were prepared by project engineers and constructed incorporating site conditions.

- ◆ Circular shaped plan with roof to the toilet part, having two urinals and one closet (Palakkad district)
- ◆ Square shaped plan with or without roof, having (1) two urinals and one closet (2) closets only (Palakkad district)
- ◆ Rectangular shaped with roof for closet part (General Plan)

The exclusive design of circular shaped plan of Palakkad district attracted many people due to

- ◆ Design which highlight maximum usable area with minimum materials and more stability
- ◆ Aesthetically suitable to locate near to the main building

Girls Toilet

DPEP Kerala released extra funds to DPEP districts for constructing girls toilets.

Construction of Girl's toilets district wise

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Girls Toilet	1	50	66	85	97	179	478

Drinking Water

DPEP under took the following works to improve drinking water facility in schools.

- ◆ Digging open well and stabilised by brick / laterite/ concrete ring wall
- ◆ Digging tube well, where there was remote chance of getting water through open well or by other means
- ◆ Providing motor and accessories to pump out water from open / tube well
- ◆ Overhead / ground water tank by masonry or ready made method
- ◆ Providing water taps
- ◆ Purveyance of natural water from perennial water source like rivulets, springs, surangas, etc. and conveyed to the school premises through pipe

An open well dug for drinking water near the school. The top circular structure is constructed with locally available laterite stones



Drinking water facilities provided - District wise

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Drinking water	7	73	44	43	91	129	387

Separation wall

Separation walls were constructed in schools buildings with a view to

- Permanently divide the hall to class rooms so as to get concentration for class room activities and to reduce noise generated from the adjoining classes.
- Provide writing space/ chalk board / display space / learner board etc.
- Act as storage area of materials for class rooms, if provided with rack slab etc.

Compound walls constructed - district wise

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Separation Wall	124	367	0	0	98	80	669

Compound Wall

- ◆ It was provided to protect the school premises from intruders
- ◆ It was constructed by masonry
- ◆ Fencing, bio fencing etc. were also part of this item.

Details of separation walls constructed- district wise

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
Compound Wall	5	0	17	0	0	1	23

Electrification

In Idukki district, 111 schools were selected for electrification with unit cost of Rs. 5000/- and 58 schools for getting additional electrification with unit cost of Rs: 4000/-

In Wayanad district, 56 schools were electrified with unit cost of Rs. 10,000/-

Multi Grade Learning Centres / Alternative Schools

Having realised that setting up of normal lower primary schools in smaller habitations having a population of less than 300 was not feasible or practical, a new strategy of MGLC /AS was evolved initially. Thirty MGLCs were started in DPEP – I districts. Permanent buildings were constructed for these Centres. But, for MGLC of DPEP – II districts

construction involving community participation using locally available cost effective and environment friendly materials was promoted.

MGLC/ AS is a single teacher centre. Hence the design was to suit group activities of multi graded multi level situations. Circular, hexagonal or square shaped plan was provided to the Centres.

Construction of MGLCs / AS- district wise

	Phase - I			Phase - II			Grand Total
	KSD	MLP	WYD	PKD	IDK	TVM	
MGLC/ AS	10	9	10	0	0	7	36

A multigrade learning centre (MGLC). The design is suited to multi grade multi level group activities



Consulting Agencies

Introduction of child friendly elements, innovative plans, aesthetic designs etc. by DPEP into the class rooms demanded the involvement of professional bodies in this area. Agencies having experience in cost effective technologies and innovations were called for to do selective works in all 6 districts.

Community Participation

Community participation was a significant departure from conventional system of construction. It recognize the community as the major stakeholder in arranging basic facilities. It facilitate the creation of a sense of ownership among the community. The community was involved right from arranging the site to the completion of the building. DPEP focused on providing the necessary funds and technical supervision so that the community could build and own them.

Community participation had by and large been accepted as a successful system of work in DPEP district. Voluntary contributions of land, labour and materials were seen in many parts.

A very large number of schools got additional infrastructural facilities by way of school buildings, additional class rooms, latrines, open wells, overhead tanks and so on.



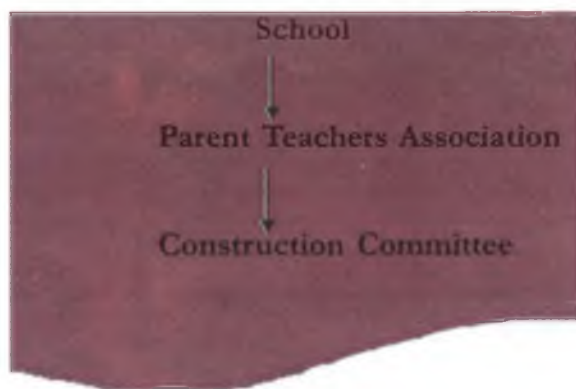
Community was represented by PTA, VEC and the local people. Construction committee was formed for every construction. Sub committees as follows were also formed for specific tasks.

- Supervision Committee
- Purchase Committee
- Accounts Committee



Increased community participation was enlisted in the construction works of DPEP

At least three members (excluding PTA President and Headmaster, who were ex- officio members in all the subcommittees) were incorporated into each sub committee.



Duties of VEC / PTA Construction Committee

- ◆ Arrange skilled labourers to complete the work in time.
- ◆ Ensure local labourers and materials at competent rate.
- ◆ Ensure “local shopping” procedure (minimum 3 quotations) for purchase of building materials.
- ◆ Monitor and supervise the work as per the technical instructions from DPEP engineers.
- ◆ Limit the expenditure within estimated cost and additional expenditure, if any, should be met by the PTA committee.
- ◆ Implement the work as per instructions of engineers and supervisors.
- ◆ Notify the defects in the construction, if any, to the consultants.
- ◆ Report the progress of work, every month to the DPEP and report misuse of fund or materials.

Cost Effective Techniques

Compared to the school buildings by PWD and Nirmithi Kendra, the DPEP buildings were constructed with lesser amount, mainly due to the participation of the community, use of locally available materials, and cost effective techniques. Important techniques adopted to make the building cost effective were (depends upon the site condition):

1. Dry rubble masonry for foundation
2. Dry rubble masonry with sand as filling material
3. Laterite stone / stabilized mud brick, inter locking brick masonry work for wall
4. Arches (Circular, Corralled, triangular) replaced concrete lintel

5. Concrete lintels at openings only
6. Brick lintels at openings - Phase II
7. Filler roof slab with MP tiles, coconut shells, pot shells as filler materials
8. Rat trap bond in brick masonry
9. Wall plastering upto lintel level
10. Pointing of wall
11. Ceiling plastering avoided due to good finished surface of concrete roof
12. Jally work using brick for ventilation lighting
13. Steel doors and windows used to lessen the cost compared to wood.

A cost effective construction. Jally work is done using bricks for ventilation and lighting



Child Friendly Elements

- ◆ Finished floor surfaces to make it clean easily
- ◆ Permanent seats by the side of the wall made of wood / concrete / brick, which may be used as seats or storing table
- ◆ Rack slabs (3 numbers) between floor and lintel level to store children's articles
- ◆ Hooks at wall to hang charts / drawings
- ◆ Children's chalk boards in different colours and shapes (eg: black coloured elephant shape, green coloured leaf shape, red coloured apple shape etc.)
- ◆ Different coloured walls in a single class room, to make it colourful
- ◆ Learner bound in the class room (45 cm above ground level in the class room)
- ◆ Alphabetical and numerical letters either in order or in staggered manner to the grilled window.

An MGLC constructed with locally available cost-effective building materials. Cheap labour and know-how of the tribals were also utilised in the construction



- ◆ Ventilator to the window to provide more ventilation to the room.
- ◆ Micro air vents of size 20x 25 cm just below the main roof level, throughout the wall in regular interval of 45 cm to enhance natural ventilation.
- ◆ Ramps to the building for assisting disabled children to move into the buildings
- ◆ Wider verandah with a minimum of 1.5 m inner width to facilitate outside classroom activity.
- ◆ Floor boards in polygonal shapes at the centre of the classroom to facilitate floor writing during group activities performed in the class.
- ◆ Amphitheater slide ramps – play elements

Public Awareness

- ◆ A board or banner was displayed at the work site or near the main road, which gave the information to the public that DPEP school building work was now in progress, indicating the total cost.
- ◆ Reports to the local newspapers given by the respective PTA Committee to publicize the foundation stone laying and or inauguration ceremonies of the buildings.
- ◆ Regular meetings of PTA committee convened to review the progress of the work and the nature of the work done.
- ◆ Transparency of the whole work was assured by allowing every individual of the locality to approach the DPEP engineer or other officials.
- ◆ Inauguration or foundation stone laying ceremony of a building, was conducted with the participation of state ministers, MLAs, MPs or other people's representatives, to make them aware about the DPEP work.



- ◆ Community participation was assured in each work through labour and / or materials.
- ◆ If any complaints arose, immediate enquiries or response from officials were assured and necessary action taken without any delay.

Documentation

- ◆ Prepared Community Construction Manual for the guidance of construction committee.
- ◆ Evaluation of civil work was done for Kasargod, Wayanad and Malappuram (DPEP- I) by LBS Centre for Science & Technology, Thiruvananthapuram during May- June 1997.
- ◆ Good collection of still photographs of civil works in various stages, by respective districts.
- ◆ Monthly report of the progress of civil works from the DPEP Districts.

Conclusion

- ◆ The improvement in physical achievements through spacious class rooms, activity rooms, hygienic toilets, urinals and safe drinking water facility etc. enhanced the school atmosphere. This enabled the teaching as well as students community to flourish with the inherent abilities and capacity building as envisaged in the DPEP.
- ◆ Community participation was one of the specialities of civil works which in turn imbibed a sense of ownership.
- ◆ Insistence on locally available good materials, labour, construction methods and styles were of great significance in the revival of our own heritage.
- ◆ Most designs incorporated the idea of 'value addition'. This had been achieved in many a case.
- ◆ Minimized hierarchy in district administration helped to speed up the work and created corruption free atmosphere.
- ◆ Site specific and flexible estimate and plans helped to utilize the fund to get added advantages and additions to the construction works.
- ◆ Transparency in accounting and implementing helped to create an impression that the civil works carried out were quality assured works.

Status of Civil Works — Physical Target and Achievement as on 31/12/2002 DPEP, Kerala, Phase I

	KASARGODE		Target	WAYANAD		Target	MALAPPURAM				Target	TARGET	
	C	IP		C	IP		C	D	IP	NS			
	01 Additional class room	143	4	147	31	52	83	478	0	1	0	479	709
02 Major repairs	0	0	0	20	5	25	1	0	0	0	1	26	
03 New schools	7	0	7	20	5	25	4	1	0	0	5	37	
04 Replacement of dilapidated/thatched/build	136	2	138	0	0	0	0	0	0	0	0	138	
05 Replacement rented building	25	0	25	4	0	4	18	1	0	0	19	48	
06 MGLC	10	0	10	10	0	10	9	0	0	1	10	30	
07 Drinking water	7	0	7	25	19	44	75	0	0	0	75	126	
08 Separation wall	124	0	124	0	0	0	372	5	0	0	377	501	
09 Toilet	1	0	1	60	14	74	107	0	0	0	107	182	
10 Minor Repair	0	0	0	36	42	78	0	0	0	0	0	78	
11 Construction of BRC	7	0	7	3	0	3	15	0	0	0	15	25	
12 Construction of CRC	79	0	79	38	0	38	61	0	1	0	62	179	
☞ Compound Wall	18	0	5	11	6	17	0	0	0	0	0	22	
Total	544	6	550	258	143	401	1,140	7	2	1	1,150	2,101	

C = Completed, D = Dropped, NS = Not Started, IP = Work in Progress, NA = Data not supplied by districts



Status of Civil Works — Physical Target and Achievement as on 31/12/2002 DPEP, Kerala, Phase II

	PALAKKAD			Target	IDUKKI				Target	TRIVANDRUM				Target	TARGET
	C	IP	NS		C	D	IP	NS		C	D	IP	NS		
01 Additional class room	177	9	0	186	26	0	52	7	85	47	10	40	0	97	368
02 Major repairs	33	2	0	35	78	4	42	3	127	49	1	22	17	89	251
03 New schools	3	4	1	8	0	1	12	3	16	0	0	0	0	0	24
04 Replacement of dilapidated/thatched/build	0	0	0	0	0	0	0	0	0	0	0	3	1	4	4
05 Replacement rented building	17	10	0	27	0	0	0	0	0	0	0	0	0	0	27
06 MGLC	0	0	0	0	0	0	0	0	0	4	0	3	0	7	7
07 Drinking water	29	14	0	43	51	7	40	11	109	71	1	58	81	211	363
08 Separation wall	0	0	0	0	75	9	23	3	110	63	7	17	117	204	314
09 Toilet	70	11	0	81	67	4	30	6	107	79	6	100	81	266	454
10 Minor Repair	18	1	0	19	165	6	43	12	226	76	1	56	189	272	517
11 Construction of BRC	11	0	0	11	7	0	0	0	7	10	0	2	0	12	30
12 Construction of CRC	74	1	0	75	52	0	11	0	63	72	14	45	1	132	270
14 Compound Wall	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Total	432	52	1	485	521	31	253	45	850	471	40	347	437	1,295	2,630

C = Completed, D = Dropped, NS = Not Started, IP = Work in Progress, NA = Data not supplied by districts

STATUS OF CIVIL WORKS- FINANCIAL TARGET AND ACHIEVEMENT

DPEP, Kerala, Phase I

Rs. in Lakhs

	Activities	Financial Target (Planned so far)			Total	Financial Achievement			Total
		Kasargod	Wayanad	Malapuram		Kasargod	Wayanad	Malapuram	
1	Additional class rooms	157.20	3.60	564.00	724.80	181.80	113.61	569.21	864.62
2	Major repairs				0.00	0.00	10.49	0.00	10.49
3	New Schools	44.10	255.00	32.50	331.60	42.06	152.70	28.78	223.54
4	Replacement of dilapidated/ thatched buildings	165.00			165.00	167.10	0.00	0.00	167.10
5	Replacement of rented buildings	31.50		123.50	155.00	34.90	1.37	110.99	147.26
6	MGLC	10.00		10.00	20.00	12.28	0.79	7.45	20.52
7	Drinking water	2.10	0.90	19.95	22.95	2.10	4.69	19.56	26.35
8	Separation Walls	4.50		15.30	19.80	4.50	0.00	13.59	18.09
9	Toilet	1.00		64.00	65.00	1.00	16.42	61.40	78.81
10	Minor repair	1.00		2.04	3.04	0.00	11.22	2.04	13.26
11	Construction of BRC	32.20	13.80	69.00	115.00	32.20	14.37	69.00	115.57
12	Construction of CRC	79.00	38.00	50.00	167.00	79.00	41.62	59.53	180.15
13	Setting up of SIEMAT				0.00	0.00	1.13	0.00	1.13
14	Electrification	0.00	0.00	0.00	0.00	0.00	4.18	0.00	4.18
	Suspense (classification not available)					2.93	1.48	11.79	16.20
	TOTAL	527.60	311.30	950.29	1789.19	559.87	374.06	953.34	1887.27

as on 31/12/2002



STATUS OF CIVIL WORKS - FINANCIAL TARGET AND ACHIEVEMENT

DPEP, Kerala, Phase II

Rs. in Lakhs

	Activities	Financial Target (Planned so far)			Total	Financial Achievement			Total
		Palakkad	Idukki	Trivandrum		Palakkad	Idukki	Trivandrum *	
1	Additional class rooms	208.80	36.00	188.90	433.70	223.52	129.01	101.85	454.39
2	Major repairs	18.50	120.25	100.00	238.75	19.26	97.11	29.63	146.01
3	New Schools	52.50	103.75		156.25	38.86	64.89	0.00	103.75
4	Replacement of dilapidated/ thatched buildings				0.00	0.00	0.00	14.18	14.18
5	Replacement of rented buildings	68.25		26.25	94.50	131.10	0.00	0.00	131.10
6	MGLC	50.00		18.80	68.80	3.00	0.00	6.80	9.80
7	Drinking water	30.00	16.25	40.25	86.50	9.52	27.37	17.69	54.58
8	Separation Walls	10.00	15.00	38.00	63.00	0.00	13.29	4.89	18.18
9	Toilet	24.00	37.50	54.00	115.50	19.45	36.34	38.38	94.18
10	Minor repair	13.75	31.25	36.00	81.00	5.07	30.08	23.90	59.05
11	Construction of BRC	57.75	40.05	75.00	172.80	51.88	39.18	24.84	115.90
12	Construction of CRC	93.60	73.20	169.20	336.00	88.64	69.08	107.16	264.88
13	Setting up of SIEMAT				0.00	0.00	0.00	-0.28	-0.28
14	Compound Wall			1.50	1.50	0.00	0.00	0.28	0.28
	* Rs.144.02 lakhs - Exp up to 31/3/99 - Split up not available for trivandrum district							144.20	144.20
	TOTAL	627.15	473.25	747.90	1848.30	590.30	506.36	513.52	1610.19

as on 31/12/2002



Community Mobilisation





Community mobilization plays a pivotal role in the success of any programme. This is applicable in the case of education field also. Before the launching of DPEP the involvement of the community which include parents, people's representatives, department other than education and media persons, was very limited. This was reflected in the low rate of enrollment, retention and quality, especially in certain special pockets viz. SC/ST, tribal, coastal belts etc. In academic activities, role

of the community was minimal which accounts for the poor achievement rate. This was one of the major drawbacks, as was brought to light by the baseline assessment study.

Education being a socialization process, the active participation of the community is to be ensured. The ultimate beneficiary of educational programmes is society. Hence involvement of the community in these programmes was a must in all school activities.

Community can contribute both financially and physically to the programmes of Education through curricular and co-curricular activities of the school. Community participation ensures the mitigation of unnecessary criticism to a certain extent. In view of all these aspects community participation and involvement is highly essential in all the activities from state level to school level. In order to materialize these visions committees at various levels were constituted. Awareness campaigns, seminars, exhibitions, sahasava camps and various other orientation programmes were held at different levels.

In order to enlist public participation in the functioning of DPEP, it had constituted different committees in which parents, people's representatives, representatives from Panchayath Raj Institutions, experts from various fields were given adequate representation along with officials. Following were the committees formed from state level down to the school level.

I. State level

Primary Education Development Society of Kerala (PEDSK)	-	Governing Body Advisory Body
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II. District level

- District Advisory Board
- District Implementation Committee
- District Purchase Committee
- District Monitoring Committee

III. Block level

Block Advisory Committee

Block Monitoring Committee

IV. Panchayath level

Village Education Committee

Village Monitoring Committee

V. School level

School Support Group

PTA, MTA

I. STATE LEVEL

Primary Education Development Society of Kerala (PEDSK) was formed under the provisions of the Travancore-Cochin Literary Scientific and Charitable Societies Registration Act XII of 1955. The area of operation of the PEDSK cover the whole of Kerala State. The PEDSK acted as an autonomous and independent body for the implementation of the District Primary Education Programme and Sarva Shiksha Abhiyan. The society developed replicable strategies, so that similar programmes could be undertaken in the remaining districts of the state according to the availability of funds. The PEDSK was designed to function as a societal mission for bringing about a fundamental change in the primary education system. Universalisation of Primary Education was one of the main objectives of PEDSK. The functions of the PEDSK was to be undertaken directly by the PEDSK office staff or sponsored / supported by it through other institutions, agencies or individuals.

The society consisted of a General Body comprising of all the members of the society and a Governing Body not to exceed 25 persons, which include of the President, Vice President and State Project Director. The meetings of the General Body of the PEDSK were held twice a year according to the discretion of the chairman.

1. Chairman
2. Vice Chairman
3. President & Vice President
4. Governing Body
5. State Project Director

6. Such other authorities as may be considered by the Governing Body.

The General Body of PEDSK consisted of the following members.

- | | |
|--|---------|
| 1. Hon'ble Chief Minister of Kerala (Ex-officio Chairman) | |
| 2. Hon'ble Minister for Education (Ex-officio Vice Chairman) | |
| 3. Chief Secretary to Government / his nominee | Member |
| 4. The Commissioner and Secretary to Government,
Department of Finance | Member |
| 5. Secretary to General Education Department, Government of Kerala | Member |
| 6. Secretary to Government, Department of Planning | Member |
| 7. Director of Public Instruction, Thiruvananthapuram | Member |
| 8. Director of Social Welfare Department | Member |
| 9. Director of SC Development Department | Member |
| 10. Director of ST Development Department | Member |
| 11. Commissioner for Educational Development and Research,
S.I.E., Thiruvananthapuram | Member |
| 12. Project Directors of the PEDSK | Members |
| 13. Additional Director of the General Education Department | Member |
| 14. Senior Finance Officer, Office of the Director of Public Instruction | Member |
| 15. Chief Planning Officer of the Office of the
Director of Public Instruction | Member |
| 16. Chief Engineer, Building, PWD | Member |
| 17. Chairmen of the Standing Committee for Education from the
Project District Councils | Members |
| 18. District Collectors of the Project Districts | Members |
| 19. District Project Directors of the Project Districts | Members |
| 20. Deputy Directors (Education) of the Project Districts | Members |
| 21. Principals of DIETs of the Project Districts | Members |
| 22. Managing Director, KIRTADS | Members |

- | | |
|--|---------|
| 23. Four persons drawn from non-government agencies engaged in educational activities in the State of which atleast one would be a women and one of the SC and ST to be nominated by the State Government | Members |
| 24. Upto five heads of relevant State level Institutions, engaged in Technical Resource Development to be nominated by the State Government | Members |
| 25. Following persons to be nominated by the State Government | |
| a) Three teachers, including atleast one women and one scheduled caste / tribe to represent primary teachers | Members |
| b) Three persons, including atleast one woman and one SC / ST to represent instructors and other functionaries engaged in non-formal education / continuing education etc. | Members |
| c) Three teachers (other than Primary) known for their commitment of basic education system, of which at least one would be a woman and one of SC / ST | Members |
| 26. Three Heads of primary school known for their initiative and contribution in Primary Education, of which at least one would be a woman and one of SC/ST. | Members |
| 27. One representative of PTAs from each project districts nominated by State Government. | Members |
| 28. Representative of Central Government | |
| a) Three representatives / nominees of the Central Government to be nominated by the Ministry of Human Resource Development, Department of Education, Government of India. | Members |
| b) Director, National Council of Educational Research and Training. | Members |
| c) Director, National Institute of Educational Planning & Administration, New Delhi. | Members |
| d) Two educationists known for their experience and interest in basic education, one each to be nominated by State Government & Central Government. | Members |
| 29. Two each from voluntary agencies amongst those who have distinguished themselves in the area of education for SC/ST and physically handicapped; one person in each category to be nominated by the Central Government and State Government | Members |
| 30. Four women who have distinguished themselves in the area of basic education, non-formal education and continuing education and women's development; two of them being nominated by the State Government and two by the Central Government | Members |



- | | |
|--|---------|
| 31. Three members from the field of DPEP expertise nominated by the Government of Kerala | Members |
| 32. All MLAs of the Project Districts | Members |
| 33. All the MPs of the Project Districts | Members |
| 34. State Project Director - Secretary of the Project | Member |

Powers and Functions of the General Body of the PEDSK.

The PEDSK shall have the following powers and functions.

1. To issue overall policy directions for the conduct of the society.
2. To review the implementation of the project and to give overall policy guidance and direction for efficient functioning of the PEDSK.
3. To consider the balance sheet and audited accounts for the previous year.
4. To consider the annual report prepared by the Governing Body.
5. To add and to amend the rules of the PEDSK with the approval of the State Government and the Central Government.
6. To approve with or without modifications decisions and proposals of Governing Body.
7. To perform such other functions as are entrusted to it.
8. The PEDSK shall obtain the prior consent of the State Government and the Central Government before undertaking any new project other than the DPEP.

The officers of the PEDSK shall be the Chairman, the Vice Chairman, the President, the State Project Director and such other person as may be designed as such by the executive committee.

II. DISTRICT LEVEL

1. District Advisory Board

Structure

Chairman - District Panchayat President, Joint Chairman - District Collector, Vice Chairman - District Panchayath Social Welfare Standing Committee Chairman, Member Secretary - District Project Co-ordinator, Members - MP, MLA, District Deputy Director of Education, DEO, AEO, Representatives of Teachers organizations.

Functions

All district level activities are monitored, evaluated and necessary suggestions made. The meeting had been convened 4 or 5 times a year.

The suggestions put forward by the DAB were reviewed in the District Office and referred to the functionaries. These were further reviewed in the next sittings.

2. District Implementation Committee

Structure

- Chairman - District Collector
- Joint Chairman - District Panchayath' Social Welfare Standing Committee Chairman
- Convener - District Project Co-ordinator

Members

1. DDE
2. DIET Principal
3. Representatives of AEO
4. Representatives of PTA President
5. Representatives of TB organizations
6. Representatives of teachers
7. Representatives of Grama Panchayath President
8. Representatives of HMs
9. District Planning Officer
10. District Panchayath Officer
11. District Social Welfare Officer
12. District Tribal Development Officer
13. District Scheduled Caste Development Officer

Functions

- ◆ Control and Supervision of implementing the project activities.

Meeting

- ◆ Convened 4 times in a year in each district.
- ◆ The service of this committee was benefited in the construction of school buildings, toilets, additional classrooms, CRC and BRC buildings etc.



District Purchase Committee

Chairman - District Project Co-ordinator

Members

- ◆ Representative of DAB
- ◆ Representative of DIC
- ◆ Principal of DIET
- ◆ Finance Officer of District Project Office

Functions

- ◆ Approval of purchases above Rs.20,000/-.
- ◆ Ensuring the quality and quantity of the items purchased.

Meeting

This committee met as and when required. The quality of the materials purchased was assured through timely intervention of this committee.

3. District Monitoring Committee

Chairman : District Panchayath President

Members

- ◆ District Panchayath Standing Committee Chairman, Education
- ◆ DDE
- ◆ District Project Co-ordinator
- ◆ DIET Principal
- ◆ Representatives of Teachers organization

Functions

- ◆ Monitoring of all activities under DPEP interventions.
- ◆ Monitoring team visited BRC, CRC and Schools

Feedbacks were given on the training programmes conducted at various levels in the District which resulted in the improvement of subsequent activities.

III.BLOCK LEVEL

Block level Advisory Committee (BAC)

Chairman : Block Panchayath President / Municipal Chairman

Member Secretary : BRC Co-ordinator

Members

- ◆ AEO
- ◆ BDO
- ◆ DIET Faculty member
- ◆ Grama Panchayath Standing Committee Chairman, Welfare
- ◆ Project Officer, ICDS

Functions

- ◆ Organisation of Block level programmes
- ◆ Approval for the project
- ◆ Directions to training programmes
- ◆ Review of Block level activities
- ◆ Monitoring of activities
- ◆ Monitoring and supervision of construction work
- ◆ Linkage of local bodies with the project
- ◆ Leadership for academic activities

Meeting

- ◆ Convened the meeting quarterly in each BRC.
- ◆ The activities of the committee gave impetus to academic activities in a democratic way.

Block Monitoring Committee (BMC)

Chairman : Block Panchayath President / Municipal Chairman

Members

- ◆ AEO
- ◆ DIET faculty member
- ◆ Representatives from Grama Panchayath Presidents
- ◆ Representatives from Headmasters
- ◆ Block Panchayath Standing Committee Chairman for Education

Functions

- ◆ Monitoring of Block level training programmes.

- ◆ Monitoring of CRC level training activities.
- ◆ Monitoring of school level activities both curricular and co-curricular.

Meeting

Review and planning for monitoring activities once in a month.

Meetings convened 6 times yearly in each BRC. Momentum had been attained in the improvement of teacher capacity as a result of monitoring by BMC.

IV. PANCHAYAT LEVEL

1. Village Education Committee (VEC)

Chairman	:	Grama Panchayath President
Vice Chairman	:	Education Standing Committee Chairman
Secretary	:	Lead School Headmaster

Members

- ◆ Ward members
- ◆ School HMs in the Grama Panchayath
- ◆ Presidents of PTA, MPTA
- ◆ Two Educationists
- ◆ One Social Worker
- ◆ One BRC Trainer

Functions

- ◆ Ensure infrastructural facilities in schools.
- ◆ Enrollment of school aged children.
- ◆ Ensure retention.
- ◆ Plan preparation at Panchayath level.
- ◆ Monitor the construction works of schools.
- ◆ Monitor school level activities.
- ◆ Leadership to academic activities.
- ◆ Review of the utilization of various grants.
- ◆ Conducting seminars, exhibitions, Kala troops, Teachers meetings, organization and conducting of Sahavasa Camps.

Meeting

- ◆ Sittings once in a month in each VEC.
- ◆ Review and planning conducted.
- ◆ Conducting Sahavasa Camps under the leadership and control of VEC level functionaries was found to be extremely effective. Hence such a body was seen accepted due to its functions aiming at improvement of school education.

2. Village Monitoring Committee (VMC)

Chairman : Grama Panchayath President

Members

- ◆ Education Standing Committee Chairman (Secretary)
- ◆ HM of lead school.
- ◆ Ward members.
- ◆ PTA / MPTA Presidents
- ◆ One trainer

Functions

- ◆ Monitoring of school level activities.
- ◆ Ensure well planned academic activities.
- ◆ Monitoring the utilization of various grants.



Pravesanotsavam - welcoming new comers on the opening day of the school. Pravesanotsavam is conducted with the active participation of the local community

- ♦ Monitoring of VEC level activities.

VMC was found effective for the improvement of school level activities as envisaged by the project.

V. SCHOOL LEVEL

1. Parent Teacher Association (PTA)

Secretary	:	Headmaster
President	:	Selected parent
Vice President	:	Selected parent
Members	:	All parents and teachers

An executive committee of PTA was also constituted with the following members:-

1. Headmaster - Chairman
2. PTA President - Vice Chairman
3. PTA Vice President
4. Selected Teachers (nominated from the General Body of PTA)
5. Selected parents (nominated from the General Body of PTA)

Functions

- ♦ To monitor the construction works in the school.
- ♦ To assist the school level academic and non-academic activities both physically and financially.
- ♦ To participate in the community mobilization programmes organized in the schools.
- ♦ To prepare the school annual plan.

2. Mother Parent Teacher Association (MPTA)

It is a body supportive to PTA with similar structure.

Secretary	:	Headmaster
President	:	Selected Mother
Vice President	:	Selected Mother
Members	:	1. All the teachers 2. All the mothers

Functions of MPTA are the same as that of PTA.

3. Class PTA

It was a class level body consisting of the parents of all students in the class with the class teacher as the convenor.

The important functions of class PTA were:

- (1) Supporting the class teachers in the day-to-day classroom activities.
- (2) Assisting the class teachers in providing supplementary activities to the children.

Usually monthly sittings were convened for discussions.

4. School Support Group (SSG)

SSG was a group consisting of HM, all the teachers, resourceful local persons, qualified parents and old students.

The important functions were

- ◆ Assisting academic and non-academic activities of the school.
- ◆ Supporting the teachers in the day to day classroom activities.
- ◆ Preparation of annual school plan and its implementation.

PROGRAMMES AND ACTIVITIES UNDER COMMUNITY MOBILISATION IN A NUT SHELL

State had initiated and conducted programmes under community mobilization as follows:

- ◆ Block Advisory Committee with people's representatives constituted.
- ◆ SRG, DRG and BRG were constituted.
- ◆ Pamphlets on new pedagogy were given to all parents.



Mothers' participation has increased in school activities as a result of Mother PTAs for all classes in the school

- ◆ Micro-planning was used as an effective mobilization of community leaders.
- ◆ Tribal volunteers and instructors were actively involved in community mobilization.
- ◆ Convergence meeting with PRIs conducted.
- ◆ Conducted Pravesanotsavam under the auspices of PRIs.
- ◆ Constituted VECs.
- ◆ MTAs and equal number of PTAs were re-constituted and strengthened.
- ◆ School Monitoring Committees were formed.
- ◆ Panchayath, Block and District level Monitoring Committees were formed with representatives from PRIs.
- ◆ School Support Group (SSG) had begun to function in many schools and made functional especially during Kinginnikkootam.
- ◆ Community construction named for VECs developed.
- ◆ Developed and distributed parents handbook. “Amma Ariyan” to equip and empower parents in helping their children for internalizing the child centered and activity based pedagogy on primary curriculum.
- ◆ Systematic orientation programmes organised for VECs.
- ◆ Regular PTA / MPTA meetings were held to orient community on the new pedagogy.



Community participation in day celebrations has increased manifold with DPEP interventions in schools

- ◆ Oriented the newly constituted VECs after the new PRIs came into being.
- ◆ Conducted training to School Support Group members in all schools of DPEP districts.
- ◆ Special orientation had been conducted to orient PTA/MPTA members to bring out one of the Parent Hand Books “Amma Ariyan”.
- ◆ Orientation on gender issues was given to PTAs in all schools.
- ◆ Workshops conducted for module development for master trainers.
- ◆ Workshops organized to develop materials targeting parents, public and opinion makers.
- ◆ VECs involved in door to door survey.
- ◆ VECs involved in school monitoring as well as academic monitoring.
- ◆ MPTA involved in TLM preparation.
- ◆ Conducted monthly class PTA in all the DPEP schools.
- ◆ PRIs had co-operated in “Pravesanotsavam” and the Panchayath Monitoring Committee regularly monitored all the activities of the school including academic activities.
- ◆ Volunteers from tribal communities appointed to mobilize these communities.
- ◆ Living together camps (Sahavasa Camp) for students, teachers and parents for three days conducted with the help of PTAs and SSG.
- ◆ Distance mode of education had been employed to empower people with regard to the new primary school curriculum.
- ◆ NGOs were involved along with PTA.
- ◆ Self Instructional Materials to support and strengthen awareness of Local Body members and parents about classroom activities were prepared, printed and distributed to all teleconferencing centers.
- ◆ Developed radio scripts / cassettes / CD ROM.
- ◆ Prepared and printed Brochures, Pamphlets, Cassettes

Apart from the above the following major activities were also carried out for mobilizing the community at all levels in order to enlist community participation and involvement in all educational activities for getting improved returns.

1. Community awareness programmes through training

The following orientation programmes conducted:

- ◆ PTA / MPTA Presidents’ orientation.
- ◆ VEC Monitoring Cell orientation.



Parents attend in large numbers for plan preparation of the school

- ◆ Orientation to Block Advisory Committee.
- ◆ Frequent school level PTA orientation.
- ◆ Panchayath and Block level orientation for plan preparation.
- ◆ Training to Local Body members.
- ◆ Class PTA / MPTA meeting.
- ◆ Orientation for promotion of girls' education.
- ◆ Orientation of Anganvadi Workers and helpers

Objectives

- ◆ To equip the community members to monitor the school and ensure proper implementation of activity oriented pedagogy.
- ◆ To enable the parents and society to develop a gestalt view regarding DPEP and identify their role in the education of their children and the role of PTA.
- ◆ To orient people' representatives, leaders of teachers' organizations about the revised curriculum and approaches.
- ◆ Equip them to plan and initiate educational activities according to the local requirements.

In the initial stage, guidelines and modules were prepared and developed in the state level workshops and subsequently the same was done by District personnels and even by Block personnels based on local requirements.



Exhibition conducted by students in the Sahavasa Camp. Sahavasa Camps are organised jointly by the school, parents and the local community



PTA/MPTA meetings were conducted termly in each school for the last 4 years from 1995-96 to 1998-99. PTA / MPTA meetings were held very often from 1999 onwards.



School has become a joyful place for children. They are willing and active participants in all day celebrations of the school

Class PTA was regularly conducted in each class and academic activities and progress of the pupils

were discussed in the meeting. Leaflets and brochures were issued for their orientation. Local body members were frequently oriented on the new pedagogy.

Highlights

- ◆ Parents visits and active participation in school activities increased.
- ◆ Parents assistance to pupils in their houses had increased.
- ◆ Parents began to discuss academic matters of importance with the class teacher.
- ◆ Parents, SSG members and Local Body members participated in the monitoring activities and improved the school facilities.
- ◆ Transparency is observed in school level activities.
- ◆ Almost all the members of the community developed a feeling of belonging or ownership of the school and thereby the co-operation was increased to a great extent.
- ◆ Parents worked as teachers during the absence of teachers and they escorted field trip team.
- ◆ Parents and SSG members participated in the TLM workshops.
- ◆ In multi and bilingual areas especially of Kasargod and Palakkad districts, particular orientation programmes with the help of relevant materials were arranged and the orientations given during their holidays or leisure times.
- ◆ Directions and instructions were issued directly by the superior officers concerned of local body authorities and thus maintained a better co-ordination at State level.

Sustainable elements

- ◆ Convergence with higher authorities of the various departments have to be maintained and sustained. The initiatives and co-operation came forth should be maintained.
- ◆ Orientation programmes based on the nature, standard and level of the participants should continue.

2. Madrassa, Anganvadi and Ayalkkoottam

Community mobilization is incomplete without covering the areas like Madrassa teachers, Ayalkkoottam and Anganvadi Workers and Helpers for yielding good result as laid down in the DPEP. These sections are to be thoroughly oriented in the new pedagogy since they have great influence in the development of the pupils in their respective quarters.

Activities done so far covering the aforesaid areas are as follows:

- ◆ Madrassa Teacher orientation.
- ◆ Anganvadi Workers and Helpers orientation.
- ◆ Ayalkkoottam training.
- ◆ Grihasadas

Objectives

- ◆ Familiarise the Madrassa teachers on the new curriculum and process oriented approach.
- ◆ Equip the Madrassa teachers as well as the Anganvadi Workers and Helpers to follow child centered approach.
- ◆ To maintain better relationship among neighbours and to discuss academic matters for quality improvement of their children.

State level workshop had developed guideline modules and reading materials for the orientation of these sections. District and BRC level groups jointly planned their orientation programmes.



Highlights

- ◆ Madrassa Teachers participated in the school plan activities.
- ◆ Anganvadi Workers and Helpers followed child centered approach to a certain extent.
- ◆ Madrassa Teachers, Anganvadi Workers and Ayalkkootam members participated in the TLM workshop and had increased their attendance in the day celebrations.

Sustainable elements

Since the members from Ayalkkootam, Anganvadi Workers and Helpers promoted



Interacting with learned elderly people supplements learning process of pupils. During Sahavasa Camp children get many such exposures

the enrollment, retention and quality achievement of pupils of their areas, these section should be thoroughly updated in the developmental processes of education.

Sahavasa Camp

Sahavasa Camp was one of the major programmes followed by each district as a part of community mobilization. The concept of Sahavasa Camp became a reality as early as 1997-'98 in districts like Kasargod and Malappuram. All DPEP districts took up this intervention from 1999-2000 onwards.

Objectives

- ◆ To ensure that the pupil attain learning experiences such as environmental awareness, loss of environment, love for nature etc. and natural settings.
- ◆ To empower the teacher to provide learning experiences in an informal and natural situation.
- ◆ To equip the community to plan and organize activities, and to help the teachers to provide learning experiences.

The camps were conducted at various levels - District, Block, VEC and School level. Module was prepared and developed in a workshop in convergence with various departments and NGOs. Theme selection and local resources identified. Resource Group was formed and this group participated in the district level camp. The resource group included teachers, trainers, NGOs, experts in various fields. After the district level training, BRC level camps were conducted with the batch of students and teachers from all schools.

Then the VEC level camps and school level camps took place. VEC and local community made all the arrangements for the smooth functioning of the programme at VEC level. At the school level camp, PTA, MPTA and SSG members took up similar responsibility.

Activities conducted in Sahavasa Camp

- ◆ Sky observation
- ◆ Bird watching
- ◆ Field trip / interaction
- ◆ Experimentation
- ◆ Poster camp.
- ◆ Try out of short projects
- ◆ Story telling
- ◆ Nature Walk
- ◆ Cultural activities
- ◆ Maths corner, Science corner, Language corner
- ◆ Handicrafts
- ◆ Project show

Highlights

- ◆ Though in the initial stages the DPEP personnel did much of the planning and implementation of the camp, later on the community had accepted the programmes as its own. The planning and organization was done by the nearby community of the school.
- ◆ The community members extended both academic, technical and monitoring help.
- ◆ Local bodies showed enthusiasm in conducting the programme. Many Panchayaths had set aside funds for the programme.

4. Exhibitions

Exhibitions were felt to be potent medium through which community participation could be ensured. For getting concrete familiarization with the various interventions of DPEP, exhibitions were used as effective device. Exhibition served as a forum for the involvement of the society in the functioning of schools.

Objectives

- ◆ To create awareness among the community about the various interventions of DPEP.
- ◆ To ensure full participation of the community.

Exhibited items

- ◆ Learning aids
- ◆ Creative works / products of the children
- ◆ Posters on DPEP
- ◆ Materials printed by DPEP
- ◆ Slide shows on DPEP interventions
- ◆ Live classroom
- ◆ Interview with experts, artists
- ◆ Flow arts (Displays)

Planning and organization of exhibition at District, Block, VEC and School level were done with the active participation and involvement of people's representatives, educational experts, teacher organization, PTA, MPTA members and SSG.

Highlights

- ◆ SSG, PTA participation increased in the Teaching Learning Materials workshop and their contribution was satisfactory.
- ◆ Self made materials were provided in the Activity Centers and Pedagogic Parks by community members and took part in the exhibitions.

5. Seminars

Participation of community members from all quarters could be assured by conducting seminars on different topics. Seminars served as an important medium to disseminate awareness on developments in education field.*

Objectives

- ◆ To disseminate awareness about the project.
- ◆ To make the community aware of the new curriculum and pedagogy.
- ◆ To transact the day to day development in the educational field as a part of DPEP.
- ◆ Seminars were conducted at various levels from state to school. This attempt was made at different stages during the pre-project activity, after the launching of DPEP, before and after the revision of curriculum and at the stage when opposition from media and community arose.

Seminars were conducted at District, BRC, Panchayath and School level. Before conducting seminars, wide publicity was given by way of media coverage and printed notices. Educational experts with divergent views were invited to present their opinion. Target group was the local community, local body members, educational officers and teachers.

Highlights

- ◆ The opposing views of the community could be lessened to a great extent as a result of the seminars.

Sustainable element

- ◆ It is quite natural that the community is doubtful about any new programme unless an environment is created to accept it. Hence in the initial stage seminars were inevitable.

6. Process of plan preparation

Plan preparation at all levels were highly essential for the implementation of DPEP. There were school plan, Panchayath plan, Block plan and District plan. Participatory Planning at all levels were resorted to.

Objectives

- ◆ To ensure community participation in the process of planning at all levels.
- ◆ To make them aware of the concept of self managing schools.

Planning levels	Planning teams
State	- Governing Body (GB) - State Implementing Committee
Districts	- District Advisory Board (DAB) members - District implementing committee - Computer programmer, Data Entry Analyst
Blocks	- Blck Resource Centres (BRC) members + All Grama Panchayath Presidents + Village Education Committee (VEC) Secretaries
VEC	- VEC Executive members + All HMs + SRG convenors + Representatives of PTA Presidents
Schools	- SSG + SRG + PTA + MPTA

Community participation in the process of planning was effected at all levels.

Highlights

- ◆ To have a better linkage with Panchayath plan.
- ◆ Awareness about the sources from which aid and technical support can be obtained.

7. Pravesanotsavam

This programme came into existence in the year 1998. It was not attempted at the initial stage of DPEP. In order to achieve universal enrollment, universal retention and quality achievement as the goals envisaged by the project, Pravesanotsavam, (Enrollment festival) was conducted in all schools. Pravesanotsavam provided joyful and attractive opportunity to the newcomers in the school.



Pravesanotsavam is celebrated as a festival in the school with large scale involvement of the community

- ◆ To increase the rate of enrollment by the united efforts of the community .
- ◆ To ensure regular attendance of the pupils.
- ◆ To make children feel at home in the new and strange atmosphere.

Printed notices, brochures and leaflets were provided by the state. Wider media coverage was done. Inauguration of State, District, Block, Panchayath and School level Pravesanotsavam was done on the first working day of the academic year. District, Block, Panchayath and School level planning for this programme was done in advance along with the community members. Various programmes conducted as part of Pravesanotsavam were:

- ◆ Decorating school premises and classrooms.
- ◆ To receive newcomers to the school.
- ◆ Distribution of sweets to the pupils.
- ◆ Cultural activities of senior students and mothers.



Highlights

- ◆ Rate of enrollment increased.
- ◆ Reduced dropout rates.
- ◆ Distribution of school bags, pencil boxes, clothes and collection and supply of books by SSG members, local body members took place.

8. Day celebrations

Community participation could be ensured in the celebrations of days of importance.

- ◆ To ensure the participation and involvement of community members.
- ◆ To make the day celebrations meaningful event beneficial both to the community and to the pupils.

Activities as a part of Day celebrations

- ◆ Speech
- ◆ Dramatisation
- ◆ Quiz Programme
- ◆ Stick show - Participation of both the children and the community
- ◆ Exhibition
- ◆ Seminars
- ◆ Posture, Banner making

Highlights

- ◆ Created religious harmony among the people.
- ◆ Created a feeling of oneness and national integration.

9. Community participation related to Civil Works

Community participation was a significant departure from conventional system in the interference related to Civil Works. It recognises the community as the major 'stakeholder' in the provision of infrastructure. It facilitated the creation of a sense of ownership in the village by handing over to the community the power and responsibility

of getting the works done. The community was involved from the stage of making a site available for construction up to the completion of the building. DPEP focused on providing the necessary funds and technical supervision so that the community could build its own infrastructure.

Community was represented by PTA, VEC, SSG, Local Bodies and local people.

Community participation had by and large been accepted as a successful system of work in DPEP districts. Voluntary contributions of land, labour and materials were seen forthcoming in many parts of the districts.

- ◆ Building and land by Local Bodies for starting MGLCs in the second phase in Kasargod district.
- ◆ Land by Local Committee to start MGLCs in the first phase in all DPEP districts.

DPEP buildings were constructed with lesser amount mainly due to the participation of community. Locally available good materials, uniqueness, cost-effective design, labour force and transparency made Civil Works of DPEP a success.

Highlights

- ◆ Transparency to the civil works was assured.
- ◆ Community participation was ensured in each work through labour and materials.
- ◆ Temporary accommodation provided by local bodies to function MGLCs.

Great improvement in physical achievements through spacious classrooms, activity rooms, hygienic toilets, urinals and safe drinking water facilities were attained by community leadership and participation.

Community participation was one of the specialities of Civil Works in all DPEP districts. Insistence of locally available good materials, manpower, construction methods and styles were of great significance in the revival of our own heritage in architecture.

10. Convergence in the area of IEDC

One of the major focus areas in DPEP was IEDC. The interventions suggested in this area had greater thrust on community participation. Community could contribute a lot towards improvement of this area by way of providing academic, technical and financial support.

Objectives

- ◆ To get academic as well as technical support from the community wherever possible for the inclusive and integrated education of disabled children.
- ◆ To make aware of the problems of disabled pupils and to make the community contribute financially.
- ◆ Confidence building along with parents of such children.

Various activities associated with IEDC

- ◆ House to house survey with the help of volunteers, ward members and other local people under the control of VEC.



Local community and local health authorities take initiative to conduct medical camps

- ◆ Medical detection camp.

Publicity, supply of medicines, convergence of Health Department, supply of food by parents and local people ensured.

- ♦ Supply of equipment by individuals, NGOs, clubs, banks.
- ♦ Parental awareness - Discussions and interventions, guidance, counseling by experts in the respective fields.
- ♦ Conducting of evening classes and vacation classes in which parents and students participated.

Highlights

- ♦ Early detection of disabilities resulted in timely intervention.
- ♦ Parents could help and train the disabled children.
- ♦ Speech therapy, physio therapy, and special teaching learning activities were conducted regularly with the help of parents and local people.

Necessary facilities and accessories along with specially trained resource teachers were provided in all the resource centers so as to cater to the needs of the disabled children.

Sustainable Programme under Community Mobilisation

- ♦ Sahavasa Camp
- ♦ Sahavasa Camp has proved to be an important medium through which community participation and involvement can be assured fully.
- ♦ Sahavasa Camp provides opportunities for students, teachers and community for the total involvement in the sharing of experiences.

10. Pravesanotsavam

Pravesanotsavam provides a joyful and attractive opportunity to the newcomers.

Distance Education Programme





The Distance Education Programme in DPEP had been implemented by Indira Gandhi National Open University (IGNOU) as the lead agency in collaboration with the National Council for Educational Research and Training (NCERT). The Distance Education activities were triggered off after the formal signing of the Memorandum of Understanding (MoU) between IGNOU and Department of Education, Government of Kerala on 11th November 1996.



The Distance Education Programme of DPEP had been identified as a national component to support and strengthen the on-going training programmes of primary education personnel by using distance learning inputs and materials. This had helped in improving the effectiveness of the teaching learning process in primary schools.

Primary education personnel are a vital link in the all round development of the young child, for the preliminary lessons of life are picked up by the child, at the primary school level. The child, at this formative stage develops attitudes and convictions, which deeply influences him throughout his life. Primary education, in fact is the real window to the world. The Primary teachers' influence on the child is so deep and strong that his innate skills and potentials are either nourished or smothered, depending on the teachers' abilities, attitude and approach. Hence the primary teacher needs to keep himself abreast with the latest trends and developments in the field of education. In fact he is expected to use educational technology in order to execute his duties as a teacher to the great expectations of parents and students in particular, and the society in general.

The Distance Education Programme has helped in providing support to produce and deliver distance learning inputs and materials for training primary education personnel and build capacity among institutions and people of National, State, District, Block, Cluster and School levels.

Executive Summary

The District Primary Education Programme (DPEP) has come to a close after nearly seven years of hectic activities in the primary education sector in Kerala. It is now time that we assess how far it was instrumental to the raising of educational standard in the six districts where it was implemented.

Study conducted by independent agency and the Baseline Assessment Study conducted prior to the introduction of DPEP have reiterated that our general education standard was poor comparable to that of Bihar one of the lowest in Indian States. This is despite the fact that we are a hundred percent literate state. As with many other convictions about Kerala, the achievement we have boasted of in the case of education was a myth. It was against this background that the DPEP was introduced in the state with the stated objective of universalisation of Elementary Education ensuring hundred percent enrollment and retention of girls and children of SC/ST community, raising of quality of education, teacher empowerment and so on. It was realized that one of the key factors that needed for improving the standard of education was empowerment of teachers. The teachers have to be equipped to teach the students in an age of information technology who must have both awareness on technological nuances and sufficient knowledge to satiate the queries of the children. It was in this area that the Distance Education Programme (DEP) became relevant and with its intervention paved the way for e-learning in the primary education sector in Kerala.

Apart from printed materials, the Distance Education Programme has introduced electronic media both as a component of infrastructure and as an empowering tool. The DEP has introduced video documentary, teleconferencing and interactive website as e-learning means in the primary education field, bringing in a new paradigm in the state's education scenario. The following were the activities of DEP in brief.

Print Materials

Self Instructional Materials (SIMs) have been developed and distributed to the following personnel for awareness creation of parents, for empowerment of teachers, as a teleconferencing aid to members of Local Bodies and a learning material for students to raise the learning level:

- a) Self Instructional Materials (SIMs) for parents
- b) Self Instructional Materials (SIMs) for teachers
- c) Self Instructional Materials (SIMs) for Local Body Members
- d) Self Instructional Materials (SIMs) for students of Std. IV.

Audio programmes

The Distance Education Programme, Kerala had produced 17 audio programmes which were recorded in 4 audio cassettes (Sreyasilppam Vol. I to IV)..

Vol. I contains the following four different programmes.

1. Aadam Paadam Katha parayam (Enjoy and Learn)
2. Padanathil rakshithakkalude panku (Role of parents in education)
3. Buddhimandyam (Mental impairment)
4. Pareeksha Ennal (The meaning of Examinations)

Vol. II contains the following four different programmes

1. Veettil Ninnu Tudangam (Let's start at home)
2. Padanathil pinnokka Avastha (Backwardness in Learning)
3. Kanakku njangal Padicholam (We'll learn Maths)
4. Sishu Vihar (Nursery School)

Vol.III contains the following five different programmes

1. Vanamallo Dhanam (Forests-our wealth)
2. Alavukal (Measurements)
3. Maya teacherum mandrika kambalavum (Maya teacher and the magic carpet)
4. Aarogyam Venom, Rogam Venom? (Health or disease?)
5. Varthavinimayam (Mass communication)

Vol. IV contains the following four different programmes

1. Annathe Kalathu (Olden days)
2. Road apakadangal (Road Accidents)
3. Vazhikal Onnalla, orupaadundu (Paths- not one, but many)
4. Padippum paniyum (Learning and Working)

Video documentary

The DEP had produced four documentaries as follows:

- a) Documentary on Kinginikkoottam.
- b) Documentary on classroom practices.
- c) Documentary on Early Childhood Care.
- d) Documentation of the activities of DEP-Kerala

Teleconferencing

The DEP Unit had conducted four teleconferencing with the technical support of Indira Gandhi National Open University (IGNOU)

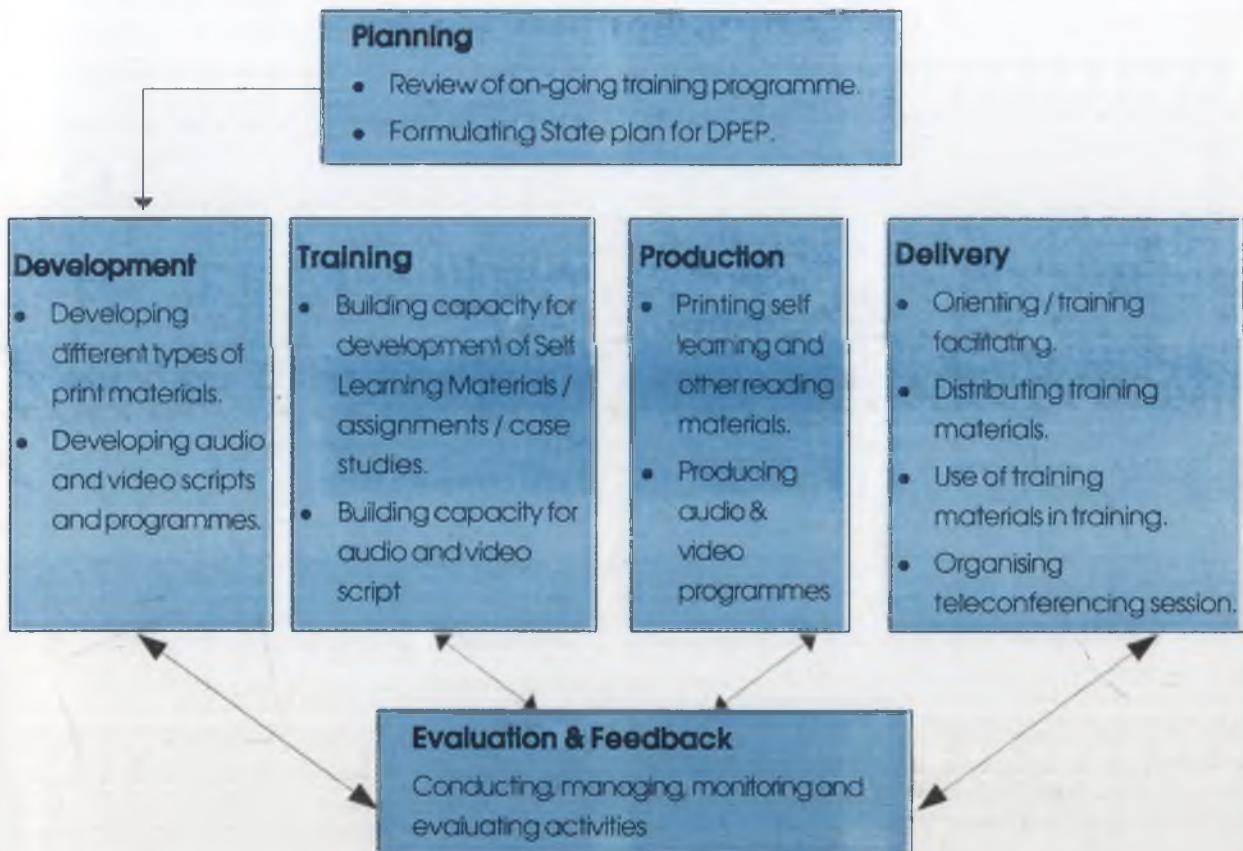
- a) For teachers.
- b) For parents of Learning Impaired Students.
- c) For parents of Visually Impaired Students.
- d) For members of Local Self Government Institutions.

Educational Website

DEP-DPEP, Kerala has established an interactive educational website entitled www.keralaprimaryeducation.org.

Phases of implementation

The Distance Education activities were organized and implemented through six different phases as represented in the following chart.



Upgradation of knowledge and skills is a requisite in any educational situation. Conventional methods of empowering educational personnel are becoming redundant, as they are time and energy consuming and demand huge resources. Further the demands for training very large numbers within a short span of time are becoming inevitable as new modes of teaching needs to reach them within the academic year and without affecting the instructional days. This is much more relevant in geographical areas which are widely spread and far flung.

Goal

The Distance Education Programme aims at strengthening the training programme of primary education personnel by using distance learning inputs and materials. This will

help in evolving a sustainable system of inservice training linked to the improvement of the effectiveness in teaching-learning processes at the primary school. It also aims at the professional development of primary education personnel using Information and Communication Technologies.

Objectives

- ◆ To provide technical support in designing, developing, producing and delivering distance learning inputs and materials for training the primary education personnel.
- ◆ To build capacity among institutions and people of national, state, district and block levels in designing, producing and delivering inputs and materials.
- ◆ To assist in reducing transmission loss by suitable distance learning interventions thereby increasing consistency and quality of training efforts.
- ◆ To develop materials and organize training.
- ◆ To prepare Self Instruction Materials for creating awareness among the primary education personnel.
- ◆ To assist in augmenting the existing EMIS to incorporate database related to training.
- ◆ To develop a mechanism to access trainee performance for providing credits leading to certification.

Target Groups

- ◆ Teachers
- ◆ BRC / CRC Co-ordinators
- ◆ DIET faculty
- ◆ The community
- ◆ Local Body Members
- ◆ Teacher Trainers
- ◆ District Project Office personnel
- ◆ ECCE personnel
- ◆ Students
- ◆ SRG

Activities undertaken

The Distance Education component was introduced in the DPEP with the major objective of empowering primary education personnel within the limited time frame of the DPEP plan period. Distance Education had played a vital role in achieving this objective on its own as a major DPEP intervention. Apart from this it had also played a supportive role in making the other interventions effective and functional.

All the different methods of training such as workshops, contact programmes, teleconferencing, etc. were continuously employed by Distance Education Programme for the benefit of the primary teachers, parents, students, local body members and the community as a whole.



Installation of Dish Antennae

In order to make teleconference more successful, DPEP-Kerala had equipped 35 centres with digital direct reception systems. Dish antennae were installed in all the DIETs, selected BRCs, SCERT, SPO and Office of the DPI.

Digital Reception System includes a Dish Antenna, a receiver and a LNB. The equipment was supplied by Cosmic Enterprises, Bangalore.

The company had given training for tuning the system to the DPEP personnel. This helped in the smooth functioning of the training programme.

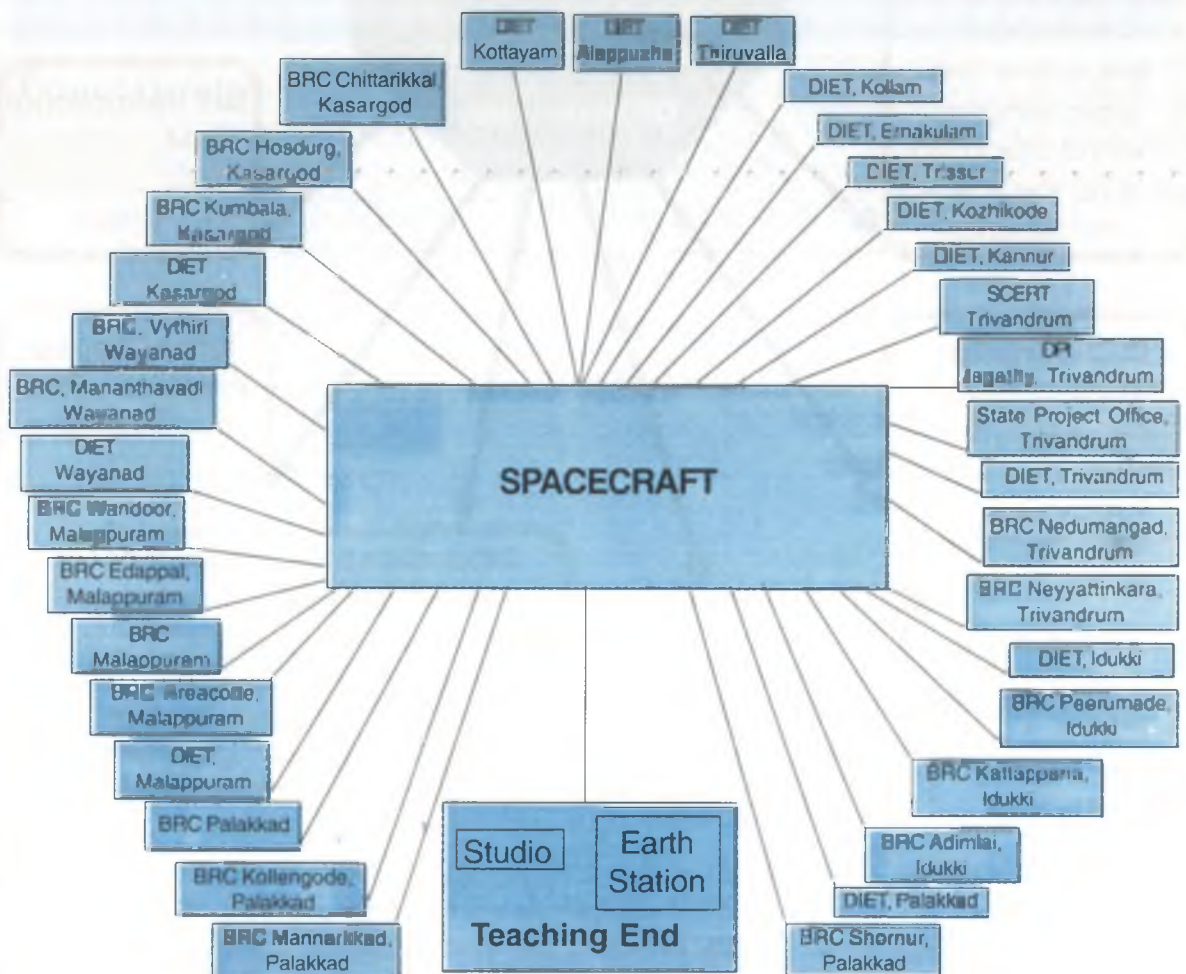


Dish antenna of the Direct Reception System (DRS)

Teleconferencing

Teleconferencing refers to a two-way audio and one way video conferencing technique, which can be utilised for conducting awareness programmes and for training specific target groups. Teleconferencing was put to its optimum use on a wide variety of subjects relevant to the primary education sector. People scattered over a wide geographical area were brought together to share their experiences and clear their doubts using this high technology communication device.

Teleconferencing Channel



Following three teleconferencing programmes were conducted by DEP-DPEP in collaboration with IGNOU, New Delhi.

1. On Action Research

It was first conducted in 1999 on Action Research and the beneficiaries were DIET faculty members. The target groups were DIET faculties, BRC trainers and teachers.

Report of the Feedback received from the districts regarding the teleconference have been documented.

2. For Panchayat Raj Members, PTA-MPTA Members and Parents of Hearing and Visually Impaired Children

In association with Distance Education Programme, IGNOU, New Delhi, DPEP-Kerala conducted a three day teleconferencing programme from 11th to 13th December 2000, at ISRO, Ahamedabad.

- Objectives :
- i. To create awareness among Local Body Members about DPEP.
 - ii. To develop awareness about the role of parents and teachers.
 - iii. To develop awareness about Visual and Hearing Impairment, Causes, Remedial Measures and Role of Parents.

The scope of the teleconference was enlarged with issues like Teacher Training, Awareness of Local Body Members, PTA members and Disabled Children's Parents, enlisting participation of 5496 persons. The response from the participants was exuberant and overwhelming.

Cassettes of the Teleconferencing were made which are proposed to be used for the Doordarshan Programme.

3. On the theoretical basis and the language approach of the primary school curriculum

During State level training by SRG members for teacher training, all SRGs, DRGs and BRGs were oriented on the theoretical basis of the new child centered and activity based pedagogy implemented in the primary schools of Kerala. A teleconferencing on the theoretical basis and the language approach of



PTA Presidents are participating in teleconferencing at BRC, Kattappana

the primary school curriculum was held on 26/04/2001 in order to give an empowered and energised input to trainers at 14 district centres of Kerala. About 1640 trainers participated in the teleconferencing programme.

Workshops

1. Teleconferencing workshop on Parental Awareness

A workshop to facilitate Teleconferencing on parental awareness and local body members was conducted from 23rd to 25th October 2000. The objectives of the workshop were to develop Self Instructional Materials for Local Body Members and Parents and to prepare an outline for video clippings. Important personnel in the field of primary education, including Panchayat Members, Parents and Teachers participated in the workshop.

2. Familiarisation workshop

A State level training programme was arranged for panelists and facilitators in order to familiarise the Self Instructional Materials on 27th and 28th November 2000 at Jubilee Animation Centre, Vellayambalam, Thiruvananthapuram.

3. Editing workshop

Four days workshop had been conducted from 9th to 12th April 2001 for editing video cassettes of Teleconferencing.

4. Orientation on Educational Website

Conducted a meeting on 26th June 2001 at 11,00 a.m. at State Project Office for discussing the establishment of Educational Website and formation of an expert panel for administering the site. Programme Officers of State Project Office, DIETs Principals of DPEP districts, District Project Co-ordinators, District Programme Officers and Resource Persons were present.

5. Workshop on Information and Communication Technology (ICT)

Three day residential workshop was conducted on ICT for professional development of primary education personnel.

The target groups were DPEP personnel, Teacher Trainers, Programme Officers of District and State. Eleven different forms of scripts on various aspects of primary education were developed.

6. Modification and Editing Audio Scripts

Two days workshop on Information and Communication Technology for professional development of primary education personnel on 30th and 31st July 2001 for modification of the scripts and editing.

7. Distance Learning Materials

Two days visioning workshop on 17th and 18th December 2001 for development of Distance Learning Materials at Animation Centre, Vellayambalam, Thiruvananthapuram.

8. Computer and Internet Education

Training in computer and internet education to the Teacher Trainers of DPEP districts at Kochi on 12th and 13th January 2002.

9. Training in Organising Teleconferencing

Training in Technology and Organisation related to teleconferencing at ISRO Ahamedabad from 11th to 15th February 2002.

10. Internet Education

Training in internet education, regular management, utilisation, upgradation and updating of the site - 2 day workshop on 11th and 12th June 2002 at Shikshak Sadan, Tagore Garden, Medical College, Thiruvananthapuram.

11. Preparation of Audio lessons

Production of Distance Learning Materials - preparation of audio lessons based on EVS and Maths of Std. IV - organised 5 days residential workshop from 24th to 28th September 2002 at Youth Hostel, Veli, Thiruvananthapuram.

Distance Learning Materials

DPEP had successfully pursued Activity based, Student Centered education. The students were discouraged to study things by rote. He was encouraged to satisfy his curiosity and learn through natural means and the teacher acted as a catalyst in this process of learning. This interaction with his surroundings brought him close to the things he learnt and kindles the flames of that urge to know and understand more. In order to fulfil these functions, the teacher had to become a researcher, a planner and an evaluator.

1. Self Instructional Materials

Self-instructional materials enabling trainers and teachers to cope up better with the problems of teaching at the primary level 'URAVU' was produced and distributed to all concerned.



Self Instructional Materials "URAVU" for teacher developed by Distance Education Programme

Self Instructional Materials (SIMs) for Local Body Members and Parents were developed in the teleconferencing workshop and printed.

Self-instructional materials for creating awareness among the Parents, PTA members and Parents of Disabled Children had also been prepared.



Self Instructional Materials for students developed by Distance Education Programme

Self-Instructional Materials for learning selected areas of Environmental Sciences and Mathematics in standard IV, were also developed, printed and distributed to the districts.

2. Video Clippings

Two video cassettes capturing the new comers to the DPEP fold (Class I students) 'KINGINIKKOOTAM' was recorded for distribution to the schools for the benefit of the coming generations.

A video cassette 'CLASSROOM PRACTICES' showing ideal classroom transactions was made for the benefit of teachers and children.

Digital and VHS cassettes were made to facilitate the teleconferencing.

Seven Beta cassettes of teleconferencing (training interaction with Resource Persons) had been handed over to the Director SIET for editing and telecasting.

Video programme in Beta and VHS cassettes were made on Joyful Learning at Early Childhood Care and Education which can be used for teacher training programme at pre-primary schools.

3. Internet Access Devices (Magnet)

The DEP-DPEP-IGNOU, New Delhi had supplied Internet Access Devices (Magnet) to all DPEP DIETs and SPO, for facilitating interaction among teacher educators and experts across the state. An orientation and training for two faculty members was also arranged. The system was user friendly as it required only a television set and a telephone connection for internet accessing and e-mailing.



Internet Access Devices installed at DIETs and SPO facilitated interaction among teacher educators and experts during teleconferencing

Audio Programme

Audio scripts on different areas of DPEP had been prepared by Distance Education Programme. These scripts concentrated mainly on the improvement of classroom interaction and activity oriented child centered joyful teaching - learning processes.

The list of eight Audio Programmes produced are given below :

1. പഠനത്തിൽ രക്ഷിതാക്കളുടെ പങ്ക് (Role of parents in learning activities)
2. പരീക്ഷയെന്നാൽ (Evaluation for what?)
3. ആടാം പാടാം കഥ പറയാം (Let us sing, dance and tell stories)
4. പഠനത്തിൽ പിന്നോക്കാവസ്ഥ (Learning backwardness)
5. ബുദ്ധിമാന്ദ്യം (Mental Retardation)
6. വീട്ടിൽ നിന്നു തുടങ്ങാം (Let us start from our home)
7. കണക്ക് ഞങ്ങൾ പഠിച്ചാളാം (We shall learn Mathematics)
8. ശിശു വിഹാർ (Sisuvihar)

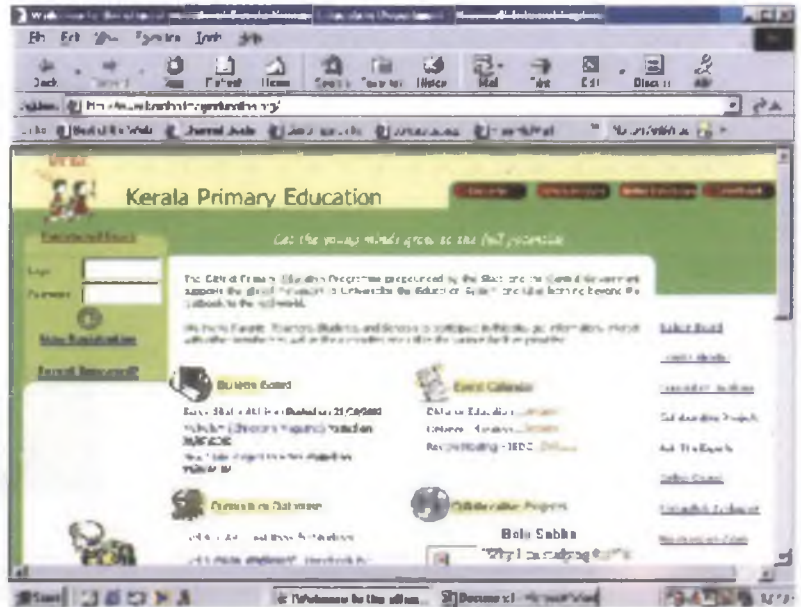
These Audio Programmes mainly aimed at creating awareness among the parents and the general public about the various aspects of District Primary Education Programme (DPEP) Kerala.

In addition to the above, 9 audio lessons were also developed based on Environmental Science and Mathematics portions of Std. IV.

Interactive educational web-site

One of the major activities of the Distance Education Programme had been the conceptualization and imple-mentation of the interactive web-site entitled

"www.kerala_primary_education.org" which was hosted on 2 / 1 / 2002. Selected personnel of the BRCs , DIETs and the District Project office had been trained for operating and upgrading the interactive web-site. This web-site can be used as an information and communication technology for professional development of primary education personnel. Regular management, utilisation, upgradation and updating of the web-site were being pursued by the Distance Education Programme.



↑
Interactive Website www.keralaprimarieducation.org

The website www.keralaprimarieducation.org was designed in such a way that any one interested in primary education of Kerala can easily access the relevant information from the site.



The DEC-Kerala, Mrs. Madhmbala Jayachandran speaks during the inauguration of the interactive educational website. Seated (from left to right) are Dr. P.M. Jaleel, Director SCERT; Shri. Nalakathu Soopi, Hon'ble Minister for Education; Smt. K. Nalini, Addl. Secretary G.Edn.; Shri. P. Arjunan, I.A.S., State Project Director; Shri. V.P. Joy, I.A.S., DPI and Shri. N. Krishnan, Addl. Director, ER&DC



The website www.keralaprimaryeducation.org inaugurated by Education Minister, Nalakathu Soopy at Trivandrum

The site is a very good tool to impart Information Technology into primary education segment in Kerala. The optimum utilization of the interactive website can be ensured by the effective implementation of the various modules in the site.

- ♦ **Ask the expert** - Any registered user like teacher, student or general public can ask their questions to expert panel and clear their doubts through this module. The module provides great scope of interactivity.
- ♦ **Online Courses** - This learning module can be used to empower teachers with latest methodologies of teaching for faculty improvement. Courses can be announced on a regular basis. Those who are interested can join the course, study the course from the study materials provided in the site prepared by subject experts and finally attend an online examination. The evaluation is automatically done and the candidate can review his answers.
- ♦ **Collaborative Projects** - Any one interested in starting an educational web project can submit their project with details of their experience in the relevant subject. If the administrator approves the project, he will be appointed as the project co-ordinator of that project and he can proceed with the project. Any one can join an active project with the approval of the project co-ordinator, and then he will become the member of that project.
- ♦ **Curriculum Database** - The site also has the provision for incorporating Curriculum Database of the whole text book with relevant resources like Video clippings, Sound clippings, Photographs, related website links etc. with each chapter for reference. Other books like Teachers handbooks, Parents handbooks are also included in the database. This Database is very handy for educational research purposes also.
- ♦ **Better Practices** - Teachers, Educationalists, Researchers etc. can suggest better methods of teaching through this module. Suggestions will be displayed in the site after approval of the administrator, which is open to all site visitors.

- ♦ **The Event Calendar** was utilized to display all DPEP related events thereby reducing the cost on fax, post, telephone etc.
- ♦ **The Built-in-Board** was used for posting news articles in the site, on approval by the administrator. They were displayed in the site.

The site www.keralaprimarieducation.org is very user friendly and has all the features needed for a very good Educational Informative Portal. The site has all the resources which can take the educational system in Kerala to new frontiers of e-learning and Information Technology, with a special focus on primary education. The site should be promoted in such a way by giving training to the teachers, students and with good media coverage, which will help the site to be utilised to the fullest.

Conclusion

Capacity development programmes such as teacher empowerment programmes, community focussed programmes and learner focussed programmes were being conducted by the Distance Education Programme, DPEP-Kerala. Distance Learning Materials in printed forms (brochures, modules and Self Instructional Materials), Audio and Video Programmes also had been developed and distributed to all concerned. The latest Information and Communication Technologies such as Teleconferencing and Interactive website had been effectively employed by the Distance Education Programme for the professional development of primary education personnel. It is expected that the documentation of the activities undertaken by Distance Education Programme will substantiate the achievements and will contribute immensely for the future elementary education programme, Sarva Shiksha Abhiyan (SSA).

District Specific Interventions

Facilities / training provided by DEP – districts-wise

Thiruvananthapuram			Palakkad		
Sl. No.	Interventions	Places			
1	Computer Installation & Training	12 BRCs	1	Computer and Internet Training	Selected BRC Trainers & Teachers
2	Parental Awareness - Three months training programme	3 Schools	2	3 months Parental Training programme for Parental awareness	Palakkad & Kullengode BRCs
Kasargod					
1	Slide projector & production of 108 slides	All BRCs			
2	Overhead Projector	All BRCs			
3	TV / VCP	All BRCs			
4	Computer Installation & Training	All BRCs and DPO	1	Computer and Internet Training	To all BRC trainers & Selected Teachers
5	U:DC - Video documentation	Distriet wise			
6	CD - Poothiri	Distriet wise			
Iudkki			Malappuram		
1	Parental Awareness - Three months training programme	Thodupuzha BRC	1	Parental awareness training programme (duration - 3 month)	Wandoor, Areacode, Malappuram & Nilambar BRCs
2	Computer training and Internet training	To all BRC trainers	2	Computer and Internet Training	To all BRC trainers & Selected Teachers



Early Childhood Care & Education



In the context of Universalisation of Elementary Education, we have to acknowledge that human development is essentially cumulative in nature. The first six years of life is proved to be the most critical period for development. Therefore it is only logical to suppose that any intervention introduced in the early years of education is likely to reap the best benefits. If the early childhood state is left unattended, any amount of effort in later stages may fail to yield the desired results. Hence Early Childhood Care and Education emerges as a significant intervention to provide an appropriate stimulating environment to the children.

Development oriented, play oriented, Early Childhood Care and Education Programmes play a significant role in compensating the deprivations at home and providing additional enrichment experience, which the home is not able to offer. ECCE also provides conducive environment for preparing the child for primary education, hence helps him/ her to adjust to the school environment.

ECCE Programme is also expected to contribute to the enrollment and retention of girls in primary schools. Hence DPEP has taken up ECCE as one of its major interventions.



Training for pre-school teachers about joyful learning

As a first step, a State level workshop of ICDS officials, DIET faculties and experts in the area of pre – primary education was conducted in

convergence with ICDS and strategies of implementing ECCE as a joint venture between DPEP and Integrated Child Development Service had been evolved. Thus was formed the State Working Group for ECCE under DPEP.

Study of the Current status of Pre-Primary Education in Kerala 1998 – 99

- ◆ The State Working Group first conducted a study targeting the ECCE contents in two selected blocks in Idukki and Thiruvananthapuram districts to assess the condition of the ECCE Centres and formulated training strategies accordingly.

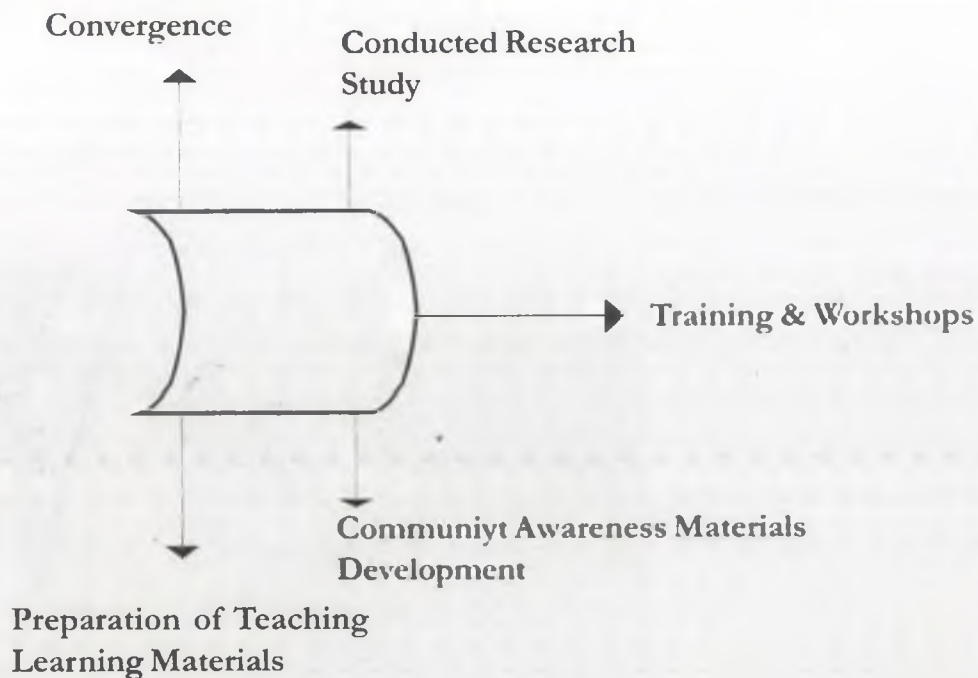
Findings of the study

- Anganwadi centres contribute the most to supplying ECCE facilities.
- Anganwadi workers conduct awareness programme on developing aspects of early childhood.

Need Assessment Study was conducted in the urban area of Trivandrum district .Samples were collected from 54 Anganwadi centres. These studies recommended,

- To strengthen the pre- primary schools/ Anganwadies in the State.
- To empower pre-school teachers / Anganwadi workers, help create child friendly atmosphere and transact curriculum in a joyful way.
- To initiate actions to prepare the child for pre-primary schooling.
- To transform each Anganwadi into a centre for child recreation and development.

The DPEP with these objectives formulated the following activities:



Convergence

Convergence with different departments like ICDS, Social Welfare and Education department etc. All trainings conducted for Anganwadi teachers were joint efforts of DPEP and ICDS. The Anganwadi workers also helped in detecting disabled children in their area and in the community through awareness programmes under DPEP in IEDC Unit. Education department, Social Welfare & ICDS have taken an active part in all ECCE activities of DPEP.

Development and Distribution of Teaching Learning Materials

Two Handbooks were developed for pre-primary school teachers and Anganwadi workers "Pre-school Pravarthanagal Oru Sahayi 96-97"- an activity bank was developed with the help of

Kasargod district conducted familiarization workshops on Handbook utilization

3800 copies of the hand book was printed and distributed all over the State to pre-primary teachers and Anganwadi workers.

Anganwadi workers, Pre-primary Teachers and ICDS officials. Another hand book “ Adyakala Sishu Vidhyabyasa Pravarthana Sahayi” was prepared in 2000– 2001.

Sample Pre School Kit “Manicheppu”

A sample pre school kit was developed by DPEP for the children of the age group 3-6 attending ECCE centres. This kit included 15 items designed specially to activate the area of creativity, physical motor development and intellectual development of children. Kit Familiarization Workshops were conducted at state level and District level .

Five copies of Adyakala Sishu Vidhyabhyasa Pravarthana Sahai was sent to all the DPEP states in the county.

Training and Workshops

The State Working Group attended a module preparation workshop from 2.8.99 to 4.8.99 and 5 day training was planned and conducted in the districts in July and August – 99 for Anganwadi workers.

Two day training was conducted for teacher educators on 27.02.2001 and



Convergence meeting with Social Welfare Department



ICDS supervisors, pre-school teachers, Anganwadi workers are engaged in making teaching learning materials from low cost and no-cost materials

28.02.2001 and the same was conducted in the districts also.

Three day training was given to Anganwadi workers in all the districts in the State during 1999 – 2000.

Two day training to the district resource group consisting of ICDS officials, Trainers, Resource teachers,

Anganwadi workers was conducted in 2002 –2003. Preparation of Teaching Learning Aids from low-cost, no-cost materials were conducted.

Monitoring and Evaluation Training

Training programmes were conducted for Anganwadi workers, Anganwadi Supervisors and other officials. It was seen that no effective monitoring tool has been developed either by DPEP or ICDS. Monitoring was still weak and to compensate this, two day training for Anganwadi Supervisors and CDPOs was planned. State level resource group training was conducted in January – 2003, and follow up workshops conducted in all DPEP Districts in February and March 2003.

Community Mobilisation and Awareness Programmes

- ◆ Parental orientation and awareness programmes were conducted through Anganwadies.
- ◆ Audio-Video cassettes and posters were developed for parents and Anganwadi /Pre-school Teachers.



Puppetry used as a joyful learning aid in ECCE Centre

- ◆ To make the community aware of the need for child centered learning in ECCE centres, a video documentary had been prepared and is ready for use.

District level High Lights:



Wayanad Muttill Panchayath given onsite support and CRC training to Anganwadi Workers and Helpers. The Panchayath has also given Teachers grant for teaching learning materials.

Kasargod :

- ◆ The DPEP Kasargod in convergence with the local Panchayaths started pre school classes attached to primary schools in the panchayaths and developed an activity based curriculum which is followed in the centres at Kayyoor – cheemeni and Pallikkara panchayaths.
- ◆ TLM preparation workshops were set up at selected Anganwadi centres in Kasargod district, where the parents participated in making the TLM .

Trivandrum :

- Has conducted PTA orientation and VEC orientation at Block and District level. Seminars on community participation in early child hood education were also held.

Conclusion & Follow up

The continuous training and followup conducted by DPEP has helped:

- ☞ To inculcate awareness about the activity based curriculum to the pre-primary teachers.
- ☞ To empower the teachers in pre–primary to make easy and practically zero–cost toys and use them effectively.
- ☞ To achieve convergence with various departments.
- ☞ To ensure effective monitoring.
- ☞ To gain community participation in all pre- primary / Anganwadi activities.

Yet we are not at the end of the Road

- ☞ A need assessment study is to be conducted in these Centres to get a clear idea of what exactly are the areas to be focused on for teacher trainings.
- ☞ The pre-primary children's parents especially mothers also need to be aware of the growing changes in education and the need that her child gets a befitting beginning in the world of learning.
- ☞ The teacher has yet to be oriented on her attitude and approach towards children with special needs/ behavioural problems.
- ☞ The march forward should be towards making the Anganwadi a centre of development through recreations (Sishu Vihara Kendram).



State level workshop on ECCE. Dr. M.K.C.Nair presents paper on children with special needs

Girls Education





Issues on gender disparities are deep-rooted and acute all over India and Kerala is no exception to this. As against other Indian states Kerala has high literacy rates for both males and females. Even though Kerala can boast of high literacy rate, development in education and health status, perhaps comparable to those of even developed countries it can hardly boast of equality to women in the society. It is in this context that we are forced to see the gender issue in Kerala in a different light.

As far as primary education is concerned, the main objective is empowering little girls to break the shackles of negative socialization and realise their own potentials. Girls have to be made capable of analysing their situations and accepting new roles and thereby building high aspirations for a better future.

With these objectives of empowering the girl child the DPEP has;

- ◆ Taken up studies for analysing the problems faced by women and girl children
- ◆ Conducted teacher training for gender sensitization
- ◆ Conducted workshops for developing reading materials for parental awareness
- ◆ Conducted seminars on gender related issues
- ◆ Supplied free text books to girl children
- ◆ Conducted activities to reduce dropouts
- ◆ Developed communication materials for the awareness of general public

From 1994 – 95 to 1998 – 99 girl volunteers were posted, one for each panchayat in the Phase I DPEP districts. These volunteers visited schools, identified dropouts, met the parents and children and motivated them to come back to school. Volunteers encouraged the parents to attend the Parent Teacher Association (PTA) and Mother Parent Teacher Association (MPTA) meetings.

In February 1999 a workshop including field visit to certain pockets was organized by the DPEP.

The focus of the workshop was on the prevailing situation of girls' participation and the problems that impede their progress.

Findings of the Field Visit

1. Enrollment and retention were not a general problem. There were specific cases which needed attention
2. Baby sitting is a major problem
3. Pupil absenteeism is also seen during certain seasons

This exposure helped the participants to understand how to identify the issues and plan need based strategies in their respective areas.

Strengthening of Mother Parent Teacher Association (MPTA)

Even though mother PTA were instituted in schools even before the start of DPEP, they were not really active. It gained strength and importance when DPEP took over. Mothers have shown their talents in planning, organizing and helping the teacher in the preparation of teaching - learning materials. Mothers have developed manuscript magazines and also participated in classroom activities in a very productive manner.

The DPEP took up different studies concerning classroom practices, gender discrimination, gender concerns in school activities etc.

Study - 1

Study on gender concerns in school activities and classroom practices

The study was aimed at finding the extent of girls participation in class room activities, discriminating practices against girls, if any, and opportunities for their development.

An observation schedule was prepared to observe teacher behaviour towards girl students. Two investigators were selected from each district and a three day training was organized for them to observe students' behaviour. These investigators conducted survey in selected schools in their respective districts. Hundred and eight schools were selected from the six DPEP districts. These schools included both urban and rural, coastal and tribal and government and private ones. A total of five hundred and one class rooms were visited and data collected for analysis.

Findings :

- Separation of girls and boys in seating during mid-day meals and during games was common, but during group activities these difference seem to vanish .
- Teachers ask question to boys and girls equally but preferred boys for carrying out instructions and taking up responsibility.
- Both boys and girls responded with equal enthusiasm but there was different teacher attitude towards them.

Study – 2

By the end of September 2001 the BRC trainers of DPEP conducted survey on gender discrimination. Findings of this survey has reaffirmed the findings of the first survey.

Study – 3

National level survey on classroom practices with a gender perspective

The 'Educational Consultancy India Ltd (EdCIL) in convergence with an NGO called "SAMBHAV" conducted this national study in all the DPEP states. In Kerala State their

study was focussed on coastal belts of Thiruvananthapuram and the Muslim populated areas of Kasargod. Seventeen schools and four Multi Grade Learning Centres (MGLCs) were selected for this study. A group of six investigators, mostly research scholars and post graduate students, were selected from each district. One DIET faculty from each district was selected and the programme officer incharge of Gender co-ordinated the programme in the district. The team was given a ten day training in Chennai. The training included detailed briefing and field work in some of the schools in Chennai. A national workshop on Data Analysis and Report Writing was conducted at Jaipur on October 3 to 7 /2002. A survey was carried out from 23 July 2001 to 23 August 2001 and the entire data was compiled and tabulated in September. The final consolidation is yet to be done.

Teacher Training

During the first week of April 2000, a two day workshop for preparation of a teacher training module was conducted jointly by Mrs. Deepa Das, consultant, EdCIL and Mrs. Kameshwari from Mahila Samakhya. The module was tried out on selected group of experts from the districts. These experts are expected to conduct training for teachers in their respective districts. Accordingly training on gender sensitization was conducted as a part of the six day Kinginikkoottam training programme.

In the following year i.e, April 2001, another session of teacher training on gender sensitization was included as a part of Kinginikkoottam. This time the training was handled by the trainers themselves.

Awareness Programme

A three day Awareness Programme for DPOs and selected BRC Trainers from each DPEP district was conducted in 2001. The programme aimed at making the participants think seriously on the issue of gender disparities. In the same year orientation programmes were



Participants in the Awareness Programme

conducted at Village Education Committee (VEC) level in all districts and PTA orientation was conducted in all schools where parents were made aware of the fact that girls and boys need to be treated alike and given equal opportunities.

Seminars

A seminar on the status of women in Kerala was conducted in September 2001. DIET principals, programme officers, DIET faculty members, members of women's organizations

have actively participated in the seminar. Constitutional right of women, gender discrimination in different situations, condition of women in Kerala etc. were discussed in details in the seminar.

Another regional seminar (one day) was conducted at Thiruvananthapuram entitled “Gender Discrimination, Elimination through Education”

in the year 2000. The seminar was inaugurated by Smt. Sugatha Kumari, Chairperson, Kerala Women Commission.



Yet another regional level seminar was conducted at Ernakulam. The DPEP state level and district level officials, BRC trainers, NGOs, teachers, house wives, students, etc. have attended the seminar. There were 168 participants in all. The discussions were lively and enlightening.

Materials

A workshop for developing posters and brochures was conducted. Fifteen posters related to the issues of the girl child were developed and the selected 8 posters printed for supply to Districts.

A workshop was conducted for developing video clippings related to the status of girls in our



Shri. K.V.Thomas, Minister for Tourism, Govt. of Kerala, inaugurates the regional level seminar at Ernakulam



Participants developing brochures and poster on issues related to girl child in a workshop

society for displaying through visual media.

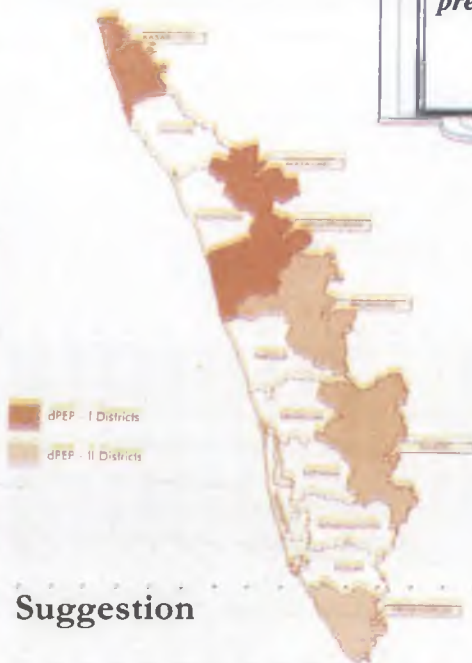
A book named “Enable Her to Win the Wings of Freedom” was published for highlighting the initiatives taken by DPEP in gender related area. The book begins with a picture of the status of women in Kerala and goes on to give an account of the

gender interventions by DPEP including the study conducted on gender issues and statistical details.

Free Text Books and Note Books

Free text books and note books were supplied to all girl students from standard one to four in the initial years of DPEP. Later the supply was limited to text books only. These and other incentives were aimed at minimizing dropout level and encouraging the girl child to attend the school.

District Highlights



Thiruvananthapuram, Kasargod and Malappuram have prepared and supplied pamphlets / brochures for gender sensitization. Wayanad district distributed bi-cycles to the primary school girl children.

Kasargod district conducted a one day workshop for local bodies on interventions that can be taken up for women empowerment.

Suggestion

The DPEP had conducted a number of activities with a view of removing gender disparities. But girls' education is an area which has not received the importance it deserves at various levels. The following suggestions are offered to bridge the gender disparities between male and female.

- ❖ Creating awareness in the community and among the primary teachers about the real status of women and girl child in Kerala. So awareness programmes through teacher trainings, discussions and seminars are to be conducted frequently.
- ❖ No attempt had been made by DPEP to study the problems of girls in 5th to 8th standards. Therefore it is essential to conduct such a study before planning interventions for upper primary and high school girls.
- ❖ Workshop aimed at developing hobbies and talents of the girl child can be conducted.
- ❖ Guidance and counselling sessions for young girls should be made available .
- ❖ Activities that empower and strengthen the women community are needed.
- ❖ Training for Teachers about gender issues.

*Integrated Education for the
Disabled Children*





History of education for children with disabilities began more than a century ago, adopted a different line of approach; ie providing education in schools specially meant for each disability. It is seldom realised that ‘disorder’ puts the children into a very disadvantageous position, not merely because of the ‘disorder’ but due to the lack of understanding by others in the community.

As a beginning for equalisation of educational opportunities, integrated education for children with locomotive handicaps and with other mild disabilities has been started in general schools.

‘Education for All’ means that the system should bring all categories of children in the age group of 6 –14 years into the regular schooling. Therefore an educational environment to fulfill the needs of physical, intellectual, social, emotional, linguistic and other conditions must be created in schools.

The term ‘IEDC’ refers to Integrated Education for Disabled Children, which is an inbuilt programme in the mainstream of school education.

Disabled children always deviate from normality either socially, intellectually or physically due to their handicap. So it is essential to make special educational arrangements in teaching to meet their deficiency in academic works, communicative, social and mobility skills.

IEDC programme is extending equal opportunities for children with mild and moderate disabilities which is appropriate to their special needs, in a least restrictive environment along with other normal children. It need supportive services of ‘Resource Groups’. In

short 'Mild and Moderate Disability Groups' who are in the regular school system will be addressed with the help of IEDC programme.

Objectives of IEDC

IEDC intervention focuses on the following aspects for the benefit of the target groups:

- i. to integrate children with disabilities with the general community as equal partners.
- ii. to identify the type, degree and extent of disabilities amongst the primary level age group of children 4 to 10.
- iii. to provide technical resource support with requisite personnel and equipment at block level and to give guidance and technical assistance to primary school teachers, the community, the parents and children of those areas; and
- iv. to equip Resource Centres at District level and Block level to tackle the problem at local level.

Focus areas

The following impairments are seen to be common in regular school children:

1. Impairment of Hearing
2. Impairment of Vision
3. Impairment of Speech and Language
4. Impairment in the function of limb; and in some cases many parts of the body.
5. Learning or behaviour problems owing to Reduced Intellectual Ability; and
6. Cerebral Palsy which may result in physical, sensory, intellectual co-ordination problems.

Strategic Vision on IEDC Programme

Application of Zero Reject Policy

Application of Zero Reject Policy will also encourage non-discrimination and promotion of mainstreaming helpful for total enrollment. Thus disabled children will be able to go to the neighbouring schools which are closer to their residence and thereby overcome the problems of transportation also.

Flexibility on the present system

Disabled groups are also expected to master academic skills such as Reading, Writing, Computation and Problem solving. So we have to consider the following few principles

which may correctly pinpoint the needs of modification / flexibilities on the present system of curricular aspects .

1. Learning activity must be age appropriate;
2. It should functionally be relevant to the child with disability;
3. Training of activity should be relevant to the familiar surrounding of the disabled child;
4. Consider the pre-requisite skills of the disabled child for learning new activity;
5. Direct Instructional Approach is to be adopted;

It was in such as context that necessary modifications were essential to the present system as noted below under each category.

A. Modification on Academic Aspects

- i. Modification on the Present Primary Curriculum and Teaching- Learning Materials;
- ii. Modification on Transactional Strategies; and
- iii. Modification on Assessment of Achievements.

B. Setting up of Resource Facilities

- i. Establishment of Resource Training Centres at State / District / Block levels;
- ii. Placement of Professionals / Resource Teachers to address issues of children with special needs;
- iii. Setting up of Monitoring Team with proper Monitoring and Evaluation Strategies for qualitative assessment of teachers of children with disabilities.

C. Mobilisation of Beneficiary Groups

- i. Mobilisation on social / parental setup;
- ii. Mobilisation on Teacher / Educational Community setup; and
- iii. Mobilisation on Learner Setup. ie 1. Normal Children; and
2. Children with special needs.

Phasing on Implementation

Phasing on implementation was needed for IEDC programme because it contains sustainable components. The total coverage of IEDC in DPEP, Kerala took place in three Phases viz.

- Phase I Implementation mainly focuses on providing infrastructure facilities for Pilot Work in the selected block on experimental basis.
- Phase II is considered for initiation of IEDC programme in 30 Blocks i.e. all Blocks in DPEP I districts (25 Blocks) and 5 Blocks in DPEP II districts.
- Phase III Implementation is coming under Expansion Stage in which all DPEP districts are targeted to cover IEDC programme.

Implementation in 3 Phases

Phase	Year	Stage	Coverage of Target
I	1998-1999	Experimental	1 Block in DPEP I district
ii	1999-2000	Initiation	All Blocks in DPEP I districts and 5 Blocks in DPEP II districts (Total 30 Blocks)
iii	2000-2001	Expansion	All Blocks in DPEP I&II districts (Total 55 Blocks)

IEDC INTERVENTIONS AT STATE LEVEL

Phase I Implementation Stage (1998 - 99)

The following activities / actions were initiated at State level in this stage (1998 - 99)

1. Community Awareness Programme
2. Setting up of Block level Organising Committee
3. Convergence with External Agencies
4. Setting up of District Resource Group
5. House to House Survey
6. Media Coverage
7. Medical and Psychological Detection Camps
8. Orientation to the Headmasters and Teachers
9. Supply of Aids and Appliances



Supply of Aids & Appliances through convergence



- A scene from medical camp organised at Kattappana in Idukki district



IEDC Implementation

Prior to IEDC implementation a try out had been carried out at BRC Edappal in Malappuram District.

Details of the children from Detection Camps

Sl. No	Area	No. of Suspected cases	No. of children identified as Disabled
1	Visual Impairment	333	91
2	Hearing Impairment	207	33
3	Orthopaedic	187	19
4	Speech	217	184
5	Learning & MR	414	145
	Total	1358	472

On the basis of experience gained from Edappal, the following activities were formulated for '99 – 2000.

1. Community Awareness Programmes
2. Setting up of Block Organising Committees
3. Reorganisation of Village Education Committees
4. Selection of Volunteers / Enumerators
5. Printing of Materials
6. Training of Volunteers / Enumerators
7. Data Collection
8. Convergence with other External Agencies
9. Setting up of District Resource Groups / Block Resource Groups
10. Conduct of Medical Detection Camps
11. Orientation Programmes for Teachers / Headmasters / Parents / Community Leaders etc.
12. Procurement and Supply of Aids & Appliances
13. Placement of Resource Teachers in each Block

14. Setting up of Resource Centres
15. Media Coverage

Phase II – Initiation Stage (1999 – 2000)

General Information

Implementation started on	:	01-04-1999
Districts covered	:	Six DPEP districts
BRCs selected	:	30 out of 55 BRCs. <i>(ie. in Phase I districts :</i>
		<i>All 25 Blocks. In Phase II districts: 5</i>
<i>Blocks-</i>		<i>(3 Blocks in Palakkad and one</i>
<i>each in Idukki and</i>		<i>Trivandrum)</i>

The following activities / actions initiated in Phase II - Initiation Stage : 1999 -2000

State Advisory Committee for IEDC

The State Advisory Committee for IEDC had been constituted with experts from various institutions / fields.

The first meeting of SAC was conducted on 31-08-1999 and decided to conduct a Residential Workshop on Module Development for Master Trainers' Training on IEDC programme.

Distribution of Resource Materials

Few resource materials received from MHRD and Ed.CIL had been translated into regional language and copies provided to all DPEP districts in advance before the implementation of the programme.

Workshop on Familiarisation of Resource Materials

A two day state level workshop was organised for familiarisation and dissemination of all resource materials translated into regional language. DPEP officials from 6 districts have attended this programme.

Workshop for Module Development of MTT Programme on IEDC

As decided by the SAC for IEDC, a two day planning workshop on Module Development of Master Trainers' Training Programme for IEDC was conducted on

22nd and 23rd September 1999 with the following outcomes.

- i. The objectives of Module Development Workshop - identified
- ii. Areas / topics for Modules - finalised
- iii. Guidelines for the Workshop and the Format for Modules-finalised
- iv. Schedule of Sessions - prepared

The Module Development Workshop had been conducted on 14th to 18th October 1999.

Workshop on Module Development of IEDC Master Trainers' Training Programme

In continuation of the Planning Workshop for Module Development, a State level residential workshop was organised to develop modules for IEDC Master Trainers'



***IEDC Master
Trainers Training
Programme held at
Thriuvananthapuram***

Training Programme.

Twenty National level experts had presented their papers on various disabilities. Based on those papers, 20 modules were finalised under two categories to empower the Master Trainers through a 10 day residential training package.

Workshop for Scrutiny and Finalisation of MTT Modules

A 4 day package from 25-10-1999 to 28-10-'99 was designed to scrutinise and finalise the MTT Modules already drafted for IEDC practices .

A scrutiny committee was constituted with experts in SAC and finalised the Modules for printing. The Modules finalised were printed in 2 volumes .

Familiarisation Programme of MTT Modules



In order to familiarise the Modules on IEDC MTT programme, a two day State level workshop was organised.

IEDC Teacher Training Materials

In order to conduct teacher training on IEDC programme, teacher training package was finalised and printed in three languages ie. Malayalam, Tamil and Kannada as given below..

- i. Resource Book (in Malayalam, Tamil & Kannada)
- ii. Adhyapaka Sahayi (in Malayalam, Tamil & Kannada)
- iii. Anubhavakurippukal (in Malayalam, Tamil & Kannada)

The training package was designed for 3 days.

Placement of Resource Teachers

The placement of Resource Teachers in 30 Blocks was completed. As decided by the Governing Body, each Resource Centre was equipped with 3 Resource Teachers in addition to the Area Convenors. They monitored the implementation and provided on-site support in collaboration with school level Monitoring Team and the regular Trainers. Fifty two Resource Teachers were in position in 30 BRCs and placement of remaining Resource Teachers are in progress .

Setting up of Resource Centres

The IEDC Resource Centres are in function in 30 BRCs. In order to provide additional infrastructure facilities in those BRCs, steps have been taken from the State Project Office to setup them with immediate effect.

Task Analysis Camp

In order to improve the academic achievements of Disabled Children in general schooling, the present teaching learning activities and their strategies were to be modified in terms of the special needs of the children with disabilities. With this end in view a 'Task Analysis Camp' was conducted during 21-03-2000 to 25-03-2000.

The draft materials named 'Patanapravartana Sahayi' in 8 volumes for Stds. I to IV was the out put of the camp.

Convergence with the Association of Learning Disabilities, India (ALDI) Trissur

The XIV Governing Body meeting had suggested to establish linkages with the NGOs in Kerala. Accordingly State Level Convergence with 'ALDI', Trissur which is one of the eminent NGOs in Kerala, had been established and thereby addressed problems related to Learning Disabilities and Slow Learners of the suspected groups located through Lay Screening under IEDC programme.

Training on 'Detection Procedures and Remedial Practices for Learning Disabilities / Scholastic Backwardness'

A State level Intensive Training had been organised with the resource support of ALDI for a State Team of 52 members from six DPEP districts.

Output of the Programme

- i. A State level Resource Team comprising 52 members is ready for detection procedures of LD and MR Group Children in 30 Blocks already located through Lay Screening during 1999-2000.
- ii. A Resource Manual had been prepared in collaboration with ALDI and supplied to all teachers to identify children with scholastic backwardness (LD and SB).

Material for School Readiness Activities

In order to develop capacity of teachers as well as parents of the disabled groups, the Booklet for, 'School Readiness Programmes' had been translated into regional language and supplied to teachers and parents concerned.

Studies on IEDC

(a) Internal study by the State Evaluation Team for IEDC

In order to assess the 'Effectiveness of Teacher Training on IEDC', an Evaluation Team had been set up and conducted a study under the supervision of IEDC Unit in State Project Office. The final study report had been submitted in July 2000 and is available for reference.



(b) External Study

It was also decided to conduct an 'Impact Assessment of IEDC Activities' with the help of an External Expert for necessary expansion during 2000-2001. The draft report had been evaluated. The final report is now available for reference.

Phase III Implementation – Expansion stage (2000 – 2001):

The following activities were initiated during the Expansion stage:

Task Analysis - Scrutiny and Lay out

In continuation of the 'Task Analysis Camp', the draft materials prepared namely 'Patana Pravartana Sahayi' were scrutinised and lay out and art works were furnished in terms of existing Teaching Learning Materials in Stds. I to IV.

Try out of the Materials

In order to assess the effectiveness of Learning Activities suggested in the 'Patana Pravartana Sahayi' for all categories of disabled groups in an integrated classroom set up, a 'Try-Out' was conducted in all classes covering all subjects.

Placement of Resource Teachers

Placement of Resource Teachers was an essential component of IEDC implementation. To address this, a selection workshop had been organised inviting applications from qualified candidates.

As per the decision of the Governing Body of DPEP the selected candidates were given appointment on contract basis. 52 candidates had been selected and deputed for Intensive Multicategory 10 days Residential Training.

Multicategory Training for Resource Teachers

A state level Multicategory Intensive Training for Resource Teachers and Area Convenors had been organised with the following objectives:

- i. To impart intensive awareness about different types of disabilities seen among the primary school students;
- ii. To develop capacity of Resource Teachers and Area Convenors who were engaged in the activities of IEDC programme at lower level; and
- iii. To channelise the implementation process of IEDC scheme with special focus on uplifting the achievement of learners with special needs.

Identification of Scholastic Backwardness

In order to identify the scholastic backwardness of learners in Stds. I to IV, necessary Tools had been developed and distributed to all districts with direction to start camps for the learners who were identified as suspected cases under LD and MR in 30 Blocks during 1999-2000.

The above camps were conducted in all DPEP districts using the State Resource Team which was formed in April 2000.

Workshop on Micro Monitoring System

The lesson learnt from the implementation of DPEP activities in Kerala was that the expected goals of the project are achievable if a strategy for monitoring was developed with a holistic approach. As a stepping stone, we had to develop a scientific guideline in this matter. This felt need was actually the inspiration to organise a State level workshop for developing Guidelines for Monitoring under IEDC System.

Convergence with National Institute of Speech and Hearing (NISH)

With capacity building in view DPEP Kerala needed convergence with external agencies for necessary resource support. The National Institute of Speech and Hearing (NISH), Kerala submitted a proposal for financial assistance to provide resource support to DPEP Kerala for developing Computer Assisted Learning Materials suitable for the children with Hearing Impairment (HI) in primary classes. Based on the preliminary discussions with the officials from NISH, we found that convergence with NISH in terms of resource support was worthwhile to develop various types of learning materials including Computer Assisted Materials for HI learners using modern trends in Education Technology. The Governing Body of DPEP accordingly decided



**Computer Assisted
Class room Practices.**

***It can be very
effectively used for
hearing impaired
children***

to enter into consultancy arrangement with NISH for the programmes under IEDC for hearing impaired children on mutually agreed terms and conditions.

The tasks carried out were :

1. Developed computer assisted sensory activities based on the TLMs in Std I and II. The CD ROMs (Poothiri I and Poothiri II) were released and the resource teachers trained to access the new facility. They had already started teaching the students with the help of these CD ROMs.
2. Developed strategies for computer assisted learning through child centred and activity based approaches in accordance with the special needs of children with disabilities.
3. Developed new approaches on self assessment practices with the help of computers.

Achievements expected through this programme are :

- i. Concept formation
- ii. Vocabulary development
- iii. Ability to comprehend ideas
- iv. Classification, comparison of objects / concepts
- v. Ability for drawing, painting etc.
- vi. Development of inquiry skills
- vii. Self assessment of achievement etc.

Multi-category Training for Resource Teachers (2nd Cycle)

A State level Multicategory Intensive Training (2nd cycle) was conducted for newly recruited Resource Teachers who were fully qualified in special education with teacher training and for Area Convenors of IEDC.

Development of Modules for Teleconferencing

In order to conduct a Teleconferencing for the parents of visually and hearing impaired children in primary classes, necessary modules were developed as part of Parent Education Programme on IEDC.



Workshop for the Panelists and Facilitators of Teleconferencing

To familiarize the modules and give training to the panelists and facilitators of teleconferencing, a state level workshop was organised in collaboration with the Distance Education Unit of DPEP Kerala.

Teleconferencing for the parents of Hearing and Visually Impaired Children

As part of Parent Education Programme (PEP), a Teleconferencing Programme for the parents of visually and hearing impaired children was conducted.



A scene from teleconferencing

Behaviour Modification Course - Development of Materials for Learners with Special Needs, their Parents and Teachers

In order to address the probable problems with children, many innovative methods were found to be very effective for eliminating Behaviour Problems. Thus it was decided to develop transactional materials to tackle problems of learners with special needs using proper techniques with the help of their parents, teachers and peer groups. The State Programme Unit had organised a workshop and developed materials for Behaviour Modification Programme.

Tool Development Workshop for IEDC – Baseline Assessment Survey

In order to assess the baseline status of achievement among children with disabilities, it was necessary to revise the existing tools used for Baseline Assessment Survey (BAS).

Report on IEDC Programme

As directed by the President PEDSK, the IEDC Programme Unit had conducted a workshop for compilation of documentary evidences on the implementation of IEDC Programme till date. Copy of the report is available now.

Resource Teachers

The resource teachers were the persons who were trained in the respective field of special education RCI recognised foundation course (45 days) on Multicategory training. These Resource teachers in the BRCs concerned were in charge of activities like survey and medical detection camps, supply of aids and appliances, preparation of individualized educational plan (IEP) for the children, guidance and counselling programme for the parents, behaviour modification programme for learners, 'Sayanathana vedi' camps for parents, learners and teachers of children with special needs. 153 Resource Teachers had been placed in six districts.

Monitoring Mechanism in IEDC Interventions

The programme Unit of IEDC had monitored the various activities of district level units. The district level officials monitored the activities at Block level. For each Block one trainer (area convenor) was in charge of IEDC activities. Under the charge of Area convenor, three Resource Teachers were placed for the implementation of IEDC programmes.



It's all about the differently abled - National Conference

National Workshop

A National workshop on "creating supportive learning environment for CWSN in DPEP" was organized by DPEP Kerala as per direction of MHRD, Government of India in Thiruvananthapuram during 12th – 14th September 2001. It was inaugurated by Sri. Nalakathu Soopy, the Minister for Education, Kerala. Heads of IED Units

from various States chaired and discussed various implementing strategies of the IEDC programme. IED Unit of Kerala gave the resource support and highlighted its novel idea like computer assisted learning programmes.

A Manual for Operating Technical Appliances

A manual spreading different areas (Visual Impairment, Hearing Impairment, Locomotion disability) had been developed. It was helpful to parents and teachers to develop awareness about the operational devices and maintenance of aids being used



by children. To create awareness about the functioning and minor repairs of aids and appliances and competency in handling the devices and their operational strategies, a State level familiarization programme for area convenors and district level officers was conducted from 23rd to 25th October 2002 at Government Youth Hostel, Kozhikode.

Training for Community / Parents

As part of Community Awareness Programme, DPEP Kerala had organised teleconferencing programmes for parents of children with special needs. Parents of visually impaired and learning impaired groups attended the programme.

Materials for Integrated Group (CL - MIG)

In order to develop materials for techniques for Peer Tutoring and Co-operative Learning system, a creative workshop for 5 days was conducted. The materials developed were totally meant for the 'integrated disabled group'.

Production of video films

As part of DPEP interventions, the State Unit of IEDC had initiated many activities in DPEP districts as well as in Blocks. As directed by MHRD, various activities of the IEDC programme had to be documented through video filming. Accordingly necessary video scripts and video films were developed for the following:

1. IEDC interventions in Kasargod and Thiruvananthapuram districts
2. Video coverage of Master Trainers Training Programme (1999 - 2000)
3. Video coverage of IEDC interventions in DPEP Kerala

Copies of video film "*Thamaso Ma Jyothir Gamaya*" had been distributed to all BRCs

Multi category training for Resource Teachers

A State level Multicategory Intensive Training programme for Resource teachers recruited through District Panchyaths had been organised with the following objectives:

- i. To impart intensive awareness about different categories of disability seen among the school children.
- ii. To develop capacity of Resource Teachers and Area Convenors who were engaged in the activities of IEDC programmes at school level; and
- iii. To channelise the implementation process of IEDC scheme with special focus in uplifting the achievements of learners with special needs.
 - ◆ Scrutiny and finalization of CPTT & CLMIG.
 - ◆ Scrutiny & Finalization of Materials for Guidance on Operating technical Appliances.

Community Awareness Programme

Community Awareness Programme had been organised in all Blocks to mobilise local communities. Members from local self government institutions, social workers, community leaders, PTA/ MTA members etc. had participated.

The following activities were also organised to mobilize the community for IEDC interventions:

- i. Sensitisation programme for various functionaries totally related to the IEDC implementation.
- ii. Familiarisation programme for the parents of common school children.
- iii. Guidance and counseling programmes for the parents of disabled groups.
- iv. "Sayanthana Vedi Camps" for the parents, learners and teachers of disabled children.
- v. Printing and distribution of posters, stickers, brochures, bulletins etc.
- vi. Printing of Readiness Activities for classroom practices (RAC – practices) with special focus on home – school convergence activities; and
- vii. Camps for legal and technical guidance to the parents of disabled children.



Discovering the world of sounds - A speech therapy class

Convergence with External Agencies

DPEP Kerala converged with external agencies as a means for capacity buildings. The DPEP obtained the following assistance through convergence with other agencies.

- i. Resource Support
- ii. Technical Assistance
- iii. External Services

Following agencies provided support to IEDC programmes of DPEP through convergence:

- | | |
|---------------------------------|--|
| 1. ALDI, Thrissur | 2. SRCCD, Thiruvananthapuram |
| 3. NISH – Thiruvananthapuram | 4. NAB – Thiruvananthapuram |
| 5. AWH – Kozhikkode | 6. Nirmala Sadan- Muvattupuzha |
| 7. KFB – Thiruvananthapuram and | 8. Balavikas, Peroorkkada,
Thiruvananthapuram |

In addition to convergence at State level, district level convergence have also been made for locally specific needs.



പൂർണ്ണ പ്രാഥമിക വിദ്യാഭ്യാസ പദ്ധതിയുടെ ഭാഗമായി
 പ്രാഥമിക വിദ്യാലയങ്ങളിൽ നടപ്പിലാക്കുന്ന
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പ്രാഥമിക വിദ്യാഭ്യാസ പദ്ധതി
 2000

പ്രാഥമിക വിദ്യാഭ്യാസ പദ്ധതിയുടെ ഭാഗമായി
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പ്രാഥമിക വിദ്യാഭ്യാസ പദ്ധതി
 2000



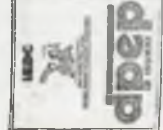
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District Primary Education Programme
DPEP
 പ്രാഥമിക വിദ്യാഭ്യാസ പദ്ധതി

- പു.പ്ര.വി.യുടെ ഭാഗമായി
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പ്രാഥമിക വിദ്യാഭ്യാസ പദ്ധതി
 2000

DISTRICT LEVEL INTERVENTIONS

Formation of various committees

Various committees as noted below were formed at district level mainly to focus on planning, implementation, monitoring and evaluation of IEDC interventions in DPEP districts.

District Advisory Body (DAB)
District Resource Group (DRG)
Block Resource Group (BRG)
Block Organising Committee (BOC)
Panchayat Resource Group (PRG)

Convergence with other Institutions

Convergence with other institutions was one of the implementation strategies of IEDC scheme. Various Institutions had been identified at different levels for convergence for obtaining resource support.

District level Institutions

District Panchayat Committee

General Education Department

District Medical Office

Social Welfare Department

District Institute of Education & Training (DIET)

Integrated Tribal Development Programme (ITDP)

Non Governmental Organisations (NGOs) etc.

BRC, CRC, School level institutions

1. Block / Grama panchayats
2. Public Health Centres
3. Educational Offices



4. PTAs / MTAs
5. Social Welfare Units
6. Local NGOs etc.
7. Individuals
8. Community Leaders
9. Social Workers etc.
10. ICDS

GOOD PRACTICES

Most of the appliances for the disabled children were distributed through convergence. Individuals, institutions and NGOs came forwarded to sponsor the items. This was the end product of the successful community mobilization programmes conducted by IEDC Unit at various levels.

Some Major Sponsor of Aids and Appliances in Districts:

1. Indian Bank – Kasaragod
2. Merchant Association Cheruvathur - Kasargod
3. Nehru Yuvakendra, Malappuram and Palakkad
4. Rotary Club, Sulthan Battery - Wayanad
5. Lions Club and Wayanad
6. All India Institute of Speech and Hearing, Mysore - Wayanad
7. Jaycees Wayanad and Idukki
8. SBT Branches - Malappuram District
9. Rotary Club, Manjeri - Malappuram
10. Service Co-operative Banks - Palakkad, Idukki
11. Gayathri Social Circle, SBY Alathur - Palakkad
12. Sree Dharmasastha Temple Trust, Kuthiram - Thrissur (for BRC Alathaur)
13. Sai Sai Seva Samiti - Palakkad
14. Sports and Arts Club - Palakkad
15. YMCA – Idukki
16. YWCA – Idukki
17. District Centre for Disability Rehabilitation - Thiruvananthapuram
18. Local Grama Panchayats – All districts

Resource mobilization through convergence

The district level resource mobilisation helped in conducting the following activities in IEDC implementation:

1. Orientation programmes at various levels
2. Conduct of Survey or Data Collection
3. Conduct of Medical Detection Camps
4. Supply of Aids and Appliances; and
5. Development of materials for various programmes.

The table below show activities undertaken in each district.

Sl. No	District	Materials developed	Purpose
1	Kasargod	Training Modules	Teacher empowerment
		Anubhava Kurippukal	Sharing of experience
		SB Assessment Tool	Detection of cases
		Individual Education Plan (IEP)	Training for individual assessment
		Case sheet	To collect pupils details
		Documentation Material	Sensitization
		Child profile	
2	Wayanad	Booklet for identification of disability	Awarenesses
		SB Assessment Tool	School Teachers
		Module for training	Training of Resource Persons
		Case sheet	Pupils' Assessment
3	Malappuram	Development of Survey format for House to House Survey	For House to House Survey
		Modules	Teacher empowerment
		News Letter (Special bulletin)	Parent Education
		Brochures published through Convergence	Parental awareness
4	Palakkad	Anubhava kurippukal	Sharing of class room experiences
		Modules	For different training programme
		Format for Performance Report of Resource Teachers	To collect the performance of Resource Teachers
		Guidelines for VEC Secretaries	VEC members
		Health Card to record the followup work	For the use of teachers
5	Idukki	Poster / Stickers / Slides	Public Awareness Programme
		Pamphlets	Resource Teachers
		Format for microlevel monitoring on IEDC	Teacher empowerment
		Handbook for Teachers	For the empowerment of Teachers, Parents, Educational officials etc.
		Modules	LD detection
6	Trivandrum	Format for Data Collection	House to House survey
		Modules	For the empowerment of Teachers, volunteers , parents and others
		Poster	Training programmes for community awareness .
		Health card	

Details of Programmes at a glance

Sl No	Programme	Purpose	Target group	Suggested Activity
1.	Community Awareness Programme (CAP)	<ol style="list-style-type: none"> To generate positive attitude among community members To develop a sense of responsibility towards disabled groups 	Social workers / Community leaders / Local body members/ parents of all children	<ol style="list-style-type: none"> Development of materials Awareness / orientation / sensitization / familiarisation programmes Extension services/ Seminars. Technical on site support Teleconferencing
2.	Parent Education Programme (PEP)	<ol style="list-style-type: none"> To orient the parents to deal with children with special needs. To make them aware of the readiness activities to prepare them at homely set up. 	Parents of disabled children	<ol style="list-style-type: none"> Development of materials Preparation of Readiness Activity packages Legal and Technical Guidances Sayanthanavedi for parents HSC Programmes Medical Guidance camps etc.
3.	Teacher Empowerment Programme (TEP)	<ol style="list-style-type: none"> To equip teachers with the innovative strategies for classroom interactions To familiarise them with learner achievement materials developed for integrated disabled groups 	<ol style="list-style-type: none"> Teachers Heads of schools Trainers DPEP functionaries General education officials 	<ol style="list-style-type: none"> Printing and distribution of resource materials Hand books Teachers' manuals In service programmes On site support Sharing of experiences etc.
4.	Facilities Improvement Programme (FIP)	<ol style="list-style-type: none"> To provide physical facilities to address the problems of integrated groups. To conduct data collection, medical detection camp, and supply of aids and appliances Setting up of Resource Centres To conduct of TCCs and Sayantanavedi camps To remove the architectural barriers etc. 	<ol style="list-style-type: none"> Children with various types of disabilities Parents of disabled children Teachers who handle the children with disabilities Resource Teachers and Area Convenors of IEDC 	<ol style="list-style-type: none"> House to House survey Medical Detection Camp Supply of technical devices Prasnottari camps Termly Clinical Camps (TCCs) Sayantana vedi camps etc.
5.	Learner Achievement Programme (LAP)	<ol style="list-style-type: none"> To improve the achievement of learners with disabilities To impart equal opportunity on all walks of academic improvements To minimize the dropout rate. To build up self confidence to catch up their rights and privileges 	<ol style="list-style-type: none"> All children with disabilities Peer groups 	<ol style="list-style-type: none"> Modification of Teaching Learning Materials Modification of classroom Practices and Evaluation Procedures Development of materials <ul style="list-style-type: none"> - CL - MIG - C- PTT - RAC practices - BMCs - SACs - PG Manual

Resource Centres

Resource Centres are designed to provide technical resource support to the learners with various disabilities and their parents and teachers. The weekly planning, co-ordination and monitoring of IEDC implementation will be chalked out by the Resource Teachers for their visits and also the week-end programmes and Sayantana vedi Camps will be organised here. All Assistive Devices are made available here.

Aids and Appliances

Based on the reports of Medical Detection Camps, the Assistive Devices had been given to the beneficiary groups. Those devices had been given in all DPEP districts. Details regarding distribution aids and appliances are given below.

Aids and Appliances given to disabled – Year wise

Sl. No	Category	No. of children given Aids through DPEP					No. of children given Aids through Convergence				
		99- 00	00-01	01-02	02-03	Total	99- 00	00-01	01-02	02-03	Total
1	Aids for Visual Impairment	958	189	538	144	1829	33	0	312	933	1278
2	Aids for Hearing Impairment	173	92	105	8	378	50	0	84	337	471
3	Aids for locomotor Impairment	26	0	85	5	116	26	28	23	202	279
	Total	1157	281	728	157	2323	109	28	419	1472	2028

Aids given to children with Locomotor disability. The aids and appliances were made available in convergence with NGOs, PRIs etc.



Data collection through Epidemiological Survey

The purpose of this survey was to identify children with disabilities who were in the Blocks selected for the survey. It contains two stages as shown below.

Epidemiological Survey

Stage I	Stage II
Lay Screening by Trained Teachers or Volunteers	Professional Screening by Experts through Medical Detection Camps

Survey had been made in all the six DPEP districts and the status of survey is shown below.

No. of Disabled Children Identified

Sl. No	Category	1999- 00			2000-01			2001-02			2002-03		
		B	G	T	B	G	T	B	G	T	B	G	T
1	Visual Impairment			1633			3825	1981	1676	3657	2228	2048	4276
2	Hearing Impairment			1209			2425	1537	1168	2705	2795	1907	4702
3	Orthopeadic Impairment			501			1175	950	672	1622	1001	721	1722
4	Learning Disability			74			11068	7784	5288	13072	5668	3961	9629
5	Mental Retardation			107			3474	1343	950	2293	1730	1326	3056
	Total			3524			21967	13595	9754	23349	13422	9963	23385

Learner Achievement Programmes (LAP)

These were designed to improve the achievement of learners with disabilities, to minimize the dropout rate of disabled children from the main stream and to build up self confidence to catch up their rights and privileges from the social set up.



Major interventions related to LAP were designed and addressed by the SPO. Some of the interventions related to LAP were carried out by the DPEP districts. They were:

1. Guidance and counselling for learners with disabilities
2. Sayantana vedi classes and week end programmes for the disabled groups
3. Conduct of case studies
4. Speech training
5. Familiarization and operation of Aids and Appliances

Removal of Architectural Barriers

For ensuring easy access to schools and classrooms for the Orthopaedic impaired groups, certain changes were introduced in civil works as noted below:

1. Construction of ramps
2. Setting up of handrails
3. Changes in the classroom entrances
4. Adapted toilets etc.

Monitoring and Evaluation

In order to achieve the goals of IEDC intervention, proper monitoring strategies had been developed and implemented in terms of micro monitoring strategies. Block Level Monitoring Committees were in operation. Following were the major interventions to strengthen the capacities of various monitoring groups.

- ◆ District Level Monitoring - Review meeting of Area Convenors and Resource Teachers.
- ◆ Termly Review meeting of Block Monitoring Committee
- ◆ On Site Support of Resource Teachers; and
- ◆ Periodical reporting of Resource Teachers pertaining to the 'Duties and Responsibilities' already assigned to them.

Documentation

As a part of documentation, all activities related to IEDC interventions were recorded in the format noted below at district level for necessary references.

1. Video Clipping
2. Photo Album
3. Programme wise documentation



IEDC Programme Assistant may be consulted

Details of various training programmes

Community Awareness Programme	Parental Education Programme	Teacher Education Programme	Facility Improvement Programme	Learning Achievement Programme
<p>Kasargod</p> <p><u>2001 - 2002 - 2003</u></p> <ul style="list-style-type: none"> - Awareness through Anganwadi - Articles through Media 	<p><u>2001 - 2002</u></p> <p>Awareness through Medical Camp</p> <p>2002 - 2003</p> <p>Awareness Camps</p> <p>I Spell</p> <p>II Spell</p> <p>III Spell</p> <p>Awareness through Saturday classes -</p> <p>Compnsatory class</p> <p>Speech therapy physio-therapy</p>	<p>2001 - 2002</p> <p>Training - Kingnikoottam</p> <p>2001 April - classes based on Scholastic Backwardness, CRC planning.</p> <p>2002 - 2003</p> <p>Resource Teachers 3 days training (participants - 25)</p> <p>Anganwadi Training</p>	<p>2001 - 2002</p> <p>House to House Survey</p> <p>Medical Camp</p> <p>Distribution of aids and appliances</p> <p>Setting up of resource centres</p> <p>2000 -2001</p> <p>Medical Camp</p> <p>Distribution of aids and appliances</p> <p>2001 - 2002</p> <p>Medical Camp</p> <p>Distribution of aids and appliances</p> <p>Sayanthanavedi Camps</p> <p>2002 -2003</p> <p>Medical Camp</p> <p>Distribution of aids and appliances</p> <p>Sayanthanavedi Camps -</p> <p>Guidance and Councelling</p>	<p>CRC Planning with the help of Pandanapravarthana Sahayi (Monthly)</p> <p>Integrated class room activitites with various Teachers - (Peer tutoring co-operating groups activites)</p> <p>Seepch Training</p> <p>Compensatory Classes (Saturday classes)</p> <p>Physio therapy</p> <p>Computer Assisted learning programme</p>

Details of various training programmes

Community Awareness Programme	Parental Education Programme	Teacher Education Programme	Facility Improvement Programme	Learning Achievement Programme
<p>Wayanad</p>	<p><u>2001 - 2002</u> - Parental awareness through medical camps</p> <p><u>2002 - 2003</u> - Parental Awareness through Medical Camp</p>	<p><u>2001 - 2002</u> - Kinginikooottam (2001 April) Training Classes based on Scholastic Backwardness</p>	<p>Setting up of resource centres Medical camp 99 - 2000 Supply of aids and appliances (99- 2000) Medical camp (2000 - 01) supply of aids and appliances (2000 - 2001) Medical Camp (2001 - 02) Supply of aids and appliances (2002 -2003) Sayanthana Vedi</p>	<p>Saturday classes CRC planning Speech training Computer assisted learning programmes Integrated classrooms</p>
<p>Palakkad</p> <p>Community awareness programmes through Anganwadi</p>	<p><u>2001 - 2002</u> Parental Awareness through Medical Camps (No. participants)</p> <p><u>2002 - 2003</u> Parental awareness through medical camps</p>	<p><u>2001 -2002</u> Kinginikooottam Training (2001 April) classes based on scholastic backwardness</p> <p>Training programme on computer assisted learning programme</p>	<p><u>1999 - 2000</u> Medical Camp Setting up of resource centres <u>1999 - 2000</u> Supply of aids and appliances <u>2000 - 2001</u> Medical Camp Supply of aids and appliances <u>2001 - 2002</u> Medical Camp Supply of aids and appliances <u>2002 - 2003</u> Medical Camp Supply of aids and appliances</p>	<p>CRC Planning Saturday (Compensatory) classes - Speech training - Integrated class rooms - Computer assisted learning programme</p>



Details of various training programmes

Community Awareness Programme	Parental Education Programme	Teacher Education Programme	Facility Improvement Programme	Learning Achievement Programme
Malappuram	<p>2001 - 2002 Parental awareness through medical camps</p> <p>2002 - 2003 Parental Awareness through Medical Camp</p>	<p>2001 - 2002 Kinginikootam (2001 April) Training classes based on Scholastic Backwardness</p>	<p>Setting up of resource centres Medical camp 99 - 2000 Supply of aids and appliances (99- 2000) Medical camp (2000 - 01) Supply of aids and appliances (2000 - 2001) Medical Camp (2001 - 02) Supply of aids and appliances (2002 -2003) Sayanthana Vedi - On site support</p>	<ul style="list-style-type: none"> - CRC Planning - Saturday Classes (Compensatory) - Integrated class room practices - Speech Training - Physiotherapy - Computer Assisted learning programmes
Idukki	<p>Social Awareness Programme 2001 - 2002 2002 - 2003 Legal and Technical guidance on operation of technical appliances</p> <p>2001 - 2002 2002 - 2003</p>	<p>2001 -2002 Kinginikootam Training (2001 April) classes based on Scholastic Backwardness</p>	<p>Medical Camp - (1999 - 2000) Supply of aids and appliances - (1999 - 2000)</p> <p>Medical Camp - (2000 - 2001) Supply of aids and appliances (2001 - 2002) Medical Camp Supply of aids and appliances - (2001- 2002)</p> <p>Medical Camp - (2002 - 2003) Supply of aids and appliances (2002 - 2003) Sayanthana Vedi - Gudance and Councelling</p>	<p>Saturday classes CRC Planning Speech Training</p> <p>Physiotherapy Integrated Class room practices</p> <p>Computer Assisted Learning Programme</p>

Details of various training programmes

Community Awareness Programme	Parental Education Programme	Teacher Education Programme	Facility Improvement Programme	Learning Achievement Programme
Thiruvananthapuram	<p><u>2001 - 2002</u> Awareness through Medical Camps</p> <p>2002 -2003 Awareness through Medical Camps Awareness through compensatory (Saturday) classess Speech training</p>	<p>Medical Camp - (99- 2000) Supply of aids and appliances - (99- 2000) Medical Camp -(2000 - 2001) Supply of aids and appliances (2000- 2001) Medical camp - (2001 - 2002) Supply of aids and appliances - (2001 -2002) Medical Camp - (2002 - 2003) Supply of aids and appliances (2002 -2003) Sayanthanavedi Camps- Guidance and Councelling</p>	<p>CRC - Planning Integrated class room practices Speech Training Physiotherapy Camps Saturday classess Computer Assisted Learning Programme</p>	





SUCCESS

Stories

A story of Convergence

One day Aswathy, a nursery girl, having hearing problem came to BRC Alathur, Palakkad district, with her mother. They came there with the hope that they would get some help from the Resource Centre. After examination and studying the history of therapies and treatments received by the girl, the Resource Teacher referred her to NISH (National Institute of Speech and Hearing) for more technical expertise and diagnosis. At NISH the girl underwent several tests. After the examination, the girl was given some instructional materials and gave proper guidance about how to tackle the problem. Back to BRC Alathur the Resource Teacher gave special attention to Aswathy in the Speech Therapy classes and helped her mother to interpret the instructions given by NISH, Thiruvananthapuram. Aswathy now a Std. I student in the school (GUPS Puthiyankam) has improved a lot in academic as well as in communicative aspects. She is regular in speech therapy classes and shows lot of interest in learning through computer because of the new CD ROM, Poothiri (StdI) developed by DPEP with the technical assistance of NISH.

At last Arun is self sufficient

When Arun.K, a student of Std. IV, AUPS Thediyankovval, Cheruvathur, Kasargod attended his first Saturday class at IEDC Resource Center he could barely mingle with fellow students. Drooling and drowsiness kept him away from others. He depended on his elders to perform his daily living skills. After few sessions of careful training he slowly began to improve. Now he can comprehend what the teacher says and can act accordingly. He has the number concept and is able to read and write. The toilet training that he received makes his day to day life easier.

Words Sweet words

Rahmath, Std. II student from GUPS, Padanna was silent at the medical camp. She used to be silent. Deafness shattered her world of sounds. After the medical camp she was given a suitable hearing aid and told to wear it. But she simply hesitated to do so. The Resource Teacher persuaded her and found success. The Resource Teacher accomplished this by educating the parents in this regard. Rahmath frequented the speech therapy sessions held at IEDC Resource Center. Two years later she read out part of a lesson before the State Project Director, Mr. S. Sukumaran, IAS. It was a precious moment both for the teacher and Rahmath's mother.

'Paradise in hands'

This is the success story of Fathima. The details are shown below.

DPEP district : Trivandrum
 BRC : Balaramapuram
 School : Govt. LPS,
 Muttacaud
 Std. : IVA

Fathima belongs to an average family. Father is Mr. Abdul Rasheed and mother is Smt. M. Latheefa.

The problem of Fathima was that she was having severe locomotor disability. Her legs and hands were totally weak and so she was not able to walk. She could not turn her neck also. The main reason as per clinical report was that it was resulted due to different blood groups of father and mother.

On working days her mother used to take her to the class by auto rickshaw. In that condition she needed a special chair with multipurpose use.

During medical detection camp under IEDC Scheme, Fathima was examined by experts. They suggested physiotherapy and special seating facilities.

The matter was informed to the parents and thus provided facilities needed in school as well as in home. Necessary medicines were also given to Fathima everyday.

The regular physiotherapy and administration of medicines helped her to build up stability of muscles. Now she can raise her right hand and be able to write alphabets without any assistance.

Now fathima is very happy. She believes that she can do something in future. Classmates and teachers also help her in all classroom practices. She is trying to improve her best.



Miss. Fathima, GLPS, Muttacaud.



Reported by the Resource Teacher - BRC Chittur, Palakkad

Case I

Master Vineeth who now studies in GUPS Nelloppilly had been given spectacles during the last academic year (1999-2000). As he regularly uses the spectacles he can see properly and participate in various activities. When I visited his classroom I was surprised seeing his active participation in learning activities. His class teacher told me that he could note improvement in his achievement level and now he is mingling freely with his peer groups.

Case II

Kumari Sruthi of SSKASNUP School had locomotor disability which had been corrected later by surgical shoes (during 1999-2000). Her class teacher certifies that she can walk without any difficulty with the help of the appliance supplied by DPEP

Reported by the Resource Teacher

Kumbla Project and after math (Kumbla Sub- District, Kasargod)

In the recent month a great deal of focus has been given to a particular area in Kumbala sub - district by individuals, NGOs, the media and medical institutions. It has been discovered that a number of disabled children and adult have been detected from this area where there had been a continual spraying of pesticide for many years. The DPEP conducted medical camps at two different centres 1 at Hosdurg for the children of Cheruvathur, Chittarickal and Hosdurg BRCs and the other at Kasargod for the children of Manjeshwar, Kumbla and Kasargod BRCs. In the district level review of these camps it was found that only a few students in this area had attended the camp, though a good number of children had been suspected to be disabled. The reason was that most parents were either too poor to bring their children to the camp at Kasaragod, or too ignorant about the benefits of the camp.

Hence a special campaign in this area was planned.

IEDC Unit proved its worth by addressing the current issues like Endosulphan issue (Kumbla, Kasargod) which has a great social relevance.

Ameen's story

Master Ameen P. is now studying in 2nd Std. at AMLP, Mundakkulam, in Malappuram district. He was not able to produce any sound due to congenital hearing loss when he was admitted to Std. I last year. This child undergone medical check up at BRC Areacode. DPEP gave him a strong type hearing aid on the basis of medical advice. Resource teacher used to visit his class room to give on site support to his teacher. Later he was given auditory training, speech therapy and other remedial activities. His parents were educated to handle the child to develop his speech. As he was given special attention he gradually started developing language skills. Now he is able to distinguish letters and read single words. Now he is very happy to be in the school.

"Can Ashikh study ?"

That was the disturbing question Ashikh's mother asked herself regularly. His mother was worried as this slow learner always stumbled over the studies. Though the situation was so desperate Ms. Meena (teacher, ALPS Thekayam Cheruvathur) tried to boost the confidence of Ashikh's mother by demanding her active participation in the learning activities specially designed for him. Slowly their efforts paid dividend and Ashikh learned to read and write and performed well in mathematics. By the year end Ashikh surprised everybody by his good performance in the annual exam.

Media





Media plays a central role in the successful functioning and acceptance of any new programme. This was especially true in the case of the new curriculum propagated by DPEP that had revolutionised the field of education which was lying dormant for the past 50 years. The support of the Media proved vital to DPEP since the transacting methodology involved and the child friendly curriculum were almost alien to the Kerala

context. The programmes of the various interventions of DPEP needed to be given wide exposure through both the print and visual media. This enlightened the general public and helped in the formation of the much needed public support. Articles carefully generated through editorials and news appeared in the local as well as leading dailies served as a mobilising agent for the community.

Objectives

- ◇ To create awareness among the parents, teachers and community about the activities of DPEP by eliciting their interest and participation in school activities.
- ◇ To create positive social environment.
- ◇ To disseminate the message of the project to the grass root level.
- ◇ To highlight the merits of the activity based classroom in tune with the revised curriculum.
- ◇ To disseminate the creative activities of the students.
- ◇ Devise awareness campaigns/programmes for parents and people's representatives.
- ◇ Give publicity about various activities of the Project.



Sri. P.J. Joseph, Education Minister inaugurates a State level Seminar on School education (in the year 2000)

STATE LEVEL ACTIVITIES

The Media - Public Relations efforts under the DPEP were formalised and systematised with the formation of the State level Media Advisory Committee in 1998. Prior to the



development of the new curriculum, public awareness about the need for Quality Primary Education was carefully generated through editorials in leading dailies. At least three Malayalam dailies carried editorials on the Yashpal Committee's recommendations. A series of discussions and debates were organised

all over the State as part of the efforts to create public awareness. The topic of these series of discussions were "Text books; Why? And for whom?". The press was an active participant in these efforts covering these events and disseminating the recommendations State wide. At the first series of workshops organised as part of the curriculum/text book development process, senior media personnel were invited to assume the role of participants rather than that of passive observers. This unique experience turned the media persons into DPEP spokespersons. The text books and detailed write-ups given to senior media persons around the time of the release of the new text books, inspired articles to come in Malayala Manorama week-end magazine, Mathrubhumi week-end magazine,



Poster developed by Media Unit of DPEP. Copies of the posters were widely displayed throughout the length and breadth of Kerala

Kalakaumudhi weekly and others to carry exclusive cover stories on the new text books.

Major activities

- ◇ Formation of State level Media Advisory Committee incorporating Editors from leading newspapers of the State and representatives from electronic media was the first step adopted to generate public awareness about the new curriculum and to combat the propaganda hype against DPEP. The facts about World Bank funding, curriculum development and shift in the Pedagogy were all listed out in this forum to provide the much needed transparency.
- ◇ Exposure trips were arranged for press persons to see for themselves the changed classroom situations brought about by the Pedagogy implemented by DPEP.
- ◇ State level Seminars on issues related to Primary Education were organised for media persons and others in Trivandrum.
- ◇ A documentary film of 12 minutes duration based on the pedagogical interventions was prepared and telecast through Doordarshan on 02-12-2000.
- ◇ All Programmes of DPEP that needed public attention were given publicity

through both print and electronic media. Publicity by way of press releases were given to the activities of DPEP through Public Relations Department and Press Information Bureau outlets.

- ◇ Seminars and workshops were conducted for media persons to give orientation on various interventions carried out by DPEP.

- ◇ Impressing upon the need for reading materials for primary school children with the introduction of the new pedagogy, we have succeeded to launch a full page weekly feature called "Kutti.com" (kutti means child) in Mathrubhoomi, a leading Malayalam daily. DPEP has made arrangement for supply of materials for this column by way of poems, stories, pictures etc. by



The newsletter viz. "DPEP News" brought out by Media Unit of DPEP

school children. This column has become a great source of inspiration for improved creativity of children as well as writers on children's literature.

- ◇ The Annual Reports were brought out both in English and in Hindi.
- ◇ Newsletters were published at the State level.
- ◇ 'DPEP-Doubts and Answers' was brought out.
- ◇ Pamphlets and Brochures were brought out for creating public awareness.
- ◇ Posters were developed, printed and distributed covering important aspects of the programme.



Students from LP and UP Schools interviewing the State Project Director Sri. P.H.Kurian as part of collection of news for their school Newsletter. The interview took place in Idukki district (in the year 2000)

District level Media Activities

The Media Units of DPEP published Newsletters at District and BRC level meant for students, teachers and to some extent parents and the public, which served as a means for sharing experiences of different BRCs and CRCs of the DPEP Districts.

District level Media Advisory Committees were constituted. The following activities were conducted :

- ◇ District Advisory Board Meetings

- ◇ Development of printing materials like booklets, pamphlets, newsletters, posters etc.
- ◇ School visit of press persons
- ◇ Press releases
- ◇ Press-meets, Press conferences
- ◇ Development of slides, photographs, information boards
- ◇ Exhibitions
- ◇ Seminars
- ◇ Vilambarajathas/Kalajathas (Children's processions)
- ◇ Campaigns to minimise dropout
- ◇ Exposure trips
- ◇ Filing of paper cuttings
- ◇ Utilisation of Inter-media publicity co-ordination committee
- ◇ Documentaries (Doordarshan/ All India Radio)
- ◇ Development of print materials like Booklets, Pamphlets, Newsletters, Posters etc.



Brochure on the new pedagogy brought out by the Media Unit of DPEP

During the initial stages Booklets, Pamphlets and Posters were developed as part of awareness programmes for the public, parents and community at large.

Name of District	Name of printing materials	Target Groups
Thiruvananthapuram	Posters, Newsletters, Leaflet, Pamphlets, Magazine	Pupils, Teachers, Trainers,
Idukki	Kolunthu	Pupils, Teachers, Trainers, Community Leaders
	Kiranam	Pupils and Parents
	DPEPyude kanacharadukal	Parents, Community
	DPEP Calender	Pupils, Community
	Kinginikkoottam Posters	Community

Name of District	Name of printing materials	Target Groups
Idukki	Karuka	Teachers
	Pamphlets	Pupils, Teachers and Communities
Palakkad	Karuka, Posters, Newsletters	Pupils, Teachers and Communities
Malappuram	Karuka, Posters, Newsletters	Pupils, Teachers and Communities
Wayanad	Karuka, Pamphlets, Newsletters	Pupils, Teachers and Communities
Kasargod	Nirmalyam Kurinji Handbook Wall Magazine Chemapazhukka Leaflet - Comprehensive Education through Grama Panchayath	Students, teachers, peoples, representatives and the community

Sustainability

Communication which we aim at through media activities is a continuous process and what we have done for DPEP in media front so far has not only to be sustained but has to be broadened and deepened in the coming years. DPEP aimed at universalisation of elementary education and quality of education which is a stated objective of our constitution. Literacy and for that matter education is accepted as the most important tool for nation-building and therefore communication assumes the character of a public utility service to provide an efficient, regular and honest service. For attaining hundred per cent literacy and education we still have to reach out many physically inaccessible habitats and people who are not education conscious especially in the coastal and tribal hills of our state. This call for deliberate and sustained media activity. In the circumstances the following steps are recommended as sustainable elements for media :

- ◇ Appointment of Media Officers at the State and District level and getting documents processed often.
- ◇ The contributions of the students to be incorporated in the 'Vidhyarangam' - Education monthly magazine.

- ◇ Workshops may be conducted for Media Officers.
- ◇ Newsletters/Brochures/Pamphlets/Posters etc. should be published both at State and District level.
- ◇ Good Public Relations should be maintained by the Media Officers with local media persons.
- ◇ Stalls to be opened during major exhibitions, festivals and local fairs.
- ◇ Seminars, exhibitions, production of audio/video/print materials should be conducted/prepared by Media Unit.

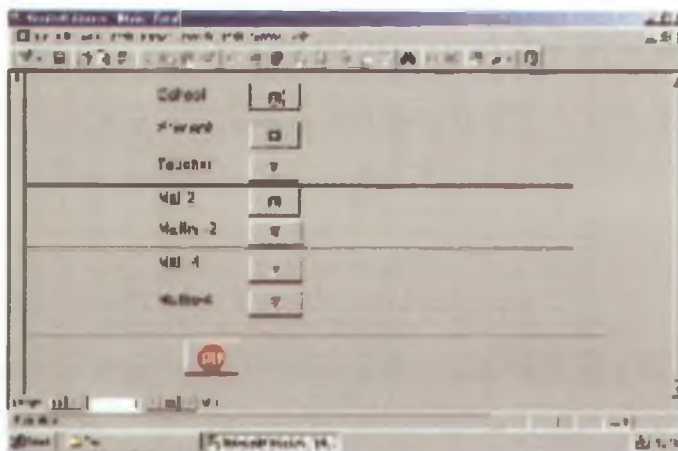


Various printed publicity materials brought out in DPEP Districts

Management Information System



Management Information System (MIS) was an integral part of DPEP, which provided vital information that helped in decision making, monitoring and planning process. In order to improve the quality and effectiveness of the planning and monitoring process, MIS offered integration of various levels of activities.



The National Policy on Education-1986, and its subsequent revision placed considerable emphasis on decentralised planning and management of education to achieve the objectives of Universal Elementary Education (UEE). A major problem faced by statistical systems not only in education but also in other development sectors was the lack of adequate modernisation of data collection, analysis and dissemination. Over the last seven years considerable progress had been achieved in the implementation of District Information System for Education (DISE) in DPEP Districts. Based on the feed back from user agencies and keeping in view the technological advancement in information technology, comprehensive revision of software was undertaken periodically.

Educational Management Information System (EMIS) and District Information System for Education (DISE)

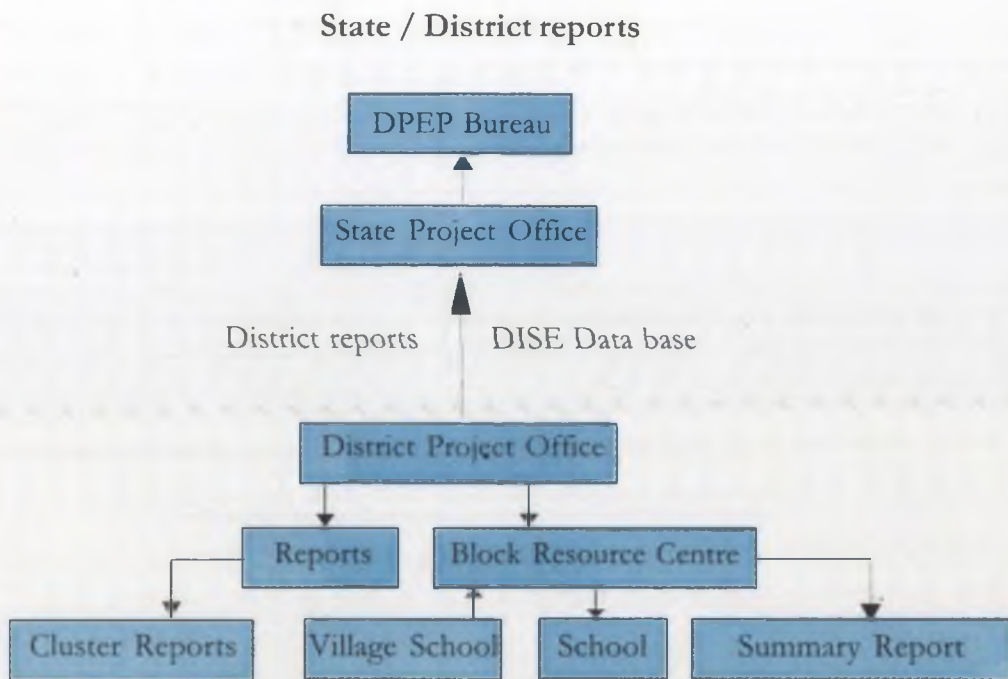
The Data Capture Format (DCF) defines core data on school location, management, rural-urban, enrollment, buildings, equipment, teachers, incentives, medium of instruction, age-grade matrix, children with disabilities, examination results and students flow. A large number of standardised reports on school related variables and performance indicators aggregated at the cluster,



block and district level are generated by the software. So also school summary report for each school was generated for sharing with the School/VEC. Detailed database on individual teachers, para teachers and their profile including details of inservice training received was available under DISE 2001.

Data Flow

The flow of data plays an important role in information system. The basic features of the Data are shown below :



The basic data collected from the primary schools were verified by the Block Education Officer for its completeness and delivered to the District EMIS. The data entry and consistency checking were taken up at the district level. The data once validated were stored at the District level and made accessible to the State DPEP Office. The national level DPEP Bureau also had access to the institutional level data.

MIS Units in the districts and state had a lot of functions in addition to DISE data collection. The processing of Statement of Expenditure (SOE) reports from the districts was done at State Management Information System Unit. In the preparation of AWP&B also MIS Unit had a prominent role. MIS at State and District had produced many materials. Training programmes and dissemination workshops were also conducted by MIS



Units. MIS Unit had linkages with Education Department, Universities, Census Board of India, Planning Board, Economics and Statistics Department and so on. Studies in various interventions such as academic achievement, Access and Alternative Schooling, ECCE, IEDC etc. were carried out with the assistance of MIS. An attempt is made here to analyse, interpret and explain the findings of DISE for 2001-2002.

1. Distribution of schools by enrollment - Lower Primary

Name of District	Number of Students						
	1-20	21-60	61-100	101-140	141-220	221-300	> 300
Thiruvananthapuram	3	30	63	75	111	120	94
Idukki	1	37	46	54	39	28	21
Palakkad	0	22	81	134	129	117	62
Malappuram	0	6	34	140	209	212	192
Wayanad	0	19	26	33	35	22	13
Kasargod	0	25	60	64	56	34	16

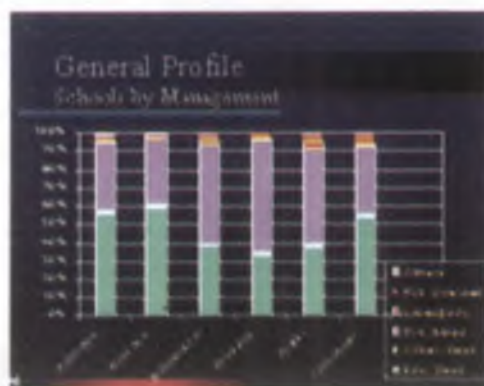
In Idukki district there was one school where the student population was less than 20. In Thiruvananthapuram it was 3. There were 143 schools where the number of children enrolled was less than 60.

2. Distribution of schools by enrollment - Upper Primary

Name of District	Number of Students						
	1-20	21-60	61-100	101-140	141-220	221-300	> 300
Thiruvananthapuram	0	5	10	9	31	16	8
Idukki	0	7	11	7	21	16	24
Palakkad	0	0	6	4	10	5	84
Malappuram	0	3	0	5	12	14	123
Wayanad	0	0	2	0	2	2	8
Kasargod	0	2	2	5	3	5	20

It can be seen that in all districts majority of the schools had more than 300 children.

3. No. of schools (by school management and category)



District	Management	Primary	Primary with upper primary	Primary with upper primary / sec. / h.sec.	Upper primary only	Upper primary with sec. / h.sec	No response	All schools
Kasargod	Department of Education	145	69	49	4	11	0	278
	Tribal Welfare Department	1	0	0	0	1	0	2
	Local Body	5	1	0	0	0	0	6
	Pvt. Aided	98	58	3	8	12	0	179
	Pvt. Unaided	6	1	10	1	0	0	18
	Others	0	0	3	0	0	0	3
	No Response	0	0	0	0	0	0	0
	District total	255	129	65	13	24	0	486
Wayanad	Department of Education	91	33	21	1	7	0	153
	Tribal Welfare Department	2	0	1	0	0	0	3
	Local Body	4	1	0	0	0	0	5
	Pvt. Aided	47	32	5	4	3	0	91
	Pvt. Unaided	3	0	0	0	0	0	3
	Others	1	0	0	0	0	0	1
	No Response	0	0	0	0	0	0	0
	District total	148	66	27	5	10	0	256
Malappuram	Department of Education	331	91	16	10	30	0	478
	Tribal Welfare Department	3	1	0	0	0	0	4
	Local Body	17	5	2	4	1	0	29
	Pvt. Aided	436	125	8	76	21	0	666
	Pvt. Unaided	13	4	12	7	7	0	43
	Others	1	0	0	2	1	0	4
	No Response	0	0	0	0	0	8	8
	District total	801	226	38	99	60	8	1232

District	Management	Primary	Primary with upper primary	Primary with upper primary & sec. / h.sec.	Upper primary only	Upper primary with sec. / h.sec.	No response	All schools
Palakkad	Department of Education	193	62	18	3	28	0	304
	Tribal Welfare Department	3	0	1	1	1	0	6
	Local Body	5	3	0		3	0	11
	Pvt. Aided	342	134	6	24	40	0	546
	Pvt. Unaided	3	5	11	5	4	0	28
	Others	0	0	0	0	0	0	0
	No Response	0	0	0	0	0	3	3
	District total	546	204	36	33	76	3	898
Idukki	Department of Education	85	31	31	10	14	0	171
	Tribal Welfare Department	0	0	0	1	2	0	3
	Local Body	10	3	0	1	0	0	14
	Pvt. Aided	125	33	16	25	30	0	229
	Pvt. Unaided	5	2	14	0	3	0	24
	Others	1	0	0	0	0	0	1
	No Response	0	0	0	0	0	2	2
	District total	226	69	61	37	49	2	444
Trivandrum	Department of Education	302	96	47	3	39	0	487
	Tribal Welfare Department	5	1	1	0	0	0	7
	Local Body	7	2	0	4	1	0	14
	Pvt. Aided	172	34	14	58	44	0	322
	Pvt. Unaided	11	10	19	5	4	0	49
	Others	0	1	2	0	0	0	3
	No Response	0	0	0	0	0	72	72
	District total	497	144	83	70	88	72	954
State total		2473	838	310	257	307	85	4270

4. Block Summary

In Kasargod district there were 2966 primary teachers for 2752 Primary Grades where 82269 students learn. For 1672 Upper Primary Grades there were 2187 teachers and 64228 children. A comparison of these facts is given below :

Details of Primary Grades, Primary Teachers and Pupils

District	Primary grades	Number of schools with		Number of students in		Number of teachers in		Number of sections in	
		Upper primary grades	Primary grades	Upper primary grades	Primary grades	Upper primary grades	No response	Primary grades	Upper primary grades
Kasargod	449	231	82269	64228	2966	2187	190	2752	1672
Wayanad	241	108	48231	37472	1556	1251	52	1404	877
Malappuram	1065	423	281643	227837	4113	2925	253	7980	5240
Palakkad	786	349	168859	139269	5616	4616	316	5162	3575
Idukki	356	216	58678	47296	2010	1706	117	1965	1209
Trivandrum	724	385	173148	123389	5339	4100	105	5108	3411
State total	3621	1712	812828	639471	21600	16785	1033	24371	15984

5. State at a glance

Details of Institutions - District wise

District	Number of blocks	Number of clusters	Number of villages	Number of rural schools	Number of urban schools	No response in rural /urban	Number of residential schools	Number of shift schools	Number of govt. schools	Number of private schools	No response on school management	Number of schools with pre-primary facilities
Kasargod	7	88	41	445	41	0	5	0	289	197	0	85
Wayanad	3	38	26	251	5	0	0	0	162	94	0	13
Malappuram	15	253	103	1137	90	5	6	8	515	709	8	70
Palakkad	11	121	99	806	89	3	4	w	321	574	3	77
Idukki	7	61	72	423	19	2	7	1	189	253	2	38
Trivandrum	12	131	174	685	201	68	7	0	511	371	72	304
State total	55	692	515	3747	445	78	29	9	1987	2198	85	587

Enrollment of Boys and Girls - Year-wise

Class	1997-98			1998-99			1999-2000		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	97990	95045	193035	97969	95738	193708	94242	92221	186463
II	109778	104925	214703	105674	100830	206504	102714	99130	201844
III	111030	106547	217577	111926	107288	219214	106107	100779	206886
IV	112641	107700	220341	114433	108791	223224	112569	107599	220168
Total	431439	414217	845656	430002	412647	842649	415632	399729	815361

Class	2000-2001			2001-2002		
	Boys	Girls	Total	Boys	Girls	Total
I	94752	92479	187231	99831	97133	196964
II	102501	98639	201140	102901	98508	201409
III	105476	101430	206906	104346	99594	203940
IV	109611	103444	213055	107877	102668	210545
Total	412340	395992	808332	414955	397903	812858

Enrollment - SC& ST children - Year-wise



Class	1997-'98		1998-'99		1999-2000		2000-2001		2001-2002	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
I	23357	6469	23219	5294	22248	5064	21800	4422	23744	5911
II	27165	6849	24692	5698	23572	5648	23535	5030	22985	5357
III	27816	6062	27559	5602	24542	5731	23876	5143	23514	5661
IV	27709	5447	27883	4871	27365	5582	24720	5246	23847	5788
Total	106047	24827	103353	21465	97727	22025	93931	19841	94090	22717

It can be seen from the above table that 95045 girl children were enrolled in Standard I during 1997-98. In 1998-99 the enrollment in Standard II was 100830. In 1999-2000 it was 100830 and in 2000-01 it was 109611. Here we can observe that there was no grave problem of drop out among girls. But on the other hand if we analyse the total children in 1997-98 to 2001-2002, we can see that there was a fall of about 3000 children.

We can see that during 1997-98 there were 6469 ST children in Standard I. But in Standard II during 1998-99 it was only 5698. Actually all the children were expected to be in Standard II in the next year. In other words in 1997-98 there were 6469 ST children in Standard I. If all of them reached Standard IV in 2000-2001 the number may not have varied. But here it is seen that during 2000-2001 the total ST children in Std.IV was 5246. There is a shortage of 1223 children.

Examination results

On verifying the result of final examination in Std.IV and VII it can be seen that percentage of pass was greater in the case of girls than boys. This was the same in all districts. In Std.IV the average pass was 93% whereas in Standard VII, the average was 90%.

Percentage of Pass - Boys and Girls

Districts	% passed IV		% passed VII		Std.IV more than 60%		Std.VII more than 60%	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Kasargod	93.43	93.60	88.71	93.83	44.10	47.85	30.24	35.19
Wayanad	92.99	94.68	88.60	92.73	37.01	41.58	34.72	37.28
Malappuram	92.14	94.11	85.46	91.26	39.23	42.80	30.13	34.71
Palakkad	92.17	93.99	86.57	91.27	33.61	37.50	40.08	46.08
Idukki	94.37	95.83	88.06	93.70	45.19	51.49	39.91	45.70
Thiruvananthapuram	95.31	96.53	92.92	94.37	39.16	43.06	43.35	49.06

Other Information Systems Developed

- ◆ Financial Management System
- ◆ Annual Work Plan & Budget Processing System
- ◆ Accounting Package
- ◆ Civil Works Monitoring System
- ◆ AS Center details

Types of School building

District	Type of building	Number of schools having building type	Number of building blocks	Number of classrooms used for instructional purposes	Number of other rooms
Kasargod	Pucca	275	787	2278	457
	Partially pucca	61	79	233	17
	Kuccha	11	11	26	9
	Tent	16	22	62	4
	District total		358	899	2599
Wayanad	Pucca	141	312	867	240
	Partially pucca	65	99	310	25
	Kuccha	11	13	39	0
	Tent	14	18	47	9
	District total		228	442	1263

District	Type of building	Number of schools having building type	Number of building blocks	Number of classrooms used for instructional purposes	Number of other rooms
Malappuram	Pucca	467	1173	4090	821
	Partially pucca	154	245	707	71
	Kuccha	16	30	40	0
	Tent	43	65	153	8
	District total	653	1513	4990	900
Palakkad	Pucca	297	765	2661	686
	Partially pucca	65	86	265	48
	Kuccha	9	10	35	4
	Tent	14	19	49	3
	District total	380	880	3010	741
Idukki	Pucca	167	392	1088	352
	Partially pucca	32	45	111	22
	Kuccha	2	2	8	1
	Tent	8	9	22	2
	District total	203	448	1229	377
Trivandrum	Pucca	465	999	3663	1187
	Partially pucca	190	254	859	109
	Kuccha	75	102	280	31
	Tent	78	115	366	24
	District total	805	1470	5168	1351
State total		2627	5652	18259	4130

Regular Activities

The main activities of MIS unit of DPEP, Kerala were generating of Statement of Expenditure (SoE), PMIS (Project Management Information System), EMIS (Educational Management Information System) and many monitoring packages.

Educational Management Information System (EMIS)

In order to improve the quality and effectiveness of educational planning and management, a variety of data was needed in a format that confirms to the requirement of user agencies operating at various geographical and administrative hierarchies. It provided a

programmed solution to the DPEP society to monitor the progress of primary education by monitoring key educational indicators like Net Enrollment Ratio, Age wise Distribution of Children, facility available in schools etc. The data was collected as on 30th September in each year.

Statement Of Expenditure (SOE)

Every month MIS unit prepared SOE & Reimbursement claim so as to forward to the Ministry of Human Resource Development. The data had to be reached from the district offices and consolidated and compiled at the State Office.

Project Management Information System (PMIS)

The quarterly PMIS (Project Management Information System) report was prepared to monitor the progress of various activities .It included several performance indicators for different interventions. The data from the districts were collected and compiled at the SPO and forwarded to MHRD.

Activities undertaken

- A workshop was conducted in June for the analysis and validation of EMIS 1999-2000 in connection with the visit of Dr. Y.P.Aggarwal and Mr.Thalukdar. Many strategies were formed for the validation and dissemination of data.
- A workshop was conducted in September 2000 for all district programmers on the analysis of EMIS data and gave training to generate useful reports using Structured Query Language to disseminate the EMIS data at the district and lower level more efficiently.
- Established internal networking in SPO so that data and resources could be accessed and used.
- Established wide area networking (dialup) between district offices and SPO for fast data transfer.
- Developed a software for monitoring civil works in the state that contained site-wise details and produced the progress output required for PMIS apart from other reports.
- Developed financial management system.

- To monitor financial achievements against budget for various activities which will give performance indicators (district wise / intervention wise).
- For entry of annual work plan and its reports, the whole work of Annual Work Plan and Budget were computerised and entered in a centralised manner so that various activities were planned uniformly and generated uniform reports across the districts.
- State level Consolidation & Analysis reports of EMIS data was generated.
- The Data Capture Format was translated into Malayalam so that Headmasters could effortlessly fill up the format.
- A workshop was conducted in July 2001 for all district programmers on the analysis of EMIS data (2000-01). Training had been given to the programmers at districts to generate useful reports using Structured Query Language and Crystal Reports to disseminate the EMIS data at the district and lower level more efficiently.
- A workshop was conducted in June for the analysis and dissemination of EMIS 2000-01. Mr. Mukul Thalukdar, Chief Consultant, Ed. CIL participated in the meeting. Personnel from district carried out many presentations and state MIS unit based on EMIS data.
- In order to share EMIS data to the lower levels and hence used for educational planning, blockwise, schoolwise reports were generated and shared with national, state, blocks, VECs and schools.
- Conducted State level training to the District Project Co-ordinators, Programme Officers in-charge of EMIS data collection and programmers at district level for collecting EMIS data for 2001-02.
- State level training had been organised to the programmers to use new version of DISE using oracle platform.
- The Data Capture Formats were translated into Local language – Malayalam for better communication.
- District level training for EMIS data collection was given to the block level officials under the supervision of state monitoring team.



- The data collected had been cross-checked by national team (In Trivandrum district by Mr.Talukdar, Ed.CIL & Mr. Agarwal, NIEPA), State monitoring team (All districts) and district officials.
- Developed software that supported on-line entry of all expenditure and receipts and generated Financial Statements and registers (Voucher, Receipt, Cheque Issue Register, Advance Register, Ledger, SoE etc.). It also kept track of the Fund Flow to the lower levels.
- MIS For EGS data entry was done in districts. This was a comprehensive data base on alternative schools, formulated in the national level.
- Carried out reconciliation of expenditure by limiting management cost to 6% of project outlay.

Pedagogical Improvement



Planning for Pedagogical Improvement was a major intervention of DPEP, Kerala. The present pedagogy adopted by Kerala is part of the DPEP curriculum renewal processes. Teacher empowerment programme and community involvement programme came under this intervention. It was this basic vision that guided the new educational initiative in the state; spelled out in detail the role of the child, the teacher, the community and support mechanisms that had been envisaged for schools.

The Relevance of Curriculum Renewal Process

Universalisation of Elementary Education is a mandatory duty of the State. On the basis of this objective a lot of activities had been undertaken in the State of Kerala. The following achievements are highlighted in this regard.

- ◆ About 2 lakhs of trained teachers.
- ◆ Accessibility of schools to accommodate almost all children.
- ◆ Almost sufficient physical facilities in schools.
- ◆ Majority of children enrolled in schools.

Eventhough the State had made quantitative achievement the academicians were alarmed that we were lagging behind in qualitative achievement.

The first major attempt to address the issue of low quality of primary education in Kerala was taken up in 1993-'94 with the adoption of the 'MLL-Strategy' (Minimum Levels of Learning). The national MLL document was adopted without any major modification and translated into Malayalam. However, a formal revision of curriculum was not attempted. MLL-based textbooks and teacher's handbooks for grades I and II were quickly developed and introduced in 20 schools in each district for field testing in the year 1994-'95. Text books and teacher's handbooks for grades III & IV were developed and introduced in the same 20 schools during the academic year 1995-'96. During the academic year 1996-'97, MLL based textbooks were introduced in 100 schools in each district. Distribution of MLL based textbooks and teacher's handbooks was completed in all primary schools of the State in the year 1997-'98.

When the DPEP implementation commenced in the academic year 1995-'96, it was decided that in-service training would be limited to teachers in 20 schools in each of the 25



blocks of Malappuram, Kasargod and Wayanad districts. The MLL based textbooks / handbooks developed by the SIE was introduced in these 500 schools initially.

The first Joint Supervision Mission which visited the State from 12th to 17th March 1995 had commented “it is unlikely that given the limited understanding of MLLs that the present books are adequately MLL based”. Moreover, the handbooks accompanying the textbooks were poorly designed and were not at all reader friendly. The second Joint Mission which visited the State from 15 to 29 September 1995 had commented “ much of the training is theoretical with heavy lecturing, only limited attention has been paid to skill development for the use of child centered teaching methods and strategies for the meaning and application of competencies”.

Workshop on Training of Trainers

In January 1996, an important workshop on ‘Training of Trainers’ was organized at Malampuzha, with experts like Subir Shukla from the Ed.CIL, T.S.G. Ramakanth, Agnihotri from Delhi University, H.K. Dewan from Vidyabhavan Society, Udayapur and others. The primary objective of this workshop was to expose the participant trainers a variety of ‘training methods’. This perhaps was the first training programme organized in Kerala which was truly participatory and experiential in nature. The secondary objective of the workshop was to explore in a participatory mode the meaning and scope of activity based, child centered pedagogy. At the end of the workshop, the participant teams developed training modules.

Based on modules developed at Malampuzha, training was imparted down to all primary teachers of MLL schools. After the training, feedback from the teachers pointed to the urgent need of revising the teachers’ handbooks in tune with the content and methodology of DPEP’s new in-service training approach. Responding to this need, a series of interactive workshops were organized directly by DPEP involving faculties from SCERT/ DIET / BRC and selected primary school teachers for developing a new set of teachers’ handbooks. ‘Karuka’, the ‘general’ handbook attempted to cover general principles of child-centered, activity-based pedagogy while the subject / grade specific supplements, ‘Manjadi’, contained suggested classroom activities that could be attempted in classrooms for specific learning outcomes.

The immediate result of the revision of the teachers’ handbooks was a strong demand from teachers for the renewal of the primary school curriculum and text books.

In October 1996 the State Government ordered that complete revision of the curriculum and textbooks be taken up, under the District Primary Education Programme.

Procedures and Processes

At the outset, discussion paper was developed at the State Project Office on the topic. “Text books, why? and for whom?” This discussion paper was sent to the Presidents of all Jilla Panchayats, with a request to organize discussions which could generate not only an awareness about what is wrong with the existing curriculum and textbooks, but also to solicit suggestions for improvement. Through a press release in local newspapers DPEP solicited suggestions from the general public on the proposed renewal of curriculum and textbooks. A detailed questionnaire was developed for getting feedback from 2213 primary school teachers who had been using the MLL based text books over the last two years.

After consolidation of the suggestions, DPEP, Kerala identified a team for preparing curriculum and text books. It was decided that subject experts, academicians and professionals

500 letters were received in the State Project Office within a week from colleges, priests, politicians, psychologists, parents, retired teachers and others with valuable suggestions. Sri. EMS Namboothiripad, Sri. Kanayi Kunhiraman, Sri. Kavalam Narayana Panicker were some among them.

would be invited to participate at the appropriate stages of the process along with the State Resource Group (SRG) and selected primary school teachers.

Developing the curriculum framework

The curricular framework was developed through a series of interactive workshops involving teachers, SRG, experts in the field of child development, cognitive development and members of public and so on. Setting the ground rule was the critical first step. Initially, the team’s basic beliefs and assumptions were discussed at length and recorded.

We wanted to see our classrooms as learning centers where,



Learning made joyful, a different track adopted by DPEP for primary classes which was hitherto unknown to the conventional teaching method which insist on memorising, strict controls, punishments and so on.

The child

- ◆ gains confidence in facing problematic situations.
- ◆ interacts freely, meaningfully and joyfully with her classmates, teachers and teaching learning materials.
- ◆ shows interest in interacting with groups and makes use of other resources for expanding her knowledge.
- ◆ compare events, things, facts and findings and arrives at logical conclusions.
- ◆ assesses her own progress in her work, identifies errors and rectifies them with the help of peers, teachers and parents.
- ◆ undertakes tasks on her own without any hesitation and selects reading materials of her own choice.

We wanted to transform classrooms into interactive centers where,

The teacher,

- ◆ designs and implements activities taking into consideration the individual differences of each child in the class.
- ◆ helps and guides the child as and when necessary.
- ◆ formulates innovative techniques and practices for the class.
- ◆ facilitates activities during classroom interactions as one among the group, without any inhibition.
- ◆ set tasks and gives instructions in accordance with the learning capability of children.
- ◆ uses local resources for designing class activities and reference materials for updating her knowledge.
- ◆ elicits regular feedback and maintains observation record to improve her teaching.
- ◆ knows about the child (Nature of a child)
- ◆ knows about the learning process
- ◆ knows about the teacher herself and



Teacher gives activity to the students according to the capacity of each student

- ◆ knows about the value of education in society.

The implications of these were examined in detail for the curriculum frame work. The team then developed 'approach papers' which spelt out the basic approaches to be adopted in the teaching of mother tongue, mathematics and enviornmental studies apart from their implications for the curriculum.

A crucial decision was taken to go in for integration of subjects in grades 1 and 2. An approach paper for integration was also developed which went into the 'why and how' of integration and implications for the grade 1 & 2 curriculum and textbooks.

The first round of workshops resulted in the following outcomes:

- ◆ The MLLs were redefined in the Kerala context.
- ◆ A curriculum document was developed in tune with the redefined MLLs.
- ◆ A decision was taken about the number of textbooks to be developed (8 books each in Malayalam, Tamil and Kannada - 24)
- ◆ A decision was taken to simultaneously develop teachers' versions of the new textbooks (24 teachers handbooks)
- ◆ A decision was taken about the approximate number of pages / book (around 100 pages) the approximate book size (18 x 26 cm) and to have the books produced only in black & white.

Then lesson frames were made indicating major learning objectives, possible learning experiences, text and exercise types and suggestions

for the teachers' versions. 'Spiralling' was taken into account during this process. Manuscripts of six finalized lessons from all books were tried out with children in between the workshops. The members of the writing teams discussed the tried out results in a workshop.

The process of writing of lessons, writing of chapters of teachers' versions of textbooks, editing and illustrations slowly progressed under close supervision.



Textbooks developed by DPEP

Formation of Pedagogy Unit (1996)

A pedagogy unit was formed at the State level comprising of members from SCERT, DIET, and teachers with an objective to provide resource support for all State level academic activities, various visioning workshops at state, district, block and village level. The stress was on child centered classroom. The basic vision that guide the new educational initiatives in the State spelt out in details the role

- ◆ of the child
- ◆ of the teacher
- ◆ of the community
- ◆ and the support mechanism

State Resource Group (SRG)

The conventional type of planning and implementation of training programmes had the drawback that some permanent personnel who lacked grass root level experiences were monopolising the process of chalking out the training programme. Most of such programmes were not effective and need based. The implementation was also not effective. It was in this context that a SRG had been constituted and functioning



The State Resource Group in a meeting



Experts are at work in writing lessons for children and handbook for teacher as part of curriculum renewal process of DPEP

since 1996. Its main focal points were identification of training needs, training module preparation, tryout programmes, imparting training to DRG, monitoring various training programmes, academic study, material preparation (such as textbooks, handbooks, curriculum) and planning and

implementation of all pedagogical activities. SRG members comprised of various cross section of personnel in the education field such as selected primary teachers, BRC Trainers, Headmasters, Educational officers, DIET faculties, SCERT faculties, Programme Officers. The members were selected on the basis of academic calibre and research mindedness.

SRG was not a permanent body. The members of SRG could be changed as and when required and the members had been selected on the basis of performance.

District Resource Group & Block Resource Group (DRG & BRG)

The same way as SRG was constituted, the District Resource Group was formed. It included all DIET faculties and selected BRC trainers and teachers. The role and functions of DRG was the same as those of SRG. Block Resource Group was also constituted comprising of all trainers, representatives of teachers and Headmasters for planning, implementation and evaluation of all academic activities in the block. The cascade model of training patterns and the resourceful implementing body have greatly strengthened various training programmes conducted throughout the project period.

Teacher Training

Baseline Assessment Study stressed the significance of in-service training and follow up programmes. Pedagogical renewal process also gave due importance to need based training programmes: For ensuring qualitative change in the classroom, professionalism of a teacher was essential and there should be ample opportunity for updating the recent developments in learning process and strategies. Realising these matters DPEP Kerala gave more importance to teacher training. Teacher training was of a cascade model in nature. State level SRG, trained by core SRG, facilitated District Resource Group and Block Resource Group. In the same way the DRG / BRG facilitated the training of teachers at Block level.



A scene from teacher training. The teachers are engaged in group assignments

The most important training of teachers

was named as 'Kinginikkoottam'. It was held during summer vacation every year. During Kinginikkoottam the teachers tryout the ideas and strategies imparted in their classroom. This process continued throughout the year. Refresher trainings, cluster workshop and on-site support (OSS) were planned and conducted followed by 'Kinginikkoottam'.

Teacher training components of other interventions such as IEDC, Girls Education, Distance Education, Early Childhood Care & Education were also incorporated in the training programme. *Every primary teacher in the six project districts had undergone about 120 days training in all on various interventions.*

The impact of various pedagogical trainings on the teachers are summarised below:

- 1) Brought out qualitative change in classroom learning.
- 2) The role of teacher was re-designed as 'researcher'.
- 3) Teacher was able to co-relate theory and practice.
- 4) Understand the importance of micro level planning.
- 5) Enabled teachers to practice continuous and comprehensive evaluation strategy and keep the relevant record "Ente Kuttikal".
- 6) Systematic inservice training programmes gave rise to a number of resourceful teachers capable of sharing their resource with their colleagues.
- 7) Enhanced healthy relation that exists between
 - teacher and the community
 - teacher and the pupil
 - teacher and the parent
- 8) The teacher had become an efficient and resourceful person with an explorative mind.

'Kinginikkoottam' - an innovative Teacher Empowerment Endeavour

New learning approach stressed empowerment and professionalism among the practicing teachers. To equip each and every teacher in the role of researcher, various programmes had been chalked out under DPEP. 'Kinginikkoottam' was a training programme conducted during summer vacation. It was a crucial programme as

- ♦ It was about a consolidation of academic activities in the previous year and planning for the succeeding year.

- ♦ It was based on academic study.
- ♦ It gave a chance to share the classroom findings among teachers and to make efforts for overcoming the prevailing issues in a collaborative way.
- ♦ Every year, 'Kinginikkootam' had its own specific objectives to realize.
- ♦ Kinginikkootam was the starting point of the entire academic activities in the school.
- ♦ Kinginikkootam had provided a unique communion of all stake-holders in education—child, parent, teacher and the system.
- ♦ Programme evaluation of Kinginikkootam also took place in the classroom.



*Scenes from
Kinginikkootam -
teacher training programme*

Reflection of the new curriculum in the child

As we discussed earlier the basic assumptions about child and the new curriculum and classroom learning process paved the way for healthy changes in the classroom and elsewhere. Some of them are:

- ◆ Plenty of creative products are there in the classrooms; such as stories, poems, puzzles, collections, wall magazines, news bulletins, news-letter reports, seminar papers, project reports, drawings, pictures etc.



Students are on field visits, a practical learning process adopted by DPEP

- ◆ Some of the leading dailies set apart an exclusive weekly page for the children.
- ◆ Circulation of 'Balamasikas' and children's literature increased.
- ◆ Children actively participate in the learning process.
- ◆ Children freely ask questions, express doubts, interact with teachers and strangers without fear .

Cluster Resource Centre (CRC)

The DPEP had adopted a system where teachers of 4 or 5 nearby schools meet together at the CRC to discuss and share their academic experiences and plan for the ensuing months. It was held once in a month. Issues and needs of teachers identified by the trainer through On-Site Support are also discussed in the CRC meeting. In that planning process selected teachers and trainers formulate the module. It was held classwise. The selection of teachers as resource persons is made on rotation thereby boosts the morale and develop a sense of ownership among teachers. Normally the process followed in a CRC was

- ◆ Review the activities of the month.
- ◆ Identifies the strength and weaknesses faced by the teachers.
- ◆ Planning activities for the next month (CSs, Strategies, TLM)

Ultimately the CRC helped the teachers to get the broad picture of each month's activities. Most of the teachers were very eager to attend this meeting. The CRC also helped to give suitable feedback and monitoring.

CRCs (District wise)

Sl.No.	District	No. of CRCs
1	Thiruvananthapuram	131
2	Idukki	61
3	Palakkad	125
4	Malappuram	225
5	Wayanad	38
6	Kasargod	88
Total		668

On-Site Support (OSS)

As a follow up of the massive training programmes held at BRCs and CRCs, the trainers were entrusted with the duty to give on-

'Njan Kanta' school, a diary maintained in each school for observation by trainers and visitors



Teachers are holding discussion in the CRC meeting

site support to teachers. Generally cluster training could not deal with all the issues confronted by teachers in day to day transaction. During on-site support, the trainers keenly observe the classroom transaction and strategies of the teachers and identifies the problems arising in the class. The trainers discuss the matter with the teacher and develop some alternative practices. For example the suitability of grouping technique, participation of members in the group activity, and how to make the activity more challenging etc. Sometimes

both the teacher and trainer conduct some tryout in the class. In this way the trainer observes 2 or 4 classes and teaching manual of these teachers. The findings and the points to be highlighted are recorded in NJAN KANDA SCHOOL kept in the school office. The trainer participates in the SRG meeting of that day and contributes suggestions and solutions.

Teaching Manual



A manual for teachers

Instead of conventional lesson planning, DPEP Kerala introduced a new strategy for daily planning. The teaching manual mainly consists of a planning page and a response page. Besides this, the teacher related information, her own perceptions about the role of the teacher is also there. As a part of teaching manual the teacher has to maintain an activity bank consisting of stories, songs, wake up activities, grouping techniques etc.

The planning page of the teaching manual was prepared by the teacher on the basis of the response pages of previous classes.

Ente Kuttikal (Cumulative track report)

It is a record maintained for each student by the teacher to note down the achievements and difficulties faced by the children while participating in the classroom activities. Every months at least one entry on the competencies achieved by the student in each area has to be recorded. The entries are really extracted from the response page of teaching manual. These findings are very helpful to the teachers and parents to help the children in their further learning. The grades achieved by the children in the term end evaluation is also recorded. In the monthly class PTA a detailed discussion is based on 'Ente Kuttikal'.

This material did a great deal in

- ◆ helping the teacher to evaluate herself and the child and plan accordingly.
- ◆ helping the parent to know her child and help her towards better achievement.

For each student a record is maintained by the teacher



Formation of School Resource Group

DPEP, Kerala had taken keen interest in the formation of SRG. It is a group of all the teachers in a school. One of the teachers is the SRG Convenor. SRG convenor under the leadership of the HM conducts the week end planning meeting in which teachers can discuss various problems they face while conducting classroom activities. The teachers help each other to find out solutions for their problems. The SRG convenor will consolidate the points to be discussed in the next CRC meetings.

SRG is very effective in my school. It helps in promoting the planning skills of my teacher - one Headmaster

School Education Plan

DPEP, Kerala has conducted a state level visioning workshop on 'School Education Plan' named 'Self Managing Schools by 2001 AD'. A module for DRG, BRG and SSG had also been developed. All stakeholders of schools were given experiential training in preparing SEP.

On the basis of SEP the school community was able to prepare the school activity calendar. This calendar was very helpful to teachers for seeking the help of local community to mobilize local resources, conduct field trips, day celebrations and to minimize the problems of teacher absenteeism. The net result was that the community was able to identify their own problems and find out remedies for that.

Class PTA

Class level PTA is the meeting of parents especially of mothers. This was conducted every month. In these meetings, the teachers and parents discuss the achievement of the child, and her needs. 'Ente Kuttikal' was also distributed to the parents. Teachers could seek the help of parents in promoting the learning skills of children at home.



Teachers are discussing about School Education Plan

Amma Ariyan

Before the introduction of curriculum changes in our State, no standard and comprehensive type of handbook for parents had ever been published and distributed. 'Amma Ariyan' (for Mother's Information) is a set of four handbooks meant for parents of children from standard I to



Handbook 'Amma Ariyan' (for Mother's Information) It acts as a link between the parent and the teacher

IV. It dealt with the child's capacity as learner and contains a detailing of classroom learning with illustrations. It gave guidance to the parents for helping their children at home in their learning. It acted as a link between the parent and the teacher.

Role of DIETs in DPEP

The DIET is the key academic institution in the district and it mostly concentrate on primary school teacher training; both in-service and pre-service, action researches, evaluation and HM's training.

After the introduction of DPEP, the DIETs took major role as resource center in districts. DPEP provided facilities to DIETs such as computers, photostat machine, fax machine, generator, furniture and a vehicle as part of Capacity Building.

The DIET Principal was made Additional District Project Co-ordinator in DPEP.

The DIET faculty members had been posted as Academic Co-ordinators in BRCs in ex-officio capacity. All the District Programme Officers were also deputed from DIETs.

The academic findings and issues generated in the weekly review meetings at BRCs are discussed in the



Joint deliberations by DIET faculty and DPEP officials



State Resource Group (SRG) Meeting

bi-weekly review meeting held at DIETs. Possible solutions and strategies are worked out there and the same are disseminated to BRCs in the next weekly meeting. So the BRC Co-ordinator (DIET faculty) acted as a diagnostician and corrective source to BRC in tackling the academic issues.

The DIET faculty members are asked to report at the District Project Office every month under the leadership of District Project Co-ordinator and DIET Principal to review the whole programmes. This was yet another feedback and planning mechanism .

A special TTC batch had been trained in all six DIETs to overcome the problems of teacher shortage in remote and tribal areas.

The DIET faculty members voluntarily took part in important seminars, workshops and research studies conducted at national and state level. Most of them have taken the leadership and participated in state level SRG workshops, DRG workshops, textbook revision, handbook revision, evaluation tool preparation, academic studies and in all the curriculum renewal programmes.

Now the services of these well equipped DIET faculties are inevitable part of every educational activity taken up by SCERT, DPEP and General Education Department. And their expertise is being utilized in the academic training programmes and material preparation for high school also.

Headmasters' Training

Based on the recommendations of the 1st Academic Study and its connected SRG meeting at State level in 1998 the crucial role of headmaster to run the school effectively was highlighted. To achieve this goal the State Resource Group developed a module for 5 day cascade model residential training. The areas were:

- ◆ Effective School
- ◆ New approaches
- ◆ Teaching Manual, Class Monitoring, Ente Kuttikal
- ◆ Class PTA
- ◆ SRG
- ◆ Support Mechanism
- ◆ Utilisation of grants
- ◆ School Education Plan & Annual Calendar
- ◆ Personnel Management and time management

The training programmes were completed by December 1998. The effectiveness of the training had been monitored. On the basis of the feed back a refresher training for 5 days had been conducted in September 1999 & 2000. Besides this, monthly review and planning meetings of HMs were conducted at BRCs.

Most of the headmasters opined that they have got an idea on systematic class monitoring, time and personnel management and the role of HM for effective schooling after the training.

HM's planner

Headmaster has a key role to play in school administration. He should be very efficient in planning and implementing the school programmes. The SRG of DPEP, Kerala had developed an HM's planner with an objective to promote planning skills of headmasters. All headmasters were given one copy of HM's planner. It consists of three parts: the planning part, the process documentation part and then findings / suggestions part. Besides this there are some key notes, dates of day celebrations etc.

There was also provision to note down the observations based on classroom supervision. The HM was expected to present the suggestions and problems noted in the monthly review meeting of HMs and try to find possible solutions for that.



HM's Planner for, process documentation, findings and suggestions for effective school / class management

The evaluation strategy not only acted as a means to evaluate the children but also provided a new learning situation in the classroom quite different from the conventional system.

Continuous and Comprehensive Evaluation (CCE)

Apart from the term end evaluation, there was continuous and comprehensive evaluation which gave more importance to the learning process. The CCE was done by the teacher through day to day activities with the help of teaching manual. The teaching manual is being developed every day by the teacher by planning new learning activities and recording observations while doing it in the classroom. The basis of this planning had two aspects i.e. the observations of previous days in the response page and the competencies envisaged to develop in children. While doing the activities in the classroom the teacher continuously notices the effectiveness of the activity to achieve the objective and the performance of the children and their achievement and difficulties, and the feasibility of the strategy and technique adopted in the activity.

Second Language Acquisition Programme (SLAP)

When the new curriculum, was developed during 1996-'97, no attempt was taken to develop similar curriculum for English which is learnt as second language from Std.IV onwards. The reason was that DPEP, Kerala did not have the expertise in developing a curriculum that is child



Experts are in group discussion for giving shape to a curriculum for English

centered and activity based in English. Later on experts in English were identified and a new strategy in consonance with the activity based child centered curriculum was developed. Banking heavily on the chomskiyian contributions in 'linguistics and the social constructivists' ideas in learning, a learning material for children called "Evolving Textbook (ETB)" and Teachers' handbook called 'English Teachers Companion' were developed. In the year 1999-2000 these strategies were tried in selected 60 schools in the project, districts and later extended to 868 schools in DPEP districts and 150 schools in non-DPEP districts.



◆ Fifteen SLAP schools conducted a 10 day 'English Patanotsavam' during vacation. It was observed that the students of Std. IV achieved skills of interaction in English.

◆ A 2 member team of IGNOU visited GLPS, Maithani in Kasargod district. Children interacted freely in English with them.



Evolving Textbook (ETB) Handbook developed in English for learning for students

Selection of Books for Schools - Library grant & Class libraries

A catalogue of children's books in Malayalam (Vayichu Vilayuka) had been prepared by DPEP, Kerala and made available to schools. Books were selected in such a way that



The DPEP way of learning is joyful to them



Catalogue of children's books for the programme 'Vayichu Vilayuka'

teachers could use it in their class activities directly. After one year this catalogue was updated with a list of new books. DPEP, Kerala interacted with the publishers and they all offered 25% commission on all books to the schools. This implies that although each school is provided with only Rs.2000/- for the purchase of library books, they could purchase books with a face value of Rs.2,500/-. Further all publishers of children's books agreed to conduct a book fair under one roof in all DPEP districts. The exhibition (Pusthaka Chantha) was for 4 days in one

district, which was made use of by all the schools to purchase books. Readers club had been started in all schools for promoting reading habits of students.



Library Grant for DIETs, DPOs, BRCs and CRCs

DPEP, Kerala had set up reference libraries in State Project Office, District Project Offices, BRCs, CRCs and also strengthened the libraries of DIETs and primary schools.

Teaching Learning Materials Grant and Low Cost Learning Materials



A workshop of teachers for preparation of Teaching Learning Materials (TLMs)

The Teaching Learning Material Grant @ Rs.500/- was distributed to each class for the last 5 years with an objective to promote learning process through TLM to be very effectively used by the teachers. The School Resource Group under the Chairmanship of HM conduct a detailed discussion on proper utilization of teacher grant.

School Grant

School grant @ Rs.2000/- per year was distributed to all schools during the project period. It was utilized to improve the academic environment of the school. Almost all schools of the project districts have purchased the geographical maps of the world, India, Kerala, District and Panchayat and displayed on the walls by utilizing this grant. The District and Panchayat maps were unfamiliar even to the teachers. Cement seats for outdoor classes, information boards, herbal gardens, drinking water vessels, swings, children's boards in the classroom etc. were also installed.

Conducted VEC level workshops on TLM preparation. A part of the TLM grant is used for this purpose. Teachers developed a number of laminated reading cards, reference cards for projects, improvised telescope, mathematical kits etc. for each school

Training in Story Telling

Most of the teachers and parents were not aware of the varying techniques that could be employed for arousing interest and aptitude of children. Hence National Book Trust, India was approached for making available experts who can act as resource persons. These experts together with our own experts developed a State Resource Group having representation from all project districts. The objective of this programme was to equip both the teachers and the parents to enable them tell stories interestingly.

News Letters of Children



Newsletter titled 'Mukkutti' developed by children

It was observed that the creative writing skills of children developed a lot during this period. State level, district level, BRC level and school level newsletters are ample testimony to prove



Children's creativity finds its way through Newsletters

this. Children were getting a great deal of experiences in the area of creative writing. The creations were published through newsletters.

Karuka

'Karuka' is a common name for teacher support materials prepared and published at state level. The first publication stressed on familiarization of child centered activity and joyful learning.

'Karuka - Manchadi' published as teachers handbooks for standard I to IV.



'Karuka' - Teacher Support Materials published at state level

'Kinginikkoottam' training package documented and published as 'Karuka' special edition was used by teachers as a reference material. The following aspects are treated in 'Karuka'.

- ◆ pedagogical and theoretical basis of the new curriculum.
- ◆ Multi level learning activities.
- ◆ Children's creative works.
- ◆ School plan preparation strategies.
- ◆ Different subject approach.
- ◆ Innovations.

'Karuka - Teaching Manual' is a guideline for micro level planning process for teachers. It helps the teacher to act as a diagnostician and also helps the teacher to pin point the objectives of curriculum.

Headmaster was visioned as an academic leader, an inspiring teacher, an effective administrator and cutting edge among departments, community and school. 'Karuka HM planner' was meant for assisting the headmaster to take the roles mentioned above effectively.

'Karuka' newsletters have been published in order to disseminate the achievements in the implementation of new curriculum and plan of action. Teachers, department functionaries and the general public were the chief target groups of Karuka Newsletter.

Development of Monographs

2000-2001 was the fourth year of implementation of the new primary curriculum. Every year, faculty members of DIETs, BRCs and teachers were given thorough training. But during all these years, DPEP could not go deep into the theoretical basis of the new pedagogy for want of time. As such two monographs about the theoretical basis of the new curriculum, one on the learning theories and the other on the language learning were developed. Another monograph about various innovative activities like Kinginikkoottam, Sahavasa Camp and Kalari was also developed. These were printed and distributed to all trainers, faculty members of DIETs and teachers.

Sahavasa Camps

Sahavasa Camps conducted at VEC and school levels were very attractive. It was a living together camp for students, teachers and parents for 2-3 days conducted with the help of PTAs and SSG. Children got experiences in expressing their creative thoughts in an informal situation. The camps strengthened the trinity relationship of parents, teachers

and society. Special source materials for Sahavasa Camps were developed at district and BRC levels.

Children are taken to new environment. They are interacting with a learned elderly man →



Major programmes conducted in Sahavasa Camps

- ◆ Collage making
- ◆ Subject corners
- ◆ Field trips
- ◆ Village survey
- ◆ Sky observation
- ◆ Handicraft works
- ◆ Birds observation
- ◆ Mini projects
- ◆ Origami
- ◆ Cultural activities
- ◆ Story telling camps



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A guideline developed for Sahavasa Camp

LSS Examination - A new dimension

In Kerala, Lower Secondary Scholarship (LSS) public examination was conducted for the children of Std. IV along with the SSLC examination. It was really a paper pen 2 hours test. Since the curriculum and the evaluation procedures were changed, there was a need to make constant changes in LSS examination from 1999 onwards. The Government took a decision to change this type of examination and conducted it as one day activity based LSS evaluation camp from 1999 onwards. Since more creative questions and practical problems were included, children enjoyed such an examination. Children's confidence and eagerness to try their chance in this public examination were also promoted.

‘Kalari’ - Trainers experiential training

Though all trainers of the BRCs were identified in a selection workshop ensuring that they were all resourceful teachers having trainer skills ‘Kalari’ was introduced as a training programme to give hands on training for trainers.

‘Kalari’ was replicated during 2002-2001, because of two reasons. There were many new recruits as trainers, all trainers felt that they need more field experience in managing schools and conducting classroom activities. The 2nd ‘Kalari’ programme was for 10 days. Every day the trainer engaged one class in the forenoon after planning meticulously with the teacher concerned and in the afternoon helped the headmaster to effectively monitor various classes and to manage other activities of the school as per the annual year plan of the school.

Njan Kanda School (The school I visited)

Personnel like trainers, academic co-ordinators, monitoring cell members visit schools frequently to observe academic activities. Their valuable observations and suggestions were recorded in the book named ‘Njan Kanda School’ developed and supplied by the State Resource Group. These observations and suggestions have to be considered for the further planning process.

Pedagogy Park

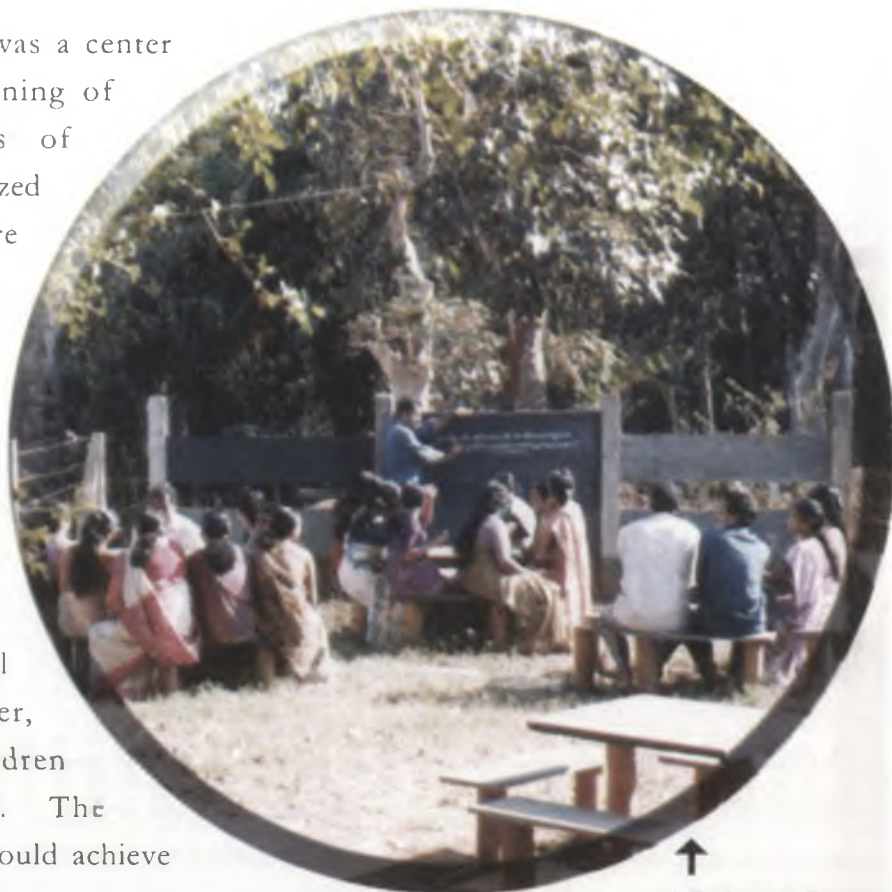
Pedagogy Park was one of the major innovative programmes implemented in DPEP, Kerala since 2000-2001. Its main objectives were.

- 1) It acted as a place for dissemination of good practices.
- 2) It gave ample scope for sharing of innovative programmes being done in various schools.
- 3) It functioned as a resource center for the benefit of both teachers and parents.
- 4) It aimed at the redesigning of the role of teacher as a researcher.

For the effective implementation at various levels (State, District and Block) workshops and planning had been conducted and disseminated the guideline for Pedagogy Park. Some specific criteria were formulated for selection of Pedagogic Park. One school that had good leadership by the HM was selected for Pedagogic Park in each BRC where the teachers, parents and community were highly co-operative.

The important features and highlights of Pedagogy Park

Pedagogy Park was a center where the visioning of various aspects of school was actualized and place where teachers, parents and the general public could equip their pedagogic skills with regular inputs from various experts. It was an ideal school where the teacher, parents and children work together. The Pedagogy Park could achieve the following



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*A Pedagogy Park in
BRC, Palakkad*

- ◆ Developed and disseminated good teaching learning practices.
- ◆ Brought about effective community involvement.
- ◆ Increased participation of parental involvement in the education of their child.
- ◆ SRG, SSG became more effective.
- ◆ Effective utilization of local resources.
- ◆ As a resource center where teachers, children and parents, could come, meet, work together, do small research on pedagogy.
- ◆ Sound learning environment.
- ◆ Effective school administration.
- ◆ Co-ordinated decentralization of activities.
- ◆ Teacher community could collaborate on teaching methods and schemes.

Pedagogy Park in BRC, Palakkad

It is a 'Mini Planetarium' - in which the viewers can observe and enjoy 'Star galaxy'. Students and teachers from different parts of Palakkad district are using this Planetarium

as a study center. Leading newspapers published articles about this 'Nakshathrakkoodaram' with colourful photographs.

Pedagogy Park in GLPS, Cheruvathur, Kasargod

A specially designed plot having sculpture of Lord Budha, models of snakes, medicinal plants etc. are arranged in the Pedagogy Park here.

Seminars on science learning, origami workshop, manufacturing of soaps and distribution of it under the leadership of mothers and celebration of important days are being done here.

Activity Center

The idea of activity center was derived from Pedagogic Park experience from the DPEP districts. It was not a mere center but a place for interactive learning activities. It was established either in each school or one selected school in each VEC. Children, teachers, and parents were the most important beneficiaries. Each activity center implemented programmes with the help of local resources. It include materials like rare collections, models, mathematical games and puzzles, materials for language game, charts, story charts picture, materials and equipment for simple experiments, jigsaw puzzles etc. Children could freely read, write, do simple experiments, puzzles, etc. Teachers could plan the day to day activities by utilizing the resources in

the Activity Center and also

working together with

children. Parents

understood the

learning process of

children and how

to help them. This

innovative practice

was in the early

stage. It was to be

sustained and

implemented with

effective monitoring.



Activity Centre is a new concept of DPEP. It works with local resources. Children do simple experiments, can read, writes, puzzles etc. in this centre with the guidance of teachers, parents and local experts

School Support Group (SSG)

Visioning of an effective school lead to the formation of School Support Group (SSG).

The existing school education system did not demand the participation of the community.

The existing role of PTA was limited to the extend of improvement of physical

requirements of the school. The responsibility of academic activities was vested only with the school teachers. The educated mothers, old students, local experts and artists, musicians etc. were to be roped in for the requirements of the school. They helped the school to function smoothly in the areas of



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Members from community are increasingly involved in school functioning

- ◆ Celebration of important days.
- ◆ Preparation of School Educational Plan and Annual Calendar.
- ◆ Classroom activities.
- ◆ Evaluation process.
- ◆ Preparation of Teaching Learning Materials.
- ◆ Noon Meal Programme.
- ◆ Project Works.
- ◆ Study tour, field trips.
- ◆ Mobilisation of fund.
- ◆ Collection of funds.
- ◆ Collection of materials and books.
- ◆ Participation in SRG meeting.
- ◆ Act as teacher in the absence of regular teachers.
- ◆ Sahavasa Camps.



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Children engaged in creative work

Prominence to Arabic

Arabic being a language taught in certain schools, Curriculum Statements, Language approach and Grading Indicators were prepared in Arabic at a district level workshop in Malappuram district. Kasargod district also conducted a workshop for preparation of curriculum statement. In Palakkad also district level trainings had been arranged in Arabic. Cluster trainings for Arabic teachers were also arranged.

Language materials and translations

DPEP has printed all textbooks, handbooks, and other education materials in Tamil and Kannada. 'Karukas' the resource books on IEDC have also been translated and supplied.

Numerous materials had been prepared and printed in these languages.

List of children's books was prepared in Kannada as part of a workshop and these were distributed to headmasters to help them purchase library books.

'Sangama' a link language material was developed in Kannada in Kasargod district.

Parent - Teacher Association

Parent Teacher Association in schools was given due significance in the new curriculum. A major trend had been noticed in the role of Parent Teacher Association as compared to the existing place of PTA in schools. A change could be seen in the attendance, participation, frequency of meeting and the discussion matters. The following achievements have been highlighted so far.

- ◆ Tremendous positive change in attendance in PTA meetings.
- ◆ Importance to participation rather than mere attendance.
- ◆ Participation in the school plans preparation.
- ◆ Help in the day-to-day school activities.
- ◆ Participation in school celebrations and celebrations of important days.
- ◆ VEC level parental meeting.
- ◆ Equal importance to academic and non academic matters.
- ◆ A lot of printed materials were published and disseminated to parents.



Participation of the community in school activities has increased to a great extent after the introduction of DPEP

INNOVATIVE PRACTICES AND SUCCESS STORIES OF DISTRICTS

Palakkad district

◆ Ayalkoottam Programme

It was a neighbourhood get together of children under the leadership of volunteers in a selected nearby house. All students of a selected school were divided into various

groups (Nos.10 to 15) and meet at the learning center between 5 pm to 7 pm. The volunteers helped the children to perform their home assignments and project works which the backward parents were unable to do. There were 5 selected school as follows in Palakkad district.

- 1) ALPS, Karadiyampara (BRC Parali)
- 2) ALPS, Peradiyoor (BRC Pattambi)
- 3) GLPS, Kamba (BRC Parali)
- 4) ALPS, Malanchitty (BRC Parali)
- 5) AFBS, Nambullipura (BRC Parali)

♦ **Vacation Programmes in various schools**

During the summer vacation in 2002, various schools conducted a number of programmes for the overall development of the students and the teachers.



Students are taken to observe bio diversity of nature

1. English Patanotsavam

It was a 10 day study camp providing ex-periences in English learning by creating an English atmosphere. Students and parents welcomed this pro-gramme and their involvement was very high. Students got chance to interact in English. Story telling, role play, drama, language games etc. in English were con-ducted in an effective manner.

2. Computer Training Programmes for teachers

BRCs conducted 3 to 5 day computer training to 320 teachers. They were trained to use computer as a Teaching Learning Material.

3. Vayana Peruma

It was a programme to promote reading habit among the children of Std. III & IV conducted by BRC, Pattambi. Teachers selected suitable library books and distributed them to each group. The group leaders will select the best book for the class. The class leaders will select the best book for the school.

4. Natine Ariyuka

It was collection of 'Local Knowledge' consolidated at Block level. All BRCs developed Local Resource book which gave geographical, cultural, social features of the locality. It was a collective work of more than 500 teachers, trainers, co-ordinators and programme officers. Copies are available in District Office and DIET.

5. Ganitha Olympiad

It was a competition programme for mothers and students in mathematics games. BRC, Palakkad conducted one day camp in which more than 204 students and 92 mothers actively participated in different competitions on mathematical games in connection with the activities included in the Handbooks.

The mothers of GLPS, Kamba of BRC, Parali were given a day's orientation each for three days to familiarise the mathematical game. During leisure time, they practice these games as a favourite past time in their homes. This enabled to enhance the mathematical skills in children.

♦ Kurunnukoodaram - Thiruvananthapuram

As part of vacation programme during 2001-2002, Sahavasa Camps were organised in all the schools. In these camps teachers, students and parents have actively participated. They engaged in the teaching learning activities (class wise). This provided an opportunity for students to present their creative works during vacation. This was a 10 days programme.

◆ Chempazhukka - Kasargod

The creative products of children have been compiled in the wall magazines named 'Chempazhukka' in Malayalam and "Singra" in Kannada. These were printed in colour and enough copies supplied to all schools so that they could display one in each primary classroom. These creations displayed in their classroom with the name and school of the author printed below has inspired many little poets and story writers to contribute to the magazines. Children were enthusiastic to send letters to 'Chempazhukka Maman' at the District Project Office.



DPEP gave opportunity to children to express their immense creativity

◆ Kurinhji

Kurinhji was the Newsletter published by Kasargod district with materials both in Malayalam and Kannada. Though originally it started as any other newsletter with reading materials for teachers and children it later took another shape. The Kurinhji became a supplementary material for the teacher which contained theme based planning of activities on the DRG. In fact it became more of a handbook that came to the teacher in sections. Three Kurinhji were printed every year and distributed to all the teachers in the district.

Arogya Theevandi (Health Train)

As part of the Sahavasa Camps 2003 based on health the children of Beckal BRC in Kasargod district, conducted a novel programme. In the afternoon, the children form groups and go to reach out to the community with the accompaniment of chendas and

maddlams (Drums). There they enacted street plays based on the theme of health. Then they moved forward to another location. This continued till dark.

Notes on local birds

The children collected information about various birds in the area during the bird watching session in the Sahavasa Camp. This was developed into a book and distributed to the BRCs, VECs.

Malappuram

- ♦ To promote creative writing among children, Tirur municipality published and distributed diaries for Stds. III and IV students.



Children are engaged in group work

- ♦ 'Mukulam', an exclusive children's Magazine was published by Areacode Grama Panchayat and given to all children in the schools of the Panchayat.
- ♦ An inland magazine 'Mukulam', Sharika was published and distributed to the children of the schools in the district.
- ♦ To overcome the hard spot in fundamental Arithmetic operations, Nilamboor BRC introduced a 'Fought Forty' programme in accordance with curricular statements in Kunnimani Mathematics texts.
- ♦ Vazhakad Grama Panchayat initiated a notable model to all Local Self Government Institutions in a comprehensive education programme exclusively for Stds. 1 to 12.



- ◆ In order to keep the pace in learning of the children during vacation, the district authorities introduced a programme for children.
- ◆ To enhance and promote the reading habit in children “Vayanotsav’ programme were conducted with the help of community involvement .
- ◆ To promote communication in English and create a learning environment, Tannur Shoba Paramba Govt. L.P. School introduced an ‘English Fest’.
- ◆ Nilambur BRC developed a ‘Project’ to assist project works in classroom.
- ◆ Evaluation is an inseparable part in the learning process. Hence the District Project Office initiated capacity building for preparing evaluation activities at school level.
- ◆ AMLPS, Urangatteri in Areacode BRC developed and disseminated ‘Kudumba Budget’ a material as part of skills development for arithmetic operations.
- ◆ News bulletins were published and distributed at District, Block and School levels.

ACHIEVEMENTS IN BRIEF AS A RESULT OF PEDAGOGICAL INTERVENTIONS

- ◆ Activity based classrooms emerged.
- ◆ Classrooms became child friendly .
- ◆ Created lot of outdoor learning situations.
- ◆ Paved the way for experiential learning.
- ◆ Improved Teacher - Parent relations.
- ◆ Developed response skills of the children.
- ◆ Changed the concept of Teaching Learning Materials (Availability of TLMs to all children)
- ◆ Local bodies could extend its helping hand to schools.
- ◆ Local bodies began to take interest in academic activities.
- ◆ Could bring in service of local experts.
- ◆ Could evoke a feeling that school as a public property.
- ◆ The self learning skills of children were developed.
- ◆ Attendance level increased in classrooms, PTA and CPTA.
- ◆ Participation in sports, games, youth festivals and in work experience improved.

- ◆ Students became fearless and joyful.
- ◆ Tremendous progress made in English learning.
- ◆ Teachers taken up higher level academic discussions.

An activity based classroom. Activities are assigned depending on the capacity of each child →



- ◆ Developed positive attitudes among teachers.
- ◆ Made use of extra reading materials.
- ◆ Creative products of children were published in leading newspapers.
- ◆ Leading dailies started special columns / page for publishing children's creative works (Eg: kutty.com in Mathrubhoomi, Kalimuttam in Deshabhimani, Kilukkampetty in Malayala Manorama etc.)
- ◆ New learning strategies were familiarised to teachers.
- ◆ Could record properly children's learning achievements.
- ◆ Familiarised with new materials (Teaching Manual, Headmaster's planner)
- ◆ Children's publications / magazines / brochures have adopted the philosophy and methodology of the new activity based pedagogy.
- ◆ School day celebrations improved .
- ◆ School planning and management improved .
- ◆ Effective monitoring systems came into being at various levels.

- ◆ Opened up co-operative learning and co-learning.
- ◆ Teachers started sharing experiences and collective planning at CRCs.
- ◆ Teachers and students became skillful in developing reading materials and reference materials.
- ◆ Teacher friendly Handbooks / Textbooks made available to teachers.

(Reference : Findings of the Academic study reports)



Services of educated mothers were utilised in classroom activities. This has enhanced the involvement of parents in the learning of their children apart from developing a sense of ownership in school management among parents

RESEARCH & EVALUATION



Research and continuous evaluation systems are regarded as integral part of any programme and these are to be developed simultaneously within the programmes. Researches and Evaluation are highly necessitated to assess whether the programmes are moving towards the right direction or not and also to identify corrections and modifications for achieving the desired goals.

The DPEP Kerala had made great attempt in curriculum revision, which aimed a paradigm shift in the teaching learning process. In order to achieve this aim DPEP Kerala organised a series of teacher training programmes and on-site-support mechanisms. Besides these, the project constituted

monitoring committees from State level to Panchayat level, conducted various indepth academic studies, research studies , local studies and action researches . The findings of these studies and recommendations of various committees helped us in planning future programmes.

Three sections were included under the topic Research and Evaluation

Section I

- ◆ Brief description on Baseline Assessment Study (BAS)
- ◆ Brief description on Mid Term Assessment Study (MAS)
- ◆ Brief description on Terminal Assessment Study (TAS)

Section II

Brief descriptions on the studies conducted by different external and internal agencies.

Section III

The local studies and action researches conducted by six project districts.

Baseline Assessment Study (BAS)

The DPEP perspective plan prepared on the basis of the findings of Baseline Assessment Study (BAS) conducted by NIEPA in Phase I districts and Consultancy Groups for Researches And Forecasting (CGRAF), University of Kerala in Phase II districts.

Period of BAS : Phase I districts -- August 1994

Phase II Districts - October , November 1996

Objectives:

- ◆ To assess the present status of primary schools ie, Teaching Learning process, School Management, Learner achievements, School infrastructure, Community level interventions, Teacher Competency.
- ◆ To find out project needs in phase I and phase II districts.
- ◆ To find out educational needs of backward groups and disadvantaged groups.

Methodology

- ◆ School Survey
- ◆ Achievement tests for assessing language ability and mathematical ability of the students from 1 to 4 classes.

Conclusions of BAS- Phase I

- ◆ The classrooms were over crowded in the case of many schools.
- ◆ Multigrade teaching were non existent in Kerala.
- ◆ Teaching aids were not very commonly used during class room teaching.
- ◆ Homework were very frequent in all schools. School inspection by AEOs seems to be rather limited.
- ◆ Many teachers expressed the view that they need more training to acquire skills to handle primary classes.
- ◆ Majority of the children had pre school experiences mostly from Balavadies and Anganwadies.
- ◆ Many Headmasters did not teach primary classes on a regular basis.
- ◆ The mean scores in Mathematics was 59.3% which was reasonably good.
- ◆ The mean scores in Malayalam were higher than that of Mathematics ie 67%.
- ◆ The mean scores in grade IV were depressingly poor in all the districts.
- ◆ The mean score for the entire ie. sample was 37.2%
- ◆ The mean scores in Malayalam although poor, was better than that of Mathematics
- ◆ The sex of the learner did not seem to be important in predicting learner achievement.
- ◆ Learner achievement showed systematic improvements with the levels of education of parents, especially father.

Conclusion BAS -Phase II

- ◆ Teacher guides were the least available teaching aid. This was a serious shortcoming seen in connection with the higher proportion of teachers without inservice training. Majority of teachers were desirous of inservice training.
- ◆ Multigrade teaching situation existed only in Thiruvananthapuram.
- ◆ On the question of time allocation by teachers, it was noted that only a small portion of time was spent for feed back with the students.

Social Assessment Study

Besides “BAS” (I and II) the DPEP Kerala conducted a Social Assessment Study.

Consultant : Consultancy Groups for Research And Forecasting (CGRAF)
Department of Future Studies, University of Kerala

Period : 1996 – 97

Objectives :

To analyze problems of Girls and children of the Scheduled Caste / Scheduled Tribe Community in terms of their enrollment, retention, dropout and achievements in the State with reference to DPEP II Districts.

- ◆ To study the specific problems of enrollments, retention, dropout and achievement pertaining to the above categories.
- ◆ To assess the available evidence on the effectiveness of various schemes that are in operation among these groups of children.
- ◆ To assess the views and perceptions of the community on the constraints in ensuring effective participation of these children and possible strategy for overcoming the constraints.

Approach of study

- ◆ The study had been carried out using both primary (Base Line Study Data DPEP Phase II) and secondary data, information gathered on the basis of different focus group discussions, elicit the community of responses on social attitudes to education of weaker sections and the role of cultural factors including the medium of instruction.

Drop out of girls- findings

- ◆ The major findings cited for the dropping out of girls were the gender bias existing against girls, materials constraints of parents especially of the girls belonging to weaker section, compulsion to look after youngsters and to do household work, long walks of many kilometers to schools, sexual harassment on the way to school mainly in the case of SC/ ST of hill and forest areas, the upbringing of girls primarily as good house wives to shoulder family responsibilities for getting them married off and hence the prominence of education is considered only secondary for them.

Dropouts of SC/ ST Children

- ◆ Backward surroundings and financial constraints, lack of free school education.



SURVEYS AND STUDIES CONDUCTED

A study of Primary Schools in Kerala : April 1997

Consultants : N.V. Varghese (NIEPA)

K.S Sajeev (NIEPA)

Objective :

To assess the functioning of primary schools in the selected districts of Kerala and to measure the levels of learner achievements among primary school children and to ascertain factors influencing learning achievements:

Conclusions:

- ◆ Many teachers felt that even when trained, they were not in a position to introduce changes in classroom transaction.
- ◆ Many teachers felt that the inservice trainings were less practical and hence less useful for them to improve their classroom transaction.
- ◆ The students who attended both Madrassa and formal schools simultaneously were not in a position to do studies at home which reduces their effective learning time when compared with their counterparts belonging to other religious groups.

Mid term Assessment Survey (MAS, 2000)

The survey was conducted during July to October 2000 in three DPEP districts viz. Idukki, Palakkad and Thiruvananthapuram.

Objectives :

1. To measure the average performance of students achievements test in language and mathematics at the end of class I and at the end of penultimate class of primary schooling during BAS / MAS.
2. To study the achievements differences in regard to area, gender and social groups and compare them under BAS and MAS.
3. To study the effect of variables like home, school, teachers, classroom practices, incentive schemes etc. on students achievements.

Findings

- ◆ The achievements of class I urban students performance in language was higher than BAS in all the three project districts and the mean % MAS was higher than that of BAS.



- ◆ The achievements of class I urban students in language on BAS test and on MAS test was found to be highest in Idukki and lowest in Thiruvananthapuram.
- ◆ The rural students of class I performed higher in language competence than BAS in all the 3 project districts and that the mean percentages of MAS was higher than that of BAS test.
- ◆ The achievements of class I boys' performance in language was higher than BAS in all the 3 district and the mean % of MAS was higher than that of BAS.
- ◆ The achievement of class I students' performance in language was higher than BAS in all the 3 project districts and that the mean percentages of MAS was higher than that of BAS.

Terminal Assessment Survey in the Districts under DPEP I

Team : Dr. P. Viswanthan Nair

Dr. G.R. Santhosh Kumar

Dr. T.V. Bindu

Period of Study: 2001

Objectives :

- ◆ To measure the average performance of students' achievement on the competency based achievement test in language and mathematics at the end of class I and in the end of penultimate class of primary schooling during BAS / MAS / TAS.
- ◆ To compare the average performance of class I students displayed during the MAS with that of the TAS.
- ◆ To study the achievement differences in regards to area, gender and social groups and compare them under BAS, MAS and TAS.
- ◆ To study the effect of variables like home, school, teacher, classroom practices, incentive scheme etc. on students' achievement.

Conclusions

- ◆ Gender wise comparison had shown that higher mean achievement was found among boys in Kasargod and Wayanad districts and in Malappuram district it was found to be associated with girls.
- ◆ There was comparable difference between mean achievement of class IV rural, urban students (girls) in word knowledge.
- ◆ In Kasargod and Wayanad districts the higher mean achievement was found to be

associated with urban students, but in Malappuram rural students secured slightly higher mean achievement than urban students.



Study on the Institutional development of SCERT & DIETs in Kerala

Study conducted by Educational Consultants India Ltd. 10-B, Indraprastha, New Delhi

Period of study: The study was carried out during October – December 1996.

Objectives :

- ◆ To find out the changes took place over the years on the roles and functions of the organization and how do these affect the functioning.
- ◆ To study the difference between stated functions and perceived functions of the organisation and how do these affect the functioning.
- ◆ To find out the existing strength and weakness of the institutions, and
- ◆ To suggest mechanism of strengthening the development process of these institutions in order to meet the challenges of UEE and DPEP.

Findings

- ◆ It was found that the DIETs in Kerala extend its operations beyond the approved programmes. This shows the proactive role adopted by DIETs in achieving the overall object of improving quality of primary education in the state. The activities of DIETs also established the capacity to plan and implement multifaceted programmes and the commitment towards interacting at grass root levels.
- ◆ The faculty of SCERT and DIET needs to be provided with a faculty development programme which should be a comprehensive package. The SCERT faculty may be given appropriate pre entry induction and post entry reorientation programmes with the assistance of institutions such as NCERT, NIEPA, UGC, Central Institute of Indian Languages, Mysore, Central Institute of Foreign languages, Hyderabad, UNESCO, UNFP Activities and other agencies.

Evaluation of Competency Based Instructional Materials developed in Kerala

Agency: Regional Institute of Education, National Council of Educational Research and Training

Period: 4th to 15th January 1996



Objectives:

The newly developed competency based instructional materials may have far reaching implications for learners, teachers and the system as a whole vis-a-vis improvement of the quality of education at the primary stage. It would be desirable to evaluate such materials and suitably modify them before they are put to wider use.

Findings

1. For Malayalam Paataavali – Improvements are called for in the areas of content and style of presentation to make the book better. On the whole the book may be considered as good.
2. For Teachers Hand book – Suggested that the materials has been well developed and will be useful to teachers to an appreciable extent. However, efforts could be put in during its revisions to improve those aspects which are rated 3 and below, so that teachers have very useful hand book with them for class room transaction.

Impact of Distance Education Activities undertaken by DEP- DPEP Kerala – A study

Agency : Distant Education Unit, DPEP Kerala

Sri. M.Sethumadhavan

Sr. Lr. DIET Palakkad

Smt. Madhubala Jayachandran

Distance Education Co-ordinator

DPEP, Kerala

Period : 2003 January – 2003 March

Objectives :

- ◆ To study the impact of the technical support given by DEP – DPEP Kerala in designing, developing, producing and delivering distance learning inputs and materials for training the primary education personnel.
- ◆ The impact of the assistance given by DEP – DPEP Kerala in reducing transmission loss by suitable distance learning interventions and thereby increasing consistency and quality of training efforts.

Findings

The Distance Learning Materials (print, audio & video) developed by DEP – DPEP Kerala were highly beneficial to the District / BRC/ School personnel for their capacity

development. But the audio & video materials were not much developed and not properly distributed. Besides, the video clipping was of poor quality during the teleconferencing programmes.

Teleconferencing is to be accommodated along with face to face training. Then only it would be beneficial for the personnel capacity development and social development of an individual. There is enough chance for communication in face to face training than teleconferencing.

Study on Gender Concerns in School Activities and Classroom Practices in Primary Schools

Study Conducted by DPEP Kerala

Period of study : 1999 – 2000 February

Objectives

- ◆ To study the extent of participation of girls in school activities and in class room process and to assess the role of the teacher in providing opportunities for girls to develop their potential through participation in school and class room activities.
- ◆ To study whether there was discrimination against girls and the role of teachers in this process.

Findings

1. The possibilities for gender discrimination, on which the study was based, were observed in the schools but their intensity and magnitude could not be assessed as the observation episodes were limited.

2. Seating arrangement

In government and private schools boys and girls were assigned separate seating rows in class rooms and for mid day meals. This differentiation was maintained in play activities outside the class room also. But within the classrooms no differentiation was noted during group activities.

3. Teacher behaviour and students responses

Teachers' directions were given to boys in government and private schools. But no differences were noted in frequency of asking questions by teachers.

Impact of DPEP interventions on Tribal Education Programme

Chief Investigator : D. B. Bindu

Department of Anthropology

Kannur University

Sponsor : DPEP, Kerala

Period of study : 2000 –2001

Objectives :

1. To find out the educational involvement of some of the backward and primitive tribal communities of Kerala on implementation of DPEP and to what extent they are benefited.
2. To collect the opinion of teachers working in tribal areas about the participation of learners, parental co-operation and their impact on improvement of tribal education, and
3. To recommend some creative suggestions for future improvement of tribal education.

Important findings

- ◆ The results of the qualitative evaluation showed that DPEP could bring about significant effect on the self esteem scores of tribal children.
- ◆ It was common agreement that family background and parental co-operation for education was not favourable, economic conditions of most tribal family were miserable.
- ◆ Introduction of Alternative Schools was encouraging attempt of primary education programme which could really accelerate the educational aspirations of tribal children in remote areas where school accessibility was a major problem.
- ◆ The physical facility available in schools and schools' environment were satisfactory.
- ◆ Irregular attendance of tribal children was still a problem in all the sample districts and percentage was high in areas where there was less exposure.
- ◆ Dropout was (tribal students) less in Palakkad district and high in Wayanad district. Reasons for dropout was mainly centered on their social and economic conditions.
- ◆ Transition rate of tribal children was almost satisfactory.

Major Findings

1. The home environment of Scheduled Tribe students was not found to be congenial for their development, majority of them had illiterate parents.
2. Only one tenth of the Scheduled Tribe students had high level of participation in extra - curricular activities, two thirds had low level of participation.
3. Majorities of the Scheduled Tribe students were older for their respective classes.
4. Medium of instruction was a significant factor in tribal education especially in the case of the so called primitive tribes.
5. Tribal students' and their parents' educational and occupational aspirations were very low.
6. The new curriculum was found interesting to tribal children as it involved free mingling with teachers and other students.

Suggestions

1. Parents' education, their awareness of the need for education, and community involvement are pre- requisites for the optimum utilization of schools and success of tribal pupils. Adult education should therefore be strengthened by DPEP for the upliftment and participation of tribal students.
2. Programme for making the school curricula of the new primary education programme with appropriate curricula little more relevant to the ability level and needs of the tribal children. This can be done with the help of educationist and social scientists.
3. The schools in tribal dominated areas of each district should be declared priority institutions entitled for special allocation of funds for better school resource to compensate the impoverished home environment of tribal students.
4. Compensatory programme for the attitudinal, perceptual and language development of tribal children should be instituted in school and multigrade learning centres.
5. Special programmes for inservice education of teachers should be organized frequently to enable them to acquire necessary knowledge of the tribal students' problem and their cultural background. Such programmes should positively changes teachers' perceptions about tribal children.
6. Efforts should be made to familiarize the child the medium of instruction from pre-primary level itself so that the student can develop interest in his future studies.



7. The teacher must try to offer a fear - free environment to the tribal students so that they may freely express their problems. This is the most significant factor in a programme like DPEP.
8. Facilities should be provided to tribal students to participate in the parental economic activities without affecting their regular attendance and studies. The school calendar may be adjusted according to that.
9. In the case of residential schools, hostel facilities like quality food, cleanliness in mess, bed rooms and facilities for reading ... etc. should be made available. Moreover, students' participation may be encouraged in all areas of facilities so that a spirit of self help is developed in them.
10. Proper arrangement for timely supply of books, uniforms, scholarships and other facilities should be extended so that the children can manage their needs without burdening the parents and to ensure their continuance in schools.
11. Educated youths from tribal communities were appointed as volunteers for each colony to look after the educational problems of the children of that particular colony and to give motivation and coaching for them. It was their duty to ensure regular attendance of each student and all other matters of them related to education.

“Integrative approaches in class room transaction of Poothiri Texts, Sub texts, Inter texts and Contexts – Problems, Solutions and Practical Models”

**Chief Investigator : Dr. Vedamani Manual, Professor of Education
(Rtd.). University of Kerala**

Main Objectives :

The study focuses on the following major objectives :

- i. To summarise the modern theories relevant for integrated pedagogy;
- ii. To survey the ways in which problems have been met by practitioners and the reactions of teachers, parents and learners.
- iii. To analyse the potentialities embedded in problem situations.
- iv. To analyse the successful models already worked out by innovative practitioners;
- v. To develop integrative pedagogy models for practices to develop abilities such as Reading, Writing, Numerics etc.
- vi. To conduct ‘Tryout’ of experimental models in selected schools; and
- vii. To develop a model of diffusion to the innovations and integral models developed.

Major Findings

The analysis of the integrated Poothiri Texts for classes 1 and 2 reveals that in environmental studies the present texts impel the child to actually investigate the environment and study. In the language component also there are several merits such as inviting the child to recite, sing, act, improve his/her oral/aural skills, imagine, form hypothesis, compose poems (on triggers given in the text) etc. Arithmetic component also starts from the environmental triggers, and develops situationally. DPEP - trained teachers use these potentialities remarkably well.

The 'Subtexts' (Teachers Handbooks) give an excellent analysis of the theory of integrative child - friendly pedagogy.

The Handbook presents succinctly the modern ideas of learning experiences, their characteristics, and the positive outcomes of activity-oriented pedagogy. It gives excellent ideas about environmental approaches, suggests many ideas for teachers - made improvisation, and organizing games. On the literary and scientific investigation type also it give plenty of suggestions for developing creativity and often tells precisely how to fabricate, construct and use. It enriches the literary matter given in the text with more poems, rhythms, varied (including folkloric).

The Handbook sensitizes the teacher to observe the school readiness level already possessed by different children and fortify them (and compensate for those that are short). Specific suggestions are given for arousing children's intrinsic interests in schooling (so that extrinsic motivators, especially negative ones like fear of punishment can be avoided). The preparatory activities to meet these needs should be such as to yield joy; arouse interest and use the group process. The activities suggested are such as to cater to the all-round development of children (noted by all great educators): those that strengthen the muscles (gross and fine), sense training, imitation, acting, listening and speaking, pre-reading, pre-writing and re-mathematics activities (a series of informal activities have been suggested to build each of these.)

The admission of children to school is to be celebrated as a festival. The school is decorated with drawings, flower and leaf festoons, older children and teachers receiving them with stories, songs and art programmes, games, distribution of sweets (by staff/ PTA), meetings of teachers, parents et al. For one or two weeks, formal teaching is avoided and informal conversation, environmental walks, stories, games, acting etc. suggested. The educational benefits of these are listed. As the child advances, more songs, poems and riddles are introduced. The larger and smaller groups not only help socialization, but also serve as introduction to numbers - even large numbers than what is contemplated in the text. The Hand book gives guidance about how to conduct group work.

The concept of Curriculum Transaction. The 'subtext' and the training imparted have enabled a large number of teachers to rise above the passive role and actively transact the curriculum and mature into real professionals.

Intertexts refer to the large amount of teachers-made aids, pupil- developed learning materials and creative products, children's reading materials bought with special grant, supportive materials produced at the district and block levels and other learning resources. An enormous amount was observed in visits to schools all over Kerala in DPEP districts. It was also confirmed in the responses to the Teachers' questionnaire.

Conclusion

1. The most important theory relevant for child- centered integrated activity pedagogy has been elaborately presented in Chapter II. This theory explains the brake and accelerator factors in innovation, and read in context, may contribute the illumination and steering factors. The chapter ends with a statement of modern qualitative research which teachers and educational workers doing action research will find very helpful.
2. The delineation of the problem has been done in the introduction itself. A restatement of the problem factors in context has been done just before this coverage of objectives summary.
3. The objectives of visualizing the potentialities embedded in the problem does not come easily if we expect knowledge always to come in packed forms from external sources. Every problem can also be seen as a minefield of solutions. DPEP has presented many such challenges. Many ordinary teachers have made improvisations, conducted action researches, and have already done a lot of valuable mining. Much more remains to be done. But we should at least recognize what they have done. The theory presented in Chapter II does not really contain the solutions. It provided a method of digging better into our own gold mines and extracting the precious wealth. The gold extracted already without reading this theory is no less precious.
4. The result of the survey of the way the problems have been met by practioners, the reactions of teachers, the public and pupils have been presented descriptively as well as in tables in Chapter III. Some reactions were measured directly, some indirectly. Some essential elements have been triangulated and presented in bar diagrams in Chapter IV.
5. The Report has presented three cases of disadvantaged children effectively solving their problems through DPEP approaches, though there may have been delays, inevitable in two cases. Much more than that, the whole of this report may be treated as a case study (as understood in qualitative research) of DPEP in its mature form by about the close of the academic year 2000 - 2001 bringing out many of its achievements, which remain invisible to the public.

“Learning Environment provided for developing Process Skills through Environmental Study in Primary Classes – An Analytical study”

Chief Investigator : Mrs. Gladis Ponbala, Researcher, Mathanpala

Main Objectives :

- i. To find out the learning environment provided to the children in Stds. 3&4 for achieving Environmental Science.
- ii. To analyse the processes involved in the skills such as Observation, Comparison, Classification, Analysis and Inference; and
- iii. To find out how those diverse experiences are given to those children to develop the process skills.

Major Findings

1. As a part of providing appropriated learning environment for the development of process skills in learners of EVS in primary classes, teachers have made use of a variety of instructional strategies in classroom instruction. These instructional strategies are; projects both individual and group, field trips, demonstrations, exhibitions, models, TV/ Cinema and other usual classroom instructional strategies.
2. Among the various strategies adopted for EVS instruction, group project was the most frequently employed one. Group project had been accepted by teachers as a major strategy in more than forty per cent of instructional situations in EVS.
3. Individual projects was the next important strategy employed by teachers in EVS instruction. Individual project had been made use of by teachers, on an average in thirty per cent of learning situations in EVS.
4. Field trips were organised by teachers for effective learning of EVS in a number of instructional situations. But the responses of children showed that only 55% of them have participated in field trips arranged for EVS instruction. This shows that field trips were not widely employed by teachers.
5. In 8 to 18 per cent of instructional situations teachers have made use of demonstration as another technique of instruction in EVS aimed at the development of process skills.
6. Working models, still models, exhibitions and other usual classroom techniques were rarely employed in EVS instruction.



7. The services rendered by CPTA/ MPTA were satisfactory in arranging appropriate environment for EVS instruction. Major areas where schools received co-operation from CPTA/ MPTA were organisation of field trips, projects, Sahavasa camps, preparation of learning aids, etc.

Suggestions

1. As a part of providing appropriate environment to learners of EVS for developing process skills, projects were utilized as major techniques of classroom instruction. Both individual and group projects were made use of. On an average in 70% of instructional situations projects were the major strategy for classroom instructions. But on observation it is noted that in the execution of projects, the major stages to be followed were not observed. In majority of situations it was either individual or group work assigned to the pupils for the realisation of competencies. These individual and group assignments were usually completed by pupils with or without proper guidance from teachers. Hence the projects have to be organised purposefully so that it will lead to effective learning and development of various skills.
2. Field trips as instructional techniques were meaningful and effective as they can provide primary experience to learners. The number of field trips organised in EVS were less. In many situations field trips were organised for name sake and to satisfy curricular prescriptions alone. Proper directions should be given to schools for the organisation of field trips. Indicators of the possibility of organising field trips in curricular contexts will also help to increase the number of field trips in EVS.
3. The place of demonstrations in science education can never be under estimated. The percentage of instructions situations as demonstrations were employed was less than 10. The situations as demonstrations may be highlighted in the text books, as many of the concepts in science cannot be accommodated by children on their own efforts but on observation of demonstrations.

“Multi level status of Parents and the Academic Progress envisaged in DPEP Kerala – A Critical Study”

Chief Investigator : Sri. K. Puram Sadanandan

Duration of the Study : 5 Months

Status of the study : Report submitted

Main Objectives:

The study focused on the following objectives :

- i. To analyse the multi category of parents in terms of socio economic status who engage with the school level in DPEP districts;



- ii. To conduct house to house survey in selected Panchayats to collect opinions regarding DPEP class curriculum; and
- iii. To analyse the data and prepare a Guideline for future programmes.

Target Groups

- i. Selected Panchayats in Malappuram district.
- ii. Selected schools PTAs/ MTAs in the sample Panchayats.

“People’s Participation in the Implementation of DPEP in Kerala - A Critical Assessment”

Chief Investigator : Mr.Paily Kurian,Trivandrum

Main Objectives :

The main objectives of the study were to examine:

- i. Level of participation of people belonging to various groups on decision making process towards implementation of DPEP activities.
- ii. Participation on resource mobilization, monitoring and evaluation of programmes; and
- iii. To propose suggestions for future progress and effective implementation of DPEP scheme.

Major Findings

Regarding Parents

1. Most of the parents, 73.52% were mothers. It indicates that mothers were more concerned about their children’s education. Nearly three- forth (74.50%) of the parents belonged to the age group of 20-35.
2. Despite destructive criticisms against DPEP, majority of parents, whose children have either studied or are studying in other system of education, has preferred DPEP, due to several reasons.
3. Parents who had undergone orientation training were found to be rather well informed and interested in DPEP. But a great majority had not attended the orientation training.
4. A great majority (72.55%) of parents attended the school PTA either always or very often.
5. Majority of the parents does not attend the class PTA/MTA always, which was

conceived as the best means of getting people's participation in the implementation of DPEP.

6. Regular Class PTA/ MTA was not held in most of the schools. Presently, the Class PTA/ MTA was held to distribute the results of terminal examination.

Regarding School Support Group(SSG)

1. There were only few schools where the SSGs were active, and wherever these were active, were doing exceedingly well, discharging all their roles and responsibilities.
2. In one of the schools, where the SSG was not very active, a few senior students of high school section from the same school supervise the self controlled activities of the students and managed the classes during SRG weekly meetings. It was something praiseworthy and could be tried out in other schools as well. This is to be noted as a special feature in LP attached High Schools.
3. Majority of the SSG members had not attended the orientation training and had very little knowledge of their roles and responsibilities.
4. In most of the schools the SSG was not found actively involved in discharging their duties and responsibilities. It existed only on paper and they don't meet every month. They had very little knowledge of their roles and responsibilities.
5. There was no significant relationship between the educational qualification and attendance in these meetings. And there was no significant difference among the districts either.

Regarding School Resource Group (SRG)

1. SRG was found functioning well in all the schools studied. Depending upon the interest, initiative and enthusiasm of the Headmaster and the convenor, in some school SRG was doing extremely well. Thiruvananthapuram was topping the list.
2. Though there was a provision that SSG members can be invited to attend SRG meetings, it was not found common excepting in a very few schools.
3. The assistance of SSG members were not sought by many schools in supervising the self-controlled activities of students and managing the classes while the SRG meetings were held every week.
4. The investigators were told by some parents that some of the teachers were sending their children to English medium schools while they insist that other's children have to go to schools where DPEP system is being followed.

5. Parents also told the investigators that there was lack of proper coordination and cooperation among some of the teachers, and between the Headmaster and the teachers, and between teachers and parents in many of the schools studied.

Regarding Village Education Committee (VEC)

1. Village Education Committee was found functioning satisfactorily in many Grama Panchyats. But in some Grama Panchyats the Village Education Committees were newly constituted and they were becoming active in discharging their duties and responsibilities.
2. Most of the VEC and Block Monitoring Committee members were rather well educated.
3. Almost all the VECs meet as and when required and takes keen interest in the development and maintenance of physical and infrastructure facilities in the school. There was fixed periodicity for these meetings.
4. They have not given due importance in assisting the school for the development of learning materials and audio visual aids necessary for the effective implementation of DPEP. It may be due to the lack of importance attached to it and demand either from the schools or the VEC members.
5. Whenever these meetings were held, their participation seemed to be very good.

Regarding the Block Monitoring Cell (BMC)

1. The role of BMC found very remote, as far as people's participation in the implementation of DPEP was concerned. They came to the aid of the GP in ensuring efficient and effective functioning of DPEP through their monitoring and evaluation of the programme.

Suggestions

According to the Terms of Reference (TOR) one of the major objectives of this study was to propose suggestions for future progress and effective implementation of DPEP scheme. In order to ensure and encourage people's participation for more efficient and effective implementation of DPEP, this study propose the following suggestions and recommendations:

Strengthening Class PTA/ MTA

1. Make maximum use of existing Community Based Organisational (CBO) structures consisting only of women. Such groups are coming up in almost all the wards, villages and towns throughout Kerala, through the intervention of "Kudumbasree", Non-



Governmental Organisations, and many other initiatives, in the name of Neighbor Hood Groups (NHGs) Self Help Groups (SHGs), “Ayalkoottams” Credit Unions etc. Women belonging to these groups have regular weekly and monthly meetings and most mothers of children attending DPEP system of education are found to be members of any of these groups.

2. There are also the Anganwadies / Balwadies/ Nursery schools and the Mothers Meetings in these set ups as well. These platforms can easily be utilised for mothers of children attending DPEP and ensure their participation in the class PTA/MTA.
3. Anganwadi Workers and leaders of other CBOs, NGOs, and various groups can be involved in this awareness generation programme.
4. Elected representatives, especially the Ward Member / Ward Councilor has a greater role to play to ensure participation of parents in the class PTA/ MTA through their direct approach and home visits. This point can be discussed also in Gram Sabha/ Ward Conventions. The Ward Member also can attend the class PTA/ MTA at times.
5. Teachers have to inform the parents either by writing through the children or directly meeting the parents at their homes, building up better interpersonal relationship with the parents.

Restructuring SSG

1. There is need to look into the constitution of SSG at the school level. It has very little relevance. Wherever the school PTA is active, the SSG has very little to do. And it is not easy to find education experts and local experts at the school level.
2. Therefore, this study propose that at Ward level a Ward Education Committee(WEC) be constituted under the Chairmanship of the Wards Member/ Ward Councilor with other members like Educational Experts, Local Experts, NOG personnel, PTA representatives, Anganwadi worker, representatives of women’s groups etc. The grassroots level Panchayati Raj will have greater responsibility and role to play in ensuring and encouraging people’s especially parent’s participation in the implementation of DPEP.
3. A separate panel of retired school teachers and government servants at the Ward level can assist the teachers in managing the classes and supervise the self - controlled activities of the children during the weekly SRG meetings. The services of other experts could be sought as and when required in special circumstances.
4. Old students usually have greater commitment to their alma mater and they could be given more representation in the WEC. And if they are given opportunities and involve them in the decision making process, their participation can be ensured.

5. WEC will be more responsible while planning, during the Grama Sabha, giving due importance to each school within the Ward.

School Resource Group

1. Greater importance has to be given for preparing and producing Handbook for parents in collaboration and consultation with BRC and other higher offices.
2. Teachers have to consider teaching in primary section as a service rather than a profession. They need to visit the parents of the children at their homes as often as possible, creating better relationship with the teacher and the parents to ensure and encourage parents' participation in the implementation of DPEP.
3. Teachers themselves have to become models by sending their children to schools where DPEP system is being followed.
4. Build up better interpersonal relationship among the teachers themselves, and between the teachers and the Headmaster.
5. There need to be better monitoring systems to ensure better functioning of SRG and the HM be made responsible for efficient and effective functioning of the SRG and DPEP as a whole.

'A study on the Functional Efficiency of Schools in DPEP districts'

Chief Investigator : Dr. Vijayalakshmi, Women Empowerment and Human Resources Development Centre of India, Trivandrum

Main Objectives :

The study focus on the following main objectives :

- i. To study the physical environment of schools and management aspects of school functioning;
- ii. To assess the performance of teachers and learners in the process of schooling ;
- iii. To assess the involvement of parents and the community in the functioning of schools; and
- iv. To assess the level of functioning of various DPEP structures as a support system.

Major Findings

Teachers as well as parents are not satisfied with the physical environment of many schools. Among the variables analysed under the physical environment it is noted that some of the variables are sufficient and satisfactory in most of the schools. Drinking water facilities, play ground, library etc. are found to be satisfactory except in Kasargod



and Wayanad districts.

Recommendations

1. Identify the slow learners in each class and give them proper instructions.
2. Improve library facilities in schools.
3. Provide proper training, awareness programme for parents.
4. Reduce workload of both teachers and pupils.
5. Reduce the strength in classrooms.
6. Provide individual attention to pupil rather than group.
7. Improve content and descriptions of textbooks.
8. Provide more emphasis to learning alphabets especially in primary level.
9. Provide marks to pupil than grade.

Recommendations of Community

1. Reform educational system.
2. Need changes in examination system and method of evaluation.
3. Free distribution of notebooks and other materials to economically backward pupils.
4. Content of the textbooks should be arranged properly so that there should be continuity in matter.
5. Give more explanations.
6. Provide teachers training on holidays only.
7. Include more content in textbooks and also give emphasis to language learning.
8. Special attention to slow learners.
9. Increase quality of education.

Recommendations of Headmasters

1. Avoid the system of one teacher for a class.
2. Do not give class charges to headmasters especially in L.P. sections.
3. Make provision for sending a representative in all meetings.
4. De-link L.P. section from H.S.
5. Appoint special teacher and peons in L.P. schools.



6. Proper BRC monitoring.
7. Reduce teacher - pupil ratio.
8. The appointment of teachers should be complete by June 1st itself.
9. Avoid teachers from engaging other duties such as census, election work etc.

Recommendations of State level officials

1. Action against teachers who do not attend training programmes or to other activities conducted by DPEP or Government.
2. Under the DPEP system, child centered education should get first priority.
3. Approval to the school and the place must be done by Panchayath.
4. For monitoring of the school there should be a standard monitoring agency.
5. Change the attitude of teachers towards the new system.
6. Give academic as well as administrative freedom to BRC.
7. Media Officers should visit Block Resource Centres and collect materials.
8. There should be democratic behaviour towards school officials by higher authorities.
9. Reduce the communication gap between District Project Co-ordinators and DPI.

“Community Participation in the development of Primary Education- Recent Experiences and Emerging Issues - An Analytical study”

Chief Investigator : Dr. P.M. Mathew , Ernakulam

Main Objectives:

- i. To identify the roles and limits of interventions in Primary education by PRIs.
- ii. To evaluate the present linkage of DPEP as a project with PRIs.
- iii. To analyse the potentials and constraints of community involvement in primary education system of Kerala; and
- iv. To suggest ways and means for strengthening the democratic processes for improving the quality of primary education.

Major Findings

1. The vicious circle of poverty compel the poor parents not to participate in a satisfactory way with the school activities. Participation from the parents was dependent upon their environment as well as their understanding of the form of participation. These, however, were constrained by their poverty situation.

2. Teaching community in Kerala obviously need proper monitoring of their activities. However, the Kerala teachers have demonstrated themselves as excellent examples of meritorious teachers. The urge for community intervention, therefore, need to be a high quality social control, rather than just a watch by the 'big- brother'.
3. The role of Panchayati Raj institutions with regard to monitoring has been significantly apprehended by the teaching community. The role of the PRIs, however, in initiating quality improvement drives, and a cultural networking in the village, remain far from satisfactory.
4. A major finding was that, there was a significant vacuum with regard to an integrated institutional mechanism at the Panchayath level, which takes care of both the infrastructural as well as qualitative needs of the school. The different committees functions as rather independent entities, with little or no give and take. On the other hand, there are no clear polices on primary education in the State, which swing the Panchayaths into action.
5. There are several success stores in the area of primary education in Kerala. However, such stories can be multiplied if there is an integrated policy, which drives the Panchayaths into action. The first task in this regard is to resolve the constriction between primary education under people's planning, and DPEP as an altogether different project. Once such contradictions are resolved, it is easier to enhance the visibility of success and to make them replicable models.
6. The major suggestions of this study related to the objective reality as well as the subjective perceptions of the major stakeholders. However, the major imperative is to address to the need for a conducive policy environment, whereby the vertical and horizontal linkages of DPEP are clarified to each and all.
7. The suggestions, as above, have to be logically sequenced. If the education sector itself become a more transparent sector, the erring actors, let it be the private school managements, will be forced to yield to public pressure. Laws and committees cannot perform such a useful purpose. The major threat to community participation in primary education today is the anachronistic policy regime at the macro and micro levels. Therefore, we strongly recommend that the Government of Kerala should come forward with a white paper on the state of Primary Education in Kerala.

“ Classroom Climate and Student Behaviour Outcomes: A Comparative Study of Classrooms under DPEP and Non – DPEP Districts in Kerala”

Chief Investigator : **Dr. Sarath Chandra Raj, Principal NSS
Training College, Chaganassery**

Main Objectives:

- i. To study the classroom climate of classes I to IV under DPEP and Non - DPEP districts in Kerala.
- ii. To study the selected behaviour outcomes of students from both streams.
- iii. To study the impact of classroom climate on student behaviour outcomes.
- iv. To compare the classroom climate and student behaviour outcomes of DPEP districts with that of non - DPEP districts.
- v. To make sub group comparisons of classroom climate and student behaviour outcomes with respect to the selected demographic variables.

Main Findings

1. Classroom climate perception by students was the only climate variable that clearly discriminated DPEP schools from non – DPEP Schools.
2. Students from DPEP schools perceived a more positive and democratic class room climate compared to the one perceived by students from non – DPEP schools.
3. DPEP (pedagogy created) classroom climate was found conducive for creative development among students. On creativity DPEP students excelled the non – DPEP counterparts.
4. DPEP students were found superior to non – DPEP students on decision making abilities also.
5. Language achievement was another area where DPEP students scored significantly higher than the non – DPEP students.
6. Mathematics achievement was the only area that did not show any effect of DPEP climate. According to the perception of students, DPEP class room climate was more democratic and positive compared to non- DPEP class room climate.
7. DPEP students were found to excel the non–DPEP counterparts on their achievement in Environment studies.

8. Age (of the teacher) was not found to be a factor influencing the class room climate.
9. The male teachers were found to be more democratic in their attitude than their female counterparts.
10. Students from the rural schools perceived a more democratic class room climate than their counterparts from urban schools.
11. DPEP – Government school teachers were more positive in their class room approaches than DPEP – private school teachers.
12. Positive classroom perception was found leading to better student outcomes such as creativity, leadership and achievement in language.

Recommendations and Suggestions

1. DPEP classroom climate was found conducive for the development of creativity and decision making among children. This finding has great educational significance. Further studies may be conducted to isolate DPEP strategies that really cater creativity development, so as to make them essential aspect of any future educational reforms.
2. Another major conclusion of the study is that the DPEP classroom climate did not have any impact on mathematics achievement of the students. This was contrary to the expectations. Further studies are required to pin- point the reasons for this state of affairs.
3. On the contrary, DPEP climate was found conducive for language development at the early years of schooling. From this finding it is assumed that DPEP classroom climate is ideal for lower class language teaching.
4. Contrary to popular belief, DPEP pedagogy is found suitable for language development among Ist standard students especially in the area of conversation and reading. Further studies are to be conducted to verify the veracity of this finding.
5. This study shows that the female teachers are not as democratic as the male teachers in their classrooms. This finding assumes added importance, since female teachers constitute the majority of the teaching population of the state. Authorities responsible for inservice training of teachers may give female teachers sufficient orientation in implementing democratic procedures in their classroom.
6. The finding that mathematics achievement is age- linked has implications for curriculum development in mathematics.
7. The finding that girl students excel boys in reading and writing necessitates further detailed research for arriving at reasons. For the time being special attention need to be given to boys in these areas of learning.

8. Further investigations are to be conducted to unearth the reasons for the finding that boys are better than girls in addition and number concept. The sex bias noted in the achievement in mathematics compels further probing due to its education implications.
9. One of the interesting conclusion of the study is with regard to environmental awareness of students from schools of DPEP districts. This contribution of DPEP is to be utilized to its maximum by implementing DPEP pedagogy for environmental studies.
10. Class room climate of rural schools are more democratic than that of the urban schools. The urban teachers are more critical than the rural group. Student initiated talk and student response are also more in rural schools than in urban schools. All these findings indicate the need for special inservice training for urban teachers in democratic values and classroom procedures.
11. Government school teachers are found more effective in maintaining classroom climate conducive for DPEP pedagogy than the private school teachers. This calls for special attention required for the training of private school teachers in DPEP pedagogy.

“A Study on Time Management Practices of Primary School Headmasters”

Chief Investigator : DIETs, Kasargod and Idukki

Main Objectives:

- i. To identify the perceived duties and responsibilities of primary school Headmasters.
- ii. To enlist the duties and responsibilities actually performed by primary school Headmasters.
- iii. To identify the criteria for fixing time priority by the Headmaster in terms of his / her duties and responsibilities; and
- iv. To give suggestions on new interventions for effective time management practices of the duties and responsibilities of Headmasters.

Main Findings

1. The existing time management practices clearly indicate the focus on the financial and administrative aspects. But the new curriculum expects from the headmaster the role of an instructional manager more than mere an administrator. However, this shift is not seen in the existing KER. Every curriculum change should be



followed by corresponding changes in the educational administration also. Revision of KER according to the revision of new curriculum is the need of the hour.

2. There exist polar differences between the perceptions of the system and its officials and with the new curriculum. The system perceives the headmaster merely as an administrative head at school. However, the new curriculum perceives the headmaster differently. The implications of these differences of perception at sub district level get reflected in the functions of the educational officers and on the headmasters. So, without considering the headmaster's changed role at school, they insist for the role of an administrator from him/ her. Since this is one of the major reflections of the findings of the study structural readjustment is required in the whole system according to the changed function.
3. The actual time spent by headmaster at school has to be increased both in terms of quantity and quality. The system has to look for ways for increasing the time spent by the headmaster at school. The time spent for managing school administration and financial matters is comparatively much higher than prescribed in KER. This excess in spending of time has to be checked through monitoring at sub district and school levels.
4. The main function, which fell victim to the existing management practices of headmasters, is the teaching function. Moreover, a tendency of delegating this major function to unqualified, ill equipped and inexperienced persons is seen in many of the schools. This has to be checked at the earliest. The vast teaching experience of the headmaster should not be lost to the student community. Therefore, necessary administrative changes have to be made to ensure the full teaching hours of the headmaster at school itself. The demand of headmaster for excluding them from this responsibility is unprofessional and not feasible in the present Kerala context.

Mid Term Assessment Survey – DPEP II Districts

In Kerala, the District Primary Education Programme (DPEP) was launched in 1994 with its specific objectives on the nature and intensity of the planning process, the integration of professional inputs, participative planning and management and the emphasis on capacity building have together rendered DPEP a unique educational programme in the State. In its first phase, this programme was initiated in three districts viz. Kasargod, Wayanad, Malappuram and subsequently in 1996 based on a Baseline Assessment Study, this programme was extended to Idukki, Palakkad and Thiruvananthapuram. After completion of three years of its implementation the Ministry of Human Resource Development (MHRD) has launched under the supervision of NCERT, Mid – Term Assessment Survey to assess the effectiveness of the Programme in the three project districts, viz. Idukki, Palakkad and Thiruvananthapuram.

Main Objectives

1. To measure the average performance of student's achievement on the competency based achievement tests in Language and Mathematics at the end of Classes I and III and at the end of penultimate class of primary schooling during BAS/MAS.
2. To compare the average performance of student's achievement on the BAS tests administered during the initial survey with that of student's performance on the same tests re-administered during MAS.
3. To study the achievement differences in regard to area, gender and social groups and compare them under BAS and MAS.
4. To study the effect of variables like home, school, teacher, classroom practices, incentive schemes, etc. on student's achievement.

The study proposal for the Mid-term Assessment Survey (MAS) Phase II 2000 was prepared in a workshop organized by DPEP – CRG and NCERT, New Delhi during March 2000. The Project proposal thus prepared in the workshop was approved by the State Project Director in June, 2000.

Selection of Sample

Stratified random sampling technique was used in the study, taking district as a unit. Random table and random start were used for the selection of blocks, students, teachers and divisions. Each district was divided into Rural and Urban sectors and further sub divided into blocks and tribal blocks and urban areas.

Major Findings

The major results of the study are summarised and presented below:

1. The average performance of student's achievement in Language of Class I students assessed in all the three project districts indicates that the language achievement of urban students are higher than that of rural students for the total sample and Boys and Girls.
2. The area wise and category wise achievement of Class I students in Mathematics revealed that the others-than SC rural were found to be higher in achievement than SC rural.
3. With regard to achievement in Word Knowledge, significant difference was observed between SC rural and others rural.
4. The achievement of Class III students in Language and Mathematics during MAS was higher than in the initial BAS.

5. In general, the study has emphatically proved that the mean percentage achievement of Class I and Class III students in Language and Mathematics were found to be higher on MAS tests than on BAS tests. In other words, the mean percentage achievement on MAS was found to be superior to the mean percentage on BAS tests.

“Study on Redesigning the Anganvadies in Kerala”

Main Objectives:

- i. To analyse the time spent by Anganvadi Workers for each component of the six services.
- ii. To find out whether any of the duties performed presently by an Anganvadi Worker is redundant in the Kerala context and if so whether they can be discontinued.
- iii. To suggest ways and means through which the pre-school component of ICDS in Kerala can be improved, so that a child coming out of Anganvadi can be effectively inducted to std. I with the present curriculum and pedagogy.

Duration of the Study : 100 days

Brief description of the Report on the Training Process of training of BRC Trainers and Training of School Teachers

Agency : O M Consultants (India) Pvt. Ltd., Bangalore.

Period of study : April - May 1997

Objective:

To study and evaluate the process involved in the training of trainers and subsequently training of teachers at the Block level.

Approach of Study

A process observer has attended the training of trainers programme and block level teacher training programme, observed the behavioural process, methods utilised in these programmes and provided the evaluation feed back.

Suggestions

- ◆ Should demonstrate with a model class using text books.
- ◆ More explanation required for how to write alphabet.

- ◆ Give training cluster wise.
- ◆ Unify the syllabus of aided and unaided schools.
- ◆ Evaluation questionnaire booklet should be filled in every day and not at the end of the programme.

Internal Support Mission

Mission - State Resource Group (SRG) Members

Objectives :

- ◆ To recommend strategies and techniques for conducting continuous and comprehensive evaluation in the classroom.
- ◆ To assess term evaluation process and give suggestions for improvement.
- ◆ To find out difficulties in the planning and implementation of term evaluation activity.
- ◆ To recommend the responsibilities of the school, CRC, BRC and District Project Office in the implementation of Term Evaluation.

Recommendations

- ◆ The training programmes at different level should be planned so as to get enough time for academic planning.
- ◆ Programme Officers and Academic Co-ordinators should be given charge as SRG Member in other districts.
- ◆ Seminars, discussions and competitions etc. should be included in the Training Programme so as to enable them to get enough opportunity for extensive reading.

Study conducted by the Second Internal Academic Support Mission

Period of study - From 1998 March 10 to 1998 March 20

Objectives:

1. Primary Objective:

To study the processes involved in and the impact of the various pedagogical renewal activities taken up under the District Primary Education Programme during the year 1997-98 in order to identify possible strategies/activities to be taken up during 1998-99.

2. Secondary Objectives

- ◆ To identify the difficulties/obstacles faced by children, teachers, schools and support systems in the pedagogical renewal process.
- ◆ To identify possible reasons for the difficulties/obstacles.
- ◆ To suggest strategies to be adopted during 1998-99 to address the issues.

Approach of Study

The Terms of Reference were finalised and the mission members briefed. The mission members observed the class rooms and had interactions with over 100 primary school teachers, focussed group discussions with more than 75 BRC Trainers, verified documentations made available to them at the Schools, CRCs, BRCs and at the DPOs.

Findings

The mission found significant improvement in the class room situation. The mission found that almost all project functionaries, DIET/BRC Faculty and Primary School teachers had internalised DPEP 'vision', although with varying degree of clarity.

The mission found lively classrooms, with visible evidence of a growing, healthy teacher-pupil relationship. The overall improvement in the confidence level of children was perhaps the most significant visible change.

There is room for qualitative improvement of class room 'activities'.

Teachers need to improve their skills to design and organise 'learning experiences' which are pitched at the appropriate level of children in different grades.

Academic Support Mission - 4

Mission : State Resource Group (SRG) Members

Period of Study : 1998 December and January 1999

Objectives :

- ◆ To assess the achievement level of the child who studied the new curriculum.
- ◆ To examine the criticism of some educationists about the implementation of new curriculum and report the reality in relation with the drop out rate.
- ◆ To examine the functioning of teacher, parent, society and administrative set up.

Suggestions

- ◆ Daily planning and weekly SRG planning should be conducted properly.
- ◆ Special Teacher Training Programmes should be arranged in the preparation of activities in Language, Projects and planning practical problems in Mathematics. The role of stories, poems, collections in learning activities also should be given importance in preparing the module of the training programme.
- ◆ Special Teacher Training Programme should be arranged in the VEC level in the preparation and use of wall magazine, manuscript magazine, newspapers, number cards, letter cards, studies etc.
- ◆ State level academic groups (SRG) should develop a design and method in recording the achievement level of student in 'Ente Kuttikal' - the continuous evaluation record.

5th Academic Study

The study was conducted by the Pedagogy Unit of DPEP in State level. (Internal Agency)

Period of Study : 2000 January-March

Objectives:

Pedagogical

- ◆ Evaluate the effectiveness of the pedagogical renewal implemented in the State for the last three years and to suggest activities to be continued.
- ◆ Evaluate the merits and identify the problems.
- ◆ Identify steps needed to sustain and extend the merits.
- ◆ Identify solutions to the problems.
- ◆ Identify objectives of Teacher Training with regard to the above factors.
- ◆ Identify the means for ensuring sustainability of the merits.

Findings

- ◆ SRG meetings should be conducted as per specific agenda.
- ◆ Training should be given to teachers on self directed activities.
- ◆ Ensure monthly evaluation and planning for SRG Convenors.
- ◆ Ensure that SSG members are able to perform the learning activities.
- ◆ Ensure the formation of process oriented planning page and on the basis of this, ensure the preparations of response page.



- ◆ Ensure that all the teachers have their own collections and allow them to display them and discuss its reuse.
- ◆ Best teaching manuals should be displayed in the educational exhibitions.
- ◆ Celebrate various festivals without blocking class room activities.
- ◆ Find out a simple method for recording “My Children”.
- ◆ Training should be given to teachers as to how to relate the available reading materials and the same with the competencies.
- ◆ Planning for learning activities alongwith the preparation of learning materials should be done at the CRC Training.
- ◆ Ensure the effective use of teacher grant in schools.
- ◆ Practical training should be given to teachers on the preparation of local texts and its use.
- ◆ Formation of SSG should be done in order to develop school-community relation.
- ◆ Training should be given on curriculum transaction and school effectiveness for SSG members.
- ◆ Monitoring of schools should be conducted frequently by Panchayati Raj Institutions.

Programme Evaluation

Kinginikkoottam - 5 days Vacation Training Programme

Team : SRG Members

Objective:

- ◆ To assess the effectiveness of the District level and Block level training programme.

Approach of study

A process observer has attended the training programme and observed the process, methods utilised and provided feedback to State Project Office.

Suggestions and findings

The Trainers were not able to utilise the products and creative works in the Teacher Training Programme.

The presentation of personal experiences and cases have helped the Trainers very much to make the sessions attractive.



DISTRICT LEVEL INTERVENTIONS

Kasargod

1. Academic Study

Under the leadership of DRG, district level academic studies were conducted every year. The year plan preparation, teacher training programmes etc. planned according to the findings of this academic study.

2. Local Study

The DPEP gave lot of importance to local specificity. Therefore local studies are also important. This district conducted 10 local studies. The topics of these studies are as follows:

1. Gender disparity in classrooms.
2. Effectiveness of School and Headmasters.
3. How to strengthen the BRC as an educational Institution.
4. How to strengthen the VEC.
5. How to give problem based On Site Support.
6. How to make effective the study of mother tongue in a bilingual area.
7. The effectiveness of utilisation of grants.
8. The influence of Class PTA in the achievement level of students.
9. The strategies for the effectiveness of daily planning.
10. Study on total enrollment for identifying drop-outs and not enrolled.
11. Research study on institutionalising MGLCs.
12. Achievement study on MGLC pupils who got mainstreaming in regular schools.
13. How to strengthen the SRG meetings ?

Action Research

Year	No. of Studies
1997 - 1998	12
1998- 1999	32
1999 - 2000	22
2000 - 2001	19
2001 - 2002	13
2002 - 2003	15



The findings of the studies were included in the district Newsletter 'Kurinji' and shared in workshops and in seminars.

Wayanad

Local Studies

Topics

1. How to enable the teacher trainees to conduct projects in Environmental Studies.
2. Utilisation of School Grants and Teacher Grants.

Action Researches

Topics

1999-2000

1. How to improve the writing skill of pupils of Std IV.
2. How to overcome the difficulty in reading of 1st Std. students

2000-2001

- ◆ How to improve the ability of students in Class IV for solving practical problems.
- ◆ How to make an effective SSG.
- ◆ How to use library effectively.
- ◆ How to improve the language ability of students.
- ◆ How to improve the multiplication ability of Std. IV students by using activity based approach.
- ◆ How to conduct an effective CPTA.
- ◆ How to equip the parents for helping the students.
- ◆ How to conduct effective CCE etc.

The findings of the Action Research were disseminated through the district Newsletter 'Thudi' and shared in CRC trainings.

Palakkad

Academic Study - District level

Year	No. of Studies
1998- 1999	1
1999 - 2000	1
2000 - 2001	1
2001 - 2002	1
2002 - 2003	1

Details of Academic Study conducted in 2002-2003

Team

- ◆ Academic Co-ordinators
- ◆ BRC Trainers

Period of Study : October, November 2002

Period	Teachers	Trainers	Academic Co-ordinators
2000 -2001	75	40	5
2001 - 2002	75	40	3
2002 - 2003	50	20	5

Sample

155 Schools of 11 Sub Districts

Alathur	12
Palakkad	16
Parli	19
Shornur	12
Kollengode	10
Pattambi	10
Mannarkkad	12
Cherplachery	18
Thrithala	16
Chittur	16
Ottapalam	16
Total	155



Objective:

To find out the obstacles for the attainment of effective school.

Sub objective

- ◆ To find out the present status of the school level academic planning, school atmosphere, community participation, management and achievement level of students.

Process of study

- ◆ Conducted achievement tests in Language, EVS and Mathematics to assess the achievement level of students in Standard II and Standards IV

Findings

- ◆ Enhanced community participation in the academic activities.
- ◆ Panchayathi Raj Institutions interactions increased in schools.
- ◆ Strengthened the idea that school is a common property of the society.
- ◆ Increased the achievement level of students in Language, Maths and EVS.
- ◆ Decreased the percentage of backward students in the class.
- ◆ Developed self confidence among students and they interacted fearlessly in classroom activities.
- ◆ Enhanced the ability to respond among students

Action Researches

It is necessary to improve the quality of various activities stretches from academic to non academic areas by addressing the related problems. To accomplish this goal action researches were proposed and two day long orientations had been given to teachers, trainers and academic co-ordinators. During the research period they were called for mid term reviews. After the research they gathered at a centre and did the presentation and consolidation work. The findings from the action researches were shared among the teachers during CRCs. The DPEP personnel gave technical assistance to the researchers and monitored their work.

- Academic Study 2001 with external agencies
Members of the Study team
Sri. Mundoor Krishnan Kutty (*Famous short story writer and educationst*)
Sri. Mundoor Sethumadhavan (*Famous short story writer and educationist*)
Prof. P.E.D. Namboothiri (*Educationist*)
- 4th Academic Study was conducted on writing skill of the pupils.

Idukki

Action Research

1998-99, 1999-2000

District level workshops conducted and proposal for Action Research developed in the workshops.

- ◆ They visited school as part of 'Kinginikkootam' Programme and 'Sahavasa Camp'.
- ◆ The BRC level monitoring team conducted various visits.
- ◆ District level monitoring team conducted various visits in schools and submitted reports.

Achievements

- ◆ The visits improved considerably the academic activities of teachers.

Research Studies

- ◆ The local research study at BRC level initiated in all BRCs.

2001-2002

During this year 40 Action Researches were conducted by trainers and DIET.

- ◆ Internal Academic Study was conducted in seven BRCs.
- ◆ A team consisting of Academic Co-ordinators and Trainers visited seven schools in allotted BRC and evaluated the performance with the help of stipulated tools.

Impact Assessment Study

- ◆ Research Assessment Study
- ◆ Research study conducted to find out the reason why children are flowing to unaided schools.
- ◆ Why drop out ratio is high in Idukki District.
- ◆ To assess the suitability of learning materials.
- ◆ Intervention of MGLC with regard to the cultural factors of tribal children in Idukki district.
- ◆ District Monitoring Team was constituted with 16 members. They constantly visited BRCs, VECs and Schools.
- ◆ Block Monitoring Team was also constituted.
- ◆ Joint official monitoring was also conducted.

Participants

- ◆ 41 members including 10 DIET Staff, 10 BRC Trainers, 21 Teachers.
- ◆ They submitted their reports in 1999-2000.
- ◆ A journal named 'Anweshanam' was published related to Action Research.
- ◆ Seven Local Research Studies planned in BRC level and they submitted their initial reports.
- ◆ 'Kalari' try out by Trainers to empower their training capacity.
- ◆ All Trainers in this District actively participated in this Programme - 15 days in selected schools.
- ◆ For 'Kalari' Programme - 5 day residential Kalari workshop was conducted.

Monitoring

A district level monitoring team consisting of 16 members including District Panachayath member and selected Educationalists constituted the team. Held 4 days residential review and planning.

- ◆ They prepared a guideline for monitoring.
- ◆ With the help of this guideline they visited schools and gave necessary instructions too.
- ◆ Block level monitoring team constituted in 7 BRCs - they visited all schools and submitted report to BRCs.
- ◆ Joint Official Visit by AEO and BRC Staff was also conducted.
- ◆ During the 'Kalari' try out by the Trainers they visited schools and gave proper guidelines to Trainers and Teachers. These visits helped Teachers and Trainers in conducting class room activities more effectively.

2000-2001

Action Research

Four day residential workshop was conducted for 50 participants in connection with Action Research Programme.

Monitoring Cell

Monitoring Cell was constituted in all BRCs, VECs and Schools.

2002-2003

- ◆ Action Research was done by 13 Teachers and 9 Trainers
- ◆ All monitoring groups such as District Monitoring Group, BMC and VEC monitoring have functioned .

Action Research

Year	No. of Researches
1998 - 99	14
1999- 00	88
2000 - 2001	33
2002 - 2003	16

Before conducting Action Research, the following programmes were conducted:

- ◆ Two days workshop to enable the teachers to select problems for Action Research.
- ◆ One day workshop for the consolidation and selection of problems for Action Research.
- ◆ Organisation of District level Advisory Committee for monitoring the Action Research

After the conduct of Action Research

- ◆ One day workshop for the consolidation and dissemination of research findings was conducted in the above years.

Long Term Researches

1999-2000

Topics

To improve the function of SSG members related to primary school.

A detailed analysis of the present primary curriculum to incorporate the basic life skill into education.

An analytical study of the factors affecting total school improvement.

The role of VECs for the attainment of quality Universal Elementary Education.

Impact Assessment Study on equipping educational functionaries in the District level, sub District level and School level.

Agency : DPEP

Period of Study : 2001-2002

Objectives:

1. How far the educational functionaries have been equipped by the DPEP.
2. How much they have been involved in the educational activities in the District.

Method of Study

1. Interview, survey
 2. Reference of Records and orders
- ◆ Most of the Headmasters identified their role as a democratic leader, monitor and manager of school activities.
 - ◆ They have the vision about the entire activities of school in the area of planning, monitoring, implementation and evaluation.
 - ◆ They needed more training.

SUSTAINABLE ELEMENTS

A Way Forward



All Interventions

District Primary Education Programme (DPEP) is a Centrally sponsored Programme intended for the comprehensive development of primary education and the various related institutions. The objectives of the Programme were :

- a. To provide access for all children to primary education according to national norms
- b. To ensure retention of all children in primary classes
- c. To effect a sustainable improvement in quality of education.

DPEP interventions both in horizontal and vertical dimensions had yielded results in a number of directions. The serious debates that Kerala witnessed on the new pedagogic and curricular initiatives of DPEP can be seen as an ample testimony to this overall impact. Terms such as “experiential pedagogy” and activity based classroom have gained currency among teachers, parents and educationists genuinely concerned for the child. DPEP of Kerala had raised the level of professional discourse in pedagogy and curriculum and the profile of our primary classroom witnessed a paradigm from what it had been decades ago.

Rationale for sustainability

DPEP was a project meant to raise the level of effectiveness of primary education in the entire State; it was just a matter of strategy that the project concentrated on the six educationally backward districts of Kerala. The Project had a coherent strategy involving intense inputs within a specific time frame. These inputs had triggered off a series of processes, leading to raised effectiveness of the whole system permeating beyond the Project districts and sustaining beyond the Project time. It is time now to think of sustainability of the various project initiatives. It is necessary to specifically address questions regarding.

- Identification of the processes generated by the Project which had demonstrated their crucial linkages with greater effectiveness in the primary education system.
- Strategies for ensuring sustenance of such processes in the project districts.
- Strategies for adoption of initiatives which trigger of such processes in non-project districts.
- Formulating linkages between project initiatives and departmental structure.
- Possibilities of linkages with Panchayat Raj Institutions.



- Creation of an enabling policy environment for sustainability of the project operated processes.

The launching of experiential pedagogy in our primary schools effected visible and desirable changes in the classroom. Since there had been a drastic deviation from the conventional methods of teaching, teachers involved in the experiential pedagogy faced a host of problems both conceptual and empirical. Moreover, the interventions initiated by DPEP have to be institutionalised, modified or reorganised from the point of view of their sustainability. All the interventions that have fetched achievements will have to be carried out even after DPEP is withdrawn. How this can be done in the post-DPEP scenario is a serious concern.

In the past seven years DPEP has conducted a lot of activities through various interventions with a view of attaining the goals that had been set at the onset of the Programme. For lasting results it is essential that most of the qualitative changes brought about by DPEP and the broad outlook on education that has been developed needs to be sustained.

Access and Alternate Education

- a. Transparency and democratic approach in,
 - Identification of location where Centres are to be started.
 - Selection of Instructors.
 - Utilisation of all kinds of grants and aids etc. are to be sustained to ensure effectiveness.
- b. Academic support (On Site Support, Review meetings, Trainings etc.) and monitoring system need to be continued.
- c. Free supply of learning materials should be sustained.
- d. The honorarium and other benefits given to the Instructors should continue.
- e. Keep up the tempo of the awareness of parents, PRIs etc.
- f. “Kalamelas” for MGLC pupils giving importance to folk art forms should be continued.
- g. On the basis of a “Performance appraisal report” headed by Programme Officer (AS) the efficient, Instructors are to be sustained.



- h. 'Convergence' with other Agencies/Departments should be sustained with much more vigour.

Civil Works

- ❖ Community Participation - Direct involvement of community helped to reduce corruption; ensured transparency and cultivated a sense of ownership, which are not found generally in other type of works. Too much emphasis on community involvement may affect the progress of the work and hence should be dealt with carefully.

- ❖ Regular monitoring by the District Project Engineers, Programme Officers and Project Co-ordinators at BRC and District levels, helped to solve many problems faced by the Construction Committee. Timely positive action from the respective authorities was another good point of DPEP.



- ❖ Tried to incorporate the idea of 'value addition' in every work, as far as possible.
- ❖ Contrary to other departmental works, the plan and estimate was prepared in consultation with the School PTA and the flexibility to incorporate site specific changes helped to create synergical effect in many aspects.
- ❖ Minimised hierarchy of administration helped to speed up the work and free-flow of fund in different stages of work.
- ❖ Regular meetings of representatives of Construction Committee at BRC level helped to transfer the working ideas to each other.
- ❖ Engineer at State level should be appointed to co-ordinate technical activities of districts and to consolidate data.
- ❖ Totally new concept of class rooms, such as polygon shaped other than square shaped rooms, wider verandah, coloured as well as different shaped chalk boards for children, storage area, colourful walls, spacious doors and windows and so on were the major achievements of DPEP.
- ❖ Play elements, barrier-free structures, child-friendly elements were provided.
- ❖ Exclusive designs for girls' toilet provided.

Community Mobilisation

★ Sahavasa Camp

Sahavasa Camp provide opportunities for the students, teachers and community for total involvement and sharing of experiences. It was proved to be an important medium through which community participation was assured fully.

★ Exhibitions

Exhibitions were held for awareness creation among general public. Exhibitions served as a forum for the involvement of the society in the functioning of the schools.

★ Seminars

Seminars were conducted, for awareness creation and popularisation of DPEP methods. Seminars were found to be an important medium through which awareness of the day-to-day educational developments were disseminated and individual role identified.

★ Process of plan preparation

Participatory planning at all levels was resorted to. The same method is advisable for future also.

★ Pravesanotsavam

Pravesanotsavam provided a joyful and attractive opportunity for the newcomers.



Distance Education Programme

1. Audio/Video /Print Materials are to be developed which are highly beneficial to the Primary/Secondary School personnel.



2. Teleconferencing is to be incorporated along with face to face training in various aspects of Pedagogy, Community participation, IEDC, ECCE and Educational researches.

3. The Website of DPEP-Kerala should be used as information and communication technology device for professional development of educational personnel. It should be updated and should be used widely.

4. Teacher Empowerment Programmes, Community Focussed Programmes and Learner Centered Programmes are to be sustained.
5. Television Programmes through prominent TV channels would be worthwhile.

Early Childhood Care and Education (ECCE)

- Training to Anganvadi and pre-primary teachers and pre-school teacher educators should be continued.
- The training and other inputs that brought attitudinal change of the ICDS personnel and persons related with education to be sustained.
- Supply of Teaching Learning Materials to ECCE Centres should be continued.
- Creating awareness programmes in the community about the importance of pre-school programme should be continued.



Gender

- Creating awareness to the Community and among the primary teachers about the actual status of Keralite woman/girl child is a slow process. So teacher trainings, awareness programmes, discussions and seminars on this topic should be a continuous process.
-
- Though studies have been conducted on children from Classes I to IV, the children of Classes V to VIII have their own issues. It is essential to conduct studies to evaluate the actual position of the young girls before planning evaluation of girls education and gender.
 - Counseling centres have been opened in schools for children and this practice should be continued.
 - Training Programmes like cycling, two wheeler/four wheeler should be conducted at school level.
 - Yoga class should be conducted at school level.
 - Community Mobilisation Programmes through multimedia found very effective and should be continued.

Integrated Education for the Disabled Children(IEDC)

1. Training Programmes

Training programmes aimed to impart new teaching strategies and update knowledge about technical appliances and equipment were very effective and supposed to be continued.

2. Assistance like Speech Therapy and Physiotherapy

paid good results and should be sustained.

3. Computer Assisted Learning Process

CD ROMs (Poothiri I and II) developed by IEDC Unit with the convergence of NISH

have been used in the compensatory classes and found very effective. Hence, the multimedia has a strong penetration level. Development of interactive CDs are recommended.



4. Community Mobilisation Programmes

Community Mobilisation Programmes at various levels reaped good results. It could create a positive attitude towards the disabled.

5. Convergence at various levels

Most of the appliances for the disabled children have been distributed through convergence. Individuals, Institutions and NGOs came forward to sponsor the items. This is the end product of effective Community Mobilisation Programmes and these kind of practices should be continued.

6. The activities or programmes like Sayanthana Vedies, Home School Convergence Programmes were very effective and should be continued.

Media

- ◇ Appointment of Media Officers at the State and District level should be made.
- ◇ Contributions of the students to be incorporated in the 'Vidhyarangam' - Education monthly magazine.
- ◇ Workshops may be conducted for Media Officers.
- ◇ Newsletters/Brochures/Pamphlets/Posters etc. should be published both at State

and District level.

- ◇ Good Public Relations should be maintained by the Media Officers with the local media persons.
- ◇ Seminars, exhibitions, production of audio/video/print materials etc. should be done by Media Unit.



Research and Evaluation

DPEP, Kerala established various interventions through Research Studies and Programme Evaluations. These studies helped the future planning of interventions especially Teacher Training, On Site Support, Monitoring, Tribal Education, IEDC etc. The effectiveness of every Programme has been evaluated through studies. Therefore the studies are to be sustained.



In the case of Action Research it is highly necessary to improve competency in the field concerned. Hence, the programmes related to Action Research are to be sustained.



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